History 116: Epidemics and Revolutions: Disease in Modern Society
Spring 2014- College of Charleston

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Course Overview
In this introductory course we will ask the fascinating historical question of how the social experience and cultural understanding of disease has shaped modern global history. We will explore how both chronic and infectious diseases have played a fundamental role in the development of modern modes of governance, public health, modern technologies, and a global economy. We will also examine how disease illuminates social attitudes about class, race, and colonialism in the period from the Enlightenment to the present. Using diverse examples such as cholera outbreaks in Europe, bubonic plague in India, syphilis in Africa, yellow fever in North America and the Caribbean, and HIV/AIDS across the globe, this course demonstrates that the historical analysis of disease is integral to understanding both ‘modernity’ and ‘globalization’.

Course Objectives
This course serves a variety of goals. Part of the liberal arts tradition, learning to research, write, and think historically facilitates crucial skills in critical analytical thinking and deep reading that are at the heart of the mission at CofC. Though the basic tenet of the course is the provide you with an in-depth and focused narrative on many of the important themes in modern history, in the process this course will help you to become a better writer, editor, reader, and thinker.
General Education Student Learning Outcomes to be Assessed in an Essay in the Final Examination

- Students demonstrate knowledge of history and awareness of the historical experience.
- Students situate primary historical records in their context and use sources to construct historical arguments.

Required Books:


*Additional Readings will be posted on our Course Website on OAKS* (It is your responsibility to either print off these readings or read them from a computer).

*Because the Major Problems book is an edited collection of Primary Sources, you will typically need to bring it to class, as our discussions will largely focus on such sources.

**This class is supplemented by the online program Prezi. Throughout the term you will be able to access all of our lecture material. The link is as follows:

http://prezi.com/es4ab4fosykm/?utm_campaign=share&utm_medium=copy&rc=ex0share

Course Requirements:

- Two Essays (4-6 pages) which you will write outside of class. (20% each, 40% total)
- Waring Archives Project (5% Archives visit +15% Paper = 20% total)
- Comprehensive Final Examination (20%)
- In-Class Reading Quizzes (2% each, 10% total)
- Participation and Attendance (10%)

**The Participation grade includes attendance, active contribution to discussion, and all group work. In HST 116 you earn all of your participation grade. Perfect Attendance (or nearly), thoughtful and consistent participation in class discussions will earn you an A. Seldom
participation and attendance, or distracting behaviors in class will earn you lower on the scale. Simply showing up to class, but never speaking, will most likely get you a participation grade in the “C” range. I will pass an attendance sheet out each class period. More than 3 unexcused absences will lower your grade by 5% for each additional day you miss. Excessive absences will warrant a WA in the course. Please use the cofc Absence Memo Office at http://studentaffairs.cofc.edu/about/services/absence.php

**Paper Revision Policy:** Because writing is a process, and one that you should strive to improve upon, I will allow you to revise the Two Essays as well as the Waring Archives Research Paper. If you choose to do this I will average the initial and the revised grades. You will have one week from when the paper is returned to turn in your revised copy. This means that if you are missing from class on the day I handed back your Essay, it is your responsibility to get your graded Essay and still turn in the revised copy in one week from when it was handed back the entire class. All Revised Essays must include the original copy that I graded and marked. No exceptions.

**Essays that are emailed to the instructor will not be accepted. Hard copies only. Essays will receive 10 points off for each day they are late. Essays will be considered late if they are not handed in when class begins the day they are due.** If you turn in a late paper (two days late, for instance, would equal -20 points), even if you revise you will still be penalized by the original tardiness of the essay. For example, an essay originally graded at 70, two days late would be a 50. If you revised the essay and I marked it to a 90, the average would be an 80, but your final grade would be a 60, as you will still be penalized for turning in a late paper. It behooves you to turn in all assignments on time.

**If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please come and discuss this with me during my office hours.

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Range</th>
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<td>A</td>
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Anything below 60 constitutes a failing grade

**In-Class Courtesy:**
Technology is a fundamental aspect of modern culture- it is also essential to university life and has an important role to play in the college classroom. In this sense, I fully encourage you to use laptops, ipads, etc. to enhance your experience in HIST 116. However, please don’t abuse such privileges. It is extremely disrespectful not only to me, but to your fellow classmates to check your email, facebook, twitter, etc. during class. If I see you doing this I will certainly confront you (and you will lose participation points); how discreetly depends upon what number of offense and its severity. This really is common sense, so just remember to be respectful.
**Academic Honesty:**

Academic dishonesty consists of any form of plagiarism or misrepresentation. Plagiarism is widely defined as intellectual theft of any kind. This includes, but is not limited to, representing someone else’s ideas or words as your own and failing to appropriately cite your sources. You must not plagiarize yourself by submitting work you have done for another course, in whole or in part. I have a zero tolerance policy on plagiarism. Depending on the severity, you will certainly fail an assignment and could fail this course if you plagiarize. If you have questions regarding plagiarism in general or concerns about your work and whether it is appropriate, you should see me in person BEFORE YOU SUBMIT AN ASSIGNMENT.

Plagiarism—using someone else’s words, ideas, or other intellectual work without properly giving them credit—will result in a failing grade on the assignment and/or class and a mandatory meeting with me. Please familiarize yourself with the definition of plagiarism and ways to avoid doing it unintentionally. The definition below can also be found on the Writing Center’s website.

**MLA Handbook**

(Gibaldi, Joseph, and Walter S. Achten. *MLA Handbook for Writers of Research Papers*. 3rd ed. New York: The Modern Language Association of America, 1988. 21-25.) The MLA Handbook defines plagiarism as the use of another person’s ideas or expressions in your writing without giving proper credit to the source. The word comes from the Latin word *plagiarus* ("kidnapper"), and Alexander Lindey defines it as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own" (*Plagiarism and Originality* [New York: Harper, 1952] 2). "In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else." This can include paraphrasing, copying someone else’s writing word for word, or using ideas that aren’t your own without proper citation. Plagiarism is often unintentional, and bad research habits can form early in elementary school. Unfortunately, these bad habits can continue throughout high school and college and may result in severe consequences, from failure in a course to expulsion. To avoid these consequences, always cite your sources if you are unsure if you are plagiarizing (Gibaldi 21-25).

**As a College of Charleston Student you are bound to the HONOR CODE, which forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism.**

For information on the CofC Honor System, see:

Course Schedule in Brief with Important Reminders

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<th>Topic</th>
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<td>(9 January)</td>
<td>Course Introduction</td>
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<td>Class 2</td>
<td>(14 January)</td>
<td>The Hippocratic Revolution &amp; the Environmentalist Paradigm</td>
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<td>Class 3</td>
<td>(16 January)</td>
<td>The Columbian Exchange: Smallpox and Indigenous Health in Americas</td>
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<td><strong>In-Class Reading Response Quiz 1</strong></td>
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<td>Class 4</td>
<td>(21 January)</td>
<td>“Fevered States”: The 18th c. Enlightenment</td>
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<td>Class 5</td>
<td>(23 January)</td>
<td>Yellow Fever, Quarantine, and the Young American Republic</td>
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<td><strong>Waring Research Paper Assigned</strong></td>
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<td>Class 6</td>
<td>(28 January)</td>
<td><strong>Waring Archives Visit on Yellow Fever</strong></td>
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<td>Class 7</td>
<td>(30 January)</td>
<td><strong>In-Class Work on Waring Projects</strong></td>
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<td>Class 8</td>
<td>(4 February)</td>
<td>Jacksonian Democracy &amp; Heroic Medicine</td>
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<td>Class 9</td>
<td>(6 February)</td>
<td>American in 1832: the Early 19th c. Medical Marketplace</td>
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<td>Class 10</td>
<td>(11 February)</td>
<td>Europe in 1832: Poverty, Industrialization, Urbanization</td>
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<td><strong>In-Class Reading Response Quiz 2</strong></td>
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<td>Class 11</td>
<td>(13 February)</td>
<td>Enter Cholera</td>
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<td><strong>Waring Research Paper Due</strong></td>
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<td>Class 12</td>
<td>(18 February)</td>
<td>The mid 19th c. ‘Sanitary Impulse’: Anatomy, Microscopy, Vital Statistics, and Epidemiology</td>
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<td>Class 13</td>
<td>(20 February)</td>
<td>Koch, Pasteur and the Rise of Bacteriology in the late 19th c.</td>
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<td><strong>Essay 1 Assigned: Topic: Domesticating the Germ</strong></td>
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<td>Class 14</td>
<td>(25 February)</td>
<td>A Disease of Poverty: Tuberculosis</td>
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<td>Class 15</td>
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<td>Tuberculosis and the Rise of the Sanatorium</td>
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<td><strong>In-Class Reading Response Quiz 3</strong></td>
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**Spring Break: Saturday 1 March to Sunday 9 March**

| Class 16| (11 March)| Immigration and American Progressivism                            |
| Class 17| (13 March)| Disease and Imperialism: the Case of Leprosy                      |
|        |            | **In-Class Reading Response Quiz 4**                              |
Class 18 (18 March)  World War I and Spanish Influenza

Class 19 (20 March)  *Film: Influenza, 1918- American Experience
*Essay 1 Due

Class 20 (25 March)  Cancer and Risk Factory Epidemiology
*In-Class Reading Response Quiz 5

Class 21 (27 March)  Inter-War Years: Mental Health in Focus
*Essay 2 Assigned: Topic: Stigma & Human Experimentation

Class 22 (1 April)  Film: *The Snake Pit*

Class 23 (3 April)  World War II: The Nazi Doctors & Human Experimentation
*In-Class Reading Response Quiz 6

Class 24 (8 April)  The Tuskegee Syphilis Study

Class 25 (10 April)  *Examining Tuskegee Discussion*

Class 26 (15 April)  Stigma and the Beginning of HIV/AIDS

Class 27 (17 April)  HIV/AIDS in Focus
*Essay 2 Due
*In-Class Reading Response Quiz 7

Class 28 (22 April)  Final Class Meeting

**Reading Day: Thursday 24 April**

**Final Exams:**
Section 29 (3:05pm-4:35pm) = Tuesday 29 April, 4:00pm-7:00pm
Section 32 (1:40pm-2:55pm) = Thursday 1 May, 12:00pm-3:00pm
Detailed Course Schedule & Assigned Readings (subject to slight change)
* All readings listed below are to be read before the class period for which they are assigned

Week 1  **Why Disease? Why History?**

Class 1 (Thursday 9 January)  Course Introductions
No assigned readings

Week 2  **Antecedents: The Hippocratic Paradigm & The Columbian Exchange**

Total Pages of Required Reading: 76 (Suggested Reading = 13)

Class 2 (Tuesday 14 January)  The Hippocratic Revolution & the Environmentalist Paradigm

Readings:
1. Hays, Introduction and Chapter One
2. **Major Problems**, Chapter One, p. 1-24

Class 3 (Thursday 16 January)  The Columbian Exchange: Smallpox and Indigenous Health in the Americas

Readings:
1. Hays, Chapter Four
5. A Broadside Laments the Death of Fifty-Four in Hartford Epidemic, 1725, in **Major Problems**, p. 35

Suggested Reading:
Week 3  **Disease & Democracy in the 18th century**

**Total Pages of Required Reading: 58**

Class 4 (Tuesday 21 January)  “Fevered States”: The 18th c. Enlightenment

*Readings:*
1. Hays, Chapter Six

Class 5 (Thursday 23 January)  Yellow Fever, Quarantine, and the Young American Republic

*Readings* (The following two secondary sources will also be the ones used in the Waring Archives Paper):

Week 4  **Waring Archives Visit and Project on Yellow Fever**

**Total Pages of Required Reading: 60**

Class 6 (Tuesday 28 January)  **Waring Archives Visit on Yellow Fever**

*Readings:*
2. See OAKS for pdfs of primary sources on Yellow Fever

Class 7 (Thursday 30 January)  In-Class Work on Waring Projects

*Readings:*
1. Bring William Kelleher Storey’s *Writing History* to class, having skimmed chapters three, four, and five.

Week 5  **Laissez-Faire & the Medical Marketplace of the early 19th century**

**Total Pages of Required Reading: 56**

Class 8 (Tuesday 4 February)  Jacksonian Democracy & Heroic Medicine

*Readings:*
1. Hays, p. 214-234
5. A Medical Apprentice in South Carolina, 1807, in Major Problems, 63-64.
6. A Young Physician Struggles to get into Practice in Ohio, 1822, in Major Problems, 70.
7. A New York Medical Student Recounts in his Diary his Emotional Response to Surgery, 1828, in Major Problems, 93-94.

Class 9 (Thursday 6 February) America in 1832: The Medical Marketplace

Readings:

2. Jacob Bigelow, a Harvard Professor, Challenges the Physician’s Power to Cure, 1835, in Major Problems, 94-96.
3. A County Medical Society Bemoans the Prevalence of Quackery and Public Opinion Opposed to Legal Regulation of Medical Practice, 1843, in Major Problems, 127-128.
5. Domestic Practitioners of Hydropathy in the West Testify to their faith in Water Cure, 1854, in Major Problems, 135-136.

Week 6 The Industrial Revolution I: Poverty & Cholera

Total Pages of Required Reading: 66

Class 10 (Tuesday 11 February) Europe in 1832: Poverty, Industrialization, Urbanization

Readings:

1. Hays, Chapter Seven
3. Alexis de Tocqueville, ‘Memoir on Pauperism,” 1835, in OAKS

Class 11 (Thursday 13 February) Enter Cholera

Readings:

1. Reverend Dewey, Cholera Sermon, 1832, OAKS
Week 7  

**Debating Germs: The 19th century Tools of Sanitary Science**

*Total Pages of Required Reading: 106*

Class 12 (Tuesday 18 February)  
The mid 19th c. ‘Sanitary Impulse’: Anatomy, Microscopy, Vital Statistics, and Epidemiology

*Readings:*
1. Tomes, Introduction, p.1-20

Class 13 (Thursday 20 February)  
Koch, Pasteur and the Rise of Bacteriology in the late 19th c.

*Readings:*
1. Hays, p. 234-242
2. Tomes, Part I, p. 23-87
3. Henry Bowditch, a Recent Harvard Medical Graduate Studying in Europe, 1869, in Major Problems, 198-200.
4. Clarence Blake, a Young Boston Physician Studying in Europe, 1869, in Major Problems, 201-204.
5. Robert Bartholow, a Philadelphia Medical Professor, Celebrates Experimental Medicine, 1879, in Major Problems, 205-206.

Week 8  

**The Industrial Revolution II: Poverty & Tuberculosis**

*Total Pages of Required Reading: 95*

Class 14 (Tuesday 25 February)  
A Disease of Poverty: Tuberculosis

*Readings:*
1. Hays, Chapter Eight
2. Tomes, Part II, p. 91-154

Class 15 (Thursday 27 February)  
Tuberculosis and the Rise of the Sanatorium

*Readings:*
1. A Professor of Hygiene Reports on the Success of Municipal Laws in Battling the American ‘Spitting Habit’, 1900, in Major Problems, 237-238.
3. Advertising Health, the National Association for the Prevention and Study of Tuberculosis Promotes Antituberculosis Billboards, 1910, in Major Problems, 248-249.
4. The Modern Health Crusade Mobilizes Children for Health Reform, 1918, in Major Problems, 253-255.

***SPRING BREAK- Saturday 1 March to Sunday 9 March
*Finish Tomes over Break (Pages 154-255)

Week 9 Immigration, Imperialism, & the rise of American Progressivism

Total Pages of Required Reading: 48 (Plus Finish Tomes if you didn’t over break- total pages to finish Tomes = 98).

Class 16 (Tuesday 11 March) Immigration and American Progressivism

Readings:

1. Hays, Chapter Nine
2. Charles V. Chapin, Proclaims a New Relationship among ‘Dirt, Disease, and the Health Officer,’ 1902, in Major Problems, 239-241.
3. Terence Powderly, Commissioner-General of Immigration, Warns of the Menace to the Nation’s Health of the New Immigrants, 1902, in Major Problems, 241-244.
4. Popular Health Magazine Hygiea Depicts the Germ as a Stereotyped Dangerous Alien Criminal, 1923, in Major Problems, 256

Class 17 (Thursday 13 March) Disease and Imperialism: the Case of Leprosy

Readings:


Week 10 WWI and the Spanish Influenza in Focus

Total Pages of Required Reading: 39

Class 18 (Tuesday 18 March) World War I and Spanish Influenza

Readings:

1. Storey, Writing History, skim chapters six, seven, eight, nine
Class 19 (Thursday 20 March)  
*Film: Influenza, 1918- American Experience*

*Readings:*
1. Hays, p. 273-282

Week 11  
**Framing Non-Infectious Diseases in the early 20th century**

**Total Pages of Required Reading: 130**

Class 20 (Tuesday 25 March)  
Cancer and Risk Factory Epidemiology

*Readings:*
2. Richard Doll and Bradford Hill, “Smoking and Lung Cancer study”  
   OAKS

Class 21 (Thursday 27 March)  
Inter-War Years: Mental Health in Focus

*Readings:*
1. Hays, p.243-273
2. Psychiatrist Augusta Scott Proselytizes for Greater Legal Reliance on 
3. The United States Army Tests the Mental Fitness of Recruits, 1921, in *Major Problems*, 324-326.
4. Supreme Court Justice Oliver Wendell Holmes Upholds State Sterilization 

Week 12  
**Shell-Shocked: Mental Health & Experimentation in WWII**

**Total Pages of Required Reading: 84**

Class 22 (Tuesday 1 April)  
*Film: The Snake Pit*

*Readings:*
1. Reverby, Part II, p. 111-184

Class 23 (Thursday 3 April)  
World War II: The Nazi Doctors & Human Experimentation

*Readings:*
1. Kenneth Mellanby, “Medical Experiments on Human Beings in 
   Concentration Camps in Nazi Germany,” 1947,  
   OAKS
3. The Elite of World War II Medical Science Rally Support for Greater Public Investment in Biomedical Research, 1945, in Major Problems, 395-400.

Week 13  Disease, Human Rights, and Human Experimentation: Tuskegee

Total Pages of Required Reading: 58

Class 24 (Tuesday 8 April) The Tuskegee Syphilis Study

Readings:

Class 25 (Thursday 10 April) Examining Tuskegee Discussion

Readings:
1. Reverby, Epilogue
3. A Tuskegee Doctor in the Field Requests Research Advice from the Public Health Service, 1939, in Major Problems, 393-394.

Week 14 HIV/AIDS

Total Pages of Required Reading: 33

Class 26 (Tuesday 15 April) Stigma and the Beginning of HIV/AIDS

Readings:
1. Hays, Chapter Twelve

Class 27 (Thursday 17 April) HIV/AIDS in Focus
Readings:

Week 15  **Conclusions: Disease and Public Health Today**

Class 28 (Tuesday 22 April)  **Final Class Meeting**
One of most important and exciting assignments for History 116 this semester is a visit to the Waring Archives, where you will be conducting historical research of your own on primary sources written in the late 18th and early 19th century. While at the Waring we will be examining different types of historical documents—letters, handbills, pamphlets, books—all on the topic of yellow fever. As explained in class and in the assigned readings, yellow fever was a particular scourge to European settlement and colonization efforts involving North America, Africa, and the Caribbean. Biological and cultural ideas about race and immunity towards the disease also helped justify and fuel the Atlantic Slave Trade. In the late 18th and early 19th century the two most important American port cities, Charleston and Philadelphia, were particularly struck with repeated outbreaks of yellow fever, making the disease of local concern to CoC. Yellow fever is thus an important historical lens to understanding European colonization and settlement, transatlantic migration and slavery, and cultural ideas of health, environmentalism, and global politics.

**Project Requirements**

1. **A visit to the Waring Archives on Tuesday January 28th**

   While at the Waring Archives you will be conducting primary source research on pre-selected archival material. Please be prepared to take notes (pencil only), and to be thinking of how these sources relate to our additional course readings assigned this unit. All of the primary sources that we will be examining will be available on OAKS, as I have already scanned them. Nonetheless, part of your grade for the assignment will be your participation at the Waring Archives.

2. **A final Research Paper that addresses the following prompt, which incorporates FIVE Primary Sources from the Waring in addition to the two secondary sources articles posted on OAKS by historians J.R. McNeill and John Duffy.** The Final Paper should be 4-6 pages long (double-spaced, 12pt. font) and is due, in-class on Thursday, February 13th. No email submissions will be accepted, and late papers will be deducted 10 points off for each day that they are late.
Paper Prompt:

In one of our readings for this unit, historian J.R. McNeill introduces the colonial context of yellow fever outbreaks in the Americas, combining ecological, environmental, and epidemiological evidence. Meanwhile, in our other reading, John Duffy details various outbreaks of and responses to yellow fever in Charleston and the lowcountry in the 18th century. For this assignment, I would like you to use this historical context to engage with at least five primary sources on yellow fever from the 18th and early 19th century to answer the following question; What did public health mean to Americans this time, and how did social, medical, political, and religious concepts direct the public health response to yellow fever?

*Many of our primary sources relate to Charleston and the lowcountry, but successful papers will also situate the colonial, and thus Atlantic World, context for yellow fever outbreaks and their response.

Archival Instructions and Other Advice

Conducting research on primary sources at archives like the Waring remains the staple activity of historians. In this respect it is serious business. We will be dealing with material that is over 200 years old, oftentimes extremely frail, and sometimes the only copy existing in the world. This means that we all need to use the utmost caution when being around and handling historical documents. Carefully turn pages, do not “thumb” through a book, and be extra cautious of the spine of an old manuscript or letter, as they are typically the frailest and easiest to break. Under no circumstance are you allowed to use pens, and no food or drinks are allowed in the Waring Archives. This all falls under the purview of common sense, but remember that we will all be representing the College of Charleston while off campus at the Waring.

Questions to Consider when reading Primary Sources:

- **Context:** Who is the Author? When and Where was the Source Written and Published?
- **Thesis:** What are the main Arguments of the author?
- **Audience:** Who might the intended Audience been for this particular document?
- **Intent:** What does the document have to say about how Yellow Fever is Caused, Communicated, or where it Originates?
- **Overall:** How does this document relate to class discussions and class readings

*We will spend additional time in class on Thursday 30 January walking through William Kelleher Storey’s book Writing History, to give you more concrete tools to assess evidence and construct your argument.

**Please also remember to THANK Susan Hoffius, the Curator of the Waring Archives when you leave!