

## History 310 and 347 Disease, People, and Environment Fall 2003

**Instructor:** Dr. Peter McCandless

**Office:** 11 Glebe St, 201

**Office Hours:** MWF: 1:30-3:00 and by appointment

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**Course Topic:** This course will focus on the interaction of human diseases, migration of peoples, and environments since the Age of Discovery. Readings will address how historians have tried to answer the following questions: How have different environments affected disease patterns among specific populations? How have the migration, conquests, and other actions of human beings altered disease environments? How has disease facilitated or inhibited imperialism and migration? How have societies perceived and tried to cope with their disease environments and with “others” seen as carriers and spreaders of disease?

**Course Format:** The main geographical and chronological focus will be on the Western world since 1500, but the first major reading, *Plagues and Peoples*, is global and covers prehistory to the late 20<sup>th</sup> century. The organization of the course is basically topical rather than strictly chronological. The perspective is social and cultural as well as medical. The vocabulary is sometimes technical. The format is lecture/discussion, with strong emphasis on discussion.

**Skill Guidelines:** Students in 300 level courses are required to demonstrate the following skills:

- Use primary and secondary sources in discussions and papers.
- Design and execute an analytical research paper.
- Develop one’s own interpretation and defend it.
- Improve bibliographical and historiographical knowledge of a particular topic, region, or period.
- Analyze and synthesize diverse historical works.

### **Required Readings:**

William McNeill, *Plagues and Peoples* (1977, reissue with new preface, 1998)

Sheldon Watts, *Epidemics and History: Disease, Power and Imperialism* (1998)

Alan M. Kraut, *Silent Travelers: Germs, Genes, and the “Immigrant Menace”* (1994)

Selected Articles available in CofC library’s Electronic Journals

Web readings and Occasional Handouts

### **Highly Recommended:**

Richard Marius & Melvin Page, *A Student’s Guide to Writing About History*

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*

A medical dictionary, such as Merriam-Webster’s, Black’s, or Dorland’s

### **Course Requirements**

**Class Participation:** This will be primarily a discussion class. Active and informed involvement (regular and timely attendance, alertness, and informed participation) in class will light up my life and improve your grade and the course. Discussion is productive only if all of us take collective responsibility for what happens in class. The quality as well as the quantity of your input will be considered when computing final grades (i.e., you will not get “points” for discussing something you have not read). Please feel free to ask questions at any time – in class, by e-mail or at my office. This is an important part of participation, too.

**Attendance:** Essential. Your class participation grade will factor in attendance. A personal roll sheet will be circulated each day for you to sign. It is your responsibility to sign it.

**Response Papers.** To encourage active and informed discussion, students are required to prepare six brief response papers on the assigned reading. Three are due before mid-term, and three between mid-term and the end of the semester. *They must be submitted to me by e-mail or in person by 11am of the day the reading is to be discussed in class.*

**Instructions for Response Papers. Do not summarize the reading.** Focus on an issue, question, disagreement, or passage you would like to discuss in class -- one that shows that you have read the material carefully. Length: no more than a paragraph or two. Grading: pass/fail. If you receive a failing grade on a response paper, you must submit another. Performance on response papers will be factored into your class participation grade.

**Exams.** There will be two hourly exams and a final. Exams will be primarily essay in nature.

**Research Paper.** All 300-level history courses require a research paper of @ 10-15 pages, based on primary and secondary sources. Failure to submit the paper will result in an “F” for the course. Students signed up for History 310 will write papers with a primarily American focus and students signed up for History 347 will write papers with a primarily European focus. Given the nature of this course, papers may focus on European or American colonies or possessions in any part of the world. As part of the preparation for the paper, you will be required to submit a **topic description and annotated bibliography** several weeks before it is due. The paper and all other assignments will be penalized one letter grade for every day they are late. An assignment that is not completed will receive a zero (0). You may submit a draft of the paper for my comments at any time up to a week before the final due-date. Further instructions and suggested topics for the papers will be handed out on a separate sheet.

**Final grades will be computed as follows:**

Hourly exams - 30% Final Exam - 20% Research Paper: 25% Annotated Bibliography and Topic Statement: 5% Class Participation: 20%

**Grading Scale:** A=90-100 B+=87-89 B=80-86 C+=77-79 C=70-76 D=60-69

**Cheating and Plagiarism:** The Honor Code of the College of Charleston specifically forbids cheating, attempted cheating, and plagiarism. A student found guilty of these offenses will

receive a failing grade in the course. Additional penalties may include suspension or expulsion from the College at the discretion of the Judicial Board. See the College of Charleston Student Handbook for definitions of these offenses.

### **Classroom Etiquette**

Treat others with courtesy and respect, as you would like to be treated.

Come to class on time.

If you unavoidably come in late, come in like a mouse, not like an elephant.

Turn off cell phones and beepers in class.

If you need to sleep, go home. Your bed is more comfortable than the chairs in here.

Avoid audible slurping, belching, chewing, crunching, snorting, etc.

Don't forget to laugh at my jokes.

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## **COURSE SCHEDULE**

**(Subject to change at instructor's discretion)**

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### **RR = Required Reading**

**EJ = Electronic Journal** (access through library's homepage; journals are listed alphabetically on the EJ page)

**H=Handout** (Note: I sometimes bring handouts to class that are not on the schedule)

### **August 26: Introduction**

#### **Part I: The Co-evolution and Migration of Peoples and Plagues**

#### **Aug. 28**

#### **The Historical Interaction of Diseases and Peoples: A Model**

**RR:** McNeill, *Plagues & Peoples*, 1-32

**H:** Hippocrates, "Airs, Waters, and Places"

#### **Sep. 2**

#### **From Primitive to Civilized Diseases**

**RR:** McNeill, *Plagues & Peoples*, 35-93

#### **Sep. 4**

#### **Confluence of Civilized Disease Pools, 500-1200**

**RR:** McNeill, *Plagues & Peoples*, 94-160

#### **Sep. 9**

#### **Impact of the Mongol Empire, 1200-1500**

**RR:** McNeill, *Plagues & Peoples*, 161-207

#### **Sep. 11**

#### **Transoceanic Exchanges, 1500-1700**

**RR:** McNeill, *Plagues & Peoples*, 208-241

**Sep. 16**

**Ecological Impact of Medical Science Since 1700**

**RR:** McNeill, *Plagues & Peoples*, 242-295

**Sep. 18**

**Library Instruction Class**

**Sep. 23**

**First Exam**

**Sep. 25**

**Film:** *Mystery of The Black Death*

## **Part II: Disease and the New World**

**Sep. 30**

**Disease and the European Conquest of the Americas**

**RR:** **EJ:** Alfred W. Crosby, "Conquistador y Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires," *The Hispanic American Historical Review*, 47 (1967): 321-37

**EJ:** Alfred W. Crosby, "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America," *William & Mary Quarterly* 3d series 33 (1976): 289-99

**Oct. 2**

**Disease and the European Conquest of the Americas**

**RR:** **EJ:** Francis J. Brooks, "Revising the Conquest of Mexico: Smallpox, Sources, and Populations," *Journal of Interdisciplinary History* 24 (1993): 1-29.

**EJ:** Robert McCaa, "Spanish and Nahuatl Views on Smallpox and Demographic Catastrophe in Mexico," *Journal of Interdisciplinary History* 25 (1995):397-431.

**Oct. 7**

**Disease and Environment in Colonial America**

**RR:** **EJ:** Karen O. Kupperman, "Fear of Hot Climates in the Anglo-American Experience," *William and Mary Quarterly* 41 (1984) 213-240

**EJ:** Darrett B. Rutman and Anita H. Rutman, "Of Agues and Fevers: Malaria in the Early Chesapeake," *William and Mary Quarterly* 3d ser., 33 (1976) 31-60

**EJ:** H. Roy Merrens and George D. Terry, "Dying in Paradise: Malaria, Mortality and the Perceptual Environment in Colonial South Carolina," *Journal of Southern History* 50 (1984) 533-50

**Oct. 9**

**Disease and Slavery**

- RR:** **EJ:** Philip Curtin, "Epidemiology and the Slave Trade," *Political Science Quarterly* 83 (1968) 190-216  
**H:** J.R. McNeill, "Ecology, Epidemics, and Empires: Environmental Change and the Geopolitics of Tropical America, 1600-1825," *Environment and History* (5) 1999: 175-184.  
**EJ:** J.R. Young, "Ideology and death on a Savanna River rice plantation, 1833-1867 " *Journal of Southern History* 59 (1993): 673-706

### **Part III: Imperialism, Development, and Disease**

**Oct. 14**

**Plague**

**RR:** Watts, introduction, and 1-39

**Oct. 16**

**Leprosy**

**RR:** Watts, 40-83

**Annotated Bibliography and Topic Statement Due**

**Oct. 21**

**FALL BREAK**

**Oct. 23**

**Smallpox**

Watts, 84-121

**Oct. 28**

**Second Exam**

**Oct. 30**

**Film:** *The Syphilis Enigma*

**H:** S. Rashid, and R. S. Morton, "'The syphilis enigma': the riddle resolved?" *Sexually Transmitted Infections*. 77 (Oct. 2001), pp. 322-24.

**Nov. 4**

**Syphilis**

Watts, 122-166

**Nov. 6**

## **Yellow Fever & Malaria**

Watts, 213-268

**Nov. 11**

## **Cholera**

Watts, 167-212

### **Part IV: Disease and Immigration in the United States**

**Nov. 13**

## **Immigration and Disease**

**RR:** Kraut, *Strange Travelers*, introduction and chaps. 1-3

**Nov. 18**

## **Immigration and Disease**

**RR:** Kraut, *Strange Travelers*, chaps 4-6

**Nov. 20**

## **Immigration and Disease**

**RR:** Kraut, *Strange Travelers*, chaps. 7 and 10 (skip chaps 8&9)

### **Part V: Emergent and Re-emergent Diseases**

**Nov. 25**

## **Coping with Emergent and Re-emergent diseases**

**RR: Web:** Ellen R. Shell, "Resurgence of a Deadly Disease," *The Atlantic Monthly* (Aug.1997) <http://www.theatlantic.com/issues/97aug/malaria.htm>

**H:** Jane S. Smith, "The Personal Predicament of Public Health," *Chronicle of Higher Education* (June 27, 2003)

**Nov. 27 Thanksgiving**

**Dec. 2**

**Coping with Emergent and Re-emergent Diseases**

**Film:** *Ebola*

**Dec. 4**

**Disease and Terrorism**

**Film:** *Bioterror*

**Last day to submit research paper without penalty**

**Dec. 16: Final Exam, 12-3pm**

