

HISTORY 766
Imperialism and Medicine
Fall 2017

Tuesdays, 4:30-7:20

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Office Hours: TBA

Course Description:

This course explores the intersection between imperialism and medicine from the late nineteenth to the early twentieth centuries. It examines the role of medicine in the expansion of European and North American empires, asking whether it was a “tool of empire.” The course also addresses the roles and actions of colonized peoples and the extent to which they undermined or supported imperial goals. We will focus especially on the impact of contemporary ideas about race and gender on these developments.

Readings:

The course readings include monographs, journal articles and book chapters. Most of the journal articles are available on-line but please check in advance to confirm this. The book chapters are indicated with * and are included in the course. Below is a list of monographs. These are available in Titles and either from Mills or through interlibrary loan. Please note that they aren't on reserve in the library. (PhD students will receive a list of additional readings.)

Course materials available for purchase in Titles:

1. Coursepack.
2. Espinosa, Mariola. *Epidemic Invasions: Yellow Fever and the Limits of Cuban Independence, 1878-1930*. University of Chicago Press, 2009.
3. McNeill, J. R. *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914*. Cambridge, 2009.
4. Neill, Deborah. *Networks in Tropical Medicine: Internationalism, Colonialism, and the Rise of a Medical Speciality, 1890-1930*. Stanford University Press, 2012.
5. Anderson, Warwick. *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. Duke University Press, 2006.
6. Briggs, Laura. *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico*. University of California Press, 2002.
7. Arnold, David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-century India*. University of California Press, 1993.
8. Jones, Margaret. *Public Health in Jamaica, 1850-1940: Neglect, Philanthropy, and Development*. University of the West Indies Press, 2013

Course Requirements:

Seminars (15%):

All students are required to lead one seminar on the weekly topic and readings. In the seminars, students will give a (approximately) 30 minute presentation on the main topics/readings for the week and lead the seminar discussion. On the Sunday before our class, the presenter should email me a list of questions (at least 6-8 substantive questions) so that I can post them on A to L. The seminars will be evaluated based on

the quality of the questions posed, the clarity with which the presenters express their ideas, and their ability to manage time.

Weekly Participation (MA: 20%; PhD: 15%):

The course readings are intended to encourage discussion about the course themes. You are expected to attend each class and to have read and considered the required readings. As you read these works, think about the argument being advanced, the kinds of supporting evidence used, and the place of the work in the larger historiographic context. You are expected to contribute to class discussions about the readings. Your marks will be based on a combination of attendance and participation. If you miss a class without informing me in advance (and without providing a reasonable excuse), you will be penalized.

Historiographical Assessment (MA: 25%; PhD: 20%)

Length: 1500 words

Due: October 24

MA and PhD students will write a historiographic essay evaluating recent methodological and theoretical developments in the field, focusing on one of the weekly topics, not the week on which you will be presenting. In your essay, you will address that week's readings as well as at least four non-course articles.

Research Essay (40%)

Length: 22-25 pages (around 6000 words)

Due: Last class

MA students are to write a research paper on a topic dealing with one of the themes addressed in the course. These can be either historiographic or research essays. If students choose the latter, they must use primary sources. You should meet with me early in the course to discuss your topic and get my approval. The papers must be based at least six secondary sources. Although you may choose to address works included in the syllabus, I expect the essays to be based substantially on sources other than those on the reading list.

Length: 20 pages or 5000 words

Due: last class

PhD students are to write an historiography paper dealing with one of the themes addressed in the course. You should meet with me early in the term to discuss your topic. The paper must be based on at least 10 secondary sources. Although you may choose to address works included in the syllabus, I expect the essays to be based substantially on sources other than those on the reading list.

PhD Minor Field:

PhD students will write an additional historiographic essay as their minor field exam (10%).

Evaluating Assignments:

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. Written work must follow scholarly writing conventions and must be properly referenced in accordance with standard humanities' guides. You must use footnotes. Details can be found in the most recent version of *Chicago Style Guide*. Assignments must follow standard scholarly conventions in their presentation.

Modifications to Course Outline:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Communication and Privacy Policies:

It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Class discussions **may not be recorded** in any electronic format without my written permission.

Submission and Late Policies:

Include your name and student number, the course name/number, and my name on the title page of your assignments. Submit the assignment at the start of class on the day it is due. Do not leave any written work under my office door and do not submit written work by email or fax as it will not be accepted. If you submit your assignments in the History department drop box, you do so at your own risk. You should keep a photocopy of all your written work; you must also keep your research notes and rough drafts for your essays as you may be required to hand them in. Failure to do so may result in a zero for the assignment.

Assignments not submitted in the class on the day they are due will be considered late and penalized at 5% a day. (Saturday and Sunday will count as one day).

Requests for Extensions to Deadlines:

Extensions or other accommodations will be determined by the instructor and will only be considered if supported by appropriate documentation. Absences of less than 5 days may be reported using the McMaster Student Absence Form (MSAF) at www.mcmaster.ca/msaf/. If you are unable to use the MSAF, you should document the absence with your faculty office. In all cases, it is YOUR responsibility to follow up with the instructor immediately to see if an extension or other accommodation will be granted, and what form it will take. There are NO automatic extensions or accommodations.

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| ACADEMIC INTEGRITY |
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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

September 12 Introduction

Introduction to the course. Choose seminar topics.

September 19 Imperialism, Colonialism, and the History of Medicine

*Anderson, Warwick. "Postcolonial Histories of Medicine." In eds. Frank Huisman and John Harley Warner, *Locating Medical History: The Stories and Their Meanings*, 285-306. Baltimore: Johns Hopkins University Press, 2004.

*Worboys, Michael. "Colonial Medicine," in *Companion to Medicine in the Twentieth Century*, edited by Roger Cooter and John Pickstone, 67-80. London: Routledge, 2003; 2000.

Marks, Shula. "What is Colonial about Colonial Medicine?" *Social History of Medicine* 10 (1997): 205-20.

*Worboys, Michael. "The Emergence of Tropical Medicine: A Study in the Establishment of a Scientific Speciality." In ed. Gerard Lemaine, *Perspectives on the Emergence of Scientific Disciplines*, 6-98. Mouton, 1976.

*Arnold, David. "Introduction: Disease, Medicine and Empire." In ed. Arnold, *Imperial Medicine and Indigenous Societies*, 1-26. Manchester: Manchester University Press, 1988.

September 26 Disease and the Invention of the "Tropics"

McNeill, J. R. *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914*. Cambridge: Cambridge University Press, 2009.

October 3 Tropical Medicine and Medical Knowledge

Neill, Deborah. *Networks in Tropical Medicine: Internationalism, Colonialism, and the Rise of a Medical Speciality, 1890-1930*. Stanford: Stanford University Press, 2012.

October 10 No Class

October 17 Tropical Medicine in the American Empire I

Anderson, Warwick. *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. Durham: Duke University Press, 2006.

October 24 Tropical Medicine in the American Empire II

Espinosa, Mariola. *Yellow Fever and the Limits of Cuban Independence, 1878-1930*. Chicago: University of Chicago Press, 2009.

October 31 Sex, Gender, and Empire

Stoler, Laura Ann. "Making Empire Respectable: Race and Sexual Morality in Twentieth-Century Colonial Cultures." *American Ethnologist* 16 (1989): 26-51.

*Levine, Philippa. "Sexuality, Gender, and Empire." In ed. Levin, *Gender and Empire*, 134-155. Oxford University Press, 2004.

*De Barros, Juanita, *Reproducing the British Caribbean: Sex, Gender, and Population Politics after Slavery*, chapter 2, pp. 40-66. University of North Carolina, 2014.

November 7 Medicine and Gender

Briggs, Laura. *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico*. Berkeley: University of California Press, 2002.

November 14 European Empires in Africa

Curtin, Philip. "The White Man's Grave: Image and Reality, 1750-1850." *Journal of British Studies*, 1 (1961): 94-110.

Curtin, Philip. "The End of the "White Man's Grave"? Nineteenth-Century Mortality in West Africa." *Journal of Interdisciplinary History* 21 (1990): 63-88.

Headrick, Daniel R. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. New York, 1981. "Chapter 3: Malaria, Quinine and the Penetration of Africa," pp. 58-81.

Vaughan, Megan. "Healing and Curing: Issues in the Social History and Anthropology of Medicine in Africa." *Social History of Medicine* 7 (1994): 283-295.

November 21 Empire and Health in South Asia

Arnold, David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-century India*. Berkeley: University of California Press, 1993.

November 28 Health in the Caribbean

Jones, Margaret. *Public Health in Jamaica, 1850-1940: Neglect, Philanthropy, and Development*. Kingston: University of the West Indies Press, 2013.

December 5 Essays Due