This course explores the history of health, disease, and healing in the Caribbean, India, Europe, Africa, Latin America, Philippines, and North America. We begin with the ‘Black Death,’ which killed an estimated 25% to 50% of Europeans by 1350. Although this epidemic challenged the medical belief that diseases were unique to each patient, innovations in preventive medicine and therapeutics languished until the major changes during the revolutionary era and the nineteenth-century medico-scientific innovations. As medical practice transitioned from the bedside to the hospital and then the laboratory, the increasingly scientific investigations revealed how physiological bodily changes, microbes, sanitation, nutrition, poverty, climate, and environment caused ill health, morbidities, and mortality. This knowledge altered ideas about disease prevention, alleviating suffering, and treating sickness, as new institutional structures emerged, while governments enacted more and more legislation to monitor the health of their citizenry. We examine the social history of these broad transformations through the experiences of patients, sufferers, practitioners, caregivers, reformers, and policy makers. Our exploration questions the extent to which race, class, and gender influenced the constructions of health, sickness, and disease in western, homeopathic, herbal, indigenous, and Indian medical systems throughout this period. By the end of the course, students should be able to define, describe, and analyse key themes and developments in the history of health and healthcare within contemporary ideologies on race, gender, and class.

**Required books.**
- Other articles and e-books available through the library e-reserve.

**Course grading and key dates.**
- **15% Assignment #1.** *The Black Death and its Legacies.* Analytical essay of primary sources in John Aberth, *The Black Death.* Due: Nov. 1st, before class. Six to eight pages.*
- **20% Assignment #2.** *Medical Autobiography – Doctors and Patients.* Analysis of Tothill’s memoir, *Trinidad’s Doctor’s Office.* Alternatively, you may propose a medical memoir of your own selection to the instructor. Due Feb. 7th, before class. Seven to eight pages.*
- **20%** Seminar participation. 10% for Term 1 and 10% for Term II.
- **25%** Final exam during the examination period.

* Essays are double spaced in 12-pitch font, with 1" (2.5 cm) margins, exclusive of title page, bibliography, and footnotes/endnotes. Please conform to the specifications for essays as outlined in *Notes on the Preparation of Essays* (available from the bookstore).
Course participation: Each class consists of a lecture and discussion seminar. Read and reflect on the assigned materials (articles, book chapters, and web tours) to prepare for the discussion. The materials are selected to supplement (not supplant) the lectures and stimulate scholarly discussion. The participation grading rubric is posted on the website. In brief, your grade is based on quality, thoughtful contribution, and academic interaction with your peers.

HIST 3510Y and other websites: We use the course website extensively, so check it frequently for resources, assignment details, and announcements. Students submit assignments electronically and graded papers are returned by e-mail. This course requires students to explore archives, government sites, and academic institutions on the web. Please contact the instructor if you have questions about electronic research or citations.

Academic Integrity: Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a zero grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s Academic Integrity Policy. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly advised to visit Trent’s Academic Integrity website to learn more: www.trentu.ca/academicintegrity

Access to Instruction: It is Trent University’s intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109; 748-1281; disabilityservices@trentu.ca) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

Late penalties: Assignments are due electronically on the specified date before the beginning of class. Submission instructions are posted on the website. Late penalties are 3% per day, including weekend days. Please advise the instructor immediately if a medical crisis prevents you from submitting an assignment and submit the necessary documentation.

Course Outline

September 13th – Course Introduction and Overview

September 20th – Disease and Epidemics in History

➢ In-class discussion: Assignment #1, The Black Death.

September 27th – The Bubonic Plague.
October 4th – Medicine at the Bedside, Humoralism, and Anatomy

October 11th – Statutory Holiday. No class.

October 18th – Enlightenment, Revolutions, and Medicine
Primary Source Exploration: Navigate to the British Library and explore Elizabeth Blackwell’s book on herbalism, catalogued as *Classic of Botanical Illustration*.
http://www.bl.uk/onlinegallery/ttp/ttpbooks.html

October 25th – Reading week.

November 1st – Slave Health and Healing
Assignment #1 due before class.

November 8th – Racializing Medicine: Global Conquests and Charles Darwin

November 15th – Nineteenth-Century Epidemiological Transition
November 22nd – Edwin Chadwick, Poverty, and Public Health

November 29th – Science and Medicine in the Laboratory

December 6th – Becoming a Doctor: Medical Education and Body-Snatching
Reading: Tothill, *Trinidad’s Doctor’s Office*, Chapters I to VIII (pp. 1-111). Required reading for assignment #2.

January 10th – Medical Autobiography
Reading: Tothill, *Trinidad’s Doctor’s Office*, Chapters IX to XVII (pp. 112-207). Required reading for assignment #2.

January 17th – The White Man’s Burden: Toilet Training the “Natives”
Primary Source Exploration: Rudyard Kipling, *Take Up The White Man’s Burden*.

January 24th – Legacies of Race, Class, and Gender in Medicine

January 31st – Medical History and Popular Culture
In-class film screening and discussion: The Painted Veil.

February 7th – Racial Degeneration, Eugenics, and Social Darwinism
Assignment #2 due before class.
February 14th – Medicalizing Childbirth and Motherhood
Primary Source Exploration: Research two related primary sources from the archives at http://www.archive.org/. Bring the source (with the citation) to class.

February 21st – Reading week.

February 28th – Maternal and Child Health.

March 7th – The Case of Arctic Populations
➢ Film screening and discussion: National Film Board Documentary Coppermine

March 14th – Hospitals: Institutionalizing Social Welfare

March 21st – Psychiatric Hospitals in History
Assignment #3 due before class.

March 28th – Canadian First Nations: Residential Schools

April 4th - Exam Preparation and Review