

University of Wisconsin-Madison

MedHist/HistSci/PopHealth 553  
Russell Labs 184  
Tues., Thurs., 1-2:15  
Fall 2021-3 credits

Prof. Richard Keller  
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Office: 1423 MSC  
Office hours: Thurs, 10-12 via [Zoom](#)

## International Health and Global Society

**\*\*\*PLEASE SEE COVID-19 INFORMATION ON PAGE 5 OF THIS SYLLABUS\*\*\***

### **Course Designations and Attributes:**

**Requisites:** Junior standing or permission of the instructor

**Course Designation:** Either Humanities or Social Science

**Level** – Intermediate

**L&S Credit** - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Official Course Description:** Major problems in international health from 1750 to the present. Focus on disease epidemiology and ecology; political economy of health; migration; quarantine; race, ethnicity, and health care; international health research; cross-cultural healing; mental and maternal health; growth of international health organizations.

**Instructional Mode:** Face-to-face synchronous

### **How credits are earned:**

One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week per credit over approximately 15 weeks.

### **Instructor & Teaching Assistant**

Principal instructor: Professor Richard C. Keller, Department of Medical History and Bioethics

[rckeller@wisc.edu](mailto:rckeller@wisc.edu)

Office hours: Thursday, 10-12 am

### **Teaching Assistant**

Emma Wathen

[ewathen@wisc.edu](mailto:ewathen@wisc.edu)

Office hours: Monday, 2:15-4:15 pm

## **Course Learning Outcomes**

By the end of this course, students will:

- Recognize the utility of humanistic methods for the study of modern international health
- Develop critical thinking skills through techniques of close reading and written analysis
- Understand essential developments in the evolving relationship between global history, politics, and public health on a global scale.

## **Grading**

The course is graded on an A-F scale:

A: 90-100%

AB: 85-<90%

B: 80-85%

BC: 75-<80%

C: 70-75%

D: 60-<70%

F: 0-<60%

## **Course Website, Learning Management System & Digital Instructional Tools**

The course's Canvas page will be the main source for distributing lectures and many other materials. It will also be the main site for discussion forums linked to your discussion section.

## **Discussion Sessions**

Your TA will contact you with specific requirements linked to your discussion section. Discussions will be face-to-face and synchronous, and require that you review materials before your discussion meeting. Your informed participation in discussion will constitute 25% of your final grade.

## **Required Texts & Other Course Materials**

Each meeting listed on the syllabus has its own module on Canvas. All materials for each meeting—including any readings, videos, or podcasts—will be available in the module. Each module will be unlocked at least a week prior to the date listed below.

Links to videos and podcasts are either on the syllabus or will be provided at a later date via the class email list, but in time for you to view them before the scheduled lecture or

discussion. You may also find the podcasts on Apple podcasts, Spotify, or another provider, but please make sure they are the same as those listed on the syllabus. Please contact me if you are unable to access any materials.

I strongly suggest that you view the lecture, then read, view, or listen to materials on the syllabus in the order in which they are listed. You must review these materials before your discussion section, as they will constitute the basis of your synchronous discussions with your TA.

## **Exams**

There will be three exams in the course of the semester, each of which is worth the following percentage of your final grade. They are take-home, unproctored exams: you will receive a question at least two weeks prior to the deadline and will complete the exams independently, submitting them via Canvas by midnight on the date specified.

1. Exam 1: 25%. 5-7 page double-spaced paper, based on course materials. Due Oct. 5
2. Exam 2: 25%. 5-7 page double-spaced paper, based on course materials. Due Nov. 4
3. Exam 3: 25%. 5-7 page double-spaced paper, based on course materials. Due Dec. 18

The remaining 25% of your grade relies on informed participation in discussions.

## **How to Succeed in This Course**

Doing well in this course requires your commitment to reading and reviewing materials and paying close attention to lectures. I have done my best to base the course on engaging materials and to keep the readings short and manageable. Other key strategies include getting an early start on the written exams. In each case, I will distribute the exam question two weeks before it is due, so that you can keep the question in mind as you do the reading/viewing/listening for each lecture and discussion. You may also contact your TA or me with specific questions about your exams before the deadline. Other resources at your disposal include:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

## **Course Evaluations**

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

### **Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement**

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

### **Privacy of Student Records & the Use of Audio Recorded Lectures**

See information about [privacy of student records and the usage of audio-recorded lectures](#). Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## COVID-19

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

**EFFECTIVE THURSDAY, AUG. 5, 2021 AND UNTIL FURTHER NOTICE, ALL STUDENTS, EMPLOYEES AND VISITORS TO CAMPUS WILL BE REQUIRED TO WEAR FACE MASKS WHEN INSIDE CAMPUS BUILDINGS. [READ THE FULL ANNOUNCEMENT.](#)**

**AS THIS IS AN IN-PERSON COURSE, ALL PARTICIPANTS MUST WEAR APPROPRIATE FACE COVERINGS AT ALL TIMES IN THE CLASSROOM. NO MASK, NO CLASS.**

**IF YOU FEEL AT ALL SICK, PLEASE DO NOT ATTEND CLASS.** Attendance is important for this class, but it is not a requirement. If you are sick and unable to attend class due to Covid-19 or any other illness, we will find a way for you to make up for missing class. In the event you cannot attend discussion, you may still participate via the discussion thread for your section on Canvas.

Face coverings must be [correctly worn](#) on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

### **Quarantine or Isolation Due to COVID-19**

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course.

Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person). The instructor will work with the student to provide alternative ways to complete the course work.

### **Diversity & Inclusion Statement**

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

### **Academic Integrity Statement**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

### **Accommodations for Students with Disabilities Statement**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

### **Academic Calendar & Religious Observances**

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

## Course Introduction

The Covid-19 pandemic has cast global health and illness in high relief, exposing the interconnectedness of the world's societies, vast disparities in access to care, and the vulnerability of human populations and infrastructure. Yet the current situation is far from novel. Historians and epidemiologists have long recognized that the "microbial unification of the world" dates at least to the Black Death of the fourteenth century. Throughout the nineteenth century, cholera devastated South Asia, Europe, and the United States; a century ago, bubonic plague and flu each killed millions globally. In this course, we will draw on a wide range of historical and anthropological materials and methods to examine the history of public health and medicine as international phenomena. Focusing on the period from the late eighteenth century to the present, we will explore topics such as the connections between global pandemics of infectious disease and European colonial expansion; strategies for curtailing the spread of disease across borders; historical and contemporary anxieties about the health consequences of global migration; and the emergence of a global medical marketplace. Particular themes include the connection between health and wealth; the relationship between culture and medical ideas and practices; and the tensions of practicing medicine in multicultural settings.

All reading materials are available on the course's Canvas site, along with the syllabus, slides, and assignments: from the Canvas course page, select the module that corresponds with the date of the lecture to access materials. Assignments will be posted no later than two weeks before the assignment deadline. Slides will be posted AFTER the lecture/discussion to which they are linked has taken place.

### Meeting schedule:

Thurs, Sept. 9—Course introduction

Tues., Sept. 14—Discussion: Covid-19 in Context

Derrick Bryson Taylor, "A Timeline of the Coronavirus Pandemic," *New York Times* (17 March 2021), <https://www.nytimes.com/article/coronavirus-timeline.html>

Yasmeen Serhan, "Why the World Should Worry about India," *The Atlantic* (26 April 2021).

Video: "Delta variant threatens hard-won Covid-19 gains worldwide," DW News, <https://www.youtube.com/watch?v=6UlqDGjJWbk>

Thurs., Sept. 16—Culture and the Political Economy of Health and Disease

Paul Farmer, "On Suffering and Structural Violence: A View from Below," *Daedalus* 125 (1996): 261-83.

## Setting the Stage: Colonial Medicine as Global Medicine

Tues., Sept. 21—Medical Geography and Medical Missions

James Lind, *Essay on Diseases Incidental to Europeans in Hot Climates* (London, 1771), 137-58.

David Livingstone, *Missionary Travels in South Africa* (New York: Harper and Brothers, 1858), 1-34, 141-47.

Thurs., Sept. 23—Ethnoepidemiology: Disease, Population, Culture

James Christie, *Cholera Epidemics in East Africa* (London: MacMillan, 1876), 78-96.

Tues., Sept. 28—Public Health on the Ground: Plague and Politics

R. Bruce Low, *Reports and Papers on Bubonic Plague, 1898-1901* (London: Darling and Son, 1902), 211-19 and 238-43.

W.J.R. Simpson, *A Treatise on Plague* (Cambridge: Cambridge University Press, 1905), 176-209.

Thurs., Sept. 30—The Beginnings of Tropical Medicine

Patrick Manson, *Lectures on Tropical Diseases* (London: Constable, 1905), 1-27.

Video: Interview with Prof. Jennifer Derr, University of California Santa Cruz

Tues., Oct. 5—"African Suffering" and Medical Paradigms

Jean Comaroff, "'The Diseased Heart of Africa': Medicine, Colonialism, and the Black Body," in *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*, ed. by Shirley Lindenbaum and Margaret Lock (Berkeley: University of California Press, 1993), 305-29.

## FIRST EXAM DUE VIA CANVAS BY MIDNIGHT, TUES., OCT. 5

### Making Connections: Disease from Colonialism to Globalization

Thurs., Oct. 7—From Sanitary Policing to World Health: Ideology and Institutions

Richard C. Keller, "Geographies of Power, Legacies of Mistrust: Colonial Medicine in the Global Present," *Historical Geography* 34 (2006): 26-48.

Tues., Oct. 12—Organizing World Health

World Health Organization, *Four Decades of Achievement: Highlights of the Work of the WHO* (Geneva: WHO, 1988).

Thurs., Oct 14—The End of Infectious Diseases? The Ideology and Politics of Eradication

Paul Greenough, "Intimidation, Coercion and Resistance in the Final Stages of the South Asian Smallpox Eradication Campaign, 1973-1975," *Social Science & Medicine* 41, no. 5 (1995): 633-45.

Tues., Oct. 19—AIDS: History, Politics, and Epidemiology

Film: *Darwin's Nightmare* (Hubert Sauper, 2004)

Thurs., Oct. 21—The Origins of AIDS

Tamara Giles-Vernick et al., "Social History, Biology and the Emergence of HIV in Colonial Africa," *Journal of African History* 54, no. 1 (2013): 11-30.

Tues., Oct 26—Fighting the Pandemic: Politics and Finances

Donald G. McNeil, Jr., "Africans Outdo U.S. Patients in Following AIDS Therapy," *The New York Times*, 3 September 2003, A1.

Johanna Tayloe Crane, "Resistant to Treatment," in *Scrambling for Africa: AIDS, Expertise, and the Rise of American Global Health Science* (Ithaca: Cornell University Press, 2013), pp. 21-53.

Thurs., Oct 28—Eradicationism Redux: Polio

Elisha Renne, "Perspectives on Polio and Immunization in Northern Nigeria," *Social Science and Medicine* 63 (2006): 1857-69.

Svea Closser, "Pakistan's Lady Health Worker Movement and the Moral Economy of Heroism," *Annals of Anthropological Practice* 39, no. 1 (2015): 16-28.

Tues., Nov. 2—Population Control

Caroline Bledsoe, Fatoumata Banja, and Allan Hill, "Reproductive Mishaps and Western Contraception: An African Challenge to Fertility Theory," *Population and Development Review* 24 (1998): 15-57

Thurs., Nov. 4—A New Global Health for the Twenty-First Century

**SECOND EXAM DUE BY MIDNIGHT, THURS., NOV. 4**

## **Histories of the Present: Inequalities and Ethics in a Globalizing World**

Tues., Nov. 9—Migration and Biological Citizenship

Miriam Ticktin, "The Illness Clause: Life and the Politics of Compassion," in *Casualties of Care: Immigration and the Politics of Humanitarianism in France* (Berkeley: University of California Press, 2011), pp. 89-127.

Thurs., Nov. 11—Mental Health from Colonialism to the Contemporary

Johanne Eliacin, "Racism and Immigration: An African-Caribbean Woman in London," in *Our Most Troubling Madness: Case Studies in Schizophrenia Across Cultures*, ed. by T. M. Luhrmann and Jocelyn Marrow (Berkeley: University of California Press, 2016), 86-98.

Tues., Nov. 16—Legacies and Inequalities: Women and World Health

Amartya Sen, "More than 100 Million Women are Missing," *New York Review of Books*, 20 December 1990.

Shelah S. Bloom et al., "Dimensions of Women's Autonomy and the Influence on Maternal Health Care Utilization in a North Indian City," *Demography* 38, no. 1 (2001): 67-78.

Thurs., Nov. 18—Non-Communicable Diseases: The Great Silence of Global Health

Julie Livingston, "Revealed in the Wound," *The Journal of Clinical Oncology* 31:29 (October 10, 2013): 3719-3720.

Tues., Nov. 23—New Actors: Framing Social Justice on a World Stage

Joelle Tanguy and Fiona Terry, "On Humanitarian Responsibility" (1999): 4 pp. [www.doctorswithoutborders.org/publications/other/](http://www.doctorswithoutborders.org/publications/other/)

Peter Redfield, "Bioexpectations: Life Technologies as Humanitarian Goods," *Public Culture* 24, no. 1 (2012): 157-184.

**Thurs., Nov. 25—Thanksgiving**

Tues., Nov. 30—Quick Fixes? Technology and Its Limitations

Anne-Emmanuelle Birn, "Gates's Grandest Challenge: Transcending Technology as Public Health Ideology," *The Lancet* 366 (2005): 514-19.

"The World Loses Under Bill Gates' Vaccine Colonialism," *Wired* (19 May 2021).

Thurs., Dec. 2—Industry, Ethics, and Technologies of Knowledge Production

Stephanie Kelly, "Testing Drugs on the Developing World," *The Atlantic* (27 February 2013).

Marcia Angell, "The Ethics of Clinical Research in the Third World," *New England Journal of Medicine* 337 (1997): 847-9.

Tues., Dec. 7—Global Trade and the Bodies of the Poor

Nancy Scheper-Hughes, "Human Traffic: Exposing the Brutal Organ Trade," *New Internationalist* (1 May 2014).

Thurs., Dec. 9—Covid-19 and Global Inequality

"As Covid-19 Wreaks Havoc on Service Workers, Is the Informal Sector Increasing Global Inequality?" *The Development Podcast* (24 May 2021)

Tues., Dec. 14—Conclusions

**FINAL EXAM DUE VIA CANVAS Wednesday, 18 December, 9:45 am**