

From Public Health to Global Health:
Bodies and Bodies Politic, 1700-Present
HealthSci 4BP3/ArtSci 4BP3
McMaster University

Professor: Dr. Ellen Amster

Class Meetings: Monday 1:30-3:20 pm/Thursday 1:30-2:20pm

Classroom: MDCL 1009

Professor Office: CNH 616

Office Hours: Monday 4:00pm-5:00pm

Office Phone: X24144

Email: amstere@mcmaster.ca

Course Description

Is there a human right to health? A political right to health care? This course treats the origins of "public health," the notion of care for a public rather than the individual, from the 18th century to the present.

We begin with the Enlightenment political philosophies of Britain and France--how the citizen's body was understood to relate to his participation in the body politic, and how this ideal was realized in the French and American revolutions. We then follow the nineteenth-century evolution of the "citizen-patient," in public hygiene, eugenics, and population policies, the public hospital, the health professions, and the legal regulation of medicine and pharmacy. Physicians have helped to plan cities, draft laws, shape families, and decide questions of life, death, and political rights. Epidemics have also forced social change, equitable access to natural resources, and new rights for the poor. We consider the contradictions of the "citizen-patient," for the colonized subjects of the French and British empires, the victims of Nazi occupation, and others. How do the goals of public health shift outside the nation-state framework?

Finally, we trace the internationalization of public health with the birth of the WHO and UNICEF. What are the promises and limitations of an inter-national approach to health vs. a new, emerging concept of the "global citizen"?

Course format will be lecture with some discussion.

Course materials include primary sources (medical monographs, political philosophy, cartoons, health reports, photographs, novels, journalism, maps), and secondary sources (selections of articles and books by historians, philosophers, and gender studies scholars).

Course Objective

The course is designed to introduce students to the history of public health and concepts in the social history of medicine, including epidemiology, eugenics, hysteria, legal medicine, psychiatry, and health policy. The readings are primary and secondary texts. Primary texts are contemporary or eyewitness accounts—writings from the period itself. Secondary readings are analytical, the writings of

contemporary scholars and historians. A secondary goal of the course is to give students a critical framework through which to understand and critique contemporary public health issues.

The political history narrative will be provided *in lecture*. Readings and attendance are required and essential for success in the course.

Required Texts:

Coursepack:

There is a required coursepack of articles on the A2L website, for you to download.

****YOU MUST BRING READINGS WITH YOU TO CLASS on the day it is due and be ready for in-class discussion every class period.**

Books:

The following books are required and available at the McMaster University Campus Store, Tel: 905-525-9140 Extension 24751

- Charlotte Perkins Gillman, The Yellow Wallpaper (any edition ok)
- Paul Farmer, Jim Yong Kim, Arthur Kleinman, and Matthew Basilio, Reimagining Global Health: An Introduction (University of California, 2013).
- Jean-Jacques Rousseau, The Social Contract (any edition ok)
- Charles Darwin, The Origin of Species.
- Tom Koch, Disease Maps: Epidemics on the Ground (2011).

ASSIGNMENTS

There will be one formal essay (5 pages), group discussion assignments and comment papers (1-2 pages each), and one short written primary source project (3-4 pages maximum).

***All reading is required.** You must bring the readings with you to class in preparation for class discussion.

***All written work** must be typed in 12 point font, double-spaced with 1 inch margins. **No papers can be accepted over email.** All papers must be submitted as a hard copy (paper copy).

***Comment papers and group work cannot be accepted late. These must be turned in by the author in hard copy during the class period assigned, or not at all.**

***Late formal papers and the primary source assignment can be turned in late, but will be graded down.** The **lateness policy** is as follows: if the essay is turned in after the due date, it will be graded down 1 letter grade. It can be turned in up to 2 weeks after the due date. After 2 weeks it will not be accepted at all.

For the format of your written work, consult the **guidelines for writing history essays on the A2L site.*

COURSE POLICIES

*Everyone must **participate** actively in class. This means you must read the material on the day it is due, bring the reading with you to class, and come prepared for discussion.

***Attendance** is mandatory and part of the participation grade. To receive full credit for attendance, students can have no more than 2 unexcused absences. After 2, absences impact the participation grade. Punctuality is also mandatory.

***Disabilities.** If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

***Religious observance.** Students will be allowed to complete examinations or other requirements that are missed because of religious observance. Please contact me before you miss class/an assignment to inform me of the circumstances.

***Plagiarism**, which is submitting someone else's work as your own, copying text (of any length) verbatim from a book, website, and presenting it as your own, will result in an automatic F for the course. For more information, consult the Academic Integrity Policy.

www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf. This policy addresses other forms of academic dishonesty, such use of unauthorized aids in examinations, improper collaboration, etc., so familiarize yourself. Forewarned is forearmed.

***Email communication** must be sent from students to instructors (including TA's) and staff from the student's McMaster University Account, according to the Policy of the Faculty of Humanities.

***Avenue to Learn** will be used for this course. Students should be aware that, when you access the course, information such as first and last names, user names for McMaster email, and program affiliation may be visible to other student users. If you have questions about this disclosure contact course instructor.

***Modifications to syllabus.** The instructor and university reserve the right to modify elements of the course during the term, which includes dates, deadlines. Any modification will be provided with notice and communication with students.

***Requests for extensions to deadlines.** Extensions or other accommodations will be determined by the instructor and will only be considered if supported by appropriate documentation. Absences of less than 3 days may be reported using the McMaster Student Absence Form (MSAF) at www.mcmaster.ca/msaf/. If you are unable to use the form, you must document the absence with your faculty office. In all cases, it is YOUR responsibility to follow up with the instructor immediately to see if an extension or other accommodation will be granted.

GRADING POLICY

Assignments for the course and their respective weights are as follows:

Participation (Attendance, in-class discussion, group work)	20%
Comment Papers	30%
Short Public Health Research Assignment	15%
Essay #2, Final Global health paper	35%

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Schedule of Topics and Readings

Theme 1: Medicine and Politics in Pre-Modern Europe

Monday, January 7 **Introduction, Why is Health Political?**

Assignment: In-class discussion, lecture.

Thursday, January 10 ***No Class meeting, but reading!* Hippocratic
Medicine, the First Environmental Health**

Reading Due: Excerpts from Hippocrates, "Airs, Waters, Places," and "Epidemics, Book I," p. 148-160, 87-112. [coursepack]

Monday, January 14 **Pre-modern Medicine--the King's Body, the
Church as Healer, and the Hôtel-Dieu**

Reading Due: Ernst H. Kantorowicz, *The King's Two Bodies*, p. 7-23.
(coursepack)

Nicole Hochner, "A Sixteenth-Century Manifesto for Social
Mobility or the Body Politic Metaphor in Mutation"
(coursepack)

**Extra credit opportunity January 16, 2018, History of Medicine Lecture
with Dr. Jaipreet Virdi, 3-5 pm, MDCL 3020.**

Assignment: Summarize Dr. Virdi's lecture. Ask her a question. Record her
answer in your writeup. Find one current news article that addresses the
issues in Dr. Virdi's lecture, give the citation, and add 2-3 sentences
explaining how this article relates to public health and Virdi's lecture.

Theme 2: Birth of the Citizen-Patient

Thursday, January 17 **The Nature of Man and the Question of Sovereignty**

Reading Due: John Locke, The Second Treatise of Civil Government,
--Chapter I "Of the State of Nature" and
--Chapter IX, "Of the Ends of Political Society and
Government."

(coursepack).

A.N. Williams, "Physician, Philosopher, and Paediatrician: John Locke's Practice of Child Health Care," *Archives of Disease in Childhood*, 2006 Jan; 91(1): 85-89. [coursepack]

Monday, January 21

The Citizen-Patient in the American and French Revolutions

Reading due:

Jean-Jacques Rousseau, *The Social Contract*, Book one.

Dora Weiner, *The Citizen-Patient in Revolutionary and Imperial Paris*, p. 3-10. [coursepack]

Thursday, January 24

The Citizen-Patient in the American and French Revolutions (finish)

Reading due:

Bring the Rousseau and Weiner readings (above) and be ready for discussion.

Theme 3: Health in the Industrial Age

Monday, January 28

The Industrial Revolution: Disease and Health in the Nineteenth-Century City

Reading due:

Karl Marx and Friedrich Engels, "Manifesto of the Communist Party," p. 473-491. (coursepack).

Thomas Malthus, "An Essay on the Principle of Population" p. 1-11, 23-31, 36-48. (1798).

<http://www.esp.org/books/malthus/population/malthus.pdf>

Jonathan Swift, "A Modest Proposal" (1729)

<http://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/1469/swift-modestproposal6x9.pdf>

*Be sure to bring the readings and be ready to discuss.

Assignment for next time, Comment paper #1:

Using the Marx, Malthus, Swift and Fourier (Fourier is assigned for Thursday)

answer these two questions for **EACH author**:

- Why are there poor people with not enough to eat?
- What should be done about it?

Thursday, Jan. 31 The Poor, the Working Class, the Nation, or Society-as-Body? Theories of Population Health

Reading due:

Charles Fourier, "Theory of Society," from *Harmonium Man* [coursepack]

Due in class: Comment Paper #1

Theme 4: Epidemics and Social Justice

Monday, February 4 Disease and Social Justice: René Villermé, Edwin Chadwick, and Rudolph Virchow

Reading due: Selections from Edwin Chadwick's *Sanitary Report* (1842), p. 1-6. [coursepack].

Selections from Christopher Hamlin, *Public Health and Social Justice in the Age of Chadwick: Britain, 1800-1854*, 159-170, 184-187. [coursepack]

J. P. Mackenbach, "Politics is nothing but medicine at a larger scale: reflections on public health's biggest idea," *Journal of Epidemiology and Community Health*, 2009, 63: 181-184.

http://www.jstor.org/stable/20720916?seq=1#page_scan_tab_contents

"Rudolf Virchow on the typhus epidemic in Upper Silesia: an introduction and translation"

<http://onlinelibrary.wiley.com/store/10.1111/1467-9566.ep10778374/asset/1467-9566.ep10778374.pdf;jsessionid=7223962821DB051EE234A586A88D1A69.f03t03?v=1&t=i9oi2unj&s=e55b8746d8ca9c36c4a092b357fdf2b45ddc2174>

Thursday, February 7 The Birth of Epidemiology and John Snow

Reading due: Tom Koch, *Disease Maps*, p. 118-163.

Monday, February 11 The City and Public Hygiene Reforms, the "Sanitarians"

Reading due: Tom Koch, *Disease Maps* 164-215.

In-class work on Public Health Research Assignment: Instructions will be provided in class. Be sure you have a computer that is wi-fi enabled for class today, or share with a friend. We will need the internet. YOU WILL NEED THE KOCH READING, so be ready.

*This Public Health research assignment is due written up, Thursday, February 14 in Class. You will receive the assignment in class.

Thursday, February 14 The Public and Epidemics—Art, Satire, Politics

Reading: No Reading due

Due in class: Public Health Research Assignment

******Midterm Recess**** Week of February 17-22!**

Theme 5: Caring for the Citizen-Patient: From Vaccine to the Welfare State

Monday, February 25 Vaccination and Anti-Vaccination, Law and Medicine

Reading due: Find one article from the newspaper or a news magazine about anti-vaccination. Bring it with you to class to discuss. Who is anti-vaccine in this article and why?

Extra credit opportunity February 27, 2018, History of Medicine Lecture with Dr. Clemmie Harris, 3-5 pm, MDCL 3020.

Assignment: Summarize Dr. Harris' lecture. Ask him a question. Record his answer in your writeup. Find one current news article that addresses the issues in Dr. Harris' lecture, give the citation, and add 2-3 sentences explaining how this article relates to public health and Harris' lecture.

Thursday, February 28 Madness and the Law: Reason, Individual Rights, and the Social "Duty of Care"

Reading due:

+Court proceedings of the British Crown vs. Sarah Dickinson, 1844.

From the digitized records of the proceedings of Old Bailey, London's Central Criminal Court, 1674-1913, see the link here and on A2L [coursepack]

<http://www.oldbaileyonline.org/browse.jsp?id=t18440304-1013&div=t18440304-1013&terms=insanity|and|woman|and|birth#highlight>

+Dorothea Lynde Dix, Selections from *Soliciting a State Hospital for the Protection and Cure of the Insane, Submitted to the General Assembly of North Carolina*, 8-9, 14-15, 16-17, 26-28, 39-41. [coursepack]
<http://www.learnnc.org/lp/editions/nchist-newnation/4748>

+Oliver Sachs "Asylum" and Christopher Payne "The State Mental Hospitals" from *Asylum: Inside the Closed World of State Mental Hospitals*, p. 1-15. [coursepack]

Theme 6: The Good, the Bad, and the Female: Biology, Criminality, and Sexuality

Monday, March 4 The Criminal, the Penitentiary, and the Idea of Social Degeneracy

Reading due: "The Education of Mary Shelley: Godwin and Wollstonecraft," from *Frankenstein* p. 12-15, 245-263.

Selections from Cesare Lombroso's *Criminal Man*, 161-162, 202-220, 232, 331-337. [coursepack]

Michel Foucault, Chapter 1 "The Body of the Condemned," from *Discipline and Punish: The Birth of the Prison*, p. 3-31 [coursepack]

Thursday, March 7 Hysteria and "Women's Diseases"

Reading due: Charlotte Perkins Gilman, The Yellow Wall-Paper, (just the Charlotte Perkins Gilman story).

Thomas Laycock, *A Treatise on the nervous diseases of women; comprising an inquiry into the nature, causes, and treatment of spinal and hysterical disorders*, [coursepack]

- Table of contents [skim]: p. xi-xxvi
- part 1 chapter 1, p. 5-13 "Principles and Definitions"
- part 1 Chapter 5, p. 76-84 "The Mental and Corporeal Peculiarities of Woman"

Read this digitized version of the text (you turn the pages like a real book):
<https://archive.org/stream/treatiseonnervou00layc#page/n11/mode/2up>

Monday, March 11 The Female Citizen: Sex and Women's Rights

Reading due: Carroll Smith-Rosenberg, "Discourses of Sexuality and Subjectivity: The New Woman, 1870-1936" [coursepack], p. 264-280.

Cesare Lombroso, *Criminal Woman, the Prostitute, and the Normal Woman*, 82-88, 135-143. [coursepack]

Assignment for next time, Comment paper #2: Explore the Digital Humanities project, "The Eugenics Archive"-- <http://eugenicsarchive.ca>.

- Read the entry on Sir Francis Galton (in "Players" section)
- Read at least 2 other "Players" entries. Click on "Connections." Notice how these people connected to a series of institutions and ideas. The cloud moves!
- Watch one of the Survivors' Videos
- Click the map section and compare eugenics movements in 2 countries
- Choose at least one other area of the website to explore yourself
- **===Write a one page comment paper** about what you read and what you learned about Eugenics from this site.

Theme 7: Eugenics—Social Darwinism and a Science of Human Society

Thursday, March 14 The Sciences of Eugenics, Darwin and Man

Reading due: Charles Darwin, *The Origin of Species*, (p. 74-112, 129-132, 263-269, 323-327, 346-353).

Due in class: Comment paper #2.

Assignment For Monday, Comment paper #3: Choose ONE of the possible 4 readings and prepare a 2 page comment paper in response to the following questions:

1. What is the author's argument? Summarize in one paragraph.
2. Is this historical case an application of one or more of Darwin's theories, and if so, which concepts?
3. What effect did Darwin's ideas produce on the medical authorities of this time and place—what is "eugenics" in your time and place?

Monday, March 18 Historical Case Studies in Eugenics

***Discussion in class time. Due in class, Comment Paper #3**

Reading 1: Eugenics in Canada, Sexual Sterilization of the "Unfit"
Erika Dyck, *Facing Eugenics: Reproduction, Sterilization, and the Politics of Choice*, p. 3-26, 169-197. (second article describes the case of Leilani Muir).
(coursepack)

Reading 2: Nationalism as Eugenics--Nazi Germany

Michael Burleigh and Wolfgang Wippermann, *The Racial State: Germany 1933-1945*, p. 23-73.
[coursepack]

Reading 3: A Eugenic Approach to Disease and Population Health

Melbourne Tapper, "An 'Anthropathology' of the 'American Negro': Anthropology, Genetics, and the New Racial Science, 1940-1952."
(coursepack)

Reading 4: "Positive" Eugenics and Puériculture in France

William Schneider, *Quality and Quantity: The Quest for Biological Regeneration in Twentieth-Century France*, p. 55-83.

Theme 8: Colonial Empire and Public Health

Thursday, March 21, 2018

Introduction to Colonial Public Health

Reading due: Reimagining Global Health, Chapter 3.

Assignment for next time: Choose ONE OF THE FOUR readings for next time, make written notes about the article for yourself and get ready for group work with others. In your notes, answer the following:

1. What is the author's argument? Summarize in one paragraph.
2. What is the public health issue or issues in this time and place?
3. How did the colonial situation produce unique outcomes, perhaps different from what we have studied so far? What influence does colonialism have on public health in your historical example?

Monday March 25

Case Studies in Colonial Health and Medicine

***Group work during class time, in-class preparation of Comment Paper #4, which is due Thursday, March 28. Instructions will be given in class. You will work in pairs.**

Reading #1: Ellen Amster, "Harem Medicine and the Sleeping Child: Law, Traditional Pharmacology, and the Gender of Medical Authority," and "A Midwife to Modernity: The Biopolitics of Colonial Welfare and Birthing a Scientific Moroccan Nation," from *Medicine and the Saints: Science, Islam, and the Colonial Encounter in Morocco*, p. 142-208.
(coursepack)

Reading #2: Richard Keller, "Pinel in the Maghreb: Liberation and Confinement in a Landscape of Sickness," and "Shaping Colonial Psychiatry: Geographies of

Innovation and Economies of Care,” from *Colonial Madness: Psychiatry in French North Africa*, p. 19-82.
[coursepack]

Reading #3: Warwick Anderson, “The Military Basis of Colonial Public Health,” and “Late-Colonial Public Health and Filipino ‘Mimicry,’” from *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*, p. 45-73, 180-206.
[coursepack]

Reading #4: Philippa Levine, “Colonial Medicine and the Project of Modernity” and “Diplomacy, Disease, Dissent,” from *Prostitution, Race and Politics: Policing Venereal Disease in the British Empire*, p. 61-119.

Theme 10: World Wars and a New World Order: UN, WHO, and Global Health

Thursday, March 28 World War I, World War II, Birth of the WHO and the Nuremberg Code for Medical Experimentation

Reading due: Telford Taylor “Opening Statement of the Prosecution December 9, 1946,” from *The Nazi Doctors and the Nuremberg Code: Human Rights in Human Experimentation*, p. 67-104.
(coursepack)

Due in class: Comment #4

Monday, April 1 Theories of Global Health, Lecture and Discussion

Reading due:

Reimagining Global Health, Chapter 4 and 5.

Julio Frenk and Suerie Moon, “Governance Challenges in Global Health,” *The New England Journal of Medicine*, 2013; 368: 936-942.

Lawrence O. Gostin and Devi Sridnhar, “Global Health and the Law,” *The New England Journal of Medicine*, 2014; 370: 1732-1740.

*Look ahead to the final exam/paper, assignment is at the end of the syllabus.

Thursday April 4 The Futures of Global Health

We will also use these last 2 sessions to begin the last 4 readings and help you identify the project you want to work on.

Reading due:

France Winddance Twine, “The Global Womb” from *Outsourcing the Womb: Race, Class, and Gestational Surrogacy in a Global Market*, p. 1-15.

Adriana Petryna and Arthur Kleinman, “The Pharmaceutical Nexus” from *Global Pharmaceuticals: Ethics, Markets, Practices*. (p. 1-32).

Monday, April 8 Public Health to Global Health, Conclusions and Discussion

Reading due:

Peter Redfield, “A Time of Crisis,” from *Life in Crisis: The Ethical Journey of Doctors Without Borders*, p. 11-36.

Vincanne Adams, “Evidence-based Global Public Health: Subjects, Profits, Erasures,” from ed. Joao Biehl and Adriana Petryna, *When People Come First: Critical Studies in Global Health*, p. 54-90.

Final paper assignment—select **one** of these 4 contemporary global health issues below, then

- read the assigned reading listed here for your issue
- **find at least 2 newspaper or magazine articles** that address this question/debate.
- Use **the readings listed under November 30** and any readings from the course you feel are relevant to compose a 5 page essay. In your essay:
 - a. Explain the global health issue and why there is controversy or debate.
 - b. Tell us--what larger themes does your issue raise that you see are connected to public health issues we have studied in the course?
 - c. How does your issue raise some of the specific dilemmas of GLOBAL health that are different from the public health national histories we have studied? What is new about global health itself, in your view?
- **Issue #1: International gestational surrogacy—exploitation, medical tourism, or reproductive rights?**

Reading: “The Global Womb,” “India: A Global Baby Factory,” and “Reproductive Justice and Reproductive Liberty,” all from France Winddance Twine, *Outsourcing the Womb: Race, Class, and Gestational Surrogacy in a Global Market*. (p. 1-15, 54-61, 78-82).
- **Issue #2: Global pharmaceuticals—International Villain or Life-Giving Hero?**

Reading: Adriana Petryna and Arthur Kleinman, “The Pharmaceutical Nexus” from *Global Pharmaceuticals: Ethics, Markets, Practices*. (p. 1-32).

- **Issue #3: Médecins sans Frontières and Ebola—What does it mean, a “Doctor Without Borders?”**

Reading: Peter Redfield, “A Time of Crisis,” from *Life in Crisis: The Ethical Journey of Doctors Without Borders*, p. 11-36.

“Ebola Crisis Brutally Exposed Failures of the Aid System, says MSF,” *The Guardian*. Monday, March 23, 2015

<http://www.theguardian.com/global-development/2015/mar/23/ebola-crisis-response-aid-who-msf-report-sierra-leone-guinea>

A timeline of Ebola events and responses:

https://www.academia.edu/14171226/Monica_H._Green_and_Nicholas_Goetz/Global_History_of_Health_-_Teaching_Notes_on_Ebola_11_23_2014

- **Issue #4: Evidence-Based Medicine and Global Health—The Ethics of Exporting the Randomized Clinical Trial (RCT)**

Reading: Vincanne Adams, “Evidence-based Global Public Health: Subjects, Profits, Erasures,” from ed. Joao Biehl and Adriana Petryna, *When People Come First: Critical Studies in Global Health*, p. 54-90.

Final essays are due no later than April 17 at 4:30 p.m. in hard copy, in the History Department drop box outside the History department office. It is in front of you when you exit the elevator. **Be sure to put my name on the essay.**

Late essays cannot be accepted.

For format, consult the Guidelines for Writing History essays on A2L.

*******Have a great break!*******