FLORIDA INTERNATIONAL UNIVERSITY
Course Revision for Global Learning Designation

1. SCHOOL/COLLEGE: SIPA

2. DIV./DEPT. IN WHICH TAUGHT: History

3. LAH 4 722 3
   Alpha Prefix 1st Digit last 3 Digits "C"-lec-lab "L"-Lab Cr. Hrs.

4. Course Title: Health, Medicine, and Disease in Latin American Social History

5. Catalog Description/Major Topics (not to exceed 200 characters including spaces)
   Examines social/cultural history of medicine to illustrate larger trends, power relations/inequalities, and intersections of state and society. Themes include: citizenship, internationalization, gender, 

6. Prerequisite(s): none

7. Corequisite(s): none

SUBMIT ORIGINAL FORM. ATTACH ONE COPY OF THE COURSE SYLLABUS AND THE GLOBAL LEARNING ASSESSMENT MATRIX.

PROPOSAL REQUESTED BY:

Faculty Contact: Okezi Otovo
   (Type name) (Signature) 10/10/2016
   ootovo@fiu.edu 7-6274 (Email address) (Phone number)

Chairperson (Dept./Div.): Victor Uribe
   (Type name) (Signature) 1/20

Chairperson (Curr. Comm.): Steven Heine
   (Type name) (Signature) 1/20

College/School Dean: John Stack
   (Type name) (Signature) 1/20

Faculty Senate 7/2013
Course Description and Objectives

This course is a comparative exploration of the modern history of public health and the social/cultural history of medicine across several national case studies. The readings will provide an introduction to how historians utilize the history of health and illness to write about Latin American politics, social relations, and states over time. We will investigate the various ways that the study of health, medicine, and disease illustrates larger historical trends, relations of power, persistent inequalities, and intersections of state and society. Rather than the history of institutions, our readings analyze interactions between state actors and average people and the politics behind public health reform and medical ideologies. Through themes such as public health; traditional healers; disease and citizenship; international organizations; and gender, race, and ethnicity; we will examine how the study of health and medicine affords a dynamic and nuanced perspective on the experiences of individuals, communities, and nations during this vital period in the region’s history. We will explore in depth the consequences of ideas about health and illness as well as medical/political movements. Chronologically, this course moves from the early 19th century through the late 20th century. Students will also leave this course with an understanding of how historians tackle research, analysis, and interpretation.

Student goals and skill objectives for this course include:

- gaining an introduction to a vibrant and cutting-edge subfield in Latin American historiography
- understanding the critical intersection of health politics and nation, as well as change over time
- improving reading comprehension of scholarly texts, including drawing comparisons across texts
- identifying and articulating historical themes and questions
- practicing and sharpening critical-thinking skills
- writing critical, well-crafted responses to a work of history
- practicing analysis orally through class discussion

GLOBAL LEARNING & OUTCOMES

- Global Awareness: Students will be able to demonstrate an understanding of diverse experiences of Latin American nations over time as they grappled with public health issues and contextualized their national identity within changing global and local narratives of science, biomedicine, and illness/wellness.
• **Global Perspective**: Students will be able to conduct a multi-perspective analysis of the social impact of health, illness, and disease and understand the origins and implications of transnational health organizations and public health policies.

• **Global Engagement**: Students will demonstrate a willingness to conceptualize problems from multiple angles and identify how historians approach reconstructing social, political, and health policy issues in their time and context.

Please note that we will use Blackboard extensively in this course. After each lecture, you can access the corresponding power point presentation on our Blackboard site. This class is taught in a mixed lecture and discussion format. You will use Blackboard to prepare for class discussion sessions by reviewing the “Discussion Questions.” Paper assignments can be found on Blackboard, and you will also submit your papers through that system. If you need help or training on how to use Blackboard, visit this link flu.blackboard.com. Please make sure that you are comfortable with using Blackboard from the beginning of the class so you have full access to course content and assignments.

**Required Readings**
The following books are available for purchase in the university bookstore. All four books are also available on reserve in the library. Articles and book excerpts can be found on our Blackboard page.


**Recommended Text on Latin American History**
If you have no background in Latin American history, I recommend that you read through a general survey over the course of the first month of class. This book is on reserve at Green Library.


**Recommended Text on Writing**


**Assignments and Expectations**

**Class Participation, 20%**. Class attendance is **mandatory** for this course as is informed and thoughtful participation in our weekly discussions. All assigned reading should be completed prior to the date of the corresponding discussion. Active participation is more than mere attendance and is obligatory for passing this class. Students will be graded on participation during every discussion session. If you own the books, bring them with you to the corresponding discussion.

**6 Reading Responses, 30%**. On six dates, you are responsible for answering questions based on the readings prepared for discussion. These responses (1-2 pages) will be submitted via Blackboard following the instructions in the “Discussion Questions and Responses” folder. Each submission is worth 5% of the final grade. There are nine possible submission dates for the responses; choose any six. You
may skip the written response for three discussion dates, BUT you must still complete the reading. The questions are due before class and cannot be turned in late. Absolutely no late submissions accepted.

**2 Short Analytical Essays: worth 50% (25 points for each).** We will write an essay after reading each of our two monographs. In each essay, you will analyze the book in light of the material we learn in our lectures. All essays require material from the book and the lectures. The full essay assignment with writing guidelines is available on our Blackboard site. 5-6 pages each.

**Late Policy**
Both of our essays are due via Blackboard by 7pm on the date indicated. Late papers will be marked down for each day late. For example, a B paper becomes a B- after one day late and a C+ after 2 days. Exceptions will be made only in cases of documented medical or other emergency.

**Academic Honesty**
All assignments submitted for the course must be the sole creation of the student in accordance with the FIU Standards of Student Conduct [http://www2.fiu.edu/~sccr/student_conduct_p.html](http://www2.fiu.edu/~sccr/student_conduct_p.html). Violations including plagiarism, cheating, or academic dishonesty of any kind will not be tolerated. Plagiarism, cheating, and any type of academic dishonesty will be officially reported and likely result in failure of the course.

**Writing Resources**
FIU has a writing center whose mission is to help students improve their writing. I encourage all students to make use of this service. The Center for Excellence in Writing also offers individual help on your course writing assignments. Visit [http://writingcenter.fiu.edu](http://writingcenter.fiu.edu).

**Disabilities**
If you have a disability-related need for modifications or accommodations, please contact and register with the Disability Resource Center 305-348-3532, GC 190 and [http://drc.fiu.edu/](http://drc.fiu.edu/).

**Electronic Devices**
Out of respect for the professor and for the other students in the course, I require that all cell phones, ipods, and other wireless devices be turned off for the duration of class. Texting during class is disrespectful and disruptive. I expect that laptop computers be used for the purpose of taking notes, not for surfing the web or checking email during class. I will ask students to leave class if I find that you are not following these policies.

**Class Schedule**

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Themes: Course introduction, Understanding health in history</th>
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| 8/25 & 8/27 | **Thursday Discussion**  

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<tr>
<th>WEEK 2</th>
<th>Themes: Health and nation-building in the 19th Century</th>
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| WEEK 3 9/8 & 9/10 | **Themes:** “Naming” disease, independence, and abolition  
Thursday Discussion:  
| WEEK 4 9/15 & 9/17 | **Themes:** International cooperation and/or empire building: Cuba and Panama  
**MPHLA:** Chapter 2, pp. 58-105. **Read and Prepare.**  
Thursday Discussion:  
Espinosa, Chapters 1-3, pp. 1-54. **Read and Prepare.** |
| WEEK 5 9/22 & 9/24 | **Tuesday Discussion:**  
Espinosa, Chapters 4-Conclusions, pp. 55-124. **Read and Write.**  
No class on Thursday 9/24. **Use this time to work on Paper 1 and read for Week 6.** |
| WEEK 6 9/29 & 10/1 | **Themes:** Disease eradication, professionalization, and the Rockefeller Foundation  
**MPHLA:** Chapter 3, pp. 106-156.  
Thursday Discussion:  
| WEEK 7 10/6 & 10/8 | **Themes:** Health policy as national identity: eugenics, race, and integration (Part 1)  
Thursday Discussion:  
DHMLA: Stepan, pp. 25-50 and Coutinho, pp. 76-100. **Read and Write.**  
PAPER 1 on Espinosa due **MONDAY 10/5.** |
| WEEK 8 10/13 & 10/15 | **Themes:** Health policy as national identity: eugenics, race, and integration (Part 2)  
**MPHLA:** Chapter 4. **Read and Prepare.**  
Thursday Discussion:  
| WEEK 9 10/20 & 10/22 | **Themes:** Codifying gender and sexuality  
Thursday Discussion:  
DHMLA: Bliss, pp. 183-208 and April Mayes, “Tolerating Sex: Prostitution, Gender, |

| WEEK 10 | 10/27 & 10/29 | **Themes:** Family, society, and welfare states  
**Thursday Discussion:**  

| WEEK 11 | 11/3 & 11/5 | **Tuesday Discussion:**  
Necochea, Introduction-Chapter 3, pp. 1-78. **Read and Prepare.**  
**Themes:** Reproduction and population control

| WEEK 12 | 11/10 & 11/12 | **Tuesday Discussion:**  
Necochea, Chapters 4-Epilogue, pp. 79-154. **Read and Prepare.**  
**Special Thursday session:** Virtual visit of Dr. Raúl Necochea Lopez

| WEEK 13 | 11/17 & 11/19 | **Themes:** Neoliberalism, democracy, and new social movements  
**MHPHA:** Chapter 5. **Read and Prepare.**  
**Thursday Discussion:**  

| WEEK 14 | 11/24 & 11/26 | No class this week for Thanksgiving holiday.

| WEEK 12/1 & 12/3 | **Tuesday Discussion:**  
DHMLA: Cueto, pp. 268-289 and Larvie, pp. 290-313. **Read and Write.**  
**Themes:** Review of major course themes  
PAPER 2 on Necochea due FRIDAY 12/4. May be submitted early but NOT LATE.
<table>
<thead>
<tr>
<th>Global Learning Student Learning Outcome Addressed</th>
<th>Assessment Method</th>
<th>Assessment Results</th>
</tr>
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<tbody>
<tr>
<td><strong>Global Awareness:</strong> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</td>
<td>Assessment Activity/Artifact: One of four 2-page response papers</td>
<td>To be entered at end of course</td>
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<td><strong>Course Learning Outcome</strong></td>
<td>Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.</td>
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<td>Students will be able to demonstrate an understanding of diverse experiences of Latin American nations over time as they grappled with public health issues and contextualized their national identity within changing global and local narratives of science, biomedicine, and illness/wellness.</td>
<td>Minimum Criteria for Success: The minimum criteria for success is an average score of 3 or higher on rubric.</td>
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<td>Sample: All students will be assessed.</td>
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**Use of Results for Improving Student Learning**

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<td>Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</td>
<td>Assessment Activity/Artifact: One of three analytical essays.</td>
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<td>Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</td>
<td>Assessment Activity/Artifact: One of three analytical essays. Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5. Minimum Criteria for Success: The minimum criteria for success is an average score of 3 or higher on rubric. Sample: All students will be assessed.</td>
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