Course Description
This course will explore disease in sub-Saharan Africa from 1850-present through a series of case studies from across the continent. We will challenge some of the current stereotypes of Africa by learning more about the history and present state of sleeping sickness, mental illness, and HIV/AIDS. For each disease case study, we will study the science, the role of the environment, and African perceptions and understandings of these diseases, in addition to African disease control and treatment strategies from the pre-colonial period to the present. There will also be a section on medical research in Africa, where we will examine the types of research being done, the ethical questions raised, and the local understandings. Course readings will be interdisciplinary and include writings by medical doctors, anthropologists, historians, and scientists, as well as primary source documents from the nineteenth and twentieth century.

In addition to learning about the science of each disease, there will be larger thematic discussions running throughout the course. These include developing a better understanding of the medical pluralism that exists in Africa, with traditional healers, diviners and biomedical doctors often co-existing. The course will also ask students to reflect on what constitutes “health” and “disease,” and how definitions may change depending on time and place. Although the course focuses primarily on three diseases (mental illness, sleeping sickness, HIV/AIDS), students will also be introduced to diseases such as lymphatic filariasis, schistosomiasis, and malaria. Finally, through the use of interdisciplinary sources, students will discuss the methods and sources used to write medical history in general, and medical history in Africa, specifically.

Course Goals
- To understand biological and medical aspects of sleeping sickness, schizophrenia and HIV/AIDS
- To understand the basic epidemiology of vector-borne diseases (sleeping sickness), viral diseases (HIV/AIDS) and psycho-social (mental illness)
- Recognize the importance of local specificity in terms of culture and history on understandings and explanations of disease
- To acknowledge the plurality of healing systems and systems for explaining disease causation
- To appreciate the range of disease control and treatment techniques that existed in Africa prior to European contact

Required Texts (to be purchased)
Available on Blackboard, to be printed and brought to the relevant class

OR for photocopy at The Copy Shop (539 E. 13th)

- Zanzibar Tsetse Eradication
- Excerpts from the personal papers of Stanley George Browne

Available on Blackboard, to be reviewed, but not required to be printed

- General Vocabulary
- WHO Fact sheet on African Trypanosomiasis
- WHO Facts about Health in the African Region

Assignments and Grades

Students will be assessed based on four criteria: class participation, a midterm, an essay, and a final exam. Class participation will be a combination of attendance and preparedness and will be based on a student being present and on time, with readings completed, notes taken, and ready to discuss materials. Merely being present assures you an attendance grade of “C-.” The exams will include a map portion, and short answers based on readings and class lectures. There will be a student-generated study guide for each examination, and students will be allowed to use one page of notes. The essay will be 6-7 pages long, and is due in hard copy at the beginning of class; I do not accept emailed papers. Students receiving a grade of “C” or lower may elect to re-write and re-submit.

Late work will lose 10% for each day it is late. Readings are to be completed before the class assigned.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
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<tr>
<td>Essay</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
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**Extra Credit**
There will be three extra credit opportunities during the quarter. Students may choose to attend an African Studies Lecture Series events, which happen on Monday, October 17; Thursday, October 27; and Thursday, November 10. Each talk will take place in the Mills International Center (EMU) and go from 1-2.30 pm. Attendance at an event will excuse one absence.

**Graduate Student Requirements**
Graduate students will have additional reading and writing responsibilities and extra class meetings. Students will select a book to write a journal-quality book review of, which will be due part way through the quarter. Graduate students will also be responsible for writing a longer final paper integrating primary source documents. A meeting at the beginning of the quarter will determine the precise assignment and due dates.

**Attendance**
To each class, you should bring whatever texts we are reading in addition to your notes on that text. You are allowed two absences without penalty. Each additional absence will result in a deduction of a third of letter grade from your final grade. More than five absences will result in a failing grade.

**Technology**
I do not permit the use of laptop computers or other electronic devices (i.e., recording equipment) in the classroom without specific permission from me. Please silence your cell phone or turn it off before you come in. If you need to be reachable during class, or you are physically unable to write and must take notes by laptop, come and see me.

**Plagiarism**
Although you will spend time reading and commenting upon each other’s work in class, your written words should be your own. If you are uncertain about how to avoid plagiarism, please read the information available on the library website: [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/). We will discuss plagiarism in class, but a general rule is: when in doubt, cite it. I will be report all cases of plagiarism to the Dean’s Office.

**Writing Assistance**
This is an upper-division history course, with a significant writing component. I will spend time in class discussing the specific expectations of the two essays. I expect all essays to be thesis-driven, well edited and grammatically correct. If you have writing questions, you can always make an appointment to discuss a draft with me. There is one-on-one assistance available at the Writing Lab (68 Prince Lucien Campbell) and you can schedule a tutorial session by calling 541-346-3226.

**Disability**
If you require accommodations for a disability, please let me know as soon as possible. Disability Services is available to assist you, and you can find more information at: [http://ds.uoregon.edu/](http://ds.uoregon.edu/). They can be contacted at [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu) or 541-346-1155.
Part One: Background Material
Basics about different environments in Africa, how the environment is related to disease. Some background on major developments in biomedicine since the turn of the century, and introduction to what is unique about “colonial” and “tropical” medicine. Also will address larger questions that the course will explore throughout the quarter, such as: what is health and disease—and are they dependent on time and place? How is witchcraft related to health and disease?

Rx for Survival: A Global Health Challenge—VIDEO

[1] Tuesday, September 27

[2] Thursday, September 29
- McCann, Green Land, Brown Land, Black Land, (1-51)
- Burton, First Footsteps, (180-182; 232-233)

[3] Tuesday, October 4
- Evans-Pritchard, Witchcraft, Oracles and Magic, (8-12; 63-83; 479-510)

[4] Thursday, October 6
- Porter, Greatest Benefit to Mankind, (14-43; 462-492)

Part Two: Sleeping Sickness
A study of trypanosomiasis (sleeping sickness) biology, disease dynamics, and the multiple actors involved in spreading the disease. Is sleeping sickness an “environmental” disease? Exploration of African systems of control pre-colonially, and discussion about whether Africa was an “Ecological Eden” prior to European colonization.

Guardian of Africa: The Tse-Tse Fly—VIDEO

[5] Tuesday, October 11
- Lyons, The Colonial Disease ch 4 (37-63)
- Stanley George Browne excerpts

[6] Thursday, October 13
- Lyons, The Colonial Disease ch 6-7 (76-136)
- Livingstone, Narrative of an Expedition (251; 358; 447; 510; 602)

***Monday, October 17: African Studies Lecture: Dr. Juli McGruder. 1-3 pm @ Mills Center
“Interrogating the WHO’s finding of a more benign schizophrenia in poor countries: Lessons from Zanzibar”

[7] Tuesday, October 18
- Lyons, The Colonial Disease ch 9-10 (162-233)
- Zanzibar eradication document
- Tsetse fly Trap Info, Good News From Africa
Part Three: Medical Research in Africa
Students will be introduced to the basic issues surrounding medical research on human beings occurring in Africa: the types of diseases being researched, the players involved, and the ethical issues that arise. Explication of the stages of FDA drug trials, discussion of the international market for drugs and generics, and the historical roots of current international ethical documents such as the Nuremberg Code.

[8] Thursday, October 20
- Geissler, “‘Kachinja Are Coming!’” (173-202).
- Rothman and Rothman, “The Shame of Medical Research” (53-88)

[9] Tuesday, October 25
- White, “‘They Could Make Their Victims Dull!’” (1379-402).

[10] Thursday, October 27
MIDTERM

***African Studies Lecture: Dr. Lioba Moshi. 1-3 pm @ Mills Center
“The Manifestation of Cultural and Gender Roles in Some African Languages”

[11] Tuesday, November 1
- Fairhead, Leach, and Small, “Where Techno-Science Meets Poverty” (1109-1120)
- Nuremberg Code; CIOMS; Medical Research documents

Part Four: Mental Illness
Discussion of African explanations of madness during the pre-colonial, colonial and modern eras. How is madness similar or different from spirit possession and witchcraft? What are the effects of colonization and urbanization? Review the current state of mental illness treatment in Africa in addition to the spread of biomedical explanations. Empirically, how could cure rates for disorders such as schizophrenia be better in the developing world? Is “madness” universal or also dependent on time and place?

My Lobotomy—AUDIO
Healers of Aro—VIDEO

[12] Thursday, November 3
- Sadowsky, Imperial Bedlam, ch 1-2 (1-25)

[13] Tuesday, November 8
- Sadowsky, Imperial Bedlam, ch 3-4 (26-76)
- Watters, Crazy Like Us, 127-186

[14] Thursday, November 10
- Sadowsky, Imperial Bedlam, ch 5 (77-96)

***African Studies Lecture: Dr. Joyce Millen. 1-3 pm @ Mills Center
“Philoblidarity: New Paradigms for a More Authentic African Independence”
Part Five: HIV/AIDS
What is the current state of the HIV/AIDS pandemic and its particular effect on sub-Saharan Africa? A look at continent-wide trends and the initial spread of the virus, in addition to a closer look at human rights questions related to access to antiretroviral drugs and the ethics of rationing scarce resources. From a methodological perspective: how do different disciplines—such as anthropology and history—study HIV/AIDS differently, and do different approaches result in contradictory or complimentary findings?

Disabled Women with HIV/AIDS in Zimbabwe—VIDEO
Their Brothers’ Keepers—VIDEO

[15] Tuesday, November 15
- Sadowsky, Imperial Bedlam, ch 6-7 (97-118)
- Bures, “A Mind Dismembered: In Search of the Magical Penis Thieves” (60-66)

[16] Thursday, November 17
- Iliffe, African AIDS Epidemic, ch 1-7 (1-64)

[17] Tuesday, November 22
ESSAY DUE

[18] Thursday, November 24
HOLIDAY

[19] Tuesday, November 29
- Iliffe, African AIDS Epidemic, ch 8-9 (65-97)
- Rothman and Rothman, “The Right to Healthcare: Lessons from South Africa” (139-155)

[20] Thursday, December 1
- Iliffe, African AIDS Epidemic, ch 10-14 (98-159)

***FINAL EXAM—1 pm, Wednesday, December 7***