

## HIST 399: Global Health—an Interdisciplinary History

Professor Melissa Graboyes, MPH, Ph.D.

T/Th 10-11.20 am; 240A McKenzie Hall

University of Oregon--Spring 2023

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### **Professor Graboyes**

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Office: 369 McKenzie Hall

Office hours: Thursdays 1.30-3.30\*

### **Student Leader: Gwen Lyman**

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Office: 360 McKenzie Hall

Office hours: Tuesdays 11.30-1\*

\* For office hours: you can always drop by our offices without an appointment, or schedule an appointment with Professor Graboyes on zoom via: <https://graboyes-officehours.youcanbook.me/>

### **Course Description**

This course examines global health from an interdisciplinary liberal arts perspective, with a particular attention to the history of this field. Some of the questions we will address include: Where did global health come from? From what fields did it emerge? How are contemporary global health norms shaped by past practices in tropical medicine, colonial medicine, international medicine, and public health? Where is the field going, and what do current calls to "decolonize" global health mean in theory and practice? We will read texts by historians, anthropologists, colonial employees, and global health practitioners that seek to define and critique the field. It is broad in geographic and chronological scope, beginning with the plague pandemic of the 1300s (the "Black Death"), though the bulk of our time will be spent 1880-present, when "modern" biomedicine began to emerge.

The class is divided into three sections and will present case studies from around the globe with an emphasis on examples from sub-Saharan Africa. We will begin by asking "what is global health" and will return to consider that question throughout the term. Our initial concentration on its origins will lead us to 14th century plague interventions in Europe, the development of germ theory, the rise of colonial tropical medicine, and the birth of "international health." In this first part of the class, students will become familiar with how some of the factors associated with "modernity" (industrialization, urbanization, colonization, and globalization) have shaped the field of global health into its current form. We will also take a closer look at global health metrics and the quantitative data that propels the field, to ask what types of knowledge are being produced and reproduced, and how to be critical consumers of data.

During the second part of the course, we think more carefully about disease eradication campaigns, the hallmark of what some consider to be "modern" global health. We will start with the earliest organized campaigns around hookworm and yellow fever, conducted by the Rockefeller Foundation, and then consider the League of Nations and WHO-organized campaigns around smallpox (successful) and malaria (unsuccessful). We follow eradication campaigns into the present to consider the current state of eradication campaigns that are being run against polio, guinea worm, and malaria and the role of new philanthropic

organizations. A focus on eradication will allow us to begin asking ethical questions about the role of state authority versus individual autonomy, power dynamics, and to recognize the divergent perspectives among those leading campaigns and those on the receiving end.

In the final part of the course, we will think more deliberately about the ethical questions raised by global health interventions, past and present. Students will develop a better understanding of how public health strategies can be in tension with individual liberties, the role of the state in coordinating health interventions, and the ethics of forced vaccination/forced testing/forced participation. We will consider the ethics of determining global health priorities, flows of power and funding over the past 150 years, and review some of the most egregious examples of "unintended consequences" of global health interventions. Students will end the course with a more complex and nuanced view of what global health is, the good that it can do, the harm that it has done, and how historical realities shape contemporary global health as a field.

Some of the innovations of this course include learning more about the production of new knowledge through exposure to the professor's own draft chapters of a book-in-progress; the benefit of having a "near peer" student leader; guest lectures from expert global health practitioners from around the globe; optional outside of class activities; and presentations from other UO students involved in global health research.

### **Learning Outcomes**

#### **Skill Based**

- Develop ability to read and question critically, think logically, and reason effectively
- Describe the underlying premises in your own and others' arguments or perspectives
- Identify a range of disciplinary approaches used to write the history of global health
- Practice active participation and oral communication of ideas in a group setting
- Use library databases to identify academic sources
- Work collaboratively in a small group to discuss readings and make a presentation
- Aware of opportunities to participate in undergraduate research and for funding

#### **Content Based**

- Define "global health" as a field and a set of practices
- Demonstrate knowledge of the critiques leveled against global health
- Identify examples of African indigenous knowledge and health/healing practices
- Identify and explain chronologically important events in the history of global health
- Be familiar with how gender, class, ethnicity, nationality and history shape contemporary interactions with global health interventions
- Identify global disease eradication attempts and why they failed or succeeded
- Identify and analyze the tension between individual liberties and public health policies
- Explain how historical knowledge is relevant for contemporary global health
- Aware of how new global health knowledge is produced: the practices and steps of academic writing and the process of peer review

### **Required Readings & Supplies**

All course readings are available to download from Canvas under the “Course Readings” module. They are labeled by the author’s last name and by the class session.

All readings must be printed out. This is not because I hate trees, but because it will aid in your learning and the success of our whole class. Printed articles allow you to take notes on paper away from the computer screen. This will aid overall comprehension and will make our class discussions smoother. NOTE: If you do not have access to a printer, or printing would be a financial hardship, please let me know ASAP and I will arrange copies for you.

### **Assignments and Grades**

You will be assessed in the following manner:

10 In-Class Quizzes	20%
Exam 1 (class 6)	10%
Exam 2 (class 11)	20%
Exam 3 (class 20)	30%
Group Project	20%
Extra Credit	3%
TOTAL	103%

#### **In-Class Quizzes (20%)**

13 in-class, Canvas-based, quizzes will be given throughout the term at the start of class, but only the top 10 quiz grades will count toward the grade (each quiz counts for 2% of the final grade). The quizzes will be given through Canvas and will consist of 3-5 questions that are multiple choice, fill-in-the-blank, and short answer. Questions will focus on the reading assigned for that day's class and content that was covered in prior class lectures. Students may drop their three lowest scores or can be absent for up to three exams without penalty. If a student misses more than three quizzes and is absent on a quiz day, they will receive a score of "0". No make-up quizzes will be given. Please bring your laptop to each class to take the quiz.

#### **Exam 1: class 6, April 20: (10%)~ Exam 2: class 11, May 9: (20%)~ Exam 3: class 20, June 8: (30%)**

All exams will be held in person during the class period, with an estimated 40-minute completion time though all students will have the full class period to complete the exam. Questions will be multiple choice, fill-in-the-blank and short answer questions drawing on readings, class lectures, films, and guest lectures. Questions will be generated by students during an in-class brainstorming session prior to the exam and will be drawn from past in-class quizzes. These strategies are meant to facilitate student preparation both independently and in groups ahead of the exam. Exam 1 is only worth 10% of the total grade to allow students to become familiar with the format and expectations.

The exams will be comprehensive (i.e., including all content through the exam date) and no make ups will be given. If you are unable to attend during class 6, 11, or 20, you can take the make-up exam during finals week (Mon, June 12, 8 am), which will count for the exam missed. If you were to miss more than one exam, you will only be able to make up one missed exam.

If you do not like your score on Exam 1, 2 or 3, you have the option of taking the finals week make-up exam (Mon, June 12, 8 am) to replace your lowest exam grade.

**Group Project (20%)**

You will be assigned to work in groups of 4-5 to produce a group presentation about a particular topic in the history of global health. Each group member will be responsible for finding, reading, summarizing, and analyzing 1 academic source in addition to helping their group mates create the presentation and deliver it. Groups will sign up for presentation dates during weeks 8, 9, and 10 of the term. Anyone unable to be present for the group presentation may take the make-up exam during finals week (Mon, June 12, 8 am) to count for this portion of the grade. Full instructions will be provided in class and on Canvas.

**Extra Credit (3%)**

There will be three extra credit opportunities during the term. If you attend the event and write a one-page summary of the event (what was the topic, the main argument, how does it relate to this class?) and upload it to Canvas by class 20, you can earn 1% extra credit for each event.

Extra Credit 1: Thursday, May 4, 3.30-5 pm. Knight Library Browsing Room

Extra Credit 2: Wednesday, May 10, 3.30-5 pm. Knight Library Browsing Room

Extra Credit 3: Thursday, May 25, 3.30-5 pm. Knight Library Browsing Room

I will assign final grades using this rubric:

A+	97 -100	B+	87-89	C+	77-79	D+	67-69	F	< 60
A	93-96.9	B	83-86.9	C	73-76.9	D	63-66.9		
A-	90-92.9	B-	80-82.9	C-	70-72.9	D-	60-62.9		

**Attendance Policy**

Attendance will not count toward your grade, and you do not need to explain your absences to me. I do hope, however, that you are present in class since peer interaction and discussion will make our class rich. Please do not come to class if you are sick or have tested positive for Covid and are in your 5-day isolation period. If you miss class, I strongly recommend you: 1) complete all assigned reading; 2) review Canvas for lecture slides; 3) check in with group mates for notes; and 4) consider visiting me or Gwen during office hours to discuss what was covered.

**Peer Leader**

One of the innovations of this course is that there is an UO upperclassman, Gwen Lyman, who is linked with our class. She will be participating in our class sessions and contributing to discussions. She will be holding office hours each week in 360 McKenzie Hall to meet with students to talk about class content, research opportunities, student fellowship opportunities, or for more general chats about the university experience. I highly recommend each student meet with Gwen at least once during the quarter.

Gwen is a third-year Global Studies Major, with Minors in Spanish and Global Health. Her major concentrates in Latin America, with a specific focus on Comparative International Development.

She is a member of Professor Graboyes' Global Health Research Group and has collaborated with other CHC peers about current global health issues. She is uniquely qualified to serve as a peer leader and share her experiences as a UO student engaging in undergraduate research.

### **Accessibility & Accommodation**

I realize that these are extremely challenging times. I am committed to making this class as accessible and accommodating as possible while still maintaining the academic integrity of the course and the experience for all students. Please notify me if there are aspects of the instruction or design of this course that result in barriers to your participation.

If you are working with AEC and need an accommodation, please let me know as soon as possible. You may also want to schedule a time to talk with me during office hours to discuss appropriate accommodations. If you receive an AEC letter mid-quarter, I cannot permit retroactive accommodation of any assignment for which the deadline has already passed; accommodations will be provided from the date the letter is received. You can contact the Accessible Education Center at [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) or 541-346-1155.

### **Academic Misconduct & Plagiarism**

The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. If you are uncertain about how to avoid plagiarism, please see: <http://libweb.uoregon.edu/guides/plagiarism/students/>.

### **Mental Health Services**

Life at college can often leave students feeling overwhelmed or stressed, experiencing anxiety or depression, struggling with relationships, or just need help navigating challenges in their life. If you're facing such challenges, please consider reaching out to the University Counseling Services. All clinical services are free and confidential. You can reach them at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do.

## Class Schedule

### **[1] Tuesday, April 4—Introductions**

Homework: Write me a letter telling me what you think is important for me to know about you. What are you excited about this term? What are you worried about? How might I support your learning this term? What kinds of positive learning experiences have you had in the past: what has worked well for you in the past? What are your long-term goals? Please write your letter by hand on notebook paper, or don't forget to print it out and bring it to next class to turn in.

### **[2] Thursday, April 6—Definitions (and Critiques) of Global Health**

Reading for today's class:

- Koplan, Jeffrey P., T. Christopher Bond, Michael H. Merson, K. Srinath Reddy, Mario Henry Rodriguez, Nelson K. Sewankambo, and Judith N. Wasserheit. 2009. "Towards a Common Definition of Global Health." *Lancet* 373 (9679): 1993–95.  
[https://doi.org/10.1016/S0140-6736\(09\)60332-9](https://doi.org/10.1016/S0140-6736(09)60332-9).
- Crane, Johanna. 2010. 'Unequal "Partners": AIDS, Academia, and the Rise of Global Health'. *Behemoth* 3 (3): 78–97.

### **[3] Tuesday, April 11—Plague and the Black Death; Ancient forms of Public Health?**

Reading for today's class:

- Monica Green, "Taking 'Pandemic' Seriously: Making the Black Death Global" in Special Issue *Medieval Globe*, "Pandemic Disease in the Medieval World: Rethinking the Black Death." 2014: 9-26.
- Hays, chapter 3, "The Great Plague Pandemic" (pgs 37-61)

### **[4] Thursday, April 13—Global Disease Exchanges**

Reading for today's class:

- Hays, chapter 4, "New Diseases and Transatlantic Exchanges" (pgs. 62-76)

### **[5] Tuesday, April 18—Data in Global Health (Becoming a Critical Consumer)**

Brainstorm questions for Exam 1 together in class

Reading for today's class:

- Draft chapter of "Histories of Global Health in Africa" book. Co-authored by Melissa Graboyes and Jennifer Tappan

### **Special Event--Pizza & Exam 1 Study Session**

(with Professor Graboyes and Gwen Lyman)

Tuesday, April 18, 5.30 pm, 375 McKenzie

### **[6] Thursday, April 20—Exam 1**

Reading for today's class: no reading! Good luck studying for Exam 1!

### **[7] Tuesday, April 25—Health Infrastructure**

Reading for today's class:

- Crane, chapter 3 "The Turn Toward Africa" & chapter 4 "Research and Development" (pgs. 80-144)

### **[8] Thursday, April 27—Health Systems and Past & Present**

Reading for today's class:

- Draft chapter of "Histories of Global Health in Africa" book. Co-authored by Melissa Graboyes and Jennifer Tappan

### **[9] Tuesday, May 2— Maternal Health & NGOs. Guest Speakers!**

**Alice Emasu** (MSW, MBA) is the co-founder and current board member of the international NGO, Terrewode, which is focused on eliminating obstetric fistula and providing holistic treatment to fistula survivors. Alice grew up in eastern Uganda and has become an international advocate for reproductive health rights.

**Bonnie Ruder** (Ph.D. Medical Anthropology, MPH) is the co-founder and the Executive Director of the international NGO, Terrewode, which is focused on eliminating obstetric fistula and providing holistic treatment to fistula survivors. She has been a practicing midwife for over 15 years, and moved with her family to Soroti, Uganda in 2011 to conduct research on fistulas.

Reading for today's class:

- Bonnie Ruder and Alice Emasu, "The Promise and Neglect of Follow-up Care in Obstetric Fistula Treatment in Uganda" (pg. 37-55) in *Anthropologies of Global Maternal and Reproductive Health*, Lauren Wallace, Margaret MacDonald, Katerini Storeng, Eds.
- Porter, ch 10 "The Quality of Population and Family Welfare: Human Reproduction, Eugenics, and Social Policy" (pg 165-195)
- Review the Terrewode website to learn more about their work:  
<https://www.terrewodewomensfund.org/>

### **[10] Thursday, May 4—Maternal Health**

Brainstorm questions for Exam 2 together in class

Reading for today's class:

- Draft chapter of "Histories of Global Health in Africa" book. Co-authored by Melissa Graboyes and Jennifer Tappan

#### **Extra Credit Opportunity—African Studies Lecture Series Event**

Thursday, May 4, 3.30-5 pm. Knight Library Browsing Room

S.N. Nyeck "A Womanist Ethic for Healing the Africana Household: An Exploration and Justification"

### **[11] Tuesday, May 9—EXAM 2**

Reading for today's class: no reading! Good luck studying for Exam 2!

**Extra Credit Opportunity—African Studies Lecture Series Event**

Wednesday, May 10, 3.30-5 pm. Knight Library Browsing Room

Gregg Mitman "The Monkey Books: Yellow Fever and the Remaking of Alliances Among Living Things"

**[12] Thursday, May 11—"Tropical Medicine" Past & Present. Guest Speaker!**

**Gregg Mitman** is the Vilas Research and William Coleman Professor of History, Medical History, and Environmental Studies at the University of Wisconsin-Madison. He is an award-winning author, teacher, and filmmaker, and his research has focused on topics ranging from allergies, to ebola, to wildlife on film. His current research focuses on "Fragments of the Forest: Hot Zones, Disease Ecologies and the Changing Landscape of Environment and Health."

Reading for today's class:

- Hays, chapter 9, "Disease, Medicine, and Western Imperialism" (pgs. 179-213)
- View the film: "In the Shadow of Ebola" (23 minutes). Greg Mitman and Sarita Siegel. Alchemy Films, 2015. <https://youtu.be/y5z3Rb8YBC8> and <http://www.pbs.org/independentlens/videos/in-the-shadow-of-ebola/>

**[13] Tuesday, May 16—Eradication: Quintessential Global Health?**

Reading for today's class:

- Stepan, Intro and Ch 1 (pg 7-34) from *Eradication: Ridding the World of Diseases Forever?* Cornell University Press: Ithaca, NY. 2011.
- Brown, T. M., Cueto, M. & Fee, E. The World Health Organization and the Transition From "International" to "Global" Public Health. *Am J Public Health* **96**, 62–72 (2006)

**Special Event—Pizza & Group Project Study Session**

(with Professor Graboyes & Gwen Lyman)

Tuesday, May 16, 5.30 pm, 375 McKenzie

**[14] Thursday, May 18—Eradication and Global Health Ethics. Guest Speaker!**

**Jennifer Tappan** (Ph.D. African History) is an Associate Professor of History at Portland State University. Over the past 15 years, she's researched topics related to the history of nutrition/malnutrition, medical sciences, and diseases on the African continent. For the past year, she has been working in collaboration with Professor Graboyes on a co-authored book on the Histories of Global Health in Africa, intended for use in undergraduate classes.

Reading for today's class:

- Draft chapter of "Histories of Global Health in Africa" book. Co-authored by Melissa Graboyes and Jennifer Tappan



**[15] Tuesday, May 23—Global Health Ethics: Nuremberg to Tuskegee**

Group 1 Presentation

Reading for today's class:

- Susan Reverby, "Ethical Failures and History Lessons: the U.S. Public Health Service Research Studies in Tuskegee and Guatemala." *Public Health Reviews* 34 (2012).

**[16] Thursday, May 25—NO CLASS—Attend the Undergraduate Research Symposium!**

Support your fellow UO student researchers who will be presenting their work! See the full schedule and location of events: <https://urds.uoregon.edu/symposium/2023> You will need to attend at least one session and fill out the symposium engagement survey (a few questions you can do on your phone) + click on our class as the affiliation.

Reading for today's class: no reading! Catch up day!

**Extra Credit Opportunity—African Studies Lecture Series Event**

Thursday, May 25, 3.30-5 pm. Knight Library Browsing Room

Melissa Graboyes and Judith Meta, "Puddles, Ditches, and Drainage: Connected Histories of Water and Malaria in Contemporary Zanzibar"

**[17] Tuesday, May 30—Eradicating Malaria? Guest Speaker!**

Group 2 Presentation

**Judith N Meta** (BA Sociology, MPH) is an independent Tanzanian public health researcher and consultant. Over the past 15 years, she's worked in collaboration with national and international partners on projects related to malaria, HIV/AIDS, and maternal and child health. Her work has been published in *BMC Public Health*, *Global Public Health*, and *Pathogens and Global Health*. For the past three years, Judith has been working in collaboration with Melissa Graboyes on a project on the history of malaria elimination attempts in Zanzibar.

Reading for today's class:

- Graboyes, Melissa, and Judith Meta. "Rebounding Malaria and the failures of eradication in Zanzibar: The World Health Organization campaign and the after effects, 1957–1985." *Health & Place* 77 (2022): 102842.

**[18] Thursday, June 1—Undergraduate Research Opportunities. Guest Speaker!**

Group 3 Presentation

**Marlee Odell** (BS, Biology, with minors in Global Health and Spanish) is a 2022 graduate from the Clark Honors College and was one of the finalists for the Oregon Six—the UO's most prestigious undergraduate academic award. For the past four years, Marlee was part of Professor Graboyes' Global Health Research Group in addition to working as a paid Research Assistant. Throughout the pandemic she worked as a contact tracer and lead student worker

for the UO Corona Corps. Her CHC thesis research on quarantine hesitancy won VPRI funding. She is currently taking a gap year, working as a medical scribe and studying for the MCATs. Talk to her about the value of taking a break after graduation!

Reading for today's class:

- Review these websites for information about undergraduate research, and look for specific information about the awards listed below.
- CURE: <https://urds.uoregon.edu/cure>
- VPRI: <https://research.uoregon.edu/plan/find-funding/ovpri-internal-funding-opportunities#Undergraduate>

Humanities Undergraduate Research Fellowship (HURF); Knight Campus Undergraduate Scholars; Mini-Grants; O'Day Fellowship; P-Chem Fellowship; VPRI Fellowship; Presidential Undergraduate Research Scholars; CURE Conference Travel Award; First Year Research Experience Award (FYRE); Summer Undergraduate Research Fellowship (SURF); CURE Undergraduate Research Small Grant

**Special Event—Afternoon Tea and Treats**

(with Judith Meta, Marlee Odell, Gwen Lyman, and Professor Graboyes)

Thursday, June 1, 4 pm, 375 McKenzie

**[19] Tuesday, June 6—Reflections**

Group 4 Presentation

Reading for today's class:

- Koplan, Jeffrey P., T. Christopher Bond, Michael H. Merson, K. Srinath Reddy, Mario Henry Rodriguez, Nelson K. Sewankambo, and Judith N. Wasserheit. 2009. "Towards a Common Definition of Global Health." *Lancet* 373 (9679): 1993–95. [https://doi.org/10.1016/S0140-6736\(09\)60332-9](https://doi.org/10.1016/S0140-6736(09)60332-9).
- Crane, Johanna. 2010. 'Unequal "Partners": AIDS, Academia, and the Rise of Global Health'. *Behemoth* 3 (3): 78–97.

**[20] Thursday, June 8—Exam 3**

Reading for today's class: no reading! Good luck studying for Exam 3!

**\*\*Make Up Exam: Monday, June 12, 8 am, 340A McKenzie Hall\*\***

(Show up at 8 am to take the make-up exam if you've missed a prior exam OR if you want to try to replace an exam grade you're not happy with)