

Spring 2020

## HIST 380-H02: History of Public Health (Addendum for Remote Learning)

Rosanna Dent

Follow this and additional works at: <https://digitalcommons.njit.edu/hist-syllabi>



Part of the [History Commons](#)

---

### Recommended Citation

Dent, Rosanna, "HIST 380-H02: History of Public Health (Addendum for Remote Learning)" (2020). *History Syllabi*. 30.

<https://digitalcommons.njit.edu/hist-syllabi/30>

This Syllabus is brought to you for free and open access by the NJIT Syllabi at Digital Commons @ NJIT. It has been accepted for inclusion in History Syllabi by an authorized administrator of Digital Commons @ NJIT. For more information, please contact [digitalcommons@njit.edu](mailto:digitalcommons@njit.edu).

# HIST 380 H02: History of Public Health – Syllabus Addendum

**Class Time & location** Tuesdays and Thursdays, 13:00-14:00  
WebEx

Synchronous class is OPTIONAL.

Asynchronous participation is required. Recordings of lecture will be uploaded to Canvas. There will be accompanying discussion board questions. To get credit for participating, you must respond to the discussion board questions.

**Office Hours** Google Hangouts  
Tues and Thursday: 14:30-15:30 and by appointment.  
Please sign up on my [Google Cal](#) if possible.

**Required Texts** All NEW readings will be available online on Canvas.

**New Additional Course Policies** **Pandemic Realities**

This is an unprecedented moment in most of our lives. Given the extraordinary circumstances, we will do our best to continue to learn together as is possible. Students should, above all else, prioritize their physical and mental health and that of their loved ones.

The main strategy I will take as your instructor for this course is flexibility. I will offer structure to help you organize your time, but I want it to be clear that I am very flexible and you can contact me so we can work together as needed for you to complete the course. Please, contact me and let me know how things are going.

Librarian Davida Scharf is STILL available. Her contact information, calendar, and research guides are available here: <http://researchguides.njit.edu/scharf>.

**Computers and Personal Electronic Devices**

If you do not have the necessary access to computers and/or other electronic devices to participate in online learning effectively, please contact the dean of students' office.

*Note: I have made many changes to the syllabus that I deem necessary and will continue to adjust over the rest of the semester as fits the needs of the class.*

## Assignments and Grading

### Participation (45%)

For the online portion of the class, participation will work as follows:

25% of your grade will continue to be your reading responses. Please continue with the fabulous job you have been doing with these. Please also realize I will adjust my expectations because there is a pandemic. As long as you get these done, you will get full credit.

20% of your grade will continue to be in-class participation, but this will now be based on your asynchronous participation (required) and synchronous participation (not required). If you are not attending synchronously, make sure you take time to write thoughtful response to the ungraded discussion prompts associated with the lectures (which will be posted online). This will allow me to qualitatively assess your participation.

### Primary Source Presentation and Paper **OR COVID-19 Archive Entry** (15%)

If you already completed your primary source presentation, BRAVO! You don't need to worry about this.

If you have yet to complete your primary source presentation, you now have the option to choose a historical source and follow the original assignment but without the presentation OR to choose a contemporary source to contribute as a **COVID-19 Archive Entry**.

If you choose a **COVID-19 Archive Entry**, see details below (option B). If you choose this option and also choose option B for the final assignment, you will create 4 entries, rather than 3. Your entry is loosely due on the date that you would have presented.

### **ALTERNATE FINAL ASSIGNMENT OPTION** (30%- 10% rough draft and peer edits; 20% final versions)

You already prepared proposals for your final essay or un-essay (10% of your grade). However, understanding that it may be hard to complete the proposed project for a variety of reasons, students can choose the following alternate assignment.

#### **COVID-19 Archive Entries**

For: "A Journal of the Plague Year: An Archive of COVID-19," <https://covid19.omeka.net/about>.

*Identify OR create* a primary source or a series of primary sources from our current moment that you think may be of interest to a future historian. We will talk in class about the many issues to consider when imagining an archive and the politics of the archive.

#### **Option A: One Source**

This option applies if you choose to create a more substantial primary source (such as an interview, a video, a podcast, an art work, a photo essay, an audio diary, or a series of diary entries, or something else).

#### **Option B: Three (or more) Sources**

This option applies if you choose to find primary sources created by others. These sources can include: an image; a news article; an interview; a media clip; a screen shot from social media; a meme; a

communication of some form such as series of texts or an email or announcement; or a website or link; or something else I haven't considered. There are two sub-options that I encourage you to consider:

- i. Because we have been focusing on GLOBAL public health all semester, I strongly encourage you to consider primary sources from non-US/European perspectives. Take a look at the materials in the archive at the moment, and think about what stories and experiences are missing. Consider whose experiences are underrepresented in the news you consume. If you have family or friends in other countries, if you speak other languages, or even if you are just interested in another part of the world, draw on these connections to incorporate important material and diversify the geographical, linguistic, and cultural content of the collection. It would be particularly powerful to find three sources from a single, underrepresented geographical area (city, country, or even region).
- ii. We will be talking about the importance of CARE and SOLIDARITY in these times of social distancing. I strongly encourage you to find examples of sources that document acts of care, broadly construed. How do people come together in times of crisis? How do they create solidarity? How do they demonstrate care? And how can we document this?

**For both option A and B:**

For your source(s), write a (minimum) 1-page analysis of the source. Similarly to the original primary source assignment, you must do your best to answer the questions: What is this source? Who made it and why? Who was the audience? How did it circulate? Then, answer the question, what do you think this source is important for a FUTURE historian, looking back on life during the pandemic? What does it tell us and what questions does it open? You may draw on any course material to strengthen your analysis of the source.

You must also have:

1. A full citation
2. The necessary meta-data for entry into the Archive (I will show you how to find this in class)
3. A one paragraph description of the item for a public audience
4. A series of keywords to help the item be searchable
5. Please include the full citation and the link and/or an image of the source so that I can also see the source.

I will ask you to add your contributions to the crowd-sourced website "A Journal of the Plague Year: An Archive of COVID-19," <https://covid19.omeka.net/about>. This is not required but is strongly encouraged.

## Schedule of Topics and Assigned Readings

\*\*Reading Response for the listed readings are due on MONDAY of the week listed\*\*

\*\*Classmate Responses for the listed readings are due on TUESDAY of the week listed\*\*

<b>Week 10</b>	<b>World Health</b>  Secondary Sources: Bhattacharya, Sanjoy. 2006. "WHO-led or WHO-managed? Re-assessing the Smallpox Eradication Program in India, 1960-1980." In <i>Medicine at the Border: Disease, Globalization and Security, 1850 to the Present</i> , edited by Alison Bashford, 60-75. New York: Palgrave Macmillan. Brilliant, Larry. 2006. "My Wish: Help Me Stop Pandemics." TED Talk. <a href="https://www.ted.com/talks/larry_brilliant_my_wish_help_me_stop_pandemics?language=en">https://www.ted.com/talks/larry_brilliant_my_wish_help_me_stop_pandemics?language=en</a>  Primary Sources: Declaration of Alma-Ata. International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 Sept 1978.  Tues, Mar. 31 <i>Horizontal Approaches: Primary Health Care</i> Guest Speaker (Skype): Dr. Evan Rusoja, Emergency Medicine Physician and Public Health PHD, on COVID-19, and Horizontal Health Programs  Thurs, Apr. 2 <i>Vertical Approaches: Eradication</i>
<b>Week 11</b>	<b>HIV-AIDS</b>  France, David. 2012. <i>How to Survive a Plague</i> . Documentary. 110 minutes.  Tues, Apr. 7 <i>Patient Zero and Stigmatization in Public Health</i>  Thurs, Apr. 9 <i>Activism for Clinical Trials</i>
<b>Week 12</b>	<b>Globalized Research, Global Pharmaceuticals</b>  Secondary Sources: Petryna, Adriana. 2006. "Globalizing Human Subjects Research." In <i>Global Pharmaceuticals: Ethics, Markets, Practices</i> , edited by Adriana Petryna, Andrew Lakoff, and Arthur Kleinman, 33-60. Durham: Duke University Press.  Tues, Apr. 14 <i>Offshored Clinical Trials</i>  Thurs, Apr. 16 <i>Epidemic Ethical Variability</i>

<p><b>Week 13</b></p> <p>Tues, Apr. 21</p> <p>Thurs, Apr. 23</p>	<p><b>Creativity in Crisis</b></p> <p>Secondary Sources:  Leach, Melissa. 2020. "Echoes of Ebola: Social and Political Warnings for the COVID-19 Response in African Settings." <i>Somatosphere</i> (blog), March 6, 2020. <a href="http://somatosphere.net/forumpost/echoes-of-ebola/">http://somatosphere.net/forumpost/echoes-of-ebola/</a>.  Siegel, Sarita and Greg Mittman. 2015. <a href="#">In the Shadow of Ebola</a>. Documentary Film. 26 mins.  OPTIONAL: Mika, Marissa. Forthcoming 2020. "Cobalt Blues."</p> <p><i>Creativity in Crisis: Care in Uganda</i>  Guest Speaker by Skype: Dr. Marissa Mika</p> <p>Ebola</p> <p><b>**Rough Drafts of Final Projects Due**</b>  <b>Peer Feedback Due Sunday Apr. 19</b></p>
<p><b>Week 14</b></p> <p>Tues, Apr. 28</p> <p>Thurs, Apr. 30</p>	<p><b>SARS/COVID-19</b></p> <p>Secondary Sources:  Mason, Katerine A. "Reflecting on SARS, 17 Years and Two Flu-like Epidemics Later." <i>Somatosphere</i> (blog), March 16, 2020. <a href="http://somatosphere.net/2020/sars-covid19-coronavirus-epidemics-reflections.html/">http://somatosphere.net/2020/sars-covid19-coronavirus-epidemics-reflections.html/</a>.  Jones, David S. 2020. "History in a Crisis — Lessons for Covid-19." <i>New England Journal of Medicine</i>. (March 12, 2020). <a href="https://doi.org/10.1056/NEJMp2004361">https://doi.org/10.1056/NEJMp2004361</a>.  Christos, Lynteris. 2020. "Didactic Historicism and the Historical Consciousness of Epidemics." <i>Somatosphere</i> (blog), March 6, 2020. <a href="http://somatosphere.net/forumpost/didactic-historicism-historical-consciousness-epidemics/">http://somatosphere.net/forumpost/didactic-historicism-historical-consciousness-epidemics/</a>.  DalGLISH, Sarah L. "COVID-19 Gives the Lie to Global Health Expertise." <i>The Lancet</i> 0, no. 0 (March 26, 2020). <a href="https://doi.org/10.1016/S0140-6736(20)30739-X">https://doi.org/10.1016/S0140-6736(20)30739-X</a>.</p> <p><i>SARS and the Myth of Health Preparedness</i></p> <p><i>Pandemic History</i></p>
<p><b>Week 15</b></p> <p>Tues, May 5</p> <p>Thurs, May 9</p> <p><b>May 10 - 16</b></p>	<p><i>No Class – Friday Schedule</i></p> <p><i>Reading Period</i>  <b>**FINAL Research Projects Due**</b></p> <p><b>Final Exams</b></p>