HIST 3110 Topics in History 1 (Section T04)
Contagion:
Disease and Society in the Modern World
Tues/Thurs 11:30-1:15
229 St. Paul’s College

Instructor information
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244 St. John’s College
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Phone: 474-8522
Office Hours: 1:30-2:30 Tues/Thurs

Course Description
Plagues, epidemics, and infectious disease have shaped the world we live in. This course will discuss some significant disease events from 1500 to the present day, emphasizing their relationship to capitalist development, the state, war and colonialism – and hierarchies of race and class. We will explore the connections between the 'biological' and the 'cultural' aspects of infectious disease experiences. For example, epidemic disease has often been associated with the stigmatization of those seen as disease carriers; public health measures like quarantine further marginalized certain sectors of society, like prostitutes, the poor, and migrants. A major theme is the way disease molds social structures and human agency.

Students are not expected to have any prior knowledge of disease history.

Format
This is a combination lecture/seminar format course. For the most part, one class per week will be devoted to lectures, the other to discussion of topics and assigned readings. Reading will include relevant sections of the textbook, Disease and the Modern World, and an additional article each week. These articles will be available electronically through the library system. Students are expected to have done their reading before class, and come prepared to discuss it. It helps if you prepare two or three points about each reading that you can contribute to discussion, and two or three questions that you would like clarified.

For students planning to major in history, this course will help prepare you for seminar-level (4000) courses. All students will get practice reading advanced scholarly articles, contributing to discussion, and the research methodologies of history.
A note about the instructor, and my approach to teaching

I am trained as a Canadian historian, and a historian of health and disease, so this class falls under my area of research specialization. Most of my own work has been in two areas: the history of the 1918-1919 influenza pandemic, and the relationship between class and health. Right now I am writing about the people who shaped the first medicare programs in Canada, and their relationship to socialist and communist social movements.

My approach to this class is straightforward. I believe in active learning. The things you will remember from this class will be the things you teach yourself, with my help, and in discussion with fellow students. I lecture mostly to give you the background you need to understand the reading and to help you write your papers.

Helping students to improve their academic skills is important to me. As a discipline in the humanities, historians appreciate elegant writing. I encourage students to share their essay drafts with me and receive feedback. I will work with you to improve your writing. For those of you who are worried about your written communication skills, it is important to remember that writing improves with practice. Some people are just ‘born’ good writers, but most of us have to work at it.

I value one-on-one contact with students. This is my favourite part of my job. When you have a moment, come and see me during office hours, or set up an appointment so that we can become acquainted. Even if you never come to see me outside of class, I try to notice each individual student. I will know whether you attend class regularly, how much you participate, and roughly how well you are doing in the class. I am terrible with names, but this does not mean I am not aware of you.

What is expected of you?

I expect my students to pay attention and engage in class.

Students should not perform extra-curricular activities on their gadgets during class. We may use your computers, tablets, etc to find things out online, so you can bring them. But please, turn off your ringer and don’t take calls during class. Your classmates will thank you for it.

You are welcome to interrupt me at any time if you need a better explanation, or if you wish to raise something. If I am moving too quickly, say so. When other students are speaking, however, please do not interrupt.

The classroom will be an environment where all views – if they are respectfully expressed – are welcome, and where students will learn from each other as much as from me. All questions are good ones.
Tests and Assignments

Some important rules and regulations:

All written work submitted for this course must be original. Students are advised to consult the University of Manitoba regulations, as outlined in Section 8 of the General Academic Regulations in the online Academic Calendar & Catalog, regarding plagiarism, cheating and impersonation. The common penalty in Arts for plagiarism in a written assignment, test, or examination is F on the paper and F (DISC for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can include suspension for a period of up to five (5) years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

Evaluation will be provided before the VOLUNTARY WITHDRAWAL date of NOVEMBER 13, 2013.

Students who wish to appeal a grade given for term work must do so within TEN (10) working days after the grade for the term work has been made available to them.

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Marking Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>88-100%</td>
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<tr>
<td>A</td>
<td>80-87%</td>
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<tr>
<td>B+</td>
<td>76-79%</td>
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<tr>
<td>B</td>
<td>70-75%</td>
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<tr>
<td>C+</td>
<td>65-69%</td>
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<tr>
<td>C</td>
<td>60-64%</td>
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<tr>
<td>D</td>
<td>50-59%</td>
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<tr>
<td>F</td>
<td>0-49%</td>
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</tbody>
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Policies For Written Work:

Revision
Students who want to attempt to improve a grade on an essay are encouraged to meet with the professor and submit a revised paper.

Late Penalties
There is NO penalty for late written submissions in this class. However, papers will not be accepted after the last day of lectures, December 3, 2011. Students failing to submit their work on the due date forfeit the right to comments from the professor. No revised assignments will be
accepted from students who do not hand their work in on the due date. The only exceptions to this rule are students with documented illness.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Word Length</th>
<th>Due Date</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Written assignment #1</td>
<td>min. 1000 words/4 typed double spaced pages</td>
<td>October 8</td>
<td>20%</td>
</tr>
<tr>
<td>Written assignment #2</td>
<td>min. 3000 words/12 typed double spaced pages</td>
<td>November 21</td>
<td>30%</td>
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<tr>
<td>Mid-term exam</td>
<td></td>
<td>October 31</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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<td>TBA</td>
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Assignment #1: Critical Reading

This assignment is a critical reading of John Hatcher’s *The Black Death: A Personal History*. You can choose to write your essay on one of the three following topics.

1. Hatcher uses an unusual historical method to tell the story of the Black Death in this text, which he refers to as "docudrama rather than a conventional history." How does he construct this book? Discuss and strengths and weaknesses of his approach to the history of the Black Death.

2. Organized religion and faith are discussed extensively in *The Black Death: A Personal History*. Analyze why this aspect of the epidemic is so central to the book (including the importance of available primary sources), and discuss the strengths and weaknesses of this focus.

3. Hatcher argues that the Black Death shook up normal socio-economic relations in Walsham, England. Do you agree or disagree? Why?

Assignment #2: Research Essay

The research essay will be on a topic you choose from a list of topics that will be circulated during term. The essay will be based on secondary sources only; primary source research is not necessary. I am also happy to review drafts (given enough time) and discuss essays with you.
Essays are required to have a minimum of TEN scholarly works in the bibliography.

Essays will have both footnotes and a bibliography. Please use Chicago Humanities notation style. If you are uncertain about what this is, consult http://libguides.lib.umanitoba.ca/content.php?pid=356868&sid=2918540

**TIPS** for producing a strong essay:

- Make use of citations (footnotes) found in your course reading to help you get started reading the most significant works published in your topic. Once you have found those sources, they will also lead you to others. This saves you research time, and weeds out the less interesting or useful material out there.

- If you would like to find more recent research, or study a topic we have not examined in class, the library databases are the best place to start. Use *America: History and Life* and *Historical Abstracts* databases for your searches. If you have never used these search engines and would like help, please ask me, or a reference librarian. Avoid things like EBSCOhost, or Google Scholar. You will find a lot of useless hits and waste your precious time!

- If you can, identify a debate in the field, and take your own position in your essay. For example, there is a large debate about the impact of infectious disease upon colonialism. Not all scholars agree on this subject. We will be looking at debates in the field throughout the term.

**Textbooks and Course Readings**

The following textbooks are mandatory reading for students in this course, and are available for purchase at the University of Manitoba bookstore. Additional required readings will be available in e-journals or circulated in class.


**Topics and Readings**

*Week One: Introduction*

*Week Two: Interpreting Disease*
Mark Harrison, *Disease and the Modern World*, Introduction
Charles Rosenberg, “Framing Disease: Illness, Society and History,” in *Explaining Epidemics and Other Studies in the History of Medicine* (Cambridge
University Press, 1992): 305-18. (will be circulated in class)

**Week Three: The Black Death**
Harrison, Chapter 1, "Disease and Medicine Before 1500"
John Hatcher, *The Black Death: A Personal History*

**Week Four: 'The Great Pox': Syphilis in Renaissance Europe**
Harrison, Chapter 2, "Early Modern Europe."

**Week Five: Global Exchange or Genocide: Imperialism and Disease in the ‘New World’**
Harrison, Chapter 4, “The World Beyond Europe”

**Week Six: Cholera, Industrial Capitalism and Public Health**
Harrison, Chapter 5, "Disease in an Age of Commerce and Industry"

**Week Seven: Disease and Western Imperialism II: Vaccination and Hygiene**

**Week Eight: The Problem of the Healthy Carrier**
Harrison, Chapter 6, “The Individual and the State.”

**Week Nine: Borders: Immigration and Medical Inspection**

**Week Ten: Research Week (no classes)**

**Week Eleven: The Great ‘Flu: Influenza 1918-1920**
Harrison, Chapter 7, “Disease, War and Modernity”
Week Twelve: Sex, Prostitution and Venereal Disease Control

Week Thirteen: HIV and AIDS
Harrison, Chapter 8, “Health for All?”

Week Fourteen: Exam Preparation