ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit: School of Historical, Philosophical & Religious Studies
Department: History

Subject: HST Number: 301 Title: Global History of Health Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s) ASB 301, SSH 301

Is this a shared course? (choose one) If so, list all academic units offering this course No

Course description:

Requested designation: Global Awareness–G
Note—A separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

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.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (NS/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☑ Signed General Studies Program Course Proposal Cover Form
☑ Criteria Checklist for the area
☑ Course Catalog description
☑ Course Syllabus
☑ Table of Contents from the textbook and list of required readings/books

Contact information:
Name: Cindy Baade Phone: 480-965-7183
Mail code: 4302 E-mail: cynthia.baade@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Matthew J. Garcia
Chair/Director (Signature): [Signature]
Date: 1/23/14

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11, 12/11, 7/12
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><strong>GLOBAL AWARENESS [G]</strong></td>
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<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
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<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The <strong>area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.</td>
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Global Awareness [G]

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<th>Course Prefix</th>
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<tr>
<td>HST</td>
<td>301</td>
<td>Global History of Health</td>
<td>Global Awareness (G)</td>
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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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<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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1. Subject Matter

   The course examines diseases of global significance to all of humankind. Each of our eight paradigmatic diseases have been disseminated globally, and all (save smallpox, which was eradicated in the 1970s) still afflict people in all parts of the world.

   All parts of the course focus on the eight paradigmatic diseases: TB, malaria, leprosy, smallpox, plague, syphilis, cholera, and HIV/AIDS.

2c. Material devoted to non-U.S.

   This is a global history course in a "deep history" mode. It starts in the Pleistocene, long before there were any nation-states of any kind. Even the latter half of the course, after New World contact, devotes most of its attention to non-US parts of the world.

   Week 3, for example, addressed the presence of tuberculosis in the pre-Columbian Americas. Week 7 looks at the emergence of plague (Yersinia pestis) in central Eurasia and its spread to western Europe and N. Africa.

2d. Non-US-centered global issue

   Again, the focus of the course is entirely on global diseases. All the areas of highest prevalence of these diseases in the present-day world are in non-industrialized countries. Moreover, we make a special point to address questions of where the science about diseases is generated, where the pharmaceuticals are produced, and where the funding comes from. Although the US and other Western nations are very much involved in these issues, we deliberately take a non-Eurocentric, non-US focused approach.

   Week 9 looks at the effects of the cultural practices of slavery and plantation economies not simply in the geographic spread but also the epidemiological amplification of malaria and yellow fever. Similarly, Week 16 looks at the role of changing labor and cultural practices in Central West Africa in the amplification of the HIV/AIDS pandemic in the 1970s and 1980s.
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<th>General Education</th>
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<td>Spring 2014</td>
<td>HST 301</td>
<td>Global History of Health</td>
<td>3</td>
<td>SB &amp; H</td>
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Examines disease and health transitions in broadest context of human history, from primate ancestors to hunter-gatherers, to transcontinental contact, colonialism, industrialization, urbanization.

Allowed multiple enrollments: No. Primary course component: Lecture.

Repeatable for credit: No. Grading method: Student Option.

Offered by: College of Liberal Arts and Sciences – Historical, Philosophical & Religious Studies, Sch.

Pre-requisites: SSH 100, ASB 100, HST 100, or HST 101 with C or better. Credit is allowed for only ASB, HST or SSH 301.
“HIV asks only one thing of those it attacks. Are you human?”

COURSE DESCRIPTION: In the early 1990s, Mary Fisher, a middle-class mother of two children from Utah, was brought to awareness of the global HIV/AIDS pandemic by her own recent infection with the disease. In a famous speech she delivered in 1992, she reminded her fellow Americans and the world that infectious disease knew no boundaries of class, race, or nationality. It only asked, “Are you human?” In the past two decades, studies have shown that pathogens such as the TB and leprosy bacilli have undergone exceptionally low levels of evolutionary change because they have become so comfortable in their hosts that they have virtually stopped evolving. Again, “Are you human?” is the only question the pathogen asks.

It is that common humanity of Homo sapiens globally, and the common threats we face, that offers the premise for “Global History of Health.” Recent developments in genetics, combined with the traditional techniques of paleopathology and History, now make it possible to create a unified narrative of the threats to health that humans have shared throughout the vast sweep of time since Homo sapiens evolved. Eight paradigmatic infectious diseases—tuberculosis (TB), malaria, leprosy, smallpox, plague, syphilis, cholera, and HIV/AIDS—will serve as our “tracer elements.” Rather than looking for the differences between human cultures, this course looks globally at what has tied human populations together. Several diseases—TB, malaria, and leprosy—have been with human populations ever since our origins in Africa. Others have more recently evolved, yet now are distributed globally.

The central question we will ask is: why have certain human populations in certain times and places been subject to particular diseases? 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. How have human migrations into new regions or continents affected disease susceptibility? What role do new technologies (farming, irrigation, railroads, planes) play in the proliferation of disease? What responses—acceptance, exclusion, environmental intervention, scientific research—have human societies adopted? 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 perspectives from the scientific methods of genetics and bioarcheology with the interpretive methods of history. Students will be expected to master some basic principles of all three 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. We’ll be using clickers to make daily assessments of our progress. All written assignments should be submitted via the “Assignments” function on Blackboard. Please note that papers will NOT be accepted via electronic mail. The final course grade will be assessed as follows:

- In-Class Assessments (Clicker Quizzes): 15%
- Office Hours/Timeline Assignment: 5%
- Online Quizzes (2): 10% (5% each)
- Ghost Map Assignment: 10%
- HIV/AIDS Book Assignment: 10%
- Midterm Exam: 20%
- Final Exam: 30%

POLICIES:

Attendance – Regular attendance is crucial to the success of the course; any more than three absences are likely to affect your grade adversely. Except for clicker quizzes, missed assignments because of absences must be made up by the next class period after the date due; 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 need to leave early are asked to notify the instructor prior to the beginning of lecture.

Computer Etiquette – Many students wish to bring laptops or notebooks to class to take notes and consult readings as we are discussing them. Note-taking is always a good thing! 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/notebooks.

E-mail Etiquette – 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?

1 10% of the lowest scores will be dropped when calculating the semester grade. Since an absence (non-response) will count as an “E” in the gradebook, and since you will always be given partial credit just for responding to in-class quizzes, “just showing up” is always going to be a good idea.
(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 ensure 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, orthography, 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.³

**Late Papers** – See under "Attendance" above.

**Student Support and Disability Accommodations** – ASU offers support services through Counseling (http://counseling.asu.edu/counseling), the Learning Resources Center (http://www.asu.edu/lrc), and the Disability Resource Center (http://www.asu.edu/studentaffairs/student/services/disability). If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

**IMPORTANT DATES:**

- **WEEK 1:** Thursday, Jan. 10 – Experimental use of clickers...bring your clickers and make sure that they work; this is your only chance before they become mandatory every day – Chronology and Terminology Quizzes open on Blackboard
- **WEEK 2**, Tuesday, January 15: clickers must be operational by today
- **WEEK 3**, Tuesday, January 22: Chronology and Terminology Quizzes close at midnight
- **WEEK 7**, Thursday, February 21: MIDTERM EXAM
- **WEEK 9**, Tuesday, March 5: no class today
- **WEEK 10**, March 11-15: SPRING BREAK!!!
- **Thursday, May 2**, 7:30 – 9:20am: FINAL EXAM

**TEXTS AND EQUIPMENT:**

**Required – for purchase:**


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² Historians and anthropologists have different citation conventions, which themselves differ from usages in other disciplines. Depending on your major, please learn to use one or the other consistently. For History, the standard format is Chicago Manual of Style or Turabian.


⁴ I am giving you the option of reading either the Iliffe or the Pepin book. Historians may find the book by Iliffe (a historian) more accessible, while those trained in the sciences may find the study of Pepin (a physician) more immediately engaging. The required assignment is geared to either book.
TurningPoint compatible clicker

Required – e-book (available through ASU Library):
Anne F. Grauer, ed., *A Companion to Paleopathology* (New York: Wiley-Blackwell, 2012) (hereafter cited as “Grauer, Companion”); you are, of course, welcome to purchase the hardbound copy of this book if you prefer, but it’s expensive! We’ll be reading about eight chapters in it.

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!

WEEKLY READINGS: Under “READINGS” every week, there are listed all the readings you will be responsible for on the exams. Those that are starred (*) will be the subject of in-class clicker quizzes, so be sure to prioritize those, having them done by the first day of lecture every week. But be sure to go over the other readings as well, since they will be the subject of lectures and you’ll be responsible for them on the exams. Items listed under “Supplemental Readings” are not required; they are provided for those seeking further information about topics discussed in lecture.

HONORS CREDIT: Given the size of the course, it is regretted that individualized Honors projects cannot be pursued this semester.

LECTURE TOPICS


Chronology and Terminology Quizzes open this week (online); both close at midnight on Tuesday, January 22

TOPICS:
- methods for studying disease in the past: paleopathology, genomics, ancient DNA, History
- a global framework and “deep time”

READINGS:
* Piers Mitchell, “Integrating Historical Sources with Paleopathology,” in Grauer, *Companion*, chapter 17, pp. 310-23


SUPPLEMENTAL READINGS:

**WEEK 2 (1/15 & 1/17): The Beginnings of Human Disease: Late Pleistocene Health**

**TOPICS:**
- overview of the three 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:**
Jeffrey D. Wall and Montgomery Slatkin, “Paleopopulation Genetics,” *Annual Review of Genetics* 46 (Dec 2012), 635-49

**WEEK 3 (1/22 & 1/24): Tuberculosis in Hominins and Early Agricultural Societies**

**Chronology and Terminology Quizzes close at midnight, Tuesday, January 22**
Timeline/Office Hours assignment this week; sign up for appt on Google Docs

**TOPICS:**
- evolution of *Mycobacterium tuberculosis* Complex
- biology and paleopathology of tuberculosis
- case study: TB in pre-Columbian America

**READINGS:**


SUPPLEMENTAL READINGS:

Mireilla Coscolla and Sebastien Gagneux, “Does M. tuberculosis Genomic Diversity Explain Disease Diversity?,” Drug Discovery Today: Disease Mechanisms 7, no. 1 (Spring 2010), e43-e59

“Molecular Evolution, Epidemiology and Pathogenesis of Mycobacterium tuberculosis and Other Mycobacteria,” special issue of Infection, Genetics and Evolution 12, no. 4 (June 2012)


WEEK 4 (1/29 & 1/31): Malaria and Homo sapiens

TOPICS:
- biology and paleopathology of malaria
- sedentism, intensification of agriculture, deforestation, and the origins of malaria
- case studies: Neolithic Africa, ancient Rome, and the prehistoric Pacific Islands

READINGS:

SUPPLEMENTAL READINGS:
R. Sallares, “Role of Environmental Changes in the Spread of Malaria in Europe during the Holocene,” *Quaternary International* 150 (2006), 21-27

WEEK 5 (2/5 & 2/7): Leprosy: The Insidious Scourge

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

READINGS:
* Martin C J Maiden, “Putting Leprosy on the Map,” *Nature Genetics* 41, no. 12 (December 2009), 1264-66
* Aretaeus of Cappodocia (1st cent. CE) and Rufus of Ephesus (late 1st cent. CE), excerpts on leprosy; and Luke Demaire, trans., medical certificates of leprosy examinations

SUPPLEMENTAL READINGS:

WEEK 6 (2/12 & 2/14): 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 Central Eurasia
* case study: the Justinianic Plague (the First Plague Pandemic)

READINGS:

SUPPLEMENTAL READINGS:


Giovanna Morelli, et al., “*Yersinia pestis* Genome Sequencing Identifies Patterns of Global Phylogenetic Diversity,” *Nature Genetics* 42, no. 12 (December 2010), 1140-1145


WEEK 7 (2/19 and 2/21): The 2nd Plague Pandemic (The Black Death)

**THURSDAY, February 21: 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:**

Lester K. Little, “Plague Historians in Lab Coats,” *Past and Present* 213 (2011), 267-90


WEEK 8 (2/26 & 2/28): The Columbian Exchange: Smallpox (again) and Syphilis

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

READINGS:
R. McCaa, “Spanish and Nahua Views on Smallpox and Demographic Catastrophe in Mexico,” Journal of Interdisciplinary History 25, no. 3 (1995), 397-431

SUPPLEMENTAL READINGS:
Noble David Cook, Born to Die: Disease and New World Conquest, 1492-1650 (Cambridge: Cambridge University Press, 1998)
Elizabeth Fenn, Pox Americana: The Great Smallpox Epidemic of 1775-82 (NY: Hill and Wang, 2001)
Laura McGough, Gender, Sexuality, and Syphilis in Early Modern Venice: The Disease that Came to Stay, Early Modern History: Society and Culture (New York: Palgrave Macmillan, 2010)

WEEK 9 (3/5 & 3/7): Tuesday – NO LECTURE (use this time to read the Johnson book)
Thursday: The 16th-18th Centuries: Slavery, Colonialism and the Worldwide Distribution of Disease

TOPICS:
• the establishment of European colonialism and the rise of the slave trade
• case study: malaria and yellow fever in the Atlantic world

READINGS:
Philip D. Curtin, “Epidemiology and the Slave Trade,” Political Science Quarterly 83, no. 2 (June 1968), 190-216

SUPPLEMENTAL READINGS:

WEEK 10 (3/11-3/15): SPRING BREAK!!!
WEEK 11 (3/19 & 3/21): The 18th-19th Centuries: Colonialism, Industrialization, and Cholera

TOPICS:
- industrialization and urban growth in the context of European expansion
- the cholera pandemics of the 19th century
- case studies: smallpox inoculation/vaccination; John Snow's epidemiology

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

SUPPLEMENTAL READINGS:
- Richard J. Evans, "Epidemics and Revolutions: Cholera in Nineteenth-Century Europe," *Past and Present*, No. 120 (August 1988), 123-146
- 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 12 (3/26 & 3/28): From the Global to the Microscopic: International Commerce and Laboratory Science

TOPICS:
- Pasteur and the success of germ theory
- case studies: Third Plague Pandemic, 1894-1930; 1918 Flu Pandemic

READINGS:
- *Myron Echenberg, "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:


**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 in the U.S. and South Africa; the global leprosy "pandemic"

**READINGS:**


*Gavin Milroy, "Is Leprosy Contagious?,"* *Medical Times and Gazette* June 19, 1875, pp. 658-59

**SUPPLEMENTAL READINGS:**


**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 READING**:

- 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)


**Tuesday, 4/16 (beginning at 8:45am): screening of And the Band Played On**

**TOPICS:**

- biomedicine conquers disease: the case of syphilis
- 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 in the U.S.

**READINGS:**

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


Mirko Grmek, *History of AIDS: Emergence and Origin of a Modern Pandemic*, trans. Russell C. Maulitz and Jaclyn Duffin (Princeton: Princeton University Press, 1990); this was first published in French in 1989 and remains a valuable witness to how the pandemic was seen in its early years by a historian-clinician


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:


Carolyn Bayliss and Janet Bujra, eds., *AIDS, Sexuality, and Gender in Africa: The Struggle Continues* (New York: Routledge, 2001)


WEEK 17 (4/30): 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 1: Review Session

THURSDAY, May 2, 7:30 – 9:20am: FINAL EXAM
The Ghost Map

Steven Johnson - Author
Paperback $16.00 BUY FROM...
18.28 x 2.23 x 18. - AND UP

- Find Books by Steven Johnson
- Learn more about Steven Johnson
- View a Summary of The Ghost Map

Summary of The Ghost Map
Preface
Monday, August 28
The Night-Mail Men
Saturday, September 2
Eyes Sunk, Lips Dark Blue
Sunday, September 3
The Investigator
Monday, September 4
That Is To Say, Jo Has Not Yet Died
Tuesday, September 5
All Smell Is Disease
Wednesday, September 6
Building The Case
Friday, September 8
The Pump Handle
Conclusion
The Ghost Map
Epilogue
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Penguin Recommends
If you like The Ghost Map, check out...
- A Man of Misconceptions
  John Galsworthy hardcover $26.95
- Tinderbox
  Craig Timmings, Daniel Harpster hardcover $29.95
- My Inventions and Other Writings
  Nikola Tesla, Samantha Hunt paperback $15.00

ABO UK - Books by Steven Johnson - Penguin Group (USA)
THE AFRICAN AIDS EPIDEMIC

A History

John Iliffe
Professor of African History
University of Cambridge

Ohio University Press
ATHENS

James Currey
OXFORD

Double Storey / a Juta company
CAPE TOWN
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JACQUES PEPIN

CAMBRIDGE UNIVERSITY PRESS
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Edited by Anne L. Gruber
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