ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE January 20 2011

1. ACADEMIC UNIT: SHPRS

2. COURSE PROPOSED: HST 301 Global History of Health 03
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Norma Villa
   Phone: 5-5779
   Mail Code: 4302
   E-Mail: norma.villa@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 985-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L □
   Mathematical Studies—MA □ CS □
   Humanities, Fine Arts and Design—HU □
   Social and Behavioral Sciences—SB □
   Natural Sciences—SG □ SG □

   Awareness Areas
   Global Awareness—G □
   Historical Awareness—H □
   Cultural Diversity in the United States—C □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: □ No  ☑ Yes; Please identify courses: ASB 301, SSH 301

   Is this an anutility course?: □ No  ☑ Yes; Is it governed by a common syllabus? __________

Mark von Hagen  ____________________  Chair/Director  ____________________  Chair/Director
Chair/Director (Print or Type)  (Signature)

Date: 1/26/11

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Course description:

HST 301 - Global History of Health

Course description: Examines disease and health transitions in broadest context of human history, from primate ancestors to hunter-gatherers, to transcontinental contact, colonialism, industrialization, urbanization.

Enrollment requirements: Pre-requisites: Students who have credit for SSH 301, or ASB 301 may not enroll in HST 301

NOTE: Request in process to change enrollment requirements per below:
PROPOSED HST 301: Pre-requisites: Completed SSH 100, ASB 100, HST 100, or HST 101 with a grade of C or better. Students with credit in SSH 301 or ASB 301, may not enroll in HST 301.
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<td>![ ]</td>
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<td>syllabus</td>
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#### GLOBAL AWARENESS [G]

1. **Studies must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. **Course must be one or more** of the following types (check all which may apply):
   
   a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. *The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.*
   
   b. Contemporary non-English language courses that have a significant cultural component.
   
   c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.
   
   d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. *Most, i.e., more than half, of the material must be devoted to non-U.S.*
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1a</td>
<td>The course traces the history of eight “paradigmatic diseases” from their origins up to the present day. Aside from smallpox (which was eradicated in the 1970s but has been the source of present-day bioterrorism fears), all these diseases still kill or disable millions of people around the globe.</td>
<td>The course ends with the modern HIV/AIDS pandemic and the on-going efforts to intervene in global health epidemiology, policy, and funding (Weeks 14-16). The purpose is to prepare students to be knowledgeable citizens in respect to the health concerns of the present-day world. Moreover, throughout the semester, the findings of modern science are incorporated into our analyses. Hence, a major objective is to teach students how we know what we know about the past and to get them to understand that that work of reconstruction is constantly in process (including in the laboratories that many of them work in here at ASU). (See Syllabus, Weeks 1-16.)</td>
</tr>
<tr>
<td>2a</td>
<td>On the &quot;contemporary&quot; aspects of this question, see item 1a above. Case studies are used every week. The U.S. is used as the case study only in Weeks 12 and 14, with the U.S. playing a supporting role only in Weeks 13 and 16. All other weeks draw on studies of Asia or Pacific cultures (Weeks 2, 4, 6-7, 10-13, 15-16), Africa (Weeks 2, 4, 8, 10-13, 15-16), Latin America (Weeks 3, 8, 10-16), and Europe (Weeks 2-16).</td>
<td>See the weeks indicated for readings and lecture topics. The Paleopathology Lab has the students doing detailed studies of Eurasian evidence, while the History Lab has them working with primary source materials from Asia, Africa, Latin America, and Europe.</td>
</tr>
<tr>
<td>2d</td>
<td>The course is entirely about global dissemination of major infectious diseases and the human practices (migration, environmental alterations, urbanization, slavery, trade, etc.) that foster the spread of disease.</td>
<td>All weeks of the course.</td>
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There is no textbook. Two books are assigned, but they are only used one week each and in no way represent the coverage of the course as a whole. The syllabus really is the “content” that matters. But if you do need documentation about the two assigned books, here are links to the publishers’ webpages:

http://www.ghostmap.com/

IMPACT STATEMENT:

From: Alissa Ruth
Sent: Tuesday, February 22, 2011 1:49 PM
To: Norma Villa
Subject: RE: HST/SSH/ASB 301

Hi Norma,
Sorry, I have been swamped. We have no objections to HST 301 applying for the G designation. Please let me know if you need anything else. Thank you, Alissa

ALISSA RUTH
Director of Student and Academic Services
School of Human Evolution and Social Change
College of Liberal Arts and Sciences
Arizona State University | P.O. Box 872402 | Tempe, Arizona 85287-2402 | SHESC Bldg. #229
480.965.4628 | Fax: 480.965.7671 | e-mail: alissa.ruth@asu.edu

ASU School of Human Evolution and Social Change – Prepare to make a difference

From: Norma Villa
Sent: Tuesday, February 22, 2011 10:22 AM
To: Alissa Ruth
Subject: HST/SSH/ASB 301

Hi Alissa,

Once again, I email regarding HST/SSH/ASB 301. It appears that the course was not initially set up to carry the Global Awareness general studies designation. I have prepared the documents to submit to general studies, but need approval email from your unit indicating that your unit does not oppose the G awareness designation.

Thanks
Norma

Norma Villa
School of Historical, Philosophical and Religious Studies
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

**GLOBAL AWARENESS [G]**

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1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. Course must be one or more of following types (check all which may apply):
   a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country, or culture group. **The area or culture studied must focus on non-U.S. and the study must contribute to an understanding of the contemporary world.**
   b. Contemporary non-English language courses that have a significant cultural component.
   c. Comparative cultural studies with an emphasis on non-U.S. areas.
   d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
GLOBAL HISTORY OF HEALTH
latest update: 01/18/2011

Instructor:
Dr. Monica Green
Department of History
4568 Lattie F. Coor Bldg.
office phone: 480-965-4762
(main History phone: 480-965-5778)
office hours: W 10:00am-12noon (or by appt.)
e-mail: Monica.Green@asu.edu

TA: Mallorie Hatch
office: SHESC 306
office hours: M 11:30-12:30 and by appointment
e-mail: Mallorie.Hatch@asu.edu

Matt Parry
4513 Coor Hall
F 9:30-10:30
matthew.parry@asu.edu

COURSE DESCRIPTION: In this course, we will look at a vast panoramic sweep of human history: across millennia, across national borders, across continents—for disease knows no such boundaries. Using the framework of the Three Epidemiological Transitions (major shifts in the types and prevalence of disease in human societies), we will emphasize infectious diseases because these most dramatically show how incessant biological factors always combine with human social factors to determine the manifestations of disease. More specifically, we will focus on eight paradigmatic infectious diseases: tuberculosis (TB), malaria, leprosy, smallpox, plague, syphilis, cholera, and HIV/AIDS. Our questions will include such inquiries as: How do we know which diseases afflicted humans in the prehistoric past? Where do “new” diseases come from? How were public health measures developed that could control disease spread? Finally, how can a long-term historical perspective help us understand current health challenges and their possible solutions?

REQUIREMENTS: This course combines study of the scientific methods of Bioarchaeology with the interpretive methods of History. Students will be expected to master the basic principles of both fields as we explore the long-term global history of human health. Class time will be devoted to both lecture and discussion. Conscientious preparation of the readings and active class participation are essential for the success of the course. The “laboratory” assignments will be explained in class. All written assignments should be submitted via the “Assignments” function on Blackboard. Please note that papers will NOT be accepted via electronic mail. In addition to the two labs, there will be three online quizzes plus a midterm and a final exam. The final course grade will be assessed as follows:

Quizzes (3): 5% (each – 15% total)
Paleopathology Lab: 15%
History Lab: 15%
Midterm Exam: 25%
Final Exam: 30%
POLICIES:

Attendance – Regular attendance is crucial to the success of the course. Missed assignments must be made up by the next class period; thereafter, the grade will drop one full grade for each day late. In fairness to other members of the class, extensions cannot be granted.

Classroom Etiquette – Because we are gathered as a group to engage both in lectures and class discussion, it is vital that we maintain an atmosphere conducive to total participation. Therefore, the following rules will be observed in class:

1) No eating during class.
2) Cell phones and pagers should be switched off. No texting!!
3) Computers are allowed only for active note-taking. Persons using their computers for other purposes will be asked to turn them off.
4) Private conversation disturbs other students’ ability to concentrate on the lectures; disruptive talkers will be asked to leave the lecture room.
5) Bathroom trips and early departures are equally disruptive. People who leave during lecture will be asked to sign a signout sheet.

Computer Etiquette – Many students wish to bring laptops to class to take notes and consult readings as we are discussing them. However, some students abuse the Wi-Fi capabilities in the classroom to check e-mail, browse the Web, and in other ways distract themselves while in lecture. Unfortunately, such practices are also distracting for others in the classroom. Students who do not seem to be actively taking notes and engaging with discussion will be asked to put away their computers.

E-mail Etiquette – Some students have taken to using e-mails to the instructor in lieu of asking questions in class. Any question that can be asked in class should be asked in class. We always spend a few minutes at the beginning of class taking care of “business” issues. Questions about assignments, etc., should be asked then. (If you’re late to class, ask one of your fellow students what you missed.) This syllabus and the fuller information on our Blackboard have been designed precisely to give you as much information about the structure and expectations of the course as possible. So, before you zap off an e-mail to the instructor or the TA, ask yourself: (1) Did I check the syllabus first? (2) Did I check the Blackboard? (3) Have I asked a fellow classmate? (4) Can this wait to be asked in the next class meeting? By not overloading the instructor or TA with excessive e-mails, you help insure that we’ll have time to answer urgent or personal matters when we need to. A final point: remember that all e-mails to the instructor or the TA should be considered “professional correspondence.” Monitor your language, check your spelling and grammar, and strive to conform to all standards of professional discourse.

Written Work – All papers should conform to basic guidelines of neatness, standardized formatting (including numbered pages), etc. We do not accept submission of papers via e-mail; all work should be submitted via the “Assignments” function on Blackboard. ALWAYS keep a copy as backup.

Academic Honesty – No ethic is more important to the scientist’s or historian’s integrity than scrupulous use of, and documentation of, sources used. Improper use of others’ work (whether obtained from printed, electronic, or oral sources) is a violation of academic standards and will result in an automatic failing grade for the course. We will spend class time discussing the nature of plagiarism and proper methods of citation. Additional information can be found on Blackboard under “Academic Honesty.” Students are encouraged to bring their questions about this matter to the instructor or the TA.²

¹You will notice that even on this syllabus different forms of citation are used. That is because historians and anthropologists have different citation conventions. Depending on your major, please learn to use one or the other consistently.
²See also Charles Lipson, Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success (Chicago: University of Chicago Press, 2004).
Late Papers – See under “Attendance” above.

**IMPORTANT DATES:**
- WEEK 1: Chronology Quiz this week (online); Test closes at midnight, Tuesday, January 25
- WEEK 2: Terminology Quiz this week (online); Test closes at midnight, Tuesday, February 1
- WEEKS 4 and 5: Paleopathology Lab; Lab must be submitted via Blackboard by midnight, Friday, February 18
- WEEK 7: WEDNESDAY, March 2: MIDTERM EXAM
- WEEK 10: Cholera Quiz this week (online); Test closes at midnight, Tuesday, March 22
- WEEKS 11 and 12: History Lab; Lab must be submitted via Blackboard by midnight, Friday, April 8
- Monday, May 9, 12:10 - 2:00: FINAL EXAM

**TEXTS:**
**Required**

All other readings will be available via the “Weekly Readings” button on our course Blackboard.

**BLACKBOARD:** This course has a Blackboard site that functions as a supplement (but not a substitute!) to the work we do in class. All materials handed out in class—syllabus, hand-outs, announcements, study guides—will be posted on Blackboard within 24 hours of class meetings, if not before. Also, the flexibility of Blackboard allows us to develop a multi-media approach to our study. Thus, the Blackboard also has links to numerous websites, dictionaries, and other resources that can help you out when you’re doing your class or exam preparation. They can also lead you to more information about topics (like Chinese medicine or drug development) which we do not have time to discuss in class. Finally, we have added an “At the Movies!” button and a “Book Club” one with information on movies and non-academic books that dramatize major moments or themes in the history of human health. So on a Saturday night when you’re too tired to study, rent a video or pull out a book, throw some popcorn in the microwave, and kick back for some fun!

**HONORS CREDIT:** Instructions for receiving Honors Credit for this course will be determined with the instructors.

**LECTURE TOPICS**

**WEEK 1 (1/19):** Introduction: Where Does Disease Come From? Why “Go Global” in Studying Its History?

**Chronology Quiz opens this week (online; Test closes at midnight on Tuesday, January 25)**

**TOPICS:**
- methods for studying disease in the past: paleopathology, genomics, ancient DNA, historical documents

**READINGS:**

SUPPLEMENTAL READINGS:
Steinbock, R. T. 1976 Paleopathological Diagnosis and Interpretation: Bone Diseases in Ancient Human Populations. Charles C. Thomas, Springfield, IL.
Waldron, T. 2007 Palaeoepidemiology: The Measure of Disease in the Human Past. Left Coast Press, Walnut Creek, CA.

WEEK 2 (1/24 & 1/26): The Beginnings of Human Disease: Late Pleistocene Health
Chronology Quiz ends this week (online; test closes at midnight, Tuesday, January 25)
Terminology Quiz opens this week (online; test closes at midnight, Tuesday, February 1)

TOPICS:
* overview of the epidemiological transitions
* interrelation between subsistence, population size, and disease
* health and disease in the Late Pleistocene
* case studies: Upper Paleolithic Europe and Late Pleistocene Australia

READINGS:

SUPPLEMENTAL READINGS:
WEEK 3 (1/31 & 2/2): Tuberculosis in Early Agricultural Societies  
Terminology Quiz closes at midnight, Tuesday, February 1  
Guest Lecturer: Dr. Jane Buikstra, Regents' Professor of Bioarchaeology and Director, Center for Bioarchaeological Research  
TOPICS:  
* evolution of Mycobacterium tuberculosis: the evience from ancient DNA  
* biology and paleopathology of tuberculosis  
* case study: pre-Columbian America  

READINGS:  

SUPPLEMENTAL READINGS:  

WEEK 4 (2/7 & 2/9): Malaria and Homo sapiens  
Paleopathology Lab this week and next, to be submitted via Blackboard by midnight, Friday, February 18  
TOPICS:  
* biology and paleopathology of malaria  
* intensification of agriculture, deforestation, and the origins of malaria  
* case studies: ancient Rome and the prehistoric Pacific Islands  

READINGS:  


SUPPLEMENTAL READINGS:


WEEK 5 (2/14 & 2/16): Leprosy: The Insidious Scourge

**Paleopathology Lab this week, to be submitted via Blackboard by midnight, Friday, February 18**

**TOPICS:**

* biology and paleopathology of leprosy
* origins and spread of leprosy
* social meaning and consequences of the disease
* case study: leprosy in medieval Europe

**READINGS:**


**SUPPLEMENTAL READINGS:**


WEEK 6 (2/21 & 2/23): The Dangers of Urban Civilization: Smallpox and Plague

TOPICS:
* biology of smallpox, and the impact of urbanization on human health
* case study: smallpox in Europe prior to the discovery of the New World
* biology of Yersinia pestis and its vectors; origins of plague in ancient China
* case study: the Justinianic Plague (the First Plague Pandemic)

READINGS:
Giovanna Morelli, et al., “Yersinia pestis genome sequencing identifies patterns of global phylogenetic diversity,” Nature Genetics 42, no. 12 (December 2010), 1140-1145

SUPPLEMENTAL READINGS:

WEEK 7 (2/28 and 3/2): The 2nd Plague Pandemic (The Black Death)

WEDNESDAY, March 2: MIDTERM EXAM

TOPICS:
* assessing catastrophic mortality
* idea of quarantine and the beginnings of public health
* why pandemics end
* case study: comparative impact of the Black Death in the Muslim and Christian worlds

READINGS:
“The Black Death and the Jews 1348-1349 CE,” available online @ http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html

**SUPPLEMENTAL READINGS:**


Sharon N. DeWitte and James W. Wood, "Selectivity of Black Death Mortality with Respect to Preexisting Health," *PNAS* 105, No. 5 (5 February 2008), 1436-1441


**WEEK 8 (3/7 & 3/9): The Columbian Exchange: Smallpox (again) and Syphilis**

**TOPICS:**

- biology and paleopathology of syphilis
- early Spanish & Portuguese explorers in the Atlantic
- New World demography and pathocenosis before and after Contact
- case studies: disease exchanges between Old World and New (smallpox and syphilis)

**READINGS:**


**SUPPLEMENTAL READINGS:**


Noble David Cook, *Born to Die: Disease and New World Conquest, 1492-1650* (Cambridge: Cambridge University Press, 1998)


WEEK 9 (3/13-3/20): SPRING BREAK!!

Cholera Quiz this week (online; Test closes at midnight, Tuesday, 3/22)

TOPICS:
- the establishment of European colonialism and the rise of the slave trade
- smallpox (again) and yellow fever in the Atlantic world
- industrialization and urban growth
- case study: the cholera pandemics of the 19th century

READINGS:
- David Arnold, "The Indian Ocean as a Disease Zone, 1500-1950," *South Asia: Journal of South Asian Studies* 14, No. 2 (1991), 1-21
- Richard J. Evans, "Epidemics and Revolutions: Cholera in Nineteenth-Century Europe," *Past and Present*, No. 120 (August 1988), 123-146

SUPPLEMENTAL READINGS:
- Philip D. Curtin, *Disease and Empire: The Health of European Troops in the Conquest of Africa* (Cambridge: Cambridge University Press, 1998)
- David Arnold, ed., *Warm Climates and Western Medicine: The Emergence of Tropical Medicine, 1500-1900* (Amsterdam: Rodopi, 1996)

WEEK 11 (3/28 & 3/30): From the Global to the Microscopic: International Commerce and Laboratory Science

History Lab this week and next (to be submitted via Blackboard by midnight, Friday, April 8)

TOPICS:
- Pasteur, Koch, and the success of germ theory
- how European drugs took over the world
- case studies: the Third Plague Pandemic, 1894-1930; the 1918 Flu Pandemic

READINGS:
- Myron Eichenberg, "Pestis Redux: The Initial Years of the Third Bubonic Plague Pandemic, 1894-1901," *Journal of World History* 13, No. 2 (Fall 2002), 429-449

SUPPLEMENTAL READINGS:


WEEK 12 (4/4 & 4/6): TB and the Rise of Modern Public Health History Lab (finish – to be submitted via Blackboard by midnight, Friday, April 8)

TOPICS:
- public health campaigns and the "Gospel of Germs"
- why were the effects of the 2nd Epidemiological Transition so unequal?
- case studies: diphtheria in New York; TB and Black health in the U.S. and South Africa

READINGS:
- Seale Harris, "Tuberculosis in the Negro," *Journal of the American Medical Association* 41 (1903), 834-838

SUPPLEMENTAL READINGS:

WEEK 13 (4/11 & 4/13): Diseases of the Tropics: From Defense to Control to Eradication

TOPICS:
- "tropical medicine" as a concept and a practice
- discovering the etiology of insect-borne diseases
• the Rockefeller Foundation and the World Health Organization (WHO)
• case studies: the failure of eradication campaigns in Latin America vs. the success of the worldwide smallpox campaign
• SUMMARY: assessment of the 2nd Epidemiological Transition in global perspective

READINGS:

SUPPLEMENTAL READINGS:
Anne-Emmanuelle Birn and Gilberto Hochman, eds., special issue of *Canadian Bulletin of Medical History* 25, No.1 (2008) on History of Latin American International Health
Anne Hardy and Lise Wilkinson, *Prevention and Cure: The London School of Hygiene & Tropical Medicine, A 20th Century Quest for Global Public Health* (London: London School of Hygiene & Tropical Medicine, 2001)

Monday, 4/18, 7pm: screening of *And the Band Played On*

TOPICS:
• the 3rd Epidemiological Transition: the end of the "golden age" of biomedicine
• the "4-H Club": early epidemiology, science, and social reactions to HIV/AIDS
• case study: the pandemic in North America

READINGS:
First U.S. case report of “AIDS,” available online @ http://www.cdc.gov/mmwr/Preview/mmwrhtml/june_5.htm

SUPPLEMENTAL READINGS:
Randy Shilts, And the Band Played on: Politics, People, and the AIDS Epidemic (New York: St. Martin’s Press, 1987)
Paul Farmer, AIDS and Accusation: Haiti and the Geography of Blame (Berkeley: University of California Press, 1992)
Steven Epstein, Impure Science: AIDS, Activism, and the Politics of Knowledge (Berkeley: University of California Press, 1996)


TOPICS:
• the fifth “H”: HIV and women, or how a “gay disease” became global
• the advent of HAART and the politics and economics of treatment
• case study: the HIV/AIDS pandemic in sub-Saharan Africa

READINGS:

SUPPLEMENTAL READINGS:
Paul Farmer, Margaret Connors, and Janie Simmons, eds., Women, Poverty, and AIDS: Sex, Drugs, and Structural Violence (Monroe, ME: Common Courage Press, 1996)
Carolyn Baylles and Janet Bujia, eds., AIDS, Sexuality, and Gender in Africa: The Struggle Continues (New York: Routledge, 2001)
Tony Barnett and Alan Whiteside, AIDS in the Twentieth Century: Disease and Globalization (New York: Palgrave, 2002)

WEEK 16 (5/2): Global Disease, Global Drugs, and Global Philanthropy

TOPICS:
• “emerging diseases” (e.g., Ebola, SARS, avian flu) and drug resistance
• who pays for global health initiatives?
• case study: “celebrity” philanthropy and the state of global health today

READINGS:
review Harper and Armelagos (from Week 2)
Paul Farmer, “Social Inequalities and Emerging Infectious Diseases,” Emerging Infectious Diseases 2, No. 4 (1996), 259-269


Read one week’s worth of news from any of the resources listed under “Breaking News” on Blackboard

SUPPLEMENTAL READINGS:

Marcos Cueto and Victor Zamora, eds., Historia, salud y globalización (Lima: Universidad Peruana Cayetano Heredia, 2006)


Paul Farmer, Partner to the Poor: A Paul Farmer Reader, ed. Haun Saussy, foreword Tracy Kidder (Berkeley: University of California Press, 2010)


Poonam Bala, ed., Biomedicine as a Contested Site: Some Revelations in Imperial Contexts (Lanham, MD: Lexington Books, 2009)


Hormoz Ebrahimnejad, The Development of Modern Medicine in Non-Western Countries: Historical Perspectives (Abingdon/New York: Routledge, 2008)


WEDNESDAY, May 4: Review Session

MONDAY, May 9, 12:10 - 2:00: FINAL EXAM