



**History 4991 Fall 2019-2020**

**Health and Disease in the Early Modern Atlantic World**

Tuesday: History Department Seminar Room, Hart Hall Rm 208

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**Office Hours:** Tuesday 9:30-11:30 or by appointment

**Virtual Office Hours:** Wednesday 2-4 on Moodle

**Course Description**

Welcome to History 4991! This course considers themes in health and disease in the Early Modern Atlantic World from a comparative British, French, and Spanish perspective. Topics covered include: understandings of health and disease, medical treatments, epidemic and endemic diseases (yellow fever, malaria, typhus, smallpox, syphilis) and their effects on the development of early modern imperialism, warfare, slavery, and colonisation.

**Land Acknowledgement**

Before we begin the proceedings, I would like to acknowledge, honour, and pay respect to the traditional owners and custodians (from all four directions), of the land on which we gather. It is upon the unceded ancestral lands of the Mi'kmaw people, that Mount Allison University is built. While this area is known as Sackville, NB the territory is part of the greater territory of Mi'kma'ki.

As we share our own knowledge, teaching, learning, and research practices within this University, may we also pay respect to the knowledge embedded forever within the Indigenous custodianship of this country. Welilioq

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## Textbooks, Grading, and Objectives

### Required Textbook

There is no required textbook for this class. All course readings can be found either through Novanet or on Reserve at the R. P. Bell Library.

### Optional History Writing Guides:

- Storey, William Kelleher and Towser Jones, *Writing History: A Guide for Canadian Students, Canadian Edition*. Oxford: Oxford University Press 2016.
- Rampolla, M. *A Pocket Guide to Writing in History*, 9th ed. Boston and New York: Bedford/St Martin's, 2017.

Older editions of these history writing guides are also helpful and readily available second-hand.

Supplementary Resources will be posted to the Moodle page for this class.

### Grading

Assignment	Due Dates	Grade Percentage
Book Review	<b>October 15</b>	15%
Major Research Paper (14-16 pages double spaced)	<b>November 26</b>	40%
Paper Proposal Proposal	<b>October 22</b>	5%
Research Paper Proposal (Peer Review Exercise)	<b>October 29</b>	5%
Seminar Discussions	<b>Weekly</b>	35%

### Learning Outcomes and Course Objectives

At the end of this course, students should be able to:

- Develop and demonstrate a knowledge of the medical and social history of the Early Modern Atlantic World.
- Demonstrate a knowledge of historical processes that shaped the history of the territory that is now Canada, the United States, Mexico, and the Greater Caribbean.
- Analyze and effectively use primary and secondary historical sources in class, research, and writing
- Improve and sharpen verbal and written communication, reading, note-taking, and study skills

- Identify, locate, evaluate, analyse, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or museum collections, in the University Library, and where applicable archival databases
- Employ evidence to develop their historical arguments
- Compare, contrast, and analyse historical arguments, by examining journal articles, and monographs; the ways in which historians link evidence to argumentation; and the different approaches and methods that historians have taken toward topics under study
- Apply their knowledge of what constitutes well-grounded historical analysis in a variety of fora comprising class discussions and regular writing assignments, including one major essay of 14-16 pages
- Demonstrate mastery of the mechanics of a good history paper, including effective thesis questions and statements as well as proper grammar, style, citation practices, and formatting
- Learn different approaches to studying history

## Course Schedule

### September 3: Course Introduction and Doing Early Modern History

### September 9: Early Modern Medicine and the Atlantic World: An Overview

#### Readings:

- Andrew Wear, "Setting the Scene," in *Knowledge and Practice in English Medicine, 1550-1680*, 11-45 (Cambridge: Cambridge University Press, 2000).
- David Armitage and Michael J. Braddick, "Introduction," and "Chapter I: Three Concepts of Atlantic History," in *The British Atlantic World 1500-1800*, 2<sup>nd</sup> Edition, (New York: Palgrave Macmillan, 2009). **On Reserve at R. P. Bell Library**
- Trevor Burnard, and Allan Potofsky, "The Political Economy of the French Atlantic World and Caribbean Before 1800," *French History* 25(1) (2011): 1-8.
- Carla Rahn Phillips, "The Organization of Oceanic Empires: The Iberian World in the Habsburg Period," in *Seascapes: Maritime Histories, Littoral Cultures, and Transoceanic Exchanges*, Jerry H. Bentley, Renate Bridenthal, and Káearen Wigen. (Honolulu:

University of Hawai'i Press, 2007), Chapter 4. **E-book available through Novanet**

### **September 16: The Columbian Exchange**

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Readings:

- Alfred Crosby, "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America," *The William and Mary Quarterly* 33(2) (1976): 289-299.
- David S. Jones, "Virgin Soils Revisited," *The William and Mary Quarterly* 60(4) : 703-742.
- Mary Dobson, "Mortality Gradients and Disease Exchanges: Comparisons from Old England and Colonial America," *Social History of Medicine* 2(3) (1989): 259-297.
- Elinor Melville, "Environmental and Social Change in the Valle del Mezquital, Mexico, 1521-1600," *Comparative Studies in Society and History* 32(1) (1990): 24-53.

### **September 23: Domestic Medicine and the Medical Marketplace**

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Readings:

- Elaine Leong, "Making Medicines in the Early Modern Household," *Bulletin of the History of Medicine* 82(1) (2008): 145-168.
- Edith Snook, "'The Women Know': Children's Diseases, Recipes and Women's Knowledge in Early Modern Medical Publications," *Social History of Medicine* 30(1) (2017): 1-21.
- Susan Brandt, "'Getting into a Little Business': Margaret Hill Morris and Women's Medical Entrepreneurship during the American Revolution," *Early American Studies* 13(4) (2015): 774-807.

### **October 1: Climates and Geographies of Ill Health**

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Readings:

- Trevor Burnard, "'The Countrie Continues Sicklie': White Mortality in Jamaica, 1655-1780," *Social History of Medicine* 12(1) (1999): 45-72.
- H. Roy Merrens and George D. Terry, "Dying in Paradise: Malaria, Mortality, and the Perceptual Environment in Colonial South Carolina," *Journal of Southern History* 50(4) (1984): 533-550.
- Andrew Knaut, "Yellow Fever and the Late Colonial Public Health Response in the Port of Veracruz," *Hispanic American Historical Review* 77(4) (1997): 619-644.

- Anya Zilberstein, "An American Siberia," in *A Temperate Empire: Making Climate Change in Early America*, Chapter 4, (New York: Oxford University Press, 2016). **On Reserve at R. P. Bell Library.**

### **October 8: Race, Medicine and Slavery**

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#### Readings:

- Sean Morey Smith, "Seasoning and Abolition: Humoural Medicine in the Eighteenth-Century British Atlantic," 36(4) (2015): 684-703.
- Adrin Lpez Denis, "Melancholia, Slavery, and Racial Pathology in Eighteenth-Century Cuba," *Science in Context* 18(2) (2005): 179-199.
- Kristen Block, "Slavery and Inter-Imperial Leprosy Discourse in the Atlantic World," *Atlantic Studies* 14(2) (2017): 243-262.
- Jerome Handler, "Slave medicine and Obeah in Barbados, circa 1650 to 1834," *New West Indian Guide* 74(1-2) (2000): 57-90.
- Rana Hogarth, "The Myth of Innate Racial Differences Between White and Black People's Bodies,"

### **October 15: Changing Understandings of the Body**

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#### **Book Review Due**

#### Readings:

- Wendy Churchill, "The Medical Practice of the Sexed Body: Women, Men, and Disease in Britain, circa 1600-1740," *Social History of Medicine* 18(1) (2005): 3-22.
- Pablo Gómez, "The Circulation of Bodily Knowledge in the Seventeenth-century Black Spanish Caribbean," *Social History of Medicine* 26(3) (2013): 383-402.
- Steven Wilf, "Anatomy and Punishment in Late Eighteenth Century New York," *Journal of Social History* 22(3) (1989): 507-530.

### **October 22: Airs, Waters, and Places: Importance of Environment**

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#### **Research Paper Proposals Due**

#### Readings:

- Andrew Wear, "Place, Health, and Disease: The *Airs, Waters, Places* Tradition in Early Modern England and North America," *Journal of Medieval and Early Modern Studies* 38(23) (2008): 443-465.

- Charles Hamlin, "Surgeon Reginald Orton and the Pathology of Deadly Air: The Contest for Context in Environmental Health," in James Roger Fleming and Ann Johnson, eds., *Toxic Airs: Body, Place, and Planet in Historical Perspective* (Pittsburg: University of Pittsburgh Press, 2014). **E-book on Novanet.**
- Michael Brown, "From foetid air to filth: the cultural transformation of British epidemiological thought, ca. 1780-1848," *Bulletin of the History of Medicine* 82(3) (2008): 515-544.

### **October 29: Pharmacology and Bioprospecting**

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#### **Peer-Review of Paper Proposals Due**

##### Readings:

- Matthew James Crawford, "An Empire's Extract: Chemical Manipulations of Cinchona Bark in the Eighteenth-Century Spanish Atlantic World," *Osiris* 29(1) (2014): 215-229.
- Stefanie Gänger, "World Trade in Medicinal Plants from Spanish America 1717-1815," *Medical History* 59(1) (2015): 44-62.
- Harold Cook and Timothy Walker, "Circulation of Medicine in the Early Modern Atlantic World," *Social History of Medicine* 26(3) (2013): 337-351.

### **November 5: Military and Naval Medicine**

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##### Readings:

- Justin Rivest, "Testing Drugs and Attesting Cures: Pharmaceutical Monopolies and Military Contracts in Eighteenth-Century France," *Bulletin of the History of Medicine* 91(2) (2017): 362-390.
- Erin Spinney, "Servants to the Hospital and the State: Nurses in Plymouth and Haslar Naval Hospitals, 1775-1815," *Journal for Maritime Research* 20(1) (2018): 1-17.
- Wendy Churchill, "Efficient, efficacious and Humane Responses to Non-European Bodies in British Military Medicine, 1780-1815," *Journal of Imperial and Commonwealth History* 40(2) (2012): 137-158.
- Erica Charters, "Military Medicine and the Ethics of War: British Colonial Warfare during the Seven Years War," *Canadian Bulletin of Medical History* 27(2) (2010): 273-296.

## November 12: Reading Week No Class

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## November 26: Sexuality and Social Control

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### Research Paper Due

Readings:

- Katherine Paugh, "Yaws, Syphilis, Sexuality, and the Circulation of Knowledge in the British Caribbean and the Atlantic World," *Bulletin of the History of Medicine* 88(2) (2014): 225-252.
- Olivia Weisser, "Treating the Secret Disease: Sex, Sin, and Authority in Eighteenth-Century Venereal Cases," *Bulletin of the History of Medicine* 91(4) (2017): 685-712.
- Jennifer Morgan, "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770," *William and Mary Quarterly* 54(1) (1997): 167-192.
- Barbara Bush-Slimani, "Hard Labor: Women, Childbirth, and Resistance in British Caribbean Slave Societies," *History Workshop* 36 (1993): 82-99.

## Seminar Attendance and Reading

You are expected to attend three hours of seminar each week.

Readings for seminar are available through the University Library's website or are on reserve. I recommend searching for the article's full title in Novanet. **If you have any difficulty accessing the seminar readings please let me know as soon as possible.**

Participation will be assessed on both quantity and quality of contributions. Your participation grade will be calculated according to the following guidelines:

- Excellent (As): Contributed frequently and insightfully, demonstrated critical understanding of the reading; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments.
- Good (Bs): Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both.
- Adequate (Cs): Contributed occasionally; demonstrated partial understanding of readings; some comments unconnected to main subject or restatements of those offered by other students.

- Substandard (D or F): Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse.

If you miss a class seminar, you may submit a one-page reading response for each reading for partial marks.

### **Formative Assessment**

Occasionally, to assess lecture format, student engagement, and to provide ongoing feedback to the instructor, students will be asked to complete brief, **anonymous**, and voluntary formative assessments. These formative assessments are intended to improve student's learning experience in the course and allow the instructor to adapt course materials as necessary. Student responses may also be used in the instructor's reflective teaching portfolio.

## **Assignments and Citations**

### **Chicago Style Citations**

All assignments must be cited using Chicago Style citations with footnotes. For more information see the Chicago Manual of Style Quick Guide [[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)]. If you have any questions on citations or when to cite, please feel free to ask me or speak to our History subject librarian Elizabeth Miller.

### **Book Review**

Students are expected to write a book review of one of the following books. This assignment should be 4-5 pages double-spaced in 12-point Times New Roman Font. **Book reviews should be handed in on Moodle before midnight on October 15.** We will be discussing how to do this book review in seminar on October 1. An example of a book review will also be posted to Moodle. While a critical analysis of the book you choose is expected, please not that a critical analysis does not necessarily mean a negative analysis of the book. Please be sure to discuss both the strengths and the weaknesses of each book. Multiple students may review the same book.

Possible books to choose from:

- John R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914* (New York: Cambridge University Press, 2010)  
**Online access through Novanet**
- Erica Charters, *Disease, War, and the Imperial State: The Welfare of the British Armed Forces During the Seven Years' War* (Chicago: University of Chicago Press, 2014). **Online access through Novanet and on reserve at R. P. Bell Library.**



- Geoffrey Hudson, ed., *British Military and Naval Medicine, 1600-1830* (New York: Rodopi, 2007). **Online access through Novanet**
- Rana Hogarth, *Medicalizing Blackness: Making Racial Differences in the Atlantic World, 1780-1840* (Chapel Hill: University of North Carolina Press, 2017). **Online access through Novanet.**
- Londa Schiebinger, *Plants and Empire: Colonial Bioprospecting in the Atlantic World* (Cambridge, MA: Harvard University Press, 2004). **Online access through Novanet.**
- Kathleen Brown, *Foul Bodies: Cleanliness in Early America* (New Haven and London: Yale University Press, 2009). **Online access through Novanet.**
- Mark Harrison, *Medicine in an Age of Commerce and Empire: Britain and its Tropical Colonies, 1660-1830* (New York: Oxford University Press, 2010). **\*\*\* Needs to be Interlibrary Loaned \*\*\***
- Vladimir Jankovic, *Confronting the Climate: British Airs and the Making of Environmental Medicine* (New York: Palgrave Macmillan, 2010). **\*\*\* Needs to be Interlibrary Loaned \*\*\***

## Research Paper Proposal

In preparation for your major research essay you must prepare a research paper proposal **due October 22 and may be submitted until midnight on Moodle.**

This proposal must contain your proposed ten secondary and three primary sources in proper bibliographic format with brief annotations on how you plan to use each source. You must also include a paragraph detailing your proposed argument which may if you so choose clearly outline a hypothesis of what your thesis statement might be. I will mark your research paper proposals and provide feedback to you, but your proposal will also be circulated to two (depending on our numbers) of your colleagues for a blind (anonymous) peer-review. The peer reviews done by your colleagues in no way effect the grade you will receive on your paper proposal and I will flag those suggestions I feel are particularly helpful before handing the feedback back to you on October 29.

## Paper Proposal Peer Review

In order to help you improve your own paper proposal and develop your critical research skills each student will be asked to do a **one-page double-spaced** blind peer-review of two of your colleagues research paper proposals. Your review must include a title page with your name, student number, and the title of the paper proposal you have reviewed. This title page will be removed before the feedback is returned to the students who wrote the paper proposal. These reviews are meant to provide **constructive criticism and must be submitted on Moodle by noon on October 29.** I will post an example of peer-review feedback that I have received on my own work and how I dealt with such feedback on

Moodle, however keep in mind that I received this feedback on a submitted article not a paper proposal and it is therefore far more detailed than what you are asked to submit. Peer review is a crucial component of the production of academic knowledge and I hope this assignment will give you a taste of this process.

## Major Research Essay

For your major research essay, you must craft your own in consultation with me (no later than October 1). Only one student may write on a similar topic. **You must use a minimum of ten secondary and three primary sources.** Ideally, secondary sources should have been published post-1990 (depending on the topic chosen earlier sources may be used with permission). The course textbook, encyclopaedias, websites, or Google may not be used as secondary sources.

This assignment is intended to develop your historical writing and research skills, as well as the development of an argumentative essay and thesis. Your paper must include a separate title page and a bibliography which do not count in the page count. Your paper should be 14-16 pages, 12-point **Times New Roman** font, double-spaced and should include page-numbers and is **due November 26. You may submit your paper until midnight on November 26 in Moodle.**

## Policies

### Late Penalties and Extensions

The **penalty for late assignments is -10% the first day late, with additional deductions of - 2% per day thereafter, including weekends. You will receive the daily penalty at midnight each day.** All assignments are submitted through Moodle; a printed copy is not necessary. Extensions will only be granted for documented medical or family emergencies. Please consult with me as soon as possible if you have a medical or family emergency. Remember to back up your work, as failures with technology will not result in an extension.

### E-mail Policy

Students are strongly encouraged to **check their university e-mail daily.** Announcements about readings, upcoming assignments, and last-minute class changes will be conveyed by e-mail.

I will also check my e-mail regularly Monday-Friday during normal business hours 8am-6pm. I will reply to your e-mail within 24 hours (excluding weekends). If I have not replied to your e-mail after this time, please send me another e-mail in case the first went astray. In your e-mail ensure that **Hist 4991 is in the subject line, that you include a proper salutation** (e.g. Hello, Good Morning), and **sign your name.** E-mail *must* be sent from your university account; non-university account e-mail may end up in my junk folder and go

unanswered. For more guidance on how to email a professor check out this guide from [Inside HigherEd](#).

You are encouraged to ask questions through email, however before emailing please consult your syllabus to see if the answer to your question is there.

### Mount Allison Letter Grades and their Meanings

Letter Grade	Descriptor	GPA Equivalent
A+	Outstanding	4.3
A	Excellent	4.0
A-	Very Good	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7
C+	Satisfactory	2.3
C	Satisfactory	2.0
C-	Satisfactory	1.7
D+	Conditional (non-continuing) Pass	1.3
D	Conditional (non-continuing) Pass	1.0
D-	Conditional (non-continuing) Pass	0.7
F	Failure	0.0

#### A-Range Grades Demonstrate

An excellent/very good performance with consistent evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional/very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

#### B-Range Grades Demonstrate

A good performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

#### C-Range Grades Demonstrate

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;

- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

### **D-Range Grades Demonstrate**

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

**F-Range Grades Demonstrate** An unacceptable performance

## **Where to Find Help**

### **Writing Help**

Students are encouraged to come to office hours for help with assignments, choosing essay topics, and any concerns. I am happy to help!

Writing help is also available by appointment in the Writing Centre in the Library. Sign up opens each day at 8:30 on [Moodle](#).

For more information on the services offered for through the Writing Centre visit [their website](#).

### **Meighen Centre**

The Meighen Centre supports students with learning and medical disabilities. These supports are wide-ranging assistive technologies. In order to receive accommodations, students are required to meet with The Meighen Centre, request accommodations, and provide documentation to support the request. Accommodations are only provided if they are considered reasonable. An accommodation other than that requested may be provided if it is considered the most appropriate and reasonable. Please contact the [Meighen Centre](#) in order to register for any services you may require.

### **Mental Health & Wellness**

“Mental Health is Brain Health.” Your mental health and wellness is very important! University can be very overwhelming, stressful, challenging, and troubling. There is no shame in speaking with a mental health professional on campus and all services provided are confidential.

To book an appointment to see a Counsellor, Mental Health Educator, or Psychologist please visit [here](#).

Other services available on campus that may be helpful available [here](#).

If you are feeling overwhelmed in this class and feel comfortable doing so, please come and talk to me during office hours or by appointment. My office is a safe space and I'm here to support you in any way that I can.

### **Indigenous Student Support**

There are resources available to support Indigenous students at Mount Allison. These include Mawita'mkw (the Indigenous gathering space in the Wallace McCain Student Centre), Indigenous affairs co-ordinator, Patty Musgrave ([indigenous@mta.ca](mailto:indigenous@mta.ca)), and the Mount Allison Indigenous Student Support Group on [Facebook](#).

## **Academic Integrity**

### **Policy on Plagiarism and Academic Integrity**

From the Academic Calendar (10.6): "All members of the University community are expected to conduct themselves in an ethical manner, demonstrating a commitment to academic integrity and inherent fundamental values of honesty, fairness, respect, including respectful disagreement, and responsibility. It is the policy of the University that academic misconduct will not be tolerated."

*Plagiarism is the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.*

It is also unethical to submit the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes. If your instructor believes that plagiarism or any other type of academic misconduct has occurred, s/he will follow the University regulations governing these matters, which are available [here](#).

Resources to prevent plagiarism are available [here](#).