

HH2007: Health and Illness in History

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SUBJECT TO CHANGE!

I. Course Description:

This course offers a historical insight into the problems of infection from a global perspective. While humans have experienced various infections in history, we often forget how these illnesses have transformed our society and culture. We also do not know much about how people have identified and investigated diseases in their intellectual, political, and institutional settings. In the middle of the COVID-19 pandemic, this course aims at broadening your historical knowledge on infection as a natural and social phenomenon, which may enable you to be better prepared for the contemporary health crisis. The course will give you an opportunity to think about the shifting practices and ideas of medicine, along with the role of the professionals who play crucial roles in managing health and illness.

II. Course Design:

There will be a three-hour seminar each week. The seminars will be conducted in the form of close interaction between the professor and students. Each student's performance will be evaluated in accordance with her or his attendance and participation in weekly seminars, pre-class questions, two essay assignments, a quiz, and discussion reports.

III. Course Schedule and Readings:

1. Course Introduction [Online]

Erwin H Ackerknecht, "Anticontagionism between 1821 and 1867," *International Journal of Epidemiology* 38 (2009), pp. 7-21.

2. Black Death of the World [at LT28]

William McNeill, *Plagues and People* (New York: Anchor, 1998), pp. 161-207.

Samuel K. Cohn, Jr., "Epidemiology of the Black Death and Successive Waves of Plague," *Medical History* 27 (2008), pp. 74-100.

George D. Sussman, "Was the Black Death in India and China?" *Bulletin of the History of Medicine* 85 (2011), pp. 319-355.

3. Disease Crosses the Atlantic

William McNeill, *Plagues and People* (New York: Anchor, 1998), pp. 208-241.

Ann G. Carmichael and Arthur M. Silverstein, "Smallpox in Europe before the Seventeenth Century: Virulent Killer or Benign Disease?" *Journal of the History of Medicine and Allied Sciences* 42 (1987), pp. 147-168.

James C. Riley, "Smallpox and American Indians Revisited," *Journal of the History of Medicine and Allied Sciences* 65 (2010), pp. 445-477.

4. The New Public Health and the Germ Theory

Christopher Hamlin, "Edwin Chadwick, 'Mutton Medicine,' and the Fever Question," *Bulletin of the History of Medicine* 70 (1996), pp. 233-265.

John M. Eyler, "The Changing Assessments of John Snow's and William Farr's Cholera Studies," *Soz Praventivmed* 46 (2001), pp. 225-232.

Andrew Cunningham, "Transforming Plague: The Laboratory and the Identity of Infectious Disease," in Andrew Cunningham and Perry Williams (eds.), *The Laboratory Revolution in Medicine* (Cambridge: Cambridge University Press, 2002), pp. 209-244.

5. Preventing Smallpox in Global Contexts

Lauren Minsky, "Pursuing Protection from Disease: The Making of Smallpox Prophylactic Practice in Colonial Punjab," *Bulletin of the History of Medicine* 83 (2009), pp. 164-190.

Ann Jannetta, "Jennerian Vaccination and the Creation of a National Public Health Agenda in Japan, 1850-1900," *Bulletin of the History of Medicine* 83 (2009), pp. 125-140.

Graham Mooney, "'A Tissue of the most Flagrant Anomalies': Smallpox Vaccination and the Centralization of Sanitary Administration in Nineteenth-Century London," *Medical History* 41 (1997), pp. 261-290.

6. Tuberculosis and Its Cultural and Scientific Meanings

Bridie J. Andrews, "Tuberculosis and the Assimilation of Germ Theory in China, 1895-1937," *Journal of the History of Medicine and Allied Sciences* 52 (1997), pp. 114-157.

Clark Lawlor and Akihito Suzuki, "The Disease of the Self: Representing Consumption, 1700-1830," *Bulletin of the History of Medicine* 74 (2000), pp. 458-494.

Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life* (Cambridge, Mass.: Harvard University Press, 1999), pp. 205-233.

7. Global Asian Experience of Infection and Hygiene

Ruth Rogasky, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China* (Berkeley: University of California Press, 2004), pp. 225-253.

Howard Markel, *When Germs Travel* (New York: Pantheon Books, 2004), pp. 49-77.

David Arnold, "Cholera and Colonialism in British India," *Past and Present* 113 (1986), pp. 118-151

8. Multiple Faces of Malaria

Randall M. Packard, *The Making of a Tropical Disease: A Short History of Malaria* (Baltimore: Johns Hopkins University Press, 2007), pp. 1-18.

Ira Klein, "Development and Death: Reinterpreting Malaria, Economics, and Ecology in British India," *Indian Economics and Social History Review* 38 (2001), pp. 147-179.

Margaret Humphreys, *Malaria: Poverty, Race, and Public Health in the United States* (Baltimore: Johns Hopkins University Press, 2001), pp. 49-68.

9. Spanish Flu and the Global Threat

Amir Afkhami, "Compromised Constitutions: The Iranian Experience with the 1918 Influenza Pandemic," *Bulletin of the History of Medicine* 77 (2003), pp. 367-392.

Tom Dicke, "Waiting for the Flu: Cognitive Inertia and the Spanish Influenza Pandemic of 1918-19," *Journal of the History of Medicine and Allied Sciences* 70 (2014), pp. 195-217.

Alice Reid, "The Effects of the 1918-1919 Influenza Pandemic on Infant and Child Health in Derbyshire," *Medical History* 49 (2005), pp. 29-54.

10. From Eradication to Equilibrium?

Hyung Wook Park, "Germs, Hosts, and the Origin of Frank Macfarlane Burnet's Concept of 'Self' and 'Tolerance,' 1936-1949," *Journal of the History of Medicine and Allied Sciences* 61 (2006), pp. 492-534.

J. Andrew Mendelsohn, "From Eradication to Equilibrium: How Epidemics Became Complex after World War I," in *Greater than the Parts: Holism in Biomedicine, 1920-1950*, edited by Christopher Lawrence and George Weisz (New York: Oxford University Press, 1998), pp. 303-331.

Pierre-Olivier Méthot, "Why do Parasites Harm Their Host? On the Origin and Legacy of Theobald Smith's 'Law of Declining Virulence,' 1900-1980," *History and Philosophy of the Life Sciences* 34 (2012), pp. 561-601.

11. AIDS as a New Biomedical Problem

Allan M. Brandt, "AIDS: From Social History to Social Policy," *Law, Medicine, and Healthcare* 14 (1986), pp. 231-242.

Steven Epstein, "The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials," *Science, Technology, and Human Values* 20 (1995), pp. 408-437.

Charles E. Rosenberg, "What Is an Epidemic? AIDS in Historical Perspective,"

Daedalus 118 (1989), pp. 1-17.

12. Hospital Infection

Pearl Katz, "Ritual in the Operating Room," *Ethnology* 20 (1981), pp. 335-350.

Barbara Rawlings, "Coming Clean: The Symbolic Use of Clinical Hygiene in a Hospital Sterilizing Unit," *Sociology of Health and Illness* 11 (1989), pp. 279-293.

13. Final Quiz and Speculations on Our Own Time

Lyle Fearnley, "Wild Goose Chase: The Displacement of Influenza Research in the Fields of Poyang Lake, China," *Cultural Anthropology* 30 (2015), pp. 12-35.

Robert Peckham, "The Crisis of Crisis: Rethinking Epidemics from Hong Kong," *Bulletin of the History of Medicine* 94 (2020), pp. 658-669.

IV. Evaluation:

1. First Essay: (20%)

The first essay (about 1,000 words) will be about a topic of the course. The essay topic will be announced around 4th week of the class. Please save the essay in the MS word format (rather than the pdf format) and submit it to "First Essay" in NTULearn.

2. Second Essay: (20%)

The second essay (about 1,000 words) will be about a topic of the course. The essay topic will be announced around 11th week of the class. Please save the essay in the MS word format (rather than the pdf format) and submit it to "Second Essay" in NTULearn.

3. Final Quiz: (15%)

There will be the final quiz on the last day of the course. The questions will come from all contents of the course. You are expected to write a short answer (3-4 sentences) for each question.

4. Pre-Class Questions: (20%)

After finishing the required reading, you should submit a question to the course website in NTULearn before Sunday evening, around 6pm. Please log on, and click "Pre-Class Questions." This question will be used for seminar discussion and for evaluating the student's performance.

5. Group Discussion Paper: (15%)

During the seminar, the professor will give each group a question based on your pre-class questions. Talk about the question with your group members, and write down your tentative conclusion in NTULearn's course webpage. Bullet-point answers are permitted, but you should try to write down your view with some case analysis.

6. Attendance and Seminar Participation: (10%)

You are expected to come to the class if there is no good reason for missing it. Attendance will be closely monitored, and participation will also be evaluated. Please be active and speak up (such as asking questions and offering comments) during the class to fulfill this part of the evaluation.

V. Late Submission:

There will be a penalty to a paper submitted after the deadline. The amount of penalty will be determined at the end of the semester. But late submission can be excused according to the professor's understanding of the student's circumstances and the submitted evidence.

VI. Plagiarism:

Plagiarism is a serious academic misconduct and may endanger a student's career in a highly severe way. It is done intentionally or unintentionally by using another person's ideas and writings without any proper citation and/or quotation marks. Even if you did cite the source, your essay can still be considered a plagiarized work if you did not use quotation marks. Paraphrasing is an act of rewriting other people's ideas or arguments using your own words. While this is an acceptable practice in most cases, it can be an issue if you do not indicate that the ideas have come from another person's works. If you are not sure about how you should do regarding these issues, please do cite the referred sources in footnotes/endnotes and use the quotation marks around the terms you did not invent. If any plagiarized sentence or paragraph is detected, the grade will be reduced to zero.

VII. How to Find Readings:

You can download all prescribed seminar papers at the course webpage in the NTULearn system.

VIII. Policy on Missing Classes:

In general, students are encouraged to attend all seminars. However, they may miss a few, if there is a good reason, such as illness, required university activity, or family emergency. In such cases, students can claim for the credit of class attendance, only after they submit a summary of the week's readings along with the documentary evidence on the reasons for absence.