

**HC 407/507: Research Seminar—Global Health History\***  
CRN 33087/35920—Spring 2022  
Professor Melissa Graboyes, Ph.D., MPH

**Meeting Times & Space**

Thursdays, 2-4.50 pm — 375 McKenzie Hall

If Zoom Meetings are necessary: <https://uoregon.zoom.us/j/99695540048>  
Meeting ID: 996 9554 0048 No password required.

**Office Hours**

Tuesdays 2-3. All appointments must be scheduled via <https://graboyes-officehours.youcanbook.me/>

**Email:** [Graboyes@uoregon.edu](mailto:Graboyes@uoregon.edu)

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**Course Description**

This course will examine the history of the field of global health, and specific interventions on the African continent, including but not limited to: colonial medical interventions, malaria elimination attempts, vaccination campaigns, HIV/AIDS control activities, and the Covid-19 response. Through exploring the topics of global health history on the African continent and beyond, students will develop a greater awareness of historical sources, methods, and the writing of a historical research paper. Though we will be working as historians, we will be taking an interdisciplinary approach to our topic, and will work with a variety of primary source materials including oral sources, photographs, maps, epidemiological quantitative data, ethnographic notes, colonial sources, archival materials, and files received through Freedom of Information Act requests. Students will be able to decide on independent research topics related to the history of global health in any part of the globe. This course is great preparation for students considering writing longer CHC theses or departmental theses on related topics. The course fulfills the minors in Global Health, African Studies, and Global Service.

The class is divided into two sections. We will begin by building a basic, but solid, understanding of global health and its history: what is global health, when did it become a coherent field, what came before it, who named it, and why? We will learn about the history of global health, and the history of global health *interventions* around the world. We will also learn more about contemporary global health interventions and debates. In all of these areas, our primary focus will be historical, but this doesn't mean we need to ignore present conditions. Many of our readings and examples will come from the African continent, but students are welcome to develop research projects focusing on any area of the world.

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\* Thanks to Professor Lindsay Braun for sharing his HIST 407 materials. Language, assignments, and approach in this syllabus draw heavily on his successful courses.

While we build our knowledge about global health, we will also be honing our skills of historical analysis. Through a series of in-class activities, students will become familiar with (or more skilled at) analysis and interpretation of historical primary sources. Presented sources come directly from global health research conducted by the professor in Europe, Africa, and the United States and include colonial government reports, personal diaries and letters, photographs, maps, epidemiological quantitative data, etc.

During the second part of the course, students will focus more on their independent research projects and will begin the outlining, drafting, writing, and revising process that will lead them to a polished 15-20-page paper by finals week. During these weeks, students will be required to meet with Professor Graboyes to discuss their progress, and will also bring their work to class to engage in constructive peer editing and feedback.

**Course Learning Objectives** (by the end of this course you will be able to . . .)

1. Explain how to decide on a historical research topic and develop viable research questions
2. Explain research methods in history and related fields, including how one actually does the research, data collection, analysis, and final delivery of research results
3. Devise a reasonably original and answerable research question about global health history
4. Conduct primary-source research using a variety of historical sources
5. Engage in close source analysis using historical techniques on a variety of different materials, including colonial government reports, personal diaries and letters, confidential memos, maps, epidemiological data, historic photographs, audio and written transcripts from oral interviews, proverbs and songs, and linguistic evidence
6. Critically and constructively evaluate the work of your peers in written and oral form—and receive such critical and constructive feedback yourself
7. Work through the many stages of writing, receiving feedback, and revising: proposal development, outlining, compiling an annotated bibliography, producing a rough first draft, receiving constructive feedback, revising a full draft, and polishing a final paper
8. Produce a ~15-20-page historical research paper

**Assignments and Grades**

Students will be assessed in the following manner:

Class Participation	15%
Week 2 Five Potential Topics	5%
Week 3 Paper Proposal	5%
Week 4 Annotated Bibliography	10%
Week 6 Full Outline	10%
Week 9 Full Draft	10%
Week 10 Full REVISED Draft	10%
Week 11 Final Essay	35%

**Students are required to turn in all assignments in order to pass the class.** The assignments are meant to provide a scaffolding for students to engage in the research, outlining, drafting,

writing, and revising process. The specific requirements for each assignment are listed at the end of this syllabus, and are also posted on Canvas. The requirements for this course include:

- attend all classes
- be an active participant in all class sessions: readings complete, ready to discuss, prepared to provide constructive feedback on classmates' work
- serve as discussion leader twice for assigned readings (Week 2-5)
- meet with the professor to have your paper proposal approved (Week 2-3)
- write a 2-3-page paper proposal and present it to the class (Week 3)
- prepare an annotated bibliography and present it to the class (Week 4)
- prepare a full paper outline and share it with a peer (Week 6)
- meet with the professor to review the draft paper (Week 7-8)
- write a 15-20 page DRAFT research paper and share it with a peer (Week 9)
- write a REVISED 15-20 page research paper and share it with a peer (Week 10)
- submit a POLISHED 15-20 page research paper (Finals Week)

### **Class Attendance & Participation**

This course hinges on your participation and engagement with the subject matter. In person attendance at all classes is required. If you are sick and unable to attend class, notify me ASAP.

Class participation grades will be based on a student being present and on time to our class sessions, with readings completed, notes taken, ready to discuss materials, and actively engaged. Each student will be expected to lead the class discussion of two readings during the term. These are pre-assigned and listed on Canvas. Merely being present at class sessions (but not actively participating) assures you an attendance grade of "C-"

Throughout this class you will be commenting on other students' research papers and in-class presentations. Be kind and constructive. Remember that you, too, will be in the same situation!

### **Accessibility**

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please notify me as soon as possible (and contact the Accessible Education Center, 155 Oregon Hall). If AEC letters do not arrive to me by week 2, making retrospective accommodations is not guaranteed. I am unable to make accommodations without AEC letters.

### **Covid-19 Policies**

There are no longer any masking or distancing requirements on campus as of the start of spring 2022. If the university re-implements Covid containment strategies, our class will follow them. Students are welcome to mask, and we will make sure all students feel comfortable and respected regardless of their decision. The room we meet in—375 McKenzie—has a large sliding glass door. I will keep that door partially open to increase ventilation.

Sickness & Attendance: **do not come to class if you are sick.** Even if you are vaccinated, do not come to class until you are symptom-free. Do not come to class if you have been told to quarantine. If you are ill, please email me to discuss how to make up work.

Testing Options, if you're symptomatic: Even if you are fully vaccinated, I strongly encourage anyone who has Covid-symptoms to consider being tested, especially if you have had a known exposure to someone who was positive for Covid. Some places where you can be tested:

- UO health center—Call 541-346-2770 or UO MAP Program
- Covid Clinic (drive thru, no-cost testing at Valley River center):  
[https://www.covidclinic.org/eugene/?gclid=Cj0KCQjw1ouKBhC5ARIsAHXNMI\\_cyYla\\_mJTqCtpxLwVwqZhTPQ7jOoa476PyLBGB\\_6ISSxpuRh44e9kaAtUREALw\\_wcB](https://www.covidclinic.org/eugene/?gclid=Cj0KCQjw1ouKBhC5ARIsAHXNMI_cyYla_mJTqCtpxLwVwqZhTPQ7jOoa476PyLBGB_6ISSxpuRh44e9kaAtUREALw_wcB)

Testing Options, if you're healthy: I strongly encourage everyone to consider testing on a regular basis as part of the UO's MAP testing program on campus. Participating in regular asymptomatic surveillance testing is one way to show your commitment to keeping others in the community safe. You can sign up on a weekly basis for the free, spit-testing, that happens at Mac Court: <https://coronavirus.uoregon.edu/map-testing>

### **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. In our class, I will ask you to certify that your papers are your own work. 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](https://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.

### **Required Readings (on Canvas under "Course Readings")**

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. Being able to easily reference the article and your notes during our class sessions will improve our class discussions.

**NOTE: If you do not have access to a printer or cannot print out these articles, please let me know ASAP and I will print the full set of articles for you.**

## Course Schedule and Assignments

### **Week 1: March 31—What is Global Health History?**

- Know Each Other: introductions you all+ me
- Know the Class: expectations, assignments, grading, making a work plan
- Mini-Lecture: “What is Global Health? What kinds of sources can be used for the history of Global Health?”
- Activity: Tasks and Timelines to Completion

### **Week 2: April 7—Defining Global Health, Sourcing Global Health**

- Guest Presentation by Kevin McDowell, UO Library
- Reading Discussion of Koplan, Crane, Brown
- Present: 5 different topics ideas
- Primary Source Analysis 1
- Mini-Lecture: discussion of curated “sets” of global health sources on Canvas; software to help the writing/researching process

#### Readings:

- 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.
- 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).

#### Assignment DUE: 5 Potential Topics

<< MUST meet Professor Graboyes on April 8, April 11, April 12 to discuss research topic >>

### **Week 3: April 14—Global Health, Global History, World Health**

- Reading Discussion of Anderson, Bashford
- Present: Paper Proposals
- Primary Source Analysis 2
- Mini-Lecture: annotated bibliographies; formatting bibliographies and notes

#### Readings:

- Anderson, W. Making Global Health History: The Postcolonial Worldliness of Biomedicine. *Social History of Medicine* 27, 372–384 (2014).
- Bashford, A. Global biopolitics and the history of world health. *Hist Hum Sci* 19, 67–88 (2006).

#### Assignment DUE: Paper Proposal

#### **Week 4: April 21—Health and Illness in African History**

- Reading Discussion of Lee chapters 1, 2, 3
- Present: annotated bibliographies
- Primary Source Analysis 3—focus on quantitative sources
- Mini-Lecture: historiography, introduction to quantitative sources

#### Readings:

Rebekah Lee, *Health, Healing and Illness in African History* (Bloomsbury, 2021)

- Chapter 1: “Early African healing systems, therapeutic gateways and disease exchanges” pg 17-46
- Chapter 2: “Colonial control, tropical medicine and African health” pg. 47-84
- Chapter 3: “Changing landscapes of health and illness in contemporary Africa” pg. 85-117

#### Assignment DUE: Annotated Bibliography

#### **Week 5: April 28—Data Biases and Limitations**

- Reading Discussion of Biruk chapters Intro, 4, 5
- Check in on outlines
- Present: one primary source you’re using in your paper
- Primary Source Analysis 4—focus on quantitative sources
- Mini-Lecture: source biases and limitations

#### Readings:

Biruk, Crystal. *Cooking Data: Culture and politics in an African research world*. Duke University Press, 2018.

- Introduction. “an Anthropologist among the Demographers: Assembling Data in Survey Research Worlds” 1-30
- Chapter 4: “Materializing Clean Data in the Field” 129-165
- Chapter 5: “When Numbers Travel: The Politics of Making Evidence-Based Policy” 166-199

#### **Week 6: May 5—HALF CLASS—Outlines**

- Present: outlines
- Check in: most interesting source, biggest challenge, lingering questions

#### Assignment DUE: Full outline

#### **Week 7: May 12—NO CLASS**

- Research paper development and writing
- << MUST meet with Professor Graboyes during week 7 or week 8 to review outline/draft >>

#### **Week 8: May 19—NO CLASS**

- Research paper development and writing
- << MUST meet with Professor Graboyes during week 7 or week 8 to review outline/draft >>

**Week 9: May 26—HALF CLASS**

- Present: full (crappy) draft
- Mini-lecture: helpful peer reviewing and constructive feedback

Assignment DUE: Full (crappy) draft

**Week 10: June 2—HALF CLASS**

- Present: Revised draft
- Activity: topic sentence outlining; global vs micro revisions
- Mini-lecture: pep talk to finish!

Reading: Gray, Tara. “Revising” from *Publish and flourish: Be a prolific scholar*. Ashland, OH: Bookmasters (2010).

Assignment DUE: REVISED draft showing edits with track changes

**Final Research paper, uploaded to Canvas, DUE by Thursday, June 9, 5 pm**

## Instructions: Discussion Leader/ Reading Questions

**Due to Canvas: Wednesday evening, 9 pm, PRIOR to your presentation date**  
**Participation = 15% of final grade**

Each undergraduate student will be required to lead the class discussion of two different readings during the term (graduate students will lead 3 times). How well prepared a student is to lead discussion on their reading will directly impact their participation grade. Leading discussion requires a student to do the following things:

Take detailed notes on the reading. Prepare notes that answer the following questions, and be prepared to discuss these points in class.

- 1) What is the main point of this reading?
- 2) What is the author's central thesis?
- 3) What is the discipline of the author?
- 4) What are the sources used in this paper?
- 5) What are the methods used in this paper (how is the data analyzed?)
- 6) Does the author situate their work within a broader discussion among historians?  
How?
- 7) What is missing? What might be biased, weighted, or slighted? (Does the author convince you of their argument?)
- 8) How does this reading relate to other readings and topics covered in this class?

Prepare 4-6 questions to guide class discussion based on the reading. These can be questions about specific passages you found complex, confusing, or controversial. At least one of your questions should seek to draw connections between your reading and other assigned readings.

Upload your notes and discussion to Canvas the Wednesday evening (9pm) prior to your presentation.



Instructions: 5 Different Potential Topics (Week 2)

**Due to Canvas: Thursday, April 7, 2 pm + Bring 2 printed copies to class**  
**5% of final grade**

Write up 5 potential research topics, with a one to two sentence statement for each one, with a possible question or research direction for the topic. Of the five topics, you must include the following:

- 1) An individual
- 2) An event
- 3) A social, cultural, or economic theme
- 4) A historiographical topic

The goal of requiring this spread is to get you thinking in a variety of ways about devising topics and questions. This is a brainstorming exercise, but try your best to choose topics you think might be viable, reasonable, topics, for you to research.

Instructions: Paper Proposal (Week 3)

**Due to Canvas: Thursday, April 14, 2 pm + Bring 2 printed copies to class  
5% of final grade**

**MUST meet with Professor Graboyes between April 8-12 for topic to be APPROVED**

All students must meet with Professor Graboyes between week 2 and 3 class (April 8-April 12) to go over their written description of their paper and to discuss their topic verbally. Sign-ups for meetings will happen during class time.

The description of topic should cover your subject, articulate a research question that will produce an original thesis and argument, and demonstrate the topic's viability in this seminar. Your thesis and focus within a subject area will likely shift—which is okay!—during the course of your research and the term. But, you need to have a good starting point!

The written description of your topic **must be 2-3 pages in length (600+ words) excluding the bibliography.**

It must include these components:

- 1) Statement of the subject or problem, and your tentative thesis, which may be in the form of a question
- 2) A discussion of the historical context and the importance of the subject. Here, you will draw on the secondary literature (history books, articles)
- 3) A bibliography with at least 4 primary sources (letters, novels, memoirs, speeches, government reports, maps, quantitative data, images) and at least 6 secondary sources. Annotation is not required. The bibliography may include material you have not yet received but which looks promising, and you may not have read everything yet. That's okay! In general, internet sources (other than digitized books and articles) will not be appropriate. The bibliography must be formatted following Chicago Manual of Style.

It is important you make clear what you understand about the subject you are proposing, based on your preliminary research investigations, and what your proposed subject might mean. This proposal must make the case that your thesis is viable (you can argue it based on the evidence available to you), and that the materials you need to make your argument will be available to you in the appropriate time frame. Beyond these requirements, you may include anything else you've considered relative to your paper. The more information you include, the better I can respond with helpful comments.

## Instructions: Annotated Bibliography (Week 4)

**Due to Canvas: Thursday, April 21, 2 pm + Bring 2 printed copies to class  
10% of final grade**

Your annotated bibliography must include a minimum of 10 unique sources. At least 4 must be primary sources, and at least 6 must be secondary sources. Each source must be properly cited using Chicago Manual of Style guidelines.

An annotated bibliography gives 2-3 sentences for each entry to remind you of why and how the entry is important to your research. You may not have read an entire work but know from your initial survey and compilation of bibliographic sources that an article or book has specific materials related to your project that you want to explore in depth later. These might be particular sections, chapters, footnote references, bibliographic entries, charts, surveys.

You don't want to forget what the specifics are, and you don't want to spend time trying to recall the specifics weeks later when you are moving along with your project. Annotations are valuable notes to yourself.

If each annotation has 3 sentences, a good rule of thumb is 1 sentence should focus on that paper's main argument, methods, and sources. 1 sentence should focus on the most relevant finding for your paper. 1 sentence should try to state what your paper has to say to this source (i.e., does it validate a finding, challenge a finding, respond to a call for more research, etc). This final sentence may be the hardest one to write, and you may not know exactly how your research is in dialogue with this other source until later in your process.

You can see different samples of annotated bibliographies on our Canvas page. Some may be narrative, others may be in the form of bullet points and phrases. Either one is okay.

## Instructions: Full Outline (Week 6)

**Due to Canvas: Thursday, May 5, 2 pm + Bring 2 printed copies to class  
10% of final grade**

There needs to be a full outline of your paper, with as much detail as you can include at this point in time. You must have a one sentence thesis statement (the magic sentence that answers your research question) together with a paragraph-by-paragraph outline.

For this paper, we will estimate 18 pages of writing, with 1 page = 2 paragraphs. That means you'll have approximately 36 paragraphs to introduce your topic, state your thesis, provide your best evidence and analysis of ~3 main points, and then conclude. What is listed below is a ROUGH guide to your paper's overall organization. You may adjust to include fewer or more paragraphs in particular sections. I will also have outlines posted on Canvas as models.

### SAMPLE PAPER STRUCTURE:

Part 1: Introduction. 4 Paragraphs [Thesis; Significance of this Topic]

Part 2: Historiography. 3-4 Paragraphs [Historiography, Literature review]

Part 3: Main Point 1. 6 Paragraphs [Whatever your most exciting finding/ point is!]

Part 4: Main Point 2. 6 Paragraphs [Whatever another most exciting finding/ point is!]

Part 5: Main Point 3. 6 Paragraphs [Whatever another most exciting finding/ point is!]

Part 6: Conclusion. 4 Paragraphs

### SAMPLE PARAGRAPH ORGANIZATION

For each paragraph that goes in your "Main Points" section, you must provide a:

Paragraph XX Topic: WHO Activities in Zanzibar, 1954, start of program optimism

- Topic sentence—what is the main point of this paragraph?
  - o [When the program started in 1954, the WHO thought elimination was possible and likely to succeed]
- Piece of evidence—what evidence will support this point? You can include the actual quote, list the source, or describe the piece of evidence you anticipate using
  - o [Direct quote from WHO 1954 document "We are confident elimination will succeed in Zanzibar". See source XXXX in Scrivener database + handwritten marginalia]
- Analysis/Discussion—what is the main thing you want to stress with this piece of evidence? How does it support your thesis, or this sub-point of your thesis?
  - o [many different pieces of evidence, including the quote above, show the optimism of the WHO in the early stages. Concerns about failure didn't emerge until years later. Thus, it's unfair to say we knew the program would fail from the beginning.]

Instructions: Full Draft (Week 9)

**Due to Canvas: Wednesday, May 25, 2 pm + Bring 2 printed copies to class  
10% of final grade**

Due Wednesday 2 pm, to give Professor Graboyes time to read ahead of class meeting.

Full DRAFTS are due, and the emphasis is on the “draftiness” element. You can think about this as a “crappy first draft”—it’s not the place for perfectionism. While there is no strict page requirement for the full draft, you must have a vast majority of your paper written. This writing does not need to be in the right order, or polished, or fully connected, but it needs to be mostly there.

Since crappy first drafts may be missing sections and perhaps be quite tentative, feel free to annotate missing pieces to indicate your intended direction, and your sources for that direction. Using comment bubbles, track changes, or different colored/formatted text can help you (and the reader) make notes and indicate what is done and what areas are still in progress. The more information you can provide, and the more finished it is, the more useful your feedback will be. Make sure we all get a sense of where you are and where you’re going.

Instructions: REVISED Draft (Week 10)

**Due to Canvas: Thursday, June 2, 2 pm + Bring 2 printed copies to class  
10% of final grade**

Now that we are in week 10, and only one week away from the final paper being due, REVISED drafts should be complete papers. While it's still okay to have drafty sections with comment bubbles, notes, and areas that still need work, the paper should be significantly improved and much more "finished" than the crappy draft produced in week 9.

This revised draft must show significant changes from last week's paper. Those are easiest to document by using track changes for all writing and work done between week 9 and 10. (For the final polished paper, you'll just "accept all changes" and you will end up with a clean copy.) Use track changes to show areas of change.

Before submitting revised draft confirm that you have done the following things:

- Read it out loud at least once to listen for potentially clunky areas of writing?
- Printed it out at least once and edited it by hand?
- Responded to all spell check and grammar alerts
- Formatted all references
- Double spaced, 12 pt font
- Responded to comments from peer reviewers and the professor on your week 9 draft?
- Used track changes to document the changes you made from week 9 to week 10

Instructions: Final, POLISHED, Paper (Finals Week)

**Due to Canvas: Thursday, June 9, 5 pm**  
**35% of final grade**

The final paper must be 4500-6000 words, not counting footnotes, bibliography, etc. It must include a minimum of 12 relevant and significant sources, including 4 primary sources. Successful papers will often include far more sources. For graduate students, the text must be a minimum of 6000 words, and should fall in the 6000-7500 word zone.

Your sources must be organized in a bibliography, in proper format following Chicago Manual of Style. You have a choice whether you'd like to follow the notes/bibliography or author-date/bibliography format. Either way, notes, citations and references must be consistent and accurate throughout the paper.

A grading rubric will be posted to Canvas and will be discussed during the term.

Before submitting your final, polished, draft, confirm that you have done the following things:

- Read it out loud at least once to listen for potentially clunky areas of writing?
- Printed it out at least once and edited it by hand?
- Had a peer edit it for you
- Responded to all spell check and grammar alerts
- Formatted all notes and the bibliography
- Double spaced, 12 pt font