



## Science, Technology, and Medicine in Latin America

LAH 4930

Spring 2022

Monday, 1:55-4:55pm (Periods 7-9) / FLI 0115

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Office hours: Tues. 11am – 1pm (Zoom), Weds. 1pm – 2:30pm (In person), and by appointment

This research seminar discusses the diffusion, acculturation, and adaptation of scientific ideas, practices and technology by exploring concepts within Latin America. Interrogating the old assumption that scientific knowledge comes from Europe and the U.S., and then spreads throughout the rest of the world, we will highlight the production and exchange of scientific knowledge from and within Latin America. We will come to understand how and why the core ideas of science have changed over time and explore the intersections of race, class, sexuality, and location in the meanings of scientific knowledge.

Along the way, we will introduce the historiography of Science, Technology, and Medicine in Latin America and you will produce a substantial research paper based on primary source evidence. This paper will be related to a topic within the scope of science, technology, computing, public health, and medicine in Latin America (or the Latinx United States). This research project will provide experience in analyzing documents and in developing historical interpretation and argument.

The goals of the course are:

- To study the causes, historical contexts, and effects of scientific production in and about Latin America.
- To write a major research paper using historical methods and theories of history.
- To gain and share insight into the uses of history in contemporary politics.

The course is designed to satisfy the senior seminar requirement for history majors. In addition to learning about the subject matter of the course, students will gain experience in the philosophy, methodology, and practice of history. By studying primary and secondary documents and by

writing a short paper as well as a longer research paper, students will become equipped to undertake advanced work in history or in other research-related fields.

### **Required Books**

- Jennifer Lambe, *Madhouse: Psychiatry and Politics in Cuban History*
- Fabiola López-Durán, *Eugenics in the Garden: Transatlantic Architecture and the Crafting of Modernity*
- Raúl Necochea, *History of Family Planning in Peru*
- Christina Bueno, *The Pursuit of Ruins*
- Jonathan Weber, *Death is All Around Us: Corpses, Chaos, and Public Health in Porfirian Mexico City*
- Eden Medina, *Cybernetic Revolutionaries: Technology and Politics in Allende's Chile*
- Tore C. Olsson, *Agrarian Crossings: Reformers and the Remaking of the US and Mexican Countryside*
- Paul Gootenberg, *Andean Cocaine: The Making of a Global Drug*

### **Format**

This course is designed to be more demanding than the average lecture-based history course. As a seminar, the course requires consistent preparation and active participation by students before and during class every week. Because class meetings are relatively few in number, attendance is required. You must arrive to class on time. Late arrivals are disruptive and conspicuous.

Like any and all classes at university, the assumption is that you are here to learn from the material, the professor, and your classmates; disagreement and lively debate are to be expected—please be mindful of the effect of your actions and words on others.

A significant portion of the semester will be devoted to individual research. There is no midterm and no final exam. I will assess your engagement with the reading by the quality of your contribution to class discussion.

### **Course Requirements**

<u>Attendance and Participation (including Discussion Board &amp; Presentation)</u>	<u>20% (total)</u>
Attendance and Participation	10% (100 pts)
Discussion Board	5% (50 pts)
Presentation	5% (50 pts)
<u>5-pg. Paper on Eugenics</u>	<u>15% (150 pts)</u>
<u>Research Project</u>	<u>65% (total)</u>
3-pg. Prospectus	10% (100 pts)
Rough Draft	20% (200 pts)
Final Paper	25% (250 pts)
Podcast or Website	10% (100 pts)

### **Discussion Board**

We will have a robust Discussion Board on Canvas that runs parallel to our class conversations. Every week when we are reading a book, you are responsible for posting by Sunday, 6pm. A good post will include a comment on the reading connected to a quote or passage (with page

number) and a question for your classmates, or a detailed response to a question from one of your classmates.

### **Presentation**

Every student will lead a class discussion (sometimes in groups of two) of an assigned book. Your presentation should include some background on the author, a summary of the book's argument, a summary of the book's chapters, a discussion of the book's sources, and connection to other books that we have read or prior discussions.

## *Course Policies*

### **Accessibility and accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565 or [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

We will work together to make this classroom and syllabus accessible. Please let me know how I can support you by increasing accessibility and I, too, will proactively seek opportunities to make assignments, discussion, the classroom itself, and technologies accessible.

### **Cell phones, etc.**

Cell phone use during class is distracting. Please also refrain from computer use that is not directly related to the course, which distracts you and your classmates. Of course, I understand that emergencies do arise.

### **Honor Code & Pledge**

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

#### The Honor Pledge

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

*On all work submitted for credit by students at the university, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

### **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **UF Policies & COVID-19 Precautions in our Classroom**

In accordance with UF policies, I expect that you will wear a mask while you are in class. This class will not have a Hy-Flex option unless I decide it is expedient to change the policy. At this time, I will not audio record my lectures, but I will make slides available for review. Absences related to COVID-19 infection will be treated like other illnesses in accordance with UF's attendance policy.

Office hours will be available to you in in-person and Zoom modalities (see pg. 1 of this syllabus). You are free to choose which you would prefer. Masks are expected during office hours.

Please review UF policies regarding quarantine and isolation here:

<https://coronavirus.ufhealth.org/screen-test-protect-2/information-for/students/student-isolation-and-self-quarantine/>.

### **Resources**

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

[Note: I may update the syllabus if necessary through the course of the semester. If changes are made, the updated syllabus will be announced in class and on the course Canvas site.]

## Course Schedule

Week 1 – January 10 – Introduction

Week 2 – January 17 – Hospitals & Public Health – No Class – MLK Day

Read: Jennifer Lambe, *Madhouse: Psychiatry and Politics in Cuban History*

Week 3 – January 24 – Eugenics & Urban Planning

Read: Fabiola López-Durán, *Eugenics in the Garden: Transatlantic Architecture and the Crafting of Modernity*

Week 4 – January 31 — Sexuality & Family Planning – 5 pg. Primary Source Analysis Due

Read: Raúl Necochea, *History of Family Planning in Peru*

Week 5 – February 7 – Archaeology & Museums

Read: Christina Bueno, *The Pursuit of Ruins*

Week 6 – February 14 – Death

Read: Jonathan Weber, *Death is All Around Us: Corpses, Chaos, and Public Health in Porfirian Mexico City*

Week 7 – February 21 – No Class, Individual Meetings with Professor

Week 8 – February 28 – Prospectus Peer Editing Workshop – 3-pg. Prospectus Due

Read: Eden Medina, *Cybernetic Revolutionaries: Technology and Politics in Allende's Chile*

No Class March 7 – Spring Break

Week 9 – March 14 – Agriculture – Prospectuses Returned

Read: Tore C. Olsson, *Agrarian Crossings: Reformers and the Remaking of the US and Mexican Countryside*

Week 10 – March 21 – No Class, Work on Papers

Week 11 – March 28 – No Class, Work on Papers

Week 12 – April 4 – No Class, Individual Meetings with Professor

Week 13 – April 11 – In-class Film – Rough Drafts Due

Week 14 – April 18 – Drugs – Guest Speaker Panel – Rough Drafts Returned

Read: Paul Gootenberg, *Andean Cocaine: The Making of a Global Drug*

Week 15 – Final Exam Period – Student Presentations

Final Papers and Podcast or Website due by 2:30pm, April 28, 2022

## Primary Sources for 5 pg. Primary Source Analysis Paper

This paper will address one major primary source or a few shorter primary sources on eugenics in Latin America. There are numerous sources in English, Spanish, and Portuguese that are available online for you to use. To simplify the process and focus your attention on analysis (rather than research), I have gathered some good sources for you here. You may also write on a primary source that you discover (with my approval).

For this assignment, you should choose one (1) primary source or a few short primary sources and analyze it/them using the 5Ps (Person, Place, Plan, Public, and Purpose), ultimately illustrating how and what it can tell us about eugenics in Latin America.

### English

*International Eugenics Archive* (online archive of various document types)  
Harry H. Laughlin Papers, Truman State University (online archive of various doc types)  
Renato Kehl, "In Brazil," *The Eugenics Review* 23, no. 3 (1931): 234-236.  
*Onview: Digital Collections and Exhibits of the Center for the History of Medicine at Countway Library, Harvard* (online archive)  
Proceedings of the Pan American Congresses on Eugenics and Homiculture

### Spanish

*Eugenesia* (Mexico) (journal)  
*Anales de Biotipología, Eugenesia y Medicina Social* (Argentina) (journal)  
José Vasconcelos, *La raza cósmica* (Mexico) (essay, also available in English transl.)  
Writings of Domingo Ramos (Cuba)

### Portuguese

*Eugenia* (Brazil) (journal)  
Writings by Renato Kehl, Euclides da Cunha, or Sílvio Romero (Brazil)