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# RACE AND MEDICINE IN LATIN AMERICA

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## INSTRUCTOR

Heather Gonyeau

## EMAIL

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## OFFICE HOURS

Keene Flint Hall, Wed. 2-5pm

## GENERAL INFORMATION

### DESCRIPTION: LAH 3931

This course is a survey of the cultural, political, and economic realities surrounding health and healing in Latin America. Health is not just about treating and preventing illness, it is about the wellbeing of the entire body and mind. Through a diverse variety of topics ranging from voodoo to vaccinations, we will learn how generations of Latin Americans have studied, understood, and managed their health. We will explore how pre-colonial medical practices syncretized with European traditions to form a unique, cross-cultural health landscape. We will follow the ongoing tension between popular and professional medicine as governments increasingly sought to regulate health practitioners and policies. We will learn how new political and scientific theories of the 19<sup>th</sup> and 20<sup>th</sup> centuries sought to eliminate societal ills like disease, poverty, and crime, often by increased supervision and forced treatment of marginalized populations. We will also explore how the United States and Europe established humanitarian and tropical disease research programs in Latin America and their on-going influence on the governments and people of the regions. We will use films, case studies and interviews to understand the origins and evolution of public health policies in the Americas, ending with what more recent pandemics can teach us about managing health in a global age.

### EXPECTATIONS AND GOALS

In addition to teaching key moments in Latin American history, students will learn the skills and methodologies used in the study of history. History is not just about memorizing names and dates, Historians are investigators, interpreters, translators, and much more!

By the end of this course students should be able to:

- ❖ Trace how social, economic and political issues influence health trends.
- ❖ Identify important players, events, and themes in the history of medicine.

- ❖ Understand African, Indigenous, and European contributions to modern medicine.
- ❖ Analyze and interpret primary source documents and place them in their historical context.
- ❖ Present and defend historical arguments through writing
- ❖ Discuss current historiographical debates in the field

**Civil Discussion:** This class is meant to elucidate ideas about race, class, and identity through guided readings and civil discussion. We will be covering sensitive topics and students are encouraged to keep an open mind and a respectful attitude towards classmates. Concerns may be directed to the professor.

**Electronics Policy:** Laptops and tablets are allowed for taking notes and accessing readings. This policy may change if electronics are causing a distraction. Those needing to use their cell phones may step outside the classroom.

**Communication:** Any problems with the course, readings, or assignments should be addressed to the professor as soon as possible. For the most immediate response, it is recommended to speak to me directly after class. I am also available during regularly scheduled office hours or by appointment. Emails to the professor should contain the phrase AMH2020 in the subject line.

## ASSIGNMENTS AND COURSE REQUIREMENTS

### GRADING BREAKDOWN

Attendance and Participation		15%
Map Quiz		5%
Written Exam		20%
Discussion Leadership		10%
Case Study		50%

### UF GRADING SCALE

Grade Range:	100-94	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-64	0-64
Letter Grade:	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade Points:	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0

## ASSIGNMENT DETAILS

**Case Study:** The main assignment of the class is a case study on a fictional public health crisis in Latin America. Students will work in groups to identify the issue, analyze health data, and propose solutions. The solutions should be supported by historical evidence from class lectures, readings, and activities. The projects will be presented in the style of a poster symposium on the last day of class. The assignment is worth 100 points total broken down as such:

- Case Write-up (50 points)
- Final Presentation (20 points)
- Poster Aesthetics (10 points)
- Personal Reflection (20 points)

Students will be given ample class time to work on their case studies and prepare their presentations. Detailed assignment sheets with expectations will be distributed during class.

**Written Exam:** On Friday 6/16 there will be an in-class exam consisting of multiple choice and short answer questions. This test is open note, but no laptops are allowed. Students must bring in printed or hand-written notes.

**Discussion Leadership:** In the first week of class, students will choose from a list of assigned readings. On the day the reading is due, the student will be responsible for leading discussion of that source including offering a summary of the reading and preparing questions for the class. It is the leaders' job to fill silences and make sure the discussion stays on topic.

**Attendance & Participation:** Since this is an accelerated course, it is important that students attend every class on time and are ready to participate. This includes actively listening and responding during discussion sections. Repeated absences will negatively impact your grade.

**Extra Credit:** Occasionally there will be extra credit opportunities based on reading a source or attending an event. To earn full credit, students must submit a write-up of 1-2 pages in length. These papers should offer a summary of the text, a personal reflection, and an explanation of how the source relates to the course. Extra credit assignments can be turned in at any time until the last day of class.

**Late Work:** Late Assignments will be penalized half a letter grade for each day past the due date. Students experiencing hardships meeting assignment deadlines should contact the professor.

# COURSE SCHEDULE

Week	Topic	Readings	Additional Notes
<b>1</b>	Pre-Columbian Disease and Healing	<p>Wed. 5/17</p> <ul style="list-style-type: none"> <li>- Harvey, H. R. "Public Health in Aztec Society." <i>Bulletin of the New York Academy of Medicine</i> 57, no. 2 (March 1981): 157–65.</li> </ul> <p>Fri. 5/19</p> <ul style="list-style-type: none"> <li>- Groark, Kevin P. "Vital Warmth and Well-Being: Steambathing as Household Therapy among the Tzeltal and Tzotzil Maya of Highland Chiapas, Mexico." <i>Social Science &amp; Medicine</i>, 61, no. 4 (August 1, 2005): 785–95.</li> <li>- Monastersky, Richard. "Sweatbaths in Maya Cities Provide a Window Into Lives Long Ago." <i>The Chronicle of Higher Education</i> 48, no. 36 (May 17, 2002): A22–23.</li> <li>- Excerpts from Mann, Charles C. <i>1491: New Revelations of the Americas before Columbus</i>. 1st ed. New York: Knopf, 2005.</li> </ul>	<p>Choose Discussion Leader Reading by 5/17</p> <p>Choose Case Study Groups by 5/19</p>
<b>2</b>	Managing Colonial Health	<p>Wed. 5/24</p> <ul style="list-style-type: none"> <li>- Rebecca Earle, "If you eat their food...: Diets and Bodies in Early Colonial Spanish America," <i>American Historical Review</i> (June 2010): 688-713</li> </ul> <p>Fri. 5/26</p> <ul style="list-style-type: none"> <li>- Bristol, Joan Cameron. "'To Have Health There Was Nothing That He Wouldn't Take': Magic and the Mediation of Authority." In <i>Christians, Blasphemers, and Witches: Afro-Mexican Ritual Practice in the Seventeenth Century</i>. Diálogos. Albuquerque: University of New Mexico Press, 2007.</li> <li>- Martha Few, "'That Monster of Nature': Gender, Sexuality, and the Medicalization of a 'Hermaphrodite' in Late Colonial Guatemala," <i>Ethnohistory</i> 54:1 (Winter 2007):159-176.</li> <li>- Kole de Peralta, Kathleen, "<a href="#">Dying to Heal</a>: Women and Syphilis in Colonial Lima, Peru," <i>Nursing Clio</i></li> </ul>	Map Quiz 5/22
<b>3</b>	Enlightened Medicine and Nation-	<p>Wed. 5/31</p> <ul style="list-style-type: none"> <li>- Denis, Adrián López. "Melancholia, Slavery, and Racial Pathology in Eighteenth-Century Cuba."</li> </ul>	-

	Building	<p><i>Science in Context</i> 18, no. 2 (June 2005): 179–99.</p> <p>Fri. 6/2</p> <ul style="list-style-type: none"> <li>- Sowell, David. "Contending Medical Ideologies and State Formation: The Nineteenth-Century Origins of Medical Pluralism in Contemporary Colombia." <i>Bulletin of the History of Medicine</i> 77, no. 4 (2003): 900–926.</li> <li>- Chalhoub, Sidney. "The Politics of Disease Control: Yellow Fever and Race in Nineteenth Century Rio de Janeiro." <i>Journal of Latin American Studies</i> 25, no. 3 (1993): 441–63.</li> </ul>	
4	"Progress" and Public Health in a new century	<p>Wed, 6/7</p> <ul style="list-style-type: none"> <li>- Amador, Jose. "The Pursuit of Health Colonialism and Hookworm Eradication in Puerto Rico." In <i>Medicine and Nation Building in the Americas, 1890-1940</i>. Vanderbilt University Press, 2015.</li> <li>- Chávez-García, Miroslava. "Youth of Color and California's Carceral State: The Fred C. Nelles Youth Correctional Facility." <i>The Journal of American History</i> (Bloomington, Ind.) 102, no. 1 (2015): 47–60.</li> </ul> <p>Friday 6/9</p> <ul style="list-style-type: none"> <li>- Roth, Cassia. "Policing Pregnancy: Reproduction, Poverty, and the Law in Early Twentieth-Century Rio de Janeiro." <i>Journal of Women's History</i> 29, no. 4 (Winter 2017): 85–108.</li> <li>- Bliss, Katherine. "The Science of Redemption: Syphilis, Sexual Promiscuity, and Reformism in Revolutionary Mexico City." <i>The Hispanic American Historical Review</i> 79, no. 1 (1999): 1–40.</li> </ul>	
5	Bombs, Birth Control & Biomedicine: Health and the Cold War	<p>Mon. 6/12</p> <ul style="list-style-type: none"> <li>- Soto Laveaga, Gabriela. "Uncommon Trajectories: Steroid Hormones, Mexican Peasants, and the Search for a Wild Yam." <i>Studies in History and Philosophy of Biological and Biomedical Sciences</i> 36, no. 4 (2005): 743–60.</li> </ul>	Exam Fri. 6/16

		<p>Wed. 6/14</p> <ul style="list-style-type: none"> <li>- Lambe, Jennifer. "Drug Wars: Revolution, Embargo, and the Politics of Scarcity in Cuba, 1959–1964." <i>Journal of Latin American Studies</i> 49, no. 3 (2017): 489–516.</li> <li>- Scheper-Hughes, Nancy. "The Ghosts of Montes de Oca: Buried Subtext of Argentina's Dirty War." <i>The Americas</i> 72, no. 2 (April 2015): 187–220. <a href="https://doi.org/10.1017/tam.2015.1">https://doi.org/10.1017/tam.2015.1</a>.</li> <li>- Blei, Daniela, Alison Rutsch, and Reynaldo Bignone. 2015. "My Father's Secret Life in the Hospital of Death." <a href="#">Narratively</a>.</li> </ul>	
6	Tropical Medicine in a Global World	<p>Mon. 5/19</p> <ul style="list-style-type: none"> <li>- Saeed, Abdullah. "Why a Community of Punks Chose to Infect Themselves with HIV in Castro's Cuba." <a href="#">Vice</a>, February 1, 2017.</li> <li>- Cuento, Marcos. "Stigma and Blame during an Epidemic: Cholera in Peru, 1991." In <i>Disease in the History of Modern Latin America: From Malaria to AIDS</i>, 2003.</li> <li>- Kastrinos, Amanda, Rachel Damiani, and Debbie Treise. "Print to Podium: Exploring Media Coverage of 2016 Olympic Athletes' Perceptions About the Zika Virus." <i>International Journal of Sport Communication</i> 11, no. 4 (Dec 2018): 447–61.</li> <li>- Mineo, Liz. "How the Pandemic Has Affected Latin America." <a href="#">Harvard Gazette</a>, July 27, 2021.</li> </ul>	Case Study Showcase Fri. 6/23

## ASSIGNMENT SCHEDULE

### Date

### Subject

5/22	Map Quiz
6/16	Research Paper Outline
6/23	Case Write-up Due

# UF POLICIES

## **Students with Disabilities**

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodations must first register with the Dean of Students Office (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## **Academic Honesty**

The University, as well as your instructor, values and expects academic integrity. Ethical violations include cheating, plagiarism, fabrication, and academic misconduct (including turning in the work of others as your own and reusing old assignments). These will not be tolerated and will result in an automatic failing grade in the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy To avoid plagiarism, you must not copy the words, phrases, arguments, ideas, or conclusions of another person or source (including Internet sources) without properly crediting the person or source with both quotation marks and a footnote. Make sure that you properly cite direct quotations, paraphrased information, and facts that are not widely known. I will provide you with guidelines for proper citations and formatting prior to your submission of all written work, but you may contact me at any time for clarification. For more information on UF's honest policy, see <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>. For more information on how UF's Judicial Affairs processes cases of plagiarism, see <http://www.dso.ufl.edu/judicial/academic.php>.

## **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.