

SYLLABUS

Africa | Health | Histories → Covid

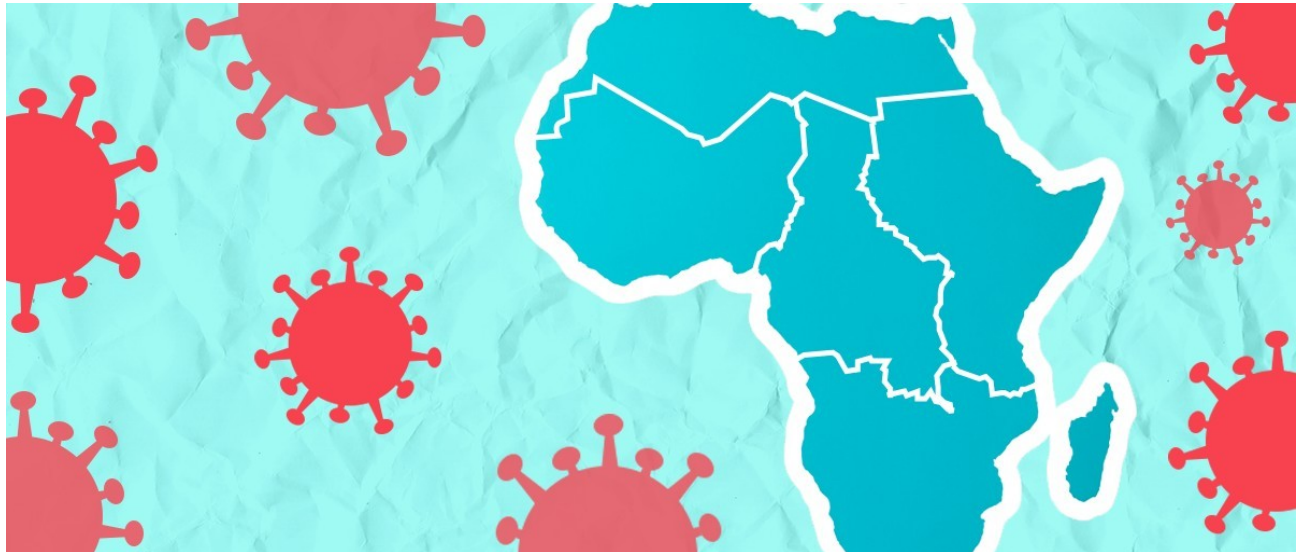
Course number: AFH3931 - Special Topics Afr H (African History) (Section 8NH1 | Class no. 21333)
Fall 2020

Prof. Nancy Hunt, nrhunt@ufl.edu

Meeting times: T | Period 10 (5:10 PM - 6:00 PM) &
R | Period 10 - 11 (5:10 PM - 7:05 PM)

Office hours: *please drop in W 11.30-12.30* or schedule a zoom time during W 12.30-1.30 by email or as needed..

Zoom entry: See Zoom conferences (when there are glitches getting in: text/call asap 734.834.7902)



WELCOME!

This course is a (mostly) synchronous class, with live Zoom meetings during our assigned Tuesday and Thursday times. It carries 3 credits and entails 150 minutes of contact time per week. There are NO prerequisites.

It may look intense but the tasks will be easy and fun to accomplish and much will be "ungraded." Where we need to scale back, we will do so -- so please join in and into this process of co-learning and co-researching, with each student accomplishing a set of weekly research tasks for 1-2 countries.

Course Description:

This is a **special edition** of a course about **the history of health, disease, and healing practices in sub-Saharan Africa**. It is special because these are extraordinary times with Covid affecting lives globally, not only our lives in Florida but throughout Africa too. It is also special because we are living through times when **a Zoom-based class is the way to stay safe, but also magnify small group learning activities**. In this class, this will mean discussions on Tuesday and research workshops on Thursday. **In this class, it will mean co-researching Covid in Africa together.**

Our learning goals: How has disease been one of the drivers in African history, from ancient times well before any Europeans arrived, and especially from the 1880s when formal colonial rule began up through today's postcolonial times? How has expertise – internal and external – influenced perceptions and practices surrounding in Africa? Who have been those internal and external experts, and what kinds of mixtures in knowledge and practice have developed over time, in precolonial, colonial, Cold War, and neoliberal Africa? **Our illness coverage will include:** angry ancestors, hiccups, and dreams; trypanosomiasis (sleeping sickness), yaws, kwashiorkor, AIDs, cancer, Ebola, and Covid-19.

"Big picture" overview: we will co-research Covid together and collectively. History will provide counterpoints and depth and a long perspective.

Our methods will embrace: 1) serious reading and mastery of three very different approaches to health globally and in Africa. Three books, read for and discussed in segments across our Tuesday 50-minute classes; and 2) a series of research workshops, divided between some important articles and primary historical sources that provide materials on a chronology of important diseases (sleeping sickness, yaws, AIDS, Ebola), and a special focus on **co-researching Covid in Africa**.

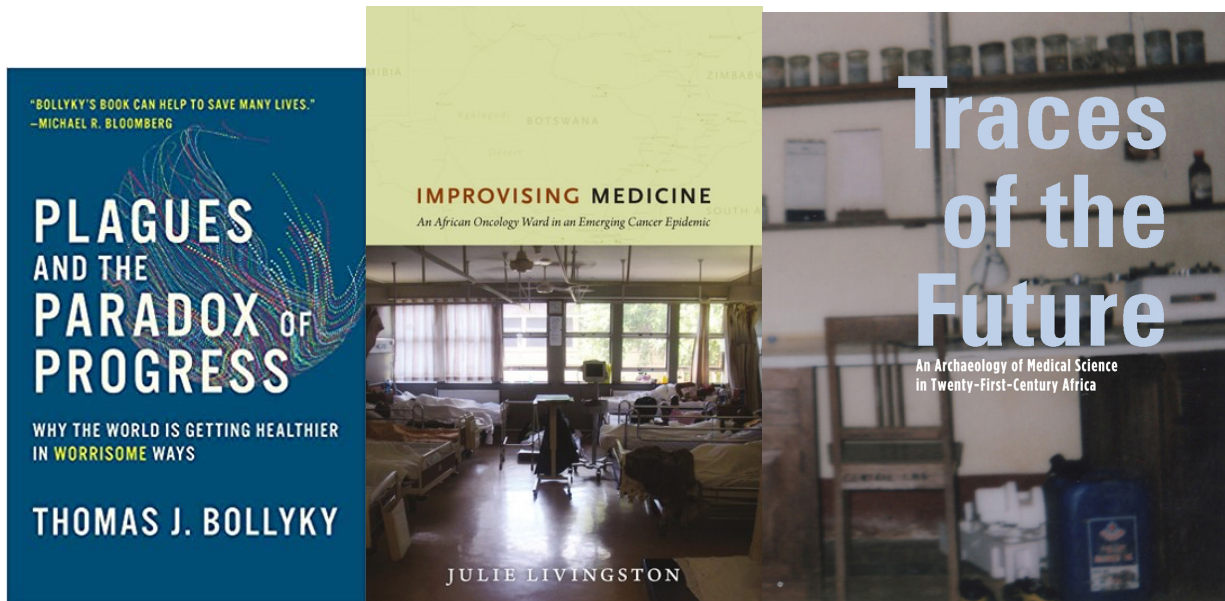
Course Learning Goals: At the end of this class, students will be able to do these critical things:

- 1) name and locate all of Africa's countries on a map and in their minds.
- 2) gain fantastic research skills for pursuing medical, public health, humanities, and social scientific topics.
- 3) explain the short history of Covid in two African countries, with an emphasis on one theme of interest.
- 4) speak to racism and inequities in African history during and since colonial times; know who Frantz Fanon was and why it matters; be familiar with the history of epidemics in Africa
- 5) be conversant with key concepts in critical medical anthropology
- 6) be able to speed read for an argument and speed research for some more cool stuff
- 7) be more confident about reading, digesting, writing, and collating skills than before

- 8) appreciate the perspectives of other disciplines
- 9) have stronger listening and presentation skills

Please consult this syllabus initially to become familiar with things (it is bound to have flaws), and then use the Modules on our Elearning/e site where there may changes; the Modules will an up-to-date, accurate version of assignments, learning tips, and reading and research questions. This syllabus document is an overview of what is to come, and it is an excellent place to gain a sense of the course goals and learning strategies. As in all classes, and especially in these Covid/Zoom times, your instructor will be adapting small details – pages to read, questions to think, and research tactics – to your learning needs. Usually a Module will become available only 2-3 weeks ahead.

OUR THREE BOOKS



SCHEDULE

Tuesdays are like a class “book club” – we read, we learn, we analyse, we appreciate 3 different approaches

Thursdays are always workshop days (discussion of common readings and goals) and sometimes, within those, laboratories (getting involved together in co-producing research)

PS = primary source document or original historical source

WEEK 1.

Tuesday, 1 September, Introductions & Organization

NO READING for the first class.

Welcome to AFRICA | HEALTH --> COVID.
Review goals and organization. Self-introductions

Thursday, 3 September, Workshop

READ/CONSULT in advance:

1. **A primary source.** David Livingstone, his conversation with a rain-maker, in his *Missionary Travels and Researches in South Africa* (1858), 22-33. *How is this conversation about power, knowledge, and global health dynamics in another era?*
2. **Examine three key Covid sites.** Before class, open the following three sites and think about 1) the impact of COVID on African countries, 2) 1-2 countries that look most interesting, 3) African geography (begin learning all country names and locations)
 - https://www.afro.who.int/sites/default/files/2020-06/SPRP%20BUDGET%200520_01.pdf
 - <https://africacdc.org/covid-19/>
 - <https://africacenter.org/spotlight/mapping-risk-factors-spread-covid-19-africa/>

CLASS WORKSHOP

We will discuss the Livingstone essay; the strengths of each site; and how to work with the maps and Covid song site.

Assignment: Learning log # 1, due Friday 4 September, 6pm = self-introduction (up to 400 words)

Reflect and write: What is your previous experience with Africa, health, disease, epidemics, or pandemics? How have you been living and experiencing Covid and how might this shape your learning and research questions in this course? What is your major? Your home town? Your experiences with the Global South?

WEEK 2

8 September. Tuesday Class

READ in advance: Bollyky, *Plagues and the Paradox*, Introduction-38

10 September. Thursday Covid Workshop: The Lancet

THINK about: The kinds of issues being addressed in the medical field in relation to Covid's impact in Africa

Consider what countries appear -- and why. ***Aim at a tentative choice of your three favorite countries. Mostly likely, you will end up with two.***

READ in advance:

Florence Bernault, "Some Lessons from the History of Epidemics in Africa,"

<https://africanarguments.org/2020/06/05/some-lessons-from-the-history-of-epidemics-in-africa/>

More sites to explore (quickly).

- <https://africanarguments.org/category/covid-19-in-africa/>
- <https://africasacountry.com/search?query=covid> (91 articles as of 28 August 2020)
- <http://somatosphere.net/?s=covid>
- <http://somatosphere.net/?s=covid+africa>

BEGIN BEFORE CLASS Open the site for *The*

Lancet. <https://www.thelancet.com/coronavirus/archive>

Search for Covid and Africa. Or choose a specific country. Or scroll through all 400+. **In class**, you can explore more and work in teams; trying to categorize kinds of articles in your mind.

Assignment: Take-home quiz on (1) The Lancet, choose 3-5 citations that seem most interesting to you and reflect on why (2) explore and learn Africa's map through Covid music & art. DUE 14 September, noon. Mount photo of your map and a Word document with a reflection, 250-500 words.

→ **OPTIONAL/RECOMMENDED: Friday, September 11, 2020 at 3:30 pm.** Join the Center for African Studies in their Baraza lecture with Matiangai Sirleaf from the University of Maryland. The discussion will be about "Africa, COVID-19, and Responsibility." Link to follow.

WEEK 3

15 September. Tuesday Class

READ in advance: Bollyky, *Plagues and the Paradox*, 39-106, chs. 2-3

17 September. Thursday Workshop with Primary Sources

READ in advance:

- Enduring precolonial healing in Callaway, *Amazulu Traditions*, PS
- COUNTERPOINT = Richard Horton, "Offline: Frantz Fanon and the origins of global health," *www.thelancet.com* Vol 392 September 1, 2018, <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2818%2932041-5>

OPTIONAL: IF YOU WANT TO LEARN MORE about Fanon, colonial medicine and racial violence, ask me for: Frantz Fanon, "Medicine and Colonialism," in *A Dying Colonialism*, trans. by Haakon Chevalier (New York: Grove, 1965), 121-45.

Assignment: Learning log # 2, due Friday 18 September, 6pm. See prompt in Canvas.

WEEK 4

22 September. Tuesday Class

READ in advance: Bollyky, *Plagues and the Paradox*, 107-62, chs. 4-5

24 September, Thursday Workshop

READ in advance:

Fatimah S Dawood, et al. "Observations of the global epidemiology of COVID-19 from the pre-pandemic period using web-based surveillance: a cross-sectional analysis," *Lancet Infect Dis* 2020. Published Online

July 29, 2020 [https://doi.org/10.1016/S1473-3099\(20\)30581-8](https://doi.org/10.1016/S1473-3099(20)30581-8).

Branwyn Poleykett, "Hunger-20: COVID-19 Logistics in West Africa," in <http://somatosphere.net/forumpost/hunger20-covid19-logistics-west-africa/>, 10 May 2020.

AND explore in *Africa's a Country*, <https://africasacountry.com/>, as in:
<https://africasacountry.com/2020/04/on-being-queer-and-contained> = Senegal plus
<https://africasacountry.com/2020/05/the-lesser-of-two-evils> = Ethiopia
<https://africasacountry.com/2020/06/lockdown-2-0> = South Africa

Guest Librarian : Global Health Librarian Nancy Schaefer on Searching 101

Using keywords and a research question in 4 public health sites.

PubMed and EMBASE are biomedical databases.

CAB is a larger database with Global Health.

PsycINFO covers psychological and to some extent psychosocial issues.

Dr. Schaefer will cover basic search techniques, namely: truncation, phrase searching, field searching, subject headings (Medical Subject Headings or MeSH in PubMed), and limits. With africa* AND "covid-19" in the title and abstract fields.

Aim at finalizing your choice of two countries and forming a small group. (I will help!!)

Assignment: Learning log # 3, due Friday 25 September, 6pm. See prompt in Canvas.

WEEK 5

29 September. Tuesday Class

READ in advance: Bollyky, *Plagues and the Paradox*, 163-78, ch 6

1 October. Thursday Workshop, States, Racialized Power, and the "Imperial Disease" = Trypanosomiasis (Sleeping Sickness)

READ in advance:

- Mari K. Webel, "Trypanosomiasis, tropical medicine, and the practices of inter-colonial research at Lake Victoria, 1902-07," *History and Technology* 35 (2019), 266-292.
- Lachenal on trypanosomiasis in *Traces of the Future*
- OPTIONAL: Luise White, "Tsetse Visions: Narratives of Blood and Bugs in Colonial Northern Rhodesia, 1931-9," *Journal of African History* 36 (1995).

LAB time, we will examine

Archival film about Cameroon and Jamot film (PS)

PS: a fascinating Colonial health manual, a *PS*, David Kerr Cross, *Health in Africa; a medical handbook for European travellers and residents, embracing a study of malarial fever as it is found in British Central Africa* (London: Nisbet, 1897). Keyword searchable at:

<http://hdl.handle.net/2027/nnc2.ark:/13960/t6b28m22k>

How is this document structured? What kinds of health advice are surprising or revelatory?

Assignment: Learning log # 4, due Friday 2 October, 6pm. See prompt in Canvas.

WEEK 6

6 October. Tuesday Class

READ in advance: Traces of the Future, segment 1 of 4

8 October. Thursday Workshop

READ in advance:

- T. O. Ranger, "Godly medicine: The ambiguities of medical mission in Southeast Tanzania, 1900–1945," *Social Science & Medicine* 15 (1981): 261-77
- Jennifer Stanton, "Listening to the Ga: Ciceley Williams' Discovery of Kwashiorkor on the Gold Coast," pp. 149-71 in Lawrence Conrad and Anne Hardy, eds., *Women and Modern Medicine* (2001).

LAB (class time):

Discuss readings.

Workshop with Guest: Librarian Dan Reboussin will join us on: how to research newspapers and film/video materials. We will consider newspapers as a source for studying the social and the everyday: how a disease, epidemic, or pandemic affects lives.

You will learn how to search in African newspapers and begin searching for influenza in 1918 or for Covid or yaws or kwashiorkor – all in African newspapers.

Mini-quiz 2.

WEEK 7

13 October. Tuesday Class.

READ in advance: Traces of the Future, segment 2 of 4

15 October. Thursday Workshop: Influenza & More Newspaper Work

READ in advance:

- <https://guardian.ng/life/the-nigerian-victory-against-the-1918-influenza-pandemic->
- Matthew Heaton and Toyin Falola, “Global Explanations versus Local Interpretations: The Historiography of the Influenza Pandemic of 1918-19 in Africa,” *History in Africa* 33 (2006), 205-230.
- Paul Farmer, “Ebola, the Spanish Flu, and the Memory of Disease,” *Critical Inquiry* 46 (2019): 56 – 70.

Assignment: Learning log # 5, due Friday 9 October, 6pm. See prompt in Canvas.

WEEK 8

20 October, Tuesday Class

READ in advance: Traces of the Future, segment 3 of 4

22 October, Thursday Workshop

View in advance: 2-3 colonial hygiene films from British empire site; website address to be provided.

WORKSHOP on Multi-media: Covid Utubes, television, TikToks

Assignment: Prospectus, well-developed draft (to be revised after feedback) due Friday 23 October, 6pm. See prompt in Canvas.

WEEK 9

27 October. Tuesday Class

READ in advance: Traces of the Future, segment 4 of 4

29 October. Thursday Workshop. AIDS to Covid

Consider: In what sense was AIDS an antecedent for Covid in Africa?

READ in advance:

- [Can There Be a Democratic Public Health? From HIV/Aids to COVID-19](#), Newspaper Article, 19/3/2020, allAfrica.com.
- Niehaus, [Death before Dying: Understanding AIDS Stigma in the South African Lowveld](#) *Journal of Southern African Studies*: 33 (2007) 845 – 860
- Christina Zarowsky, Slim Haddad, and Vinh-Kim Nguyen, “Beyond ‘vulnerable groups’: contexts and dynamics of vulnerability, *Promotion & education* 20 (2013), 8pp.
- Isak Niehaus, “Through Dreams: On the Efficacy of Antiretroviral Drugs in the South African Lowveld,” *Journal of Southern African Studies* Vol. 45 (2019): 197 – 213

OPTIONAL, PS:

- Body map stories of Thozama, Bongwiwe, and Ntombizodwa Somlayi, 92-123 in *Long Life . . . Positive HIV Stories*, eds. J. Morgan and the Bambanani Women’s Group (Cape Town, 2003).

- *With newspaper evidence PS*: Caroline Bledsoe, “The Politics of AIDS, Condoms, and Heterosexual Relations in Africa: Recent Evidence from the Local Print Media,” 197-23 in *Births and Powers* (Boulder, 1990).

OPTIONAL FILM: Zackie Achmat film

Assignment: Learning log # 6, due Friday 30 October, 6pm. See prompt in Canvas.

WEEK 10

3 November. Tuesday Class

5 November. Thursday Workshop. Ebola

READ/VIEW in advance short pieces:

- Ebola in Congo, 2019 <https://www.pbs.org/wgbh/frontline/film/ebola-in-congo/>, 22 min.
- *Cultural Anthropology* Hot Spots series, 2014: <https://culanth.org/fieldsights/series/ebola-in-perspective>. We may read 1-2 of these thought pieces.
political economy. Susan Erikson on the financialization of Ebola (<http://somatosphere.net/2015/the-financialization-of-ebola.html/>)
- “*resistance*” Vinh-Kim Nguyen, *NEJM* (2019), 'An Epidemic of Suspicion — Ebola and Violence in the DRC.'
- *New Humanitarian* 2020 on ongoing outbreak in DRC: <https://www.thenewhumanitarian.org/news-feature/2020/07/27/Ebola-business-Equateur-Congo>.

OPTIONAL:

- Vinh-Kim Nguyen, “Of what are epidemics the symptom? Speed, interlinkage, and infrastructure in molecular anthropology” in *The Anthropology of Epidemics*, eds. Ann H. Kelly, Frédéric Keck, Christos Lynteris, 2019, 154–177.
- *imaginaries of Ebola* James Fairhead, 'Ebola in Meliandou: Tropes of ‘Sustainability’ at Ground Zero' 2017 (https://www.researchgate.net/publication/318904550_Ebola_in_Meliandou_Tropes_of_'Sustainability'_at_Ground_Zero)

FILM OPTIONAL: <https://www.imdb.com/title/tt11563318/> *Outbreak* is a 1995

American medical disaster film directed by Wolfgang Petersen and based on Richard Preston's 1994 nonfiction book *The Hot Zone*. Stars Dustin Hoffman plus. Focuses on an outbreak of a fictional Ebola-like Motaba virus in Zaire and later in a small American town at the United States Army Medical Research Institute of Infectious Diseases and the CDC. Speculates about how far military and civilian agencies might go to contain the spread of a deadly, contagious disease.

GUEST SPEAKER | DISCUSSANT: Ebola in Congo specialist, Dr. Lys Alcayna-Stevens, Post-Doctoral Fellow, Anthropology, Harvard University

Assignment: Learning log # 7, due Friday 6 November, 6pm. See prompt in Canvas.

WEEK 11

10 November. Tuesday Class

READ in advance: Livingston, *Improvised Medicine*, segment 2 of 3

12 November. Thursday Workshop.

READ in advance:

James Meek, “The Health Transformation Army,” on the history of the World Health Organisation
London Review of Books 42 , 13 2 July 2020

LAB TIME – we will be sharpening questions, adding avenues/sources, and we will be joined by:

5.30pm CONVERSATION WITH: Prof. Marit Ostebeo, UF
Anthropology: Covid in Ethiopia: The Challenges of Research Design

Mini-quiz no. 3

WEEK 12

17 November. Tuesday Class

READ in advance: Livingston, *Improvised Medicine*, segment 3 of 3

19 November. Thursday Workshop. = 19-21 November ASA Sessions

READ in advance: optional, brief, about appropriate technology. Amy Moran-Thomas, “Breakthroughs for Whom? Global Diabetes Care and Equitable Design” *N Engl J Med* 2016; 375:2317-2319.

5.10-6, The UF Ventilator Project for Africa, with inventor/clinician Dr. Samsun Lampotang, Professor of Anesthesiology, Director, Center for Simulation, Safety and Advanced Learning Technology, UF; and Macodou Fall, PhD student in Religion.

LAB TIME – assemble, compare, discuss

AND: view by zoom, a professional conference panel during the African Studies Association Annual Meetings, from 19-21 November, there will be numerous sessions on Covid. Choose at least ONE and integrate your reaction into your Log no. 8.

Assignment: Learning log # 8, due Friday 18 November, 6pm. See prompt in Canvas.

WEEK 13

Thanksgiving pause (with open office hours during Tuesday time)

NO READING this week. There may be a choice of films.

24 November. Tuesday = office hours, 5-6 pm or by arrangement.

26 November. THANKSGIVING. Holiday

WEEK 14

NO READING this week.

1 December. Tuesday Class

Research Presentations

3 December. Thursday Workshop.

Research Presentations

Assignment: presentation (details to be worked out and tailored to student projects)

WEEK 15

8 December. Tuesday Class

Conclusion – with concluding discussion of our findings

Last Research Presentations (if need be).





Kahlid Albaih, First Responder

YOUR ASSIGNMENTS AND ASSESSMENT (OUT OF 100 POINTS), DATES ARE ON SYLLABUS, IN CANVAS MODULES, AND WILL BE UNDER CANVAS ASSIGNMENTS

- 20 pts. Attendance & engaged participation (discussion, collaboration) 20
- 20 pts. 8 learning logs/diary entries (prompts provided), 200-400 words each, 2.5 points each, shared, commented upon but ungraded, 20
- 20 pts. Final Essay. Take your logs (at least parts of 6 of the 8) and re-assemble, rewrite, and think them into a set of analytic reflections about the histories we have covered and their significance. Begin with a powerful question. Then answer it. 900-1100 words Forms a pair with the Powerpoint.
- 15 pts. 3 quizzes = 5 points each. One map/music take-home quiz with reflection.
- 5 pts. Research project prospectus (about 200 words) submitted, and discussed in arranged office hour with your collaborators/small group and the instructor = 10
- 15 pts. FINAL image- graphic- and text-based PowerPoint: your research on Covid in 2 African countries (with perhaps a second disease). Modalities for collaboration in research and PowerPoint creation to be worked out.
- 5 pts. Presentati

POLICIES AND EXPECTATIONS

History classes are rewarding, and they are often occasions when students interact with the texts, each other, and the instructor on a sustained basis. Readings and other sources provide raw materials for class discussion, where much of the learning takes place. Effective class participation is essential. Students can expect a respectful atmosphere for expressing their insights and opinions. Electronic devices may be used for class purposes only.

Attendance

Attendance is required. Unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies, found in the online catalog at Attendance Policies. See <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Recording, Presence, Chat

It is very important that our virtual classroom feel like a safe and stimulating place. Our class sessions will and should never be recorded, visually or acoustically, by me or by any student. Please *know there will be ways to make up what happened in a missed class session. Peers will be helpful. Yet begin by contacting the instructor by email for a zoom appointment or phone call.* (Students therefore will participate without any cameras and recording devices engaged, since none of us will be agreeing to be video-, image-, or sound-recorded. No voices or images will be recorded by the instructor, and no student should record the voices or images of others. As in all courses, unauthorized recording and sharing of recorded materials is prohibited.)

Sound is an important aspect to learning in this class, as is *participating in a collective dialogue* and thus seeing others' faces. The class will be a workshop, a seminar, and layers of conversation, most of the time. (If you have missed a lecture, consult the instructor for a textual or oral versions, often with Powerpoint.)

Please use the *un-ute* button for speaking (and *mute* to protect our collective soundscape otherwise). *Please* share your presence with all, by revealing your face (rather than just your name). If you have a reason to do otherwise, consult the instructor.

Please communicate by raising a hand, speaking up (when called upon or spontaneously), and through *the chat feature*; use it to type questions and comments live. Chat is a very valuable, parallel conversation of sorts. Please know that any of us can save its entire contents; so it is important that each of us does not put anything in the *collective chat* that you do not want saved. At the close of each class, I will save and archive collective chat comments for pedagogical analysis of comprehension, questions, and areas piquing interest. Chat is a form of participation, like many other forms. No one will receive points for their chat entries. But our chat archive may be revealing of our learning, research, and diverse intellectual and disciplinary perspectives. *If at any point, any form of learning and co-investigation feels unsafe, I – and we – will stop and reconsider what kinds of modification or repair are needed.* These are Covid times and Zoom times, and we are studying the history of racism and disease in Africa in the world's heightened anti-racist times. Yet three more reasons to insist on mutual patience, respect, care, and safety in these challenging historical times.

Academic Honesty

UF students are bound by The Honor Pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”* On all work submitted for credit at UF, this pledge is: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies behaviors in violation of this code and possible sanctions. You are obligated to report any condition facilitating academic misconduct to appropriate UF personnel. If you have questions or concerns, please consult with the instructor.

Students with Disabilities

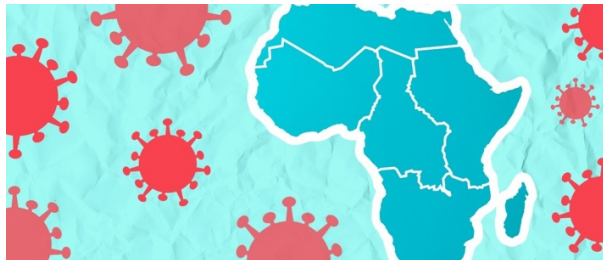
Students with disabilities who seek accommodations should register with the Disability Resource Center: <https://disability.ufl.edu/students/get-started/> or (352-392-8565) and provide appropriate documentation. Once registered, students will receive an accommodation letter to present to the instructor in requesting accommodation. Follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide professional, respectful feedback on the quality of instruction in this course through completing course evaluations online via GatorEvals. Guidance on professional and respectful feedback is available from the Gatorevals website: <https://gatorevals.aa.ufl.edu/students/>. Students are notified when the evaluation period opens, and can complete evaluations through (1) the email received from GatorEvals, (2) in their Canvas course menu (under GatorEvals), or (3) via the evaluation system:

https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_so-2Deng.htm&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=k90zsvqBzr1BrLXYzSJ9WljTGV6GJIEBvh8LjARP8bY&s=YKNAqG9bL3euFnYzZGGBWYybkh3EmcfxPCu5jY9w4rA&e=

Summaries of evaluation results are available at the public results website <https://gatorevals.aa.ufl.edu/public-results/>



THE END

A COVID-19 2020 PRODUCTION

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