

Health and Inequity in Globalization:

Disease, Hunger, and Poverty

Fall 2021
HIST-UA 473.001(6965)
Tuesday 2:00-4:45
KJCC 324

David Ludden
del5@nyu.edu
53 Washington Square South, KJCC 401
Off Hrs: Tuesday 11:00-12:30

Add this: Paul Farmer [PARTNERS IN HEALTH VIDEO “Bending the Arc”](#)
Google Top Glove pandemic for Malaysia migrant labor infections [here is NYT](#)

This Advanced Histor Seminar explores the history of health environments in the modern world of globalization. Environments include natural and man-made factors promoting health and sickness; technologies, skills, and services deployed to improve health; and inequalities of power, knowledge, and wealth that create health disparities among social groups – all inside spaces of mobility and territoriality that form globalization.

The workload consists of (1) weekly reading, (2) class participation, (3) one-page weekly essays, to prepare for class discussion (submitted in hard copy at the end of each class), and (4) a 25-30 page research paper on a topic of student choice designed in consultation with the instructor. Research papers must consider geography and inequity.

Grading is on a point system. All elements of the final paper (including *on time delivery* of prospectus, draft, and final version, and the quality of class presentation) comprise 50 points out of 100. Seven weekly papers count 5 points each. All assignments can be turned in late; no special permission is required; but lateness will be penalized. Class participation counts 15 points. Final grade point equivalents are: A = 95-100; A- = 90-94; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = < 60

Final Papers are due *on the Friday of the last week of classes* at 5PM, in hard copy in my mailbox in Hist Dept 4th Floor KJCC, and sent to me as PDF file email attachment.

The last six weeks of class are devoted entirely to the refinement of research papers.

Please remember: attendance at class presentations of all student papers is mandatory for all students. Please come to class on time. Presenters must provide powerpoints in advance and must observe the time limit set for presentation.

After presentations, paper drafts will be returned with comments. Late submissions will not receive attention. Students should take draft comments and class discussion into account when making final paper revisions.

History Department text on Advanced Seminar

The advanced seminar is the capstone experience for most of our history majors. With the exception of the Honor's Students, this is the most significant research project that our students will complete. Furthermore, since all students in the Advanced Research seminars will have completed History 101, we can all assume that they have the ability to complete a major research project.

The Undergraduate Curriculum Committee recommends the following guidelines for all Advanced Seminars in the Department of History

- 1) Significant use of primary sources.
- 2) An analytical understanding of the historiography and secondary sources.
- 3) Completion of a 25-30 page research paper.
- 4) Paper has been reviewed, work-shopped and undergone a rewrite.
- 5) Student will give an oral presentation on their research.

Books to buy in NYU Bookstore

J.A.Webb, *Humanity's Burden: A Global History of Malaria*, Cambridge 2009.
Amartya Sen, *Poverty and Famines: An Essay on Entitlement and Deprivation*,
Oxford University Press, 1983.
Mike Davis, *Planet of Slums*, Verso, 2003.
Jim Yong Kim, et al, editors, *Dying For Growth: Global Inequality and the
Health of the Poor*, Common Courage Press, 2000.

Weekly Schedule Outline

1. 28 Jan. Overview of themes and coursework.

Research ideas and resources.
Getting Started with research: Keywords. Bobst Ebrary. Google scholar. E-data.
JSTOR. Ref Librarians.
Note: every week develops an idea that can be used to guide student research.

2. 4 Feb. The Creation of Medical Regimes.

Read: <http://www.britishempire.co.uk/science/medicine/medicine.htm>

Add: Sunil Amrith, *Decolonizing International Health* New York: Palgrave, 2006
<http://site.ebrary.com/lib/nyulibrary/docDetail.action?docID=10263350>

John Farley, *Brock Chisholm, the World Health Organization, and the Cold War*
Vancouver : UBC Press ; c2008

<http://site.ebrary.com/lib/nyulibrary/docDetail.action?docID=10348915>

Reassessing Foucault: power, medicine and the body, edited by Colin Jones and Roy Porter. New York: Routledge, 1998

<http://site.ebrary.com/lib/nyulibrary/docDetail.action?docID=5001428>

3. 11 Feb. Fighting Infectious Disease: The Case of Malaria. (Read Webb)

In reading and for your weekly paper, focus on the history of science, medicine, research, and public policy. Think about relevant themes of historical research. Who are the agents of this history? What is the archive? What are the research problems? What are the various levels of scale, of space and of time, in which these histories unfold?

4. 18 Feb. Malaria in the World (Read Webb)

Focus on geography, on the “spatial epidemiology” of malaria as a part of world history. Think about its various *regional* histories in the modern world. Consider the spatiality of power in medicine and in health conditions, focusing on the history of malaria as a medical problem, and on malaria prevention as a political issue. What are the research problems here?

5. 25 Feb. Famine, Empire, War and Sovereignty. Read Sen (Chapters 1-6, 9)

In class: view Satyajit Ray, “Distant Thunder” (100minute DVD)

Supplement: *Poverty Dynamics: Interdisciplinary Perspectives*. Chaps 9 and 11 by John Harriss and SR Osmani

<http://site.ebrary.com/lib/nyulibrary/docDetail.action?docID=10289639>

Read Sen’s book as a study of health *regions* under changing conditions. Focus on his method: famine is a health problem measured by excess mortality, so his explanatory problem is, “who dies in excess of normal mortality rates, and who does not?” Then his question becomes: “why some people more than others.” How are groups defined? Note: mortality rates are standard public health measures.

Famines are events in short periods of time. Focus on the various levels of spatial scale in which we might look for agents, causes, and solutions. Sen does not explore them all: he is focused on micro-economic causation. You should be able to describe many other causal factors and relevant levels of spatial and temporal scale. These all provide opportunities for historical research. Why is famine different in 1974 and 1944?

6. 4 Mar. Climate, Drought, and Markets at Work. Read Sen (Chapters 7-8, 10)

Focus on the details of natural environments and the spatial *economics* of famine mortality in Africa. The “who” and “how” questions of “why famine” thus merge with questions of “where” and “when.” In your paper, use maps and statistics to answer the question of “why” for *one* of his case studies.

7. 11 Mar. Everyday Environments of Deprivation. (Read Davis)

Focus on this historical dynamics of contemporary slum production. The spatial inequity of global urbanism today operates at many levels of scale. Agrarian and rural health crises also attend the expansion of sick urban spaces. Explain. Think of specific cases in the U.S. context.

8. 18 March No Class. Spring Break. Enjoy

9. Week of 25 March. Individual meetings. Bring text summary of paper topic with citations for readings for class.

10. Apr 1. Student research papers. Initial discussion.

Bring to class one page of prose which clarifies your research problem, describes one text that deals with a specific question pertaining to that problem, and explains how the author(s) deploy data to answer that question.

Webb, Sen, and Davis provide models of problem-solving historical research. Please keep in mind that you can define a problem of any sort but your final research paper must include some consideration of geography and inequity.

In class, we will go around the room and see what each of you can contribute. Here is a model:

My research problem is everyday health-impairing malnutrition. It is an important problem because it is "the underlying cause of death for between three and five million children under five every year. Images of starving children in emergency settings are part of the public conscious, but the reality is that the vast majority of children suffering from malnutrition do so in silence, far away from the public eye." That quote is from [Doctors Without Borders](#) website.

The question of invisibility is itself important. Why are some issues granted public importance, while others are not? Who makes them visible, and why? The question of "what's to be done" is thus secondary to the question of "what is worth doing" or "what is a priority." The War on Terror and related security issues are more important than hunger. What made violent death by gunfire a public issue? Whose death? Why?

Everyday malnutrition is an everyday famine. My reading spans the micro and macro dimensions of this problem to explore what is lurking in the invisible world of global malnutrition.

On the micro level of medical economics, see S.R. Osmania and Amartya Sen, "The hidden penalties of gender inequality: fetal origins of ill-health," *Economics and Human Biology*, 2003 Jan;1(1):105-21. <http://www.ncbi.nlm.nih.gov/pubmed/15463967>. On the macro level of food access, <http://www.hopkinschildrens.org/Malnutrition.aspx>

The syllabus for the remainder of the term will be set according to the pattern of student interests manifest in research paper ideas.

11. 8 Apr. Discussion of paper requirements, syllabus, health issues, focus on medical details, science, data.

Presenters must send all material to everyone in class via NYUClasses by Saturday 5PM before their presentation.

NO PPT. Handouts desirable for images and data.

Everyone required to attend all presentations. Discussion quality part of grade.

12. 15 Apr.

3:30-4:15. Final discussion of paper issues.

4:15-5:00. David

5:00-5:45. Tim

13. 22 Apr. 3:30-4:15. Catherine

4:15-5:00. Anna

5:00-5:45. Sebastian

14. 29 Apr. 3:30-4:15. Ihaab

4:15-5:00. Ben

5:00-5:45. Sarah N.

15. 6 May. 3:30-4:15. Cara

4:15-5:00. Sarah H.

5:00-5:45. Luis

16. 13 May. 3:30-4:15. Scott

4:15-5:00. Danny

5:00-5:45. Perry