

HPSC0120 – Health and Disease: Past, Present and Future Course Syllabus

2023-24 session |

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Course description

Medicine and public health are anticipatory – of prognoses, progenies, or progress, in technology or mortality trends. Futures of health care and prevention extend beyond individual bodies: they are also connected to political projects, societal visions, moral values, and socio-material infrastructures. This module investigates the history of these futures: How were they imagined and acted on in the past? How do they continue to shape conditions and expectations of health in the present? We will cover topics such as disease eradication, reproductive technologies, healthcare planning and pandemic preparedness, as they have converged, for example, with fascist or developmental ideologies; feminist, Black and disability activism; or globalization, nationalism, and securitization.

Basic course information

| | |
|------------------------|---|
| Moodle Web site: | https://moodle.ucl.ac.uk/course/view.php?id=35002 |
| Assessment: | 1000-word blog post (25% of final mark)– due by 15 November 3000-word essay (75% of final mark) – due by 3 January |
| Timetable: | Fridays, 11am-1pm, 21 Gordon Sq. Room G06 |
| Prerequisites: | No pre-requisites. |
| Course tutor(s): | Dr Cristiano Turbil & Dr Noémi Tousignant |
| Contact: | c.turbil@ucl.ac.uk n.tousignant@ucl.ac.uk |
| Office location: | 22 Gordon Square |
| Office hours (online): | Turbil (By appointment): Monday 12-1.30pm (on campus) and Wednesday 1-2pm (online) Tousignant (by appointment): Thursdays 12-1pm and Fridays 1-2pm |
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Schedule

| UCL Week | Date of class | Topic | Seminar leader | Essential reading |
|----------|-------------------|--|----------------|---|
| 6 | 6 Oct | Intro & Medical Utopias | Turbil | Mantegazza (1897) Turbil (2022) |
| 7 | 13 Oct | Eradicationism | Tousignant | Packard (1997) Taylor (2016) |
| 8 | 20 Oct | Fascism and families | Turbil | Cassata (2013) Engstrom (2011) |
| 9 | 27 Oct | Reproductive justice | Tousignant | Murphy (2012) Ross (2006) Roberts (2009) |
| 10 | 3 Nov | Modernizing healthcare | Turbil | Gainty (2012) Web resources (see below and on Moodle) |
| 12 | 10 Nov | Reading Week | | |
| 11 | 17 Nov | TBC fieldtrip/primary source workshop | Turbil | |
| 13 | 24 Nov | Geno-hype | Tousignant | Petersen (2006) Wilson (2002) |
| 14 | 1 Dec | TBC fieldtrip/historiography workshop | Tousignant | |
| 15 | 8 Dec | Preparedness | Tousignant | Lakoff (2017) Leach et al. (2022) |
| 16 | 15 Dec | Globalized medicine | Turbil | <u>Choose 2 of:</u> Anderson (2014) Bashford (2015) Clancey (2012) Lock (2007) |

Assessments

| Type | Description | Deadline | Word limit |
|----------------------|----------------|-------------|------------|
| Summative coursework | Blog post | 15 November | 1000 |
| Summative coursework | Research essay | 3 January | 3000 |

Assignments

Detailed instructions for the assignments will be posted on Moodle.

Statement on the use of AI in assessments for this module

AI tools **cannot** be used in assessments for this module (UCL Category 1)

The purpose of these assessments – to develop skills in research, analysis and argumentation – makes it inappropriate for AI tools to be used.

As per UCL's Manual (9.2.2.b), it is permissible for a third party to "*check areas of academic writing such as structure, fluency, presentation, grammar, spelling, punctuation, and language translation.*" However, "*this may be considered Academic Misconduct if substantive changes to content have been made by the reviewer or software or at their recommendation.*"

Further exceptions may apply to the use of assistive technologies by students with a Summary of Reasonable Adjustments (SORA).

Please speak to a module tutor if you have doubts about what constitutes permissible use of software in assessment.

Criteria for assessment

The departmental marking guidelines for individual items of assessment can be found in the STS Student Handbook.

Aims & objectives

This module examines modern medicine and its history through the ways it has represented, used and transformed notions of health and disease from the mid nineteenth century to the contemporary debate. It takes this focus to consider how scholars have addressed themes of class, race, gender, sexuality, nationality, and empire, and how medical and scientific ideas, institutions and practices can be understood as integral to wider histories of the modern world.

By the end of this module, you should be able to:

- demonstrate content knowledge for the module's domain and historiographical insight into relevant scholarly literature.
- demonstrate the ability to critically interpret both primary and secondary sources.
- demonstrate skill in historical reasoning and comparative analysis.
- construct clear, well-reasoned arguments for class discussion.
- write engaging, well-structured prose.

During contact hours this course is taught by lectures and in-class discussions. The course also includes a schedule of independent reading and research.

Lecture/seminar plan and essential readings

THEME 1: DISEASE-FREE FUTURES

1 (6 Oct) – Introduction to the module and late 19th century medical utopias (CT)

- Introduction the module format, assessments and module requirements
- Medical utopias and the 19th century sanitary revolution
 - Read: Paolo Mantegazza, *The Year 3000*, 1897, Chapter 8, pp. 132-146.
Available here :
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1053&context=unpresssamples>

2 (13 Oct) – How future zeros shape the present: Disease, war and the global, mid-20th and early 21st centuries (NT)

- Postwar eradicationism, development and Cold War politics
- The shift from international to global health
 - Read: Randall Packard, “[Malaria dreams: Postwar visions of health and development in the third world](#),” *Medical Anthropology* 17 (1997): 279-297.
 - Read: Stephen Taylor, “[In Pursuit of Zero: Polio, global health security and the politics of eradication in Peshawar, Pakistan](#),” *Geoforum* 69 (2016): 106-116

THEME 2: REPRODUCTIVE FUTURES

3 (20 Oct) - Building a society for the future: Family-planning, politics and citizenship, late 19th and early 20th century (CT)

- Eugenics, disease and population control
- Family planning, national health and fascism
 - Read: [CHAPTER IV QUALITY THROUGH QUANTITY: EUGENICS IN FASCIST ITALY](#) (pp. 135-222) in Francesco Cassata. [Building the New Man](#) (Central European University Press: 2013)
 - Read: Eric J. Engstrom, “[Fashioning Racial Selves: Reflexive Practices in the Society for Racial Hygiene](#),” *Culture, Medicine and Psychiatry* 35 (2011): 546-562.

4 (27 Oct) – Reproductive futures, feminisms and race, mid to late 20th century (NT)

- Fertility technologies and reproductive rights, freedom and justice
- The politics of reproduction, gender and race

- Read: Michelle Murphy, "[Traveling technology and a device for not performing abortion](#)," in *Seizing the Means of Reproduction: Entanglements of Feminism, Health and Technoscience* (Duke University Press, 2012): 150-176.
- Read: Loretta Ross, "[Understanding reproductive justice: transformation the pro-choice movement](#)," *Off Our Backs* 36 (2006): 14-19 (only 5 pages!)
- Read: Dorothy Roberts, "[Race, Gender and Genetic Technologies: A New Reproductive Dystopia?](#)" *Signs: Journal of Women in Culture and Society*, 34 (2009): 783-804.

5 (3 Nov) – *Fieldtrip and/or primary source workshop, to be confirmed (CT)*

10 Nov – READING WEEK

THEME 3: DESIGNING MEDICAL FUTURES

6 (17 Nov) – *Modernising healthcare (CT)*

- Medicine, modernity and the creation of national healthcare
- Part 1: Frank Gilbert and scientific management
 - Read: Caitjan Gainty, "['Going After the High-Brows': Frank Gilbreth and the Surgical Subject, 1912-1917.](#)" *Representations* 118 (2012): 1-27.
- Part 2: The history of the NHS: building a healthcare service for the future
 - Listen: NHS: Proposal of doctors to withdraw (1957)
<http://www.bbc.co.uk/archive/nhs/5140.shtml>
 - Panorama: Health service 'heading for breakdown' (1967)
<http://www.bbc.co.uk/archive/nhs/5142.shtml>
 - Debate on the reorganisation of the NHS (1973)
<http://www.bbc.co.uk/archive/nhs/5146.shtml>

7 (24 Nov) – *Geno-hype, medical revolutions and disability activism (NT)*

- The social and political effects of genomic promises
- Disability activism and critiques of medicalisation
 - Read: Alan Petersen, "[The genetic conception of health: is it as radical as claimed?](#)" *health: An Interdisciplinary journal for the Social Study of Health, Illness and medicine*, 10 (2006):481-500.
 - Read: James C. Wilson, "[\(Re\)Writing the Genetic Body-Text: Disability, Textuality, and the Human Genome Project](#)," *Cultural Critique* 50 (2002): 23-39.

8 (1 Dec) – *Fieldtrip and/or historiography workshop, to be confirmed (NT)*

THEME 4: LOCAL/GLOBAL HEALTH FUTURES

9 (8 Dec) – *Pandemic futures: the uncertainties of preparedness (NT)*

- From prevention to preparation: a new politics of public health?
- Governing global inequalities
 - Read: Lakoff, Andrew. "1. [A Continuous State of Readiness](#)" In *Unprepared: Global Health in a Time of Emergency*, 13-34. Berkeley: University of California Press, 2017.
 - Read: Leach, Melissa, Hayley MacGregor, Santiago Ripoll, Ian Scoones, and Annie Wilkinson. "[Rethinking disease preparedness: incertitude and the politics of knowledge](#)." *Critical Public Health* 32, no. 1 (2022): 82-96.

10 (15 Dec) – Globalized medicine & review session (CT)

- Seminar/discussion about topics and themes of the module
- In class we will:
 - Examine medicine, its actors, practitioners, and practices in post-colonial, post-Cold War, global settings.
 - Appraise a global history approach to medicine, its history and potential future.

Read two of the following: Warwick Anderson, '[Making Global Health History: The Postcolonial Worldliness of Biomedicine](#)', *Social History of Medicine* 27:2 (2014), 372-84.

Alison Bashford, '[Bioscapes: Gendering the Global History of Medicine](#)', *Bulletin of the History of Medicine* 89:4 (2015), 690-95.

Greg Clancey, '[Intelligent Island to Biopolis: Smart Minds, Sick Bodies and Millennial Turns in Singapore](#)', *Science Technology Society* 17:1 (2012), 13-35.

Margaret Lock, '[The Alienation of Body Tissue and the Biopolitics of Immortalized Cell Lines](#)', *Body & Society* 7:2-3 (2001), pp. 63-91.

Further recommended readings are listed on the module Moodle page

Course expectations

Sessions will combine lectures with seminar discussion: please come to class ready to discuss the essential readings listed for that day.

Always check the Moodle module page prior to class: further details about the session and preparation (such as reading questions or audiovisual sources) will be provided at least one week prior.

Please contact *C. Turbil* for queries concerning sessions marked CT/Turbil and [assessment 1](#) (1000-word blog)

Contact *N. Tousignant* for queries concerning sessions marked NT/Tousignant and [assessment 2](#) (3000-word final essay)

Important policy information

Details of college and departmental policies relating to modules and assessments can be found

Health & Disease: Past, Present and Future
2023-24 session c.turbil@ucl.ac.uk n.tousignant@ucl.ac.uk

in the STS Student Handbook www.ucl.ac.uk/sts/handbook

All students taking modules in the STS department are expected to read these policies.