



**ARIZONA STATE UNIVERSITY**  
**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit	<u>CLAS</u>	Department	<u>SHPRS</u>
Subject	<u>ASB</u>	Number	<u>301</u>
		Title	<u>Global History of Health</u>
Units:	<u>3</u>		
Is this a cross-listed course?	Yes		
If yes, please identify course(s)	<u>ASB 301, SSH 301 and HST 301</u>		
Is this a shared course?	Yes	If so, list all academic units offering this course	<u>SHPRS &amp; SHESC</u>
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 \(SQ/SG\)](#)
- [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 Syllabus
- Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

Name	<u>MONICA GREEN</u>	Phone	<u>[NONE]</u>
Mail code	<u>4302</u>	E-mail:	<u>monica.green@asu.edu</u>

**Department Chair/Director approval:** *(Required)*

Chair/Director name (Typed):	<u>Philip VanderMeer</u>	Date:	<u>1/14/13</u>
Chair/Director (Signature):	<u>Philip VanderMeer</u>		

## 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.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus and narrative
		<b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> <b>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.</b>	syllabus and narrative
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> 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."	syllabus and narrative

Course Prefix	Number	Title	Designation
ASB	301	Global History of Health	Global Awareness (G)

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> 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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
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 ( <i>Yersinia pestis</i> ) in central Eurasia and its spread to western Europe and N. Africa.
2c. 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.

**Rationale for Request for (G) (“Global Awareness”) Designation for  
ASB/SSH/HST 301, “Global History of Health”**

01/11/2013

Attached please find materials in support for my request that ASB/SSH/HST 301 be granted “Global Awareness” designation for ASU’s General Studies Requirement.

ASB/SSH/HST 301 was created in 2009 as part of the foundational courses for the Global Health major. As described in the “Course Description” in the syllabus, the course covers the history of the eight most significant infectious diseases that have defined human’s experience of health (or rather, threats to health) over the entire course of the species’ history. The historical narrative of the history of these diseases is pursued in this course from a multidisciplinary perspective. The field of History of Medicine has long been concerned to study the impact of disease on human societies. However, it has only been in the past decade that new scientific methods for reconstructing disease histories have emerged. This course (which has no peer anywhere else in North American universities) uniquely attempts to combine the analytical perspectives of the disciplines of History, Microbiology, and Bioarcheology.

Now, the “Global Awareness” designation is particularly concerned to have students experience courses that take them outside a perspective that looks at the world only from a U.S. point of view. As a historian who does the history of Europe and now global history, that is an objective with which I thoroughly agree! Therefore, let me make sure that two particular characteristics of this course are apparent.

First, although this course relies heavily on modern science to reconstruct the history of global human diseases, there should not be any assumption that that in itself inserts a bias of “western” perspective. Yes, there are many aspects of the modern biosciences that come out of the western tradition (and as a trained historian of science, I know whereof I speak). But bioscience has now become an international endeavor and we are especially keen to include the work of non-U.S.-based research teams in the course readings. In any case, the incorporation into the course of historical

materials (primary sources) from around the world ensures that, at least on occasion, students are hearing the voices of historical actors from many different societies.

Second, a feature of the course that might not be apparent from the syllabus is the fact that although the biosciences allow us to reconstruct the histories of the pathogens (the disease-causing agents), our main goal is to study the history of the *effects* of these diseases on humans. This focus on effects includes what evolutionary scientists call “niche construction.” This is the emphasis in looking at how organisms (including most prominently humans) *push back* against their environments and respond to them. Hence, a principal part of our argument in this course is that humans have *always* pushed back against disease in some way or another. And these are, by their nature, *cultural* responses. Hence, we look at migration patterns and agricultural practices that helped defend against the effects of malaria; segregation practices that sought to isolate persons suffering from leprosy; pharmaceutical practices that attempted to develop interventions for malaria or syphilis or HIV/AIDS.

Do we cover *all* of human cultural practices with respect to health and disease throughout world history? Hardly! Such would not be possible in the scope of one semester. But rather than emphasizing *human difference*, this course has a larger goal: to show that humanity remains united in the threats it faces with respect to health. The issues that then arise are: why do diseases (which could and indeed have affected all human populations at some point or another) now affect only some populations heavily? why are diseases that have been minimized or contained in certain areas still devastating populations elsewhere? I believe fundamentally that this course offers one of the strongest arguments for the need for “global awareness” among all the offerings in ASU’s manifold curriculum.

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ASB 301/SSH 301/HST 301

Spring 2013

(SLN 17881/17880/17161)

TuTh 9:00-10:15am

EDC 117

## GLOBAL HISTORY OF HEALTH

latest update: 1/10/2013

### 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](mailto:Monica.Green@asu.edu)

### TA:

Andrea Field

office: 4565 Coor

office hours: Th 10:30am-12:30pm (or by appt.)

email: [adfield@asu.edu](mailto:adfield@asu.edu)

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“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 lays 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% <sup>1</sup>
Office Hours/Timeline Assignment:	5%
Online Quizzes (2):	10% (5% each)
<i>Ghost Map</i> 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, 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? (4) Can this wait to be asked in the next class meeting? By not overloading the instructor or TA with

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<sup>1</sup> 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.

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, orthography, standardized formatting (including numbered pages),<sup>2</sup> 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.<sup>3</sup>

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

**Student Support and Disability Accommodations** – ASU offers support services through Counseling (<http://students.asu.edu/counseling>), the Learning Resources Center ([www.asu.edu/lrc](http://www.asu.edu/lrc)), and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>). 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:**

Steven Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How It Changed Science, Cities, and the Modern World* (New York: Riverhead Books, 2006)

John Iliffe, *The African AIDS Epidemic: A History* (Athens, OH: Ohio University Press, 2006) **OR**

Jacques Pepin, *The Origin of AIDS* (Cambridge: Cambridge University Press, 2011)<sup>4</sup>

TurningPoint compatible clicker

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<sup>2</sup> 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.

<sup>3</sup> See 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).

<sup>4</sup> 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.

**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

WEEK 1 (1/8 & 1/10): Introduction: Where Does Disease Come From? Why “Go Global” in Studying Its History?

**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:**

\*Monica H. Green, “The Value of Historical Perspective,” in *The Ashgate Research Companion to the Globalization of Health*, ed. Ted Schrecker (Aldershot: Ashgate, 2012), pp. 17-37

\*Mark Spigelman, *et al.*, “The Promise, the Problems, and the Future of DNA Analysis in Paleopathology Studies,” in Grauer, *Companion*, chapter 8, pp. 133-51

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

George C. Alter and Ann G. Carmichael, “Classifying the Dead: Toward a History of the Registration of Causes of Death,” *Journal of the History of Medicine and Allied Sciences* 54 (1999), 114-32

**SUPPLEMENTAL READINGS:**

Aidan Cockburn, Eve Cockburn, Theodore Allen Reyman, ed., *Mummies, Disease & Ancient Cultures*, 2nd ed. (Cambridge: Cambridge University Press, 1998)

Tony Waldron, *Palaeoepidemiology: The Measure of Disease in the Human Past* (Walnut Creek, CA: Left Coast Press, 2007)

- Terry Brown and Keri Brown, *Biomolecular Archaeology: An Introduction* (New York: John Wiley and Sons, 2011)
- Andrew D. Cliff, M. R. Smallman-Raynor, P. Haggett, D. F. Stroup and S. B. Thacker, *Emergence and Re-Emergence: Infectious Disease: A Geographical Analysis* (Oxford: Oxford University Press, 2009)
- Kenneth F. Kiple, ed., *The Cambridge World History of Human Disease* (Cambridge: Cambridge University Press, 1993)
- David Quammen, *Spillover: Animal Infections and the Next Human Pandemic* (New York: W. W. Norton & Company, 2012)

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:

- \*Kristin N. Harper and George J. Armelagos, "The Changing Disease-scape in the Third Epidemiological Transition," *The International Journal of Environmental Research and Public Health* 7, no. 2 (February 2010): 675-697, doi: 10.3390/ijerph7020675
- Brigitte M. Holt and Vincenzo Formicola, "Hunters of the Ice Age: The Biology of Upper Paleolithic People," *Yearbook of Physical Anthropology* 51 (2008), 70-99
- Stephen Webb, "Upper Pleistocene Pathology of Sunda and Sahul: Some Possibilities," chapter 3 of *Palaeopathology of Aboriginal Australians: Health and Disease across a Hunter-Gatherer Continent* (Cambridge: Cambridge University Press, 1995), pp. 21-40

SUPPLEMENTAL READINGS:

- Jeffrey D. Wall and Montgomery Slatkin, "Paleopopulation Genetics," *Annual Review of Genetics* 46 (Dec 2012), 635-49
- T. Jonathan Davies and Amy B. Pedersen, "Phylogeny and Geography Predict Pathogen Community Similarity in Wild Primates and Humans," *Proceedings of the Royal Society. B: Biological Sciences* 275, no. 1643 (Jul. 22, 2008), 1695-1701
- Armelagos, G. J. 1990 Health and disease in prehistoric populations in transition. In A. C. Swedlund and G. J. Armelagos (eds.) *Disease in Populations in Transition: Anthropological and Epidemiological Perspectives*, pp. 127-144. Bergin and Garvey, New York.
- J. P. Bocquet-Appel and O. Bar-Yosef, eds., *The Neolithic Demographic Transition and Its Consequences* (Springer, Netherlands, 2008)

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:

- \*A. C. Aufderheide and C. Rodríguez-Martín, "Tuberculosis," in *The Cambridge Encyclopedia of Human Paleopathology* (Cambridge: Cambridge University Press, 1998), pp. 118-141
- H. D. Donoghue, "Palaeomicrobiology of Tuberculosis," in *Palaeomicrobiology: Past Human Infections*, ed. D. Raoult and M. Drancourt (New York: Springer, 2008), pp. 75-97

- B. T. Arriaza, W. Salo, A. C. Aufderheide, and T. A. Holcomb, "Pre-Columbian Tuberculosis in Northern Chile: Molecular and Skeletal Evidence," *American Journal of Physical Anthropology* 98, no. 1 (1995), 37-45
- Jane E. Buikstra, "Paleoepidemiology of Tuberculosis in the Americas," in G. Pálfi, O. Dutour, J. Deák, and I. Hutás (eds.), *Tuberculosis: Past and Present* (Szeged, Hungary: Golden Book and Tuberculosis Foundation, 1999), pp. 479-494

## SUPPLEMENTAL READINGS:

- Ruth Hershberg, *et al.*, "High Functional Diversity in *Mycobacterium tuberculosis* Driven by Genetic Drift and Human Demography," *PLoS Biology* 6 (2008), e311
- 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)
- C. A. Roberts and J. E. Buikstra, *The Bioarchaeology of Tuberculosis: A Global View of a Reemerging Disease* (Gainesville: University Press of Florida, 2003)
- Anne C. Stone, Alicia K. Wilbur, Jane E. Buikstra, and Charlotte A. Roberts, "Tuberculosis and Leprosy in Perspective," *Yearbook of Physical Anthropology* 52 (2009), 66-94
- Hershkovitz, I., Donoghue, H. D., Minnikin, D. E., Besra, G. S., Lee, O. Y.-C. Gernaey, A. M., Galili, E., Eshed, V., Greenblatt, C. L., Lemma, E., Kahila Bar-Gal, G., and Spigelman, M., 2008 Detection and Molecular Characterization of 9000-Year-Old *Mycobacterium tuberculosis* from a Neolithic Settlement in the Eastern Mediterranean. *PLoS ONE* 3:e3426.
- Donoghue, H. D., O. Y.-C. Lee, D. E. Minnikin, G. S. Besra, J. H. Taylor, and M. Spigelman 2010 Tuberculosis in Dr. Granville's mummy: A molecular re-examination of the earliest known Egyptian mummy to be scientifically examined and given a medical diagnosis. *Proceedings of the Royal Society B* 277:51-56.
- N. Tayles and H. R. Buckley, "Leprosy and Tuberculosis in Iron Age Southeast Asia?," *American Journal of Physical Anthropology* 125, no. 3 (2004), 239-56
- T. Suzuki, H. Fujita, and J. G. Choi, "New Evidence of Tuberculosis from Prehistoric Korea – Population Movement and Early Evidence of Tuberculosis in Far East Asia," *American Journal of Physical Anthropology* 136, no. 3 (2008), 357-60

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

## 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:

- A. C. Aufderheide and C. Rodríguez-Martín, "Malaria," in *The Cambridge Encyclopedia of Human Paleopathology* (Cambridge: Cambridge University Press, 1998), pp. 228-238
- \*James L. A. Webb Jr., "Malaria and the Peopling of Early Tropical Africa," *Journal of World History*, 16, No. 3 (Sep., 2005), pp. 269-291
- L. O'Sullivan, A. Jardine, A. Cook, and P. Weinstein, "Deforestation, Mosquitoes, and Ancient Rome: Lessons for Today," *Bioscience* 58(8 (2008), 756-60
- Hallie R. Buckley, "'The Predators Within': Investigating the Relationship between Malaria and Health in the Prehistoric Pacific Islands," in M. Oxenham and N. Tayles (eds.), *Bioarchaeology of Southeast Asia* (Cambridge: Cambridge University Press, 2006), pp. 309-332

## SUPPLEMENTAL READINGS:

- W. Liu *et al.*, "Origin of the Human Malaria Parasite *Plasmodium falciparum* in Gorillas," *Nature* 467 (23 September 2010), 420-425, doi:10.1038/nature09442.
- R. Carter and K. N. Mendis, "Evolutionary and Historical Aspects of the Burden of Malaria," *Clinical Microbiology Reviews* 15 (2002): 564-94

- R. Sallares, "Role of Environmental Changes in the Spread of Malaria in Europe during the Holocene," *Quaternary International* 150 (2006), 21-27
- R. Sallares, *Malaria and Rome: A History of Malaria in Ancient Italy* (Oxford: Oxford University Press, 2002)
- S. Poolsuwan, "Malaria in Prehistoric Southeastern Asia," *Southeast Asian Journal of Tropical Medicine and Public Health* 26, no. 1 (1995), 3-22
- N. Tayles, "Anemia, Genetic Diseases, and Malaria in Prehistoric Mainland Southeast Asia," *American Journal of Physical Anthropology* 101, no. 1 (1996), 11-27

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:

\*Niels Lynnerup and Jesper Boldsen, "Leprosy (Hansen's Disease)," in Grauer, *Companion*, chap. 25, pp. 458-71

\*Martin C J Maiden, "Putting Leprosy on the Map," *Nature Genetics* 41, no. 12 (December 2009), 1264-66

Aretaeus of Cappodocia (1<sup>st</sup> cent. CE) and Rufus of Ephesus (late 1<sup>st</sup> cent. CE), excerpts on leprosy; and Luke Demaitre, trans., medical certificates of leprosy examinations

SUPPLEMENTAL READINGS:

Marc Monot, *et al.*, "Comparative Genomic and Phylogeographic Analysis of *Mycobacterium leprae*," *Nature Genetics* 41 (2009), 1282-1289

Pushpendra Singh and Stewart T. Cole, "*Mycobacterium leprae*: Genes, Pseudogenes and Genetic Diversity," *Future Microbiology* 6, no. 1 (2011), 57-71

Charlotte A. Roberts, M. E. Lewis, and Keith Manchester, eds., *The Past and Present of Leprosy: Archaeological, Historical, Paleopathological, and Clinical Approaches*, BAR International Series 1054 (Oxford: Archaeopress, 2002)

Jesper L. Boldsen, "Epidemiological Approach to the Paleopathological Diagnosis of Leprosy," *American Journal of Physical Anthropology* 115 (2001), 380-387

Luke E. Demaitre, *Leprosy in Premodern Medicine: A Malady of the Whole Body* (Baltimore: Johns Hopkins University Press, 2007)

Carole Rawcliffe, *Leprosy in Medieval England* (Woodbridge: Boydell & Brewer, 2006)

Angela Ki Che Leung, *Leprosy in China: A History*, Studies of the Weatherhead East Asian Institute, Columbia University (New York: Columbia University Press, 2009)

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:

A. C. Aufderheide and C. Rodríguez-Martín, "Smallpox," in *The Cambridge Encyclopedia of Human Paleopathology* (Cambridge: Cambridge University Press, 1998), pp. 201-207

\*Rhazes, *A Treatise on the Smallpox and Measles*, trans. William Alexander Greenhill (London: Sydenham Society, 1848), 27-35

Nils C. Stenseth, *et al.*, "Plague: Past, Present, and Future," *PLoS Medicine* 5, no. 1 (2008): e3

Procopius on the plague in 542: <http://www.fordham.edu/halsall/source/542procopius-plague.asp>

SUPPLEMENTAL READINGS:

- D. R. Hopkins, *The Greatest Killer: Smallpox in History* (Chicago: University of Chicago Press, Chicago, 1983)
- B. Cunha, "The Cause of the Plague of Athens: Plague, Typhoid, Typhus, Smallpox, or Measles?," *Infectious Disease Clinics of North America* 18, no. 1 (2004), 29-43
- K. Manchester, "The Paleopathology of Urban Infections," in *Death in Towns: Urban Responses to the Dying and the Dead, 100-1600*, ed. S. Bassett (Leicester: Leicester University Press, 1992), pp. 8-14
- T. R. Peckmann, "Possible Relationship Between Porotic Hyperostosis and Smallpox Infections in Nineteenth-Century Populations in the Northern Frontier, South Africa," *World Archaeology* 35, no. 2 (2003), 289-305
- K. L. Gage and M. Y. Kosoy, "Natural History of Plague: Perspectives from More than a Century of Research," *Annual Review of Entomology* 50 (2005), 505-528
- Giovanna Morelli, et al., "Yersinia pestis Genome Sequencing Identifies Patterns of Global Phylogenetic Diversity," *Nature Genetics* 42, no. 12 (December 2010), 1140-1145
- L. K. Little, ed., *Plague and the End of Antiquity: The Pandemic of 541-750* (Cambridge: Cambridge University Press, 2006)

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:

\*Ewen Callaway, "The Black Death Decoded," *Nature* 478 (27 October 2011), 444-46 (this is a summary of the major study of Bos, *et al.* 2011)

\*\*"The Black Death and the Jews 1348-1349 CE," available online @ <http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html>

Michael Dols, "The Comparative Communal Responses to the Black Death in Muslim and Christian Societies," *Viator* 5 (1974), 269-287

SUPPLEMENTAL READINGS:

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

S. Haensch, *et al.*, "Distinct Clones of *Yersinia pestis* Caused the Black Death," *PLoS Pathog* 6, no. 10 (2010): e1001134, doi:10.1371/journal.ppat.1001134

Kirsten I. Bos, *et al.*, "A Draft Genome of *Yersinia pestis* from Victims of the Black Death," *Nature* 478 (27 October 2011), 506-10

Duncan Hawkins, "The Black Death and the New London Cemeteries of 1348," *Antiquity* 64 (1990), 637-42

"East Smithfield Black Death Cemetery,"

<http://www.museumoflondon.org.uk/English/Collections/OnlineResources/CHB/Database/Medieval+cemeteries/ESmithfieldBlackDeath.htm>

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

O. J. Benedictow, *The Black Death, 1346-1353: The Complete History* (Woodbridge, Suffolk: Boydell Press, 2004)

Rosemary Horrox, trans., *The Black Death* (Manchester: University of Manchester Press, 1994) – an excellent collection of primary sources

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:

- \*Della Collins Cook and Mary Lucas Powell, "Treponematoses: Past, Present, and Future," in Grauer, *Companion*, chap. 26, pp. 472-91
- Ann F. Ramenofsky, Alicia K. Wilbur, and Anne C. Stone, "Native American Disease History: Past, Present, and Future Directions," *World Archaeology* 35, No. 2, *Archaeology of Epidemic and Infectious Disease* (October 2003), 241-257
- R. McCaa, "Spanish and Nahuatl Views on Smallpox and Demographic Catastrophe in Mexico," *Journal of Interdisciplinary History* 25, no. 3 (1995), 397-431
- de Melo, F. L., J. C. M. de Mello, A. M. Fraga, K. Nunes, and S. Eggers, "Syphilis at the Crossroad of Phylogenetics and Paleopathology," *PLoS Neglected Tropical Diseases* 4, no. 1 (2010), 1-11

## SUPPLEMENTAL READINGS:

- Kristin N. Harper, *et al.*, "The Origin and Antiquity of Syphilis Revisited: An Appraisal of Old World Pre-Columbian Evidence for Treponemal Infection," *Yearbook of Physical Anthropology* 54 (2011), 99-133
- von Hunnius, T. E., D. Yang, B. Eng, J. S. Wayne, and S. R. Saunders 2007 Digging deeper into the limits of ancient DNA research on syphilis. *Journal of Archaeological Science* 34:2091-2100
- Verano, J. W. and D. H. Ubelaker (eds.) 1992 *Disease and Demography in the Americas*. Smithsonian Institution, Washington, D. C.
- B. J. Baker and L. Kealhofer, eds., *Bioarchaeology of Native American Adaptation in the Spanish Borderlands* (Gainesville: University Press of Florida, 1996)
- James C. Riley, "Smallpox and American Indians Revisited," *Journal of the History of Medicine and Allied Sciences* 65, no. 4 (Oct. 2010), 445-77
- Noble David Cook, *Born to Die: Disease and New World Conquest, 1492-1650* (Cambridge: Cambridge University Press, 1998)
- David S. Jones, *Rationalizing Epidemics: Meanings and Uses of American Indian Mortality since 1600* (Cambridge, MA: Harvard University Press, 2004)
- Robert Boyd, *The Coming of the Spirit of Pestilence: Introduced Infectious Diseases and Population Decline among Northwest Coast Indians, 1774-1874* (Seattle: U. of Washington Press, 1999)
- 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 16<sup>th</sup>-18<sup>th</sup> 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*, Vol. 83, no. 2 (June 1968), 190-216
- \*J. R. McNeill, "Yellow Jack and Geopolitics: Environment, Epidemics, and the Struggles for Empire in the American Tropics, 1650-1825," *OAH Magazine of History*, April 2004, 9-13

## SUPPLEMENTAL READINGS:

- Dauril Alden and Joseph C. Miller, "Out of Africa: The Slave Trade and the Transmission of Smallpox to Brazil, 1560-1831," *Journal of Interdisciplinary History* 18 (1987), 195-224.
- J. H. Powell, *Bring Out Your Dead: The Great Plague of Yellow Fever in Philadelphia in 1793* (Philadelphia: University of Pennsylvania Press, 1949)

WEEK 10 (3/11-3/15): SPRING BREAK!!!

## WEEK 11 (3/19 &amp; 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

\*Andrea Rusnock, "Catching Cowpox: The Early Spread of Smallpox Vaccination, 1798-1810," *Bulletin of the History of Medicine* 83, no. 1 (Spring 2009), 17-36

Steven Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How It Changed Science, Cities, and the Modern World* (New York: Riverhead Books, 2006)

## SUPPLEMENTAL READINGS:

Lewis, M. E. 2002 Impact of industrialization: Comparative study of child health in four sites from medieval and postmedieval England (AD 850-1859). *American Journal of Physical Anthropology* 119(3):211-223

Joseph N. Tien, *et al.*, "Herald Waves of Cholera in Nineteenth Century London," *Journal of the Royal Society: Interface* (2011) 8, 756-60

Richard J. Evans, "Epidemics and Revolutions: Cholera in Nineteenth-Century Europe," *Past and Present*, No. 120 (August 1988), 123-146

David Arnold, *Science, Technology, and Medicine in Colonial India*, Cambridge History of India, Part 3, Volume 5 (Cambridge: Cambridge University Press, 2000)

Sandra Hempel, *The Strange Case of the Broad Street Pump: John Snow and the Mystery of Cholera* (Berkeley: University of California Press, 2007)

Frank Snowden, *Naples in the Time of Cholera 1884-1911*, rev. ed. (Cambridge: Cambridge University Press, 2002)

Myron Echenberg, *Africa in the Time of Cholera: A History of Pandemics from 1817 to the Present*, African Studies, 114 (Cambridge: Cambridge University Press, 2011)

Philip D. Curtin, *Death by Migration: Europe's Encounter with the Tropical World in the Nineteenth Century* (Cambridge: Cambridge University Press, 1989)

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 &amp; 3/28): From the Global to the Microscopic: International Commerce and Laboratory Science

## TOPICS:

- Pasteur and the success of germ theory
- how European drugs took over the world
- 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

\*Jeffery K. Taubenberger, Johan V. Hultin, and David M. Morens, "Discovery and Characterization of the 1918 Pandemic Influenza Virus in Historical Context," *Spotlight on Respiratory Viruses*, eds. Frederick Hayden and Menno D. de Jong, a special issue of *Antiviral Therapy* 12 (2007), 581-591

## SUPPLEMENTAL READINGS:

Irvine Loudon, *The Tragedy of Childbed Fever* (New York: Oxford University Press, 2000)

Carol Benedict, *Bubonic Plague in Nineteenth-Century China* (Stanford: Stanford University Press, 1996)

Myron Echenberg, *Plague Ports: The Global Urban Impact of Bubonic Plague, 1894-1901* (New York: New York University Press, 2007)

James C. Mohr, *Plague and Fire: Battling Black Death and the 1900 Burning of Honolulu's Chinatown* (New York: Oxford University Press, 2005)

Lien-teh Wu, *Plague Fighter: The Autobiography of a Modern Chinese Physician* (Cambridge: W. Heffer & Sons Ltd., 1959) – a participant's account of the 1910-1911 Manchurian plague epidemic

John M. Barry, *The Great Influenza: The Epic Story of the Deadliest Plague in History*, rev. ed. (New York: Viking, 2005)

Carol R. Byerly, *Fever of War: The Influenza Epidemic in the U.S. Army during World War I* (New York: New York University Press, 2005)

Geoffrey W. Rice, with assistance from Linda Bryder, *Black November: The 1918 Influenza Pandemic in New Zealand* (Christchurch: Canterbury University Press, 2005)

WEEK 13 (4/2 & 4/4): TB, Leprosy, and the Rise of Modern Public Health

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:

\*L. C. Allen, “The Negro Health Problem,” *American Journal of Public Health* 5, No. 3 (March 1915), 195-203

Randall Packard, “Preindustrial South Africa: A Virgin Soil for Tuberculosis?,” Chapter 1 of *White Plague, Black Labor: Tuberculosis and the Political Economy of Health and Disease in South Africa* (Berkeley: University of California Press, 1989), 22-32

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

SUPPLEMENTAL READINGS:

Charlotte A. Roberts and Jane E. Buikstra, *The Bioarchaeology of Tuberculosis: A Global View on a Reemerging Disease* (Gainesville: University Press of Florida, 2003)

Jim Downs, *Sick from Freedom: African-American Illness and Suffering during the Civil War and Reconstruction* (New York: Oxford University Press, 2012)

Z. Gussow and G. S. Tracy, “Stigma and the Leprosy Phenomenon: The Social History of a Disease in the Nineteenth and Twentieth Centuries,” *Bulletin of the History of Medicine* 44, no. 5 (1970):425-449

Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life* (Cambridge: Harvard University Press, 1998)

Evelynn Maxine Hammonds, *Childhood's Deadly Scourge: The Campaign to Control Diphtheria in New York City, 1880-1930* (Baltimore: Johns Hopkins University Press, 1999)

Samuel Kelton Roberts, Jr., *Infectious Fear: Politics, Disease, and the Health Effects of Segregation* (Chapel Hill, NC: University of North Carolina Press, 2009)

John W. Ward and Christian Warren, eds., *Silent Victories: The History and Practice of Public Health in Twentieth-Century America* (New York: Oxford University Press, 2007)

Angela Ki Che Leung, *Leprosy in China: A History* (New York: Columbia University Press, 2009)

WEEK 14 (4/9 & 4/11): 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:

- \*W. C. Gorgas, "The Conquest of the Tropics for the White Race," *Journal of the American Medical Association* 52, no. 25 (1909), 1967-69
- \*Marcos Cueto, "The Cycles of Eradication: The Rockefeller Foundation and Latin American Public Health, 1918-1940," in *International Health Organizations and Movements, 1918-1939*, ed. Paul Weindling (Cambridge: Cambridge University Press, 1995), 222-43
- P. J. Brown, "Culture and the Global Resurgence of Malaria," in *The Anthropology of Infectious Disease: International Health Perspectives*, ed. M. C. Inhorn and P. J. Brown (London: Routledge, 1997), pp. 119-141
- Donald A Henderson, "Eradication: Lessons from the Past," *Morbidity and Mortality Weekly Report* December 31, 1999 / 48(SU01), 16-22, available online @ <http://www.cdc.gov/mmwr/preview/mmwrhtml/su48a6.htm>

## SUPPLEMENTAL READINGS:

- James L. A. Webb, Jr., *Humanity's Burden: A Global History of Malaria* (Cambridge: Cambridge University Press, 2009)
- Frank M. Snowden, *The Conquest of Malaria: Italy, 1900-1962* (New Haven, CT: Yale University Press, 2005)
- Diego Armus, ed., *Disease in the History of Modern Latin America: From Malaria to AIDS* (Durham, NC: Duke University Press, 2003)
- John R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1640-1914* (Cambridge & New York: Cambridge University Press, 2010)
- Douglas Haynes, *Imperial Medicine: Patrick Manson and the Conquest of Tropical Disease* (Philadelphia: University of Pennsylvania Press, 2001)
- Anne-Emanuelle Birn and Gilberto Hochman, eds., special issue of *Canadian Bulletin of Medical History* 25, No.1 (2008) on History of Latin American International Health
- Steven Palmer, *Launching Global Health: The Caribbean Odyssey of the Rockefeller Foundation* (Ann Arbor: University of Michigan Press, 2010)
- 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)
- Frank Fenner, et al., *Smallpox and Its Eradication* (Geneva: World Health Organization, 1988), available online @ <http://whqlibdoc.who.int/smallpox/9241561106.pdf>
- Donald A. Henderson, *Smallpox: The Death of a Disease. The Inside Story of Eradicating a Worldwide Killer*, foreword by Richard Preston (Amherst, NY: Prometheus Books, 2009)
- Sanjoy Bhattacharya, *Expunging Variola: The Control and Eradication of Smallpox in India 1947-1977* (London: Sangam, 2006)

WEEK 15 (4/16 & 4/18): HIV/AIDS, Part I: The Beginning of a New Pandemic

**Tuesday, 4/16 (beginning at 8:30am): 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:

- Allan M. Brandt and Martha Gardner, "The Golden Age of Medicine?," in *Medicine in the Twentieth Century*, eds. Roger Cooter and John Pickstone (Amsterdam: Harwood, 2000), 21-37
- \*First U.S. case report of "AIDS," available online @ [http://www.cdc.gov/mmwr/Preview/mmwrhtml/june\\_5.htm](http://www.cdc.gov/mmwr/Preview/mmwrhtml/june_5.htm)

\*Robert Gallo and Luc Montagnier, "The Chronology of AIDS Research," *Nature* 326 (2 April 1987), 435-36

Michael H. Merson, Jeffrey O'Malley, David Serwadda, and Chantawipa Apisuk, "The History and Challenge of HIV Prevention," *The Lancet* 372, Issue 9637 (9 August 2008), 475-488

SUPPLEMENTAL READINGS:

Allan M. Brandt, *No Magic Bullet: A Social History of Venereal Disease in the United States since 1880* (New York: Oxford University Press, 1985)

Susan M. Reverby, ed., *Tuskegee's Truths: Rethinking the Tuskegee Syphilis Study* (Chapel Hill: University of North Carolina Press, 2000); and *Examining Tuskegee: The Infamous Syphilis Study and its Legacy* (Chapel Hill: University of North Carolina Press, 2009) and <http://www.examiningtuskegee.com>

Randy Shilts, *And the Band Played on: Politics, People, and the AIDS Epidemic* (New York: St. Martin's Press, 1987)

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

Stephen Pemberton, *The Bleeding Disease: Hemophilia and the Unintended Consequences of Medical Progress* (Johns Hopkins University Press, 2011)

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)

Ronald Bayer and Gerald M. Oppenheimer, *AIDS Doctors: Voices from the Epidemic* (New York: Oxford University Press, 2000)

WEEK 16 (4/23 & 4/25): HIV/AIDS, Part II: The Global Pandemic

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:

\*Mary Fisher, "1992 Republican National Convention Address," delivered 19 August 1992

John Iliffe, *The African AIDS Epidemic: A History* (Athens, OH: Ohio University Press, 2006) **or**

Jacques Pepin, *The Origin of AIDS* (Cambridge: Cambridge University Press, 2011)

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)

Paul M. Sharp & Beatrice H. Hahn, "AIDS: Prehistory of HIV-1," *Nature* 455 no. 7213 (October 2008), 605-6; this is the "interpretive" essay that goes along with the main research study: Michael Worobey, et al., "Direct Evidence of Extensive Diversity of HIV-1 in Kinshasa by 1960," *Nature* 455 (2 October 2008), 661-664

Philippe Denis and Charles Becker, *The HIV/AIDS Epidemic in Sub-Saharan Africa in a Historical Perspective*, posted on website of the Senegalese Network on "Law, Ethics, Health" @ [http://www.refer.sn/rds/article.php3?id\\_article=245](http://www.refer.sn/rds/article.php3?id_article=245)

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

Didier Fassin, *When Bodies Remember: Experiences and Politics of AIDS in South Africa* (Berkeley: University of California Press, 2007)

Shawn Smallman, *The Aids Pandemic in Latin America* (Chapel Hill: University of North Carolina Press, 2007)

Tony Barnett and Alan Whiteside, *AIDS in the Twentieth Century: Disease and Globalization* (New York: Palgrave, 2002)

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

Martin Enserink, “What’s Next for Disease Eradication?,” *Science* Vol. 330 no. 6012 (24 December 2010), 1736-1739, DOI: 10.1126/science.330.6012.1736.

\*David McCoy, Gayatri Kumbhani, Jinesh Patel, and Akish Luintel, “The Bill & Melinda Gates Foundation’s Grant-Making Programme for Global Health,” *The Lancet* 373 (2009), 1645-1653

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

SUPPLEMENTAL READINGS:

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

N. Arinaminpathy and A. R. McLean, “Evolution and Emergence of Novel Human Infections,” *Proceedings of the Royal Society B* 276, No. 1675 (22 November 2009), 3937-3943

Greg Guest, ed., *Globalization, Health, and the Environment: An Integrated Perspective* (Lanham: Alta Mira Press, 2005)

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

Tracy Kidder, *Mountains beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World* (New York: Random House, 2003)

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

Mark S. Smolinski, Margaret A. Hamburg, and Joshua Lederberg, eds., *Microbial Threats to Health: Emergence, Detection, and Response* (Washington: The National Academies Press, 2006)

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

Laurie Garrett, *The Coming Plague: Newly Emerging Diseases in a World out of Balance* (New York: Farrar, Straus, and Giroux, 1994)

**WEDNESDAY, May 1: Review Session**

**THURSDAY, May 2, 7:30 – 9:20am: FINAL EXAM**

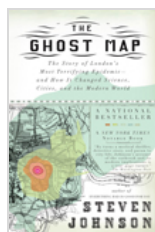
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**Preface**

**Monday, August 28**

The Night-Soil 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**

Broad Street Revisited

**Author's Note**

Acknowledgments

Appendix: Notes on Further Reading

Notes

Bibliography

Index

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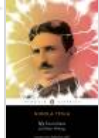
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