

## Health, Science, and Environments in Canadian History

MONDAYS 2-4:50 PM

CLASSROOM: TORY 2-39

DR. LIZA PIPER

OFFICE HOURS: TUESDAYS 1-2 PM

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**Introduction:** This course examines the intertwined histories of health and environments in the Canadian context. Drawing on international theoretical literature and case studies from Canada's past, the course will begin with the role disease played in European colonization and move from there to examine illness and wellbeing in colonial, industrial, and urban settings. Students will also be asked to focus in on particular themes, such as the significance of race and gender, health policy, Aboriginal health, the wilderness cure, occupational disease, and the place of diet and nutrition. Students will be required to write a major research paper and participate in weekly seminar discussions.

### Course Objectives:

- Recognize significant interconnections between human health and environmental change in the Canadian past
- Gain familiarity with historiography of health, medicine, & environmental histories
- Complete a research paper using primary materials and making an original argument

**Course Structure:** Much of the learning for this course takes place outside of the classroom. In class, you are expected to come prepared to discuss the readings for that week, as well as the progress of your own research project.

The first nine weeks will consist of seminar discussions on course themes. In each of these weeks one or two students will further the discussion by presenting questions from a book (for which they will also complete a book review to submit) on the topic at hand.

In the final three weeks of the course, students will present and critique their final research papers.

### Course Schedule (See attached Reading List)

- |                                 |   |                                      |
|---------------------------------|---|--------------------------------------|
| 1. January 9:                   | Introduction to the course and to the field         |                                      |
| 2. January 16:                  | European Colonization                               |                                      |
| 3. January 23:                  | Infectious diseases in the 19 <sup>th</sup> century |                                      |
| 4. January 30:                  | Nutrition   | <b>460-Proposals due</b>             |
| 5. February 6:                  | Animals and Disease                                 | <b>699-Historiography Papers due</b> |
| 6. February 13:                 | Sanitation  |                                      |
| <i>February 20 READING WEEK</i> |   |                                      |
| 7. February 27:                 | Tuberculosis  |                                      |
| 8. March 5:                     | Industrial Disease                                  |                                      |
| 9. March 12:                    | Health Risks  | <b>Everyone- Research Papers due</b> |
| 10. March 19:                   | Presentations                                       |                                      |
| 11. March 26:                   | Presentations                                       |                                      |
| 12. April 2:                    | Presentations                                       |                                      |

## Evaluation

### FOR STUDENTS IN BOTH 460 & 699

#### *Book Review & Presentation ~ 15%*

- Each week, in addition to the readings that will be done by all seminar participants, there are also one or two books associated with the topic. Each week a student will 1) prepare a written 750-word book review and 2) the student will also prepare questions (2 questions will suffice) that connect the book to the other readings for that week.
- The book reviews will be circulated to the other students in the course. Please make enough (12) copies.
- The review should offer a brief explanation of the context of the book and should indicate the theoretical / methodological / interpretive contribution of the book to the subject of our course: health and environments in history.

#### *Seminar Participation ~ 25%*

Class participation will be evaluated based upon active involvement in the weekly seminar discussions. Students are expected to be prepared for each class, having read all the required materials, and to thoughtfully contribute to discussions.

#### *Research Paper ~ 40%*

Date due: First copy – March 12, 2012

Final copy – 2 weeks after presentation

Each member of the seminar will prepare a research paper in consultation with the course director worth 40% of their final grade. This paper must address some aspect of the Canadian history of health and environment.

These papers will be presented and critiqued by other students in three seminars in weeks 10, 11, and 12 of the course. Thus, papers must be produced on time. **On March 12<sup>th</sup> students will submit two copies of their paper along with a single page summary.** These summaries will be photocopied and distributed to other members of the class. The first copy will be retained by the instructor; the second will be assigned to another student to prepare a critique in a report to class. Following the presentation of the paper, each student will then have **two weeks** to revise their paper before the final version is due. Graduate students will critique other graduate students, and undergraduate students will critique other undergraduate students.

In class, we will have 30 minutes for students to present, critique, and discuss each paper.

**Paper Format:** title page, thesis statement, footnotes, bibliography, introduction / body / conclusion, appendices are permitted but not necessary.

**Summary Format:** A single page (~250-300 words) summary, double-spaced, 12pt Times New Roman, that includes the title of the paper and summarizes the content. There is no need for references or a bibliography with the summary. It is intended to facilitate discussion by all seminar participants.

#### *Research Presentation & Critique ~ 10%*

Schedule to be finalized once papers submitted.

Presentation: 10 minute presentation in which the student describes the research, the thesis statement, and the results. Please inform the instructor at least one week in advance of your presentation if you have any special A/V requirements (powerpoint, video etc.).

Critique: The student assigned to critique the paper will have 5-10 minutes to present an oral critique following upon the presentation. This critique should discuss strengths and weaknesses of the paper and can include concrete suggestions for changes to be made before the final paper is submitted.

FOR STUDENTS IN...

**460: *Research Proposal* ~ 10%**

The proposal is a one-page essay defining a research inquiry. The proposal includes three components: 1) a title page, 2) a written essay proposal (one-page long, plus endnotes or footnotes), and 3) a preliminary list of sources including primary sources. The proposal is your take-off point. The purpose of the proposal is to select a topic, begin library research and background reading, design a research question, conceptualize a preliminary thesis for the paper, and produce a short piece of formal writing.

A good proposal is a short essay that tells the reader what your plan is for the final paper based on your research in progress. It identifies the subject of the study and relevant primary source materials, states a preliminary thesis argument, focuses the scope of the study (eg. time period, persons, organizations, events, place, etc.) to a specific topic, and begins an analysis of key issues. Make sure the introductory paragraph in the proposal clearly identifies a preliminary thesis statement.

**699: *Historiography Paper* ~ 10%**

This paper will be 5 pages (~1500 words). Please use proper essay format (title page, thesis statement, footnotes, bibliography, introduction/body/conclusion, appendices are permitted but not necessary).

Historiography refers to the writing of history. A historiography paper therefore considers secondary sources (published writings by historians) on a particular topic and discusses how the analysis of that topic has changed over time. Such evolution of thinking on a topic can come about as historians learn more about the subject. As, for instance, new archives are opened or made more readily accessible. As well, debates over historical interpretation can shape the study of a particular topic. And historians themselves reflect the preoccupations of their own era. The social contexts in which history is written are a factor in historiography.

Each graduate member of the seminar will prepare a historiography paper on an important historiographical issue in health & environmental history (e.g. the significance of race; urban vs. rural vs. industrial settings; the role of science). The historiography paper should reflect the international literature, but must also include reference to Canadian historiography as appropriate.

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**FORMAT REQUIREMENTS FOR ALL WRITING ASSIGNMENTS**

- All references should follow Chicago style
- Text should be double spaced, Times New Roman 12 pt. Pages should be numbered.

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## Grading

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4
	A	4
	A-	3.7
Good	B+	3.3
	B	3
	B-	2.7
Satisfactory	C+	2.3
	C	2
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1
Failure	F	0

Evaluation will be completed and expressed in raw marks throughout the course. Grades (using the letter-grading system) will be assigned only to the final distribution of mark totals for the course. Such assignment will be based on a combination of absolute achievement and relative performance in this class and remain unofficial until approved by Faculty Council or its designate (i.e. Associate or Assistant Dean).

### Late / missed assignments and extensions

All assignments are due in hardcopy format **at the beginning of class** on the date indicated.

**Late assignments are not accepted.**

I will consider extensions in exceptional cases, provided you contact me before the due date.

### University Policies

The policy regarding course outlines can be found in ' 23.4(2) of the University Calendar.

Regarding access to past or representative evaluative course material (GFC 23.4): As this course does not include a final exam this policy is Not Applicable.

**Recording of Lectures:** Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

**Academic Integrity:** “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.uofaweb.ualberta.ca/governance/StudentAppealsRegulations.cfm>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

Students are advised that the Code of Student Behaviour is published in the University *Calendar* and should be reviewed since ignorance is not acceptable as a defence in cases of academic offences.

I have posted additional material on Academic Integrity on our course website for your reference.

## Required Reading List

All article and chapter readings will be posted on the course website. The books are all available in our library. If you have difficulties accessing any of the readings, please let me know.

I will occasionally post additional (optional) readings online to offer more context or insight on the topic at hand.

### 1. January 9: Introduction to the course and to the field

- Gregg Mitman, "In search of health: landscape and disease in American environmental history," *Environmental History* 10, 2 (Apr 2005).
- Linda Newson, "A Historical Ecological Perspective on Epidemic Disease," in William Balee, ed. *Advances in Historical Ecology* (1998): 42-63.
- Gregg Mitman, Michelle Murphy, Christopher Sellers, eds. "Landscapes of Exposure: Knowledge and Illness in Modern Environments." *Osiris* 19 (2004)
- Robert Gottlieb, "Urban and Industrial Roots: Seeking to Reform the System," Chapter 2 in *Forcing the Spring: the transformation of the American Environmental Movement*. Island Press, 1993.

### 2. January 16: European Colonization

**Book:** J.R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914*. Cambridge University Press, 2010.

**Articles:** Liza Piper and John Sandlos, "The Broken Frontier: Ecological Imperialism in the Canadian North" *Environmental History* Oct 2007

- Paul Hackett, "Averting Disaster: The Hudson's Bay Company and Smallpox in Western Canada during the Late Eighteenth and Early Nineteenth Centuries" *Bull. Hist. Med.*, 2004, 78: 575-609.
- Cole Harris, "Voices of Disaster: Smallpox around the Strait of Georgia in 1782." *Ethnohistory* 41, 4 (Autumn 1994): 591-626.

### 3. January 23: Infectious diseases in the 19<sup>th</sup> century

**Books:** Linda Nash, *Inescapable Ecologies: A History of Environment, Disease and Knowledge*. University of California Press, 2006.

- Koch, Tom. *Disease Maps: Epidemics on the Ground*. Chicago: University of Chicago Press, 2011.

**Articles:** Risa Barkin and Ian Gentles, "Death in Victorian Toronto, 1850-1899" *Urban History Review* 19, 1 (June 1990): 14-29.

- Michael E. Mercier and Christopher G. Boone, "Infant mortality in Ottawa, Canada, 1901: assessing cultural, economic and environmental factors," *Journal of Historical Geography* 28, 4 (October 2002): 486-507.
- Ryan Eyford, "Quarantined Within a New Colonial Order: The 1876-1877 Lake Winnipeg Smallpox Epidemic," *Journal of the Canadian Historical Association* 17, 1 (2006): 55-78.
- Bruce Curtis, "Social Investment in Medical Forms: The 1866 Cholera Scare and Beyond." *Canadian Historical Review* 81, 3 (September 2000): 1-34.

### 4. January 30: Nutrition

**Book:** Mike Davis, *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. London: Verso, 2000.

- Articles:** Maureen Lux. “‘The first time we were poisoned by the government’: starvation and the erosion of health,” Chapter 1 in *Medicine that Walks: Disease, medicine, and Canadian Plains Native People, 1880-1940*. UTPress, 2001.
- Erica M. Charters. “Disease, Wilderness Warfare, and Imperial Relations: The Battle for Quebec, 1759-1760,” *War in History* 16, 1 (Jan 2009): 1-24.
  - James Overton. “Brown Flour and Beriberi: The Politics of Dietary and Health Reform in Newfoundland in the First Half of the Twentieth Century,” *Newfoundland Studies* 14, 1 (1998): 1-27

#### 5. February 6: Animals and Disease

**Books:** Karen Brown, *Mad Dogs and Meerkats: A History of Resurgent Rabies in Southern Africa*. Ohio University Press, 2011.

- James L.A. Webb Jr., *Humanity’s Burden: A Global History of Malaria*. Cambridge University Press, 2009.

**Articles:** Jane Jenkins. “Politics, Pasteurization, and the Naturalizing Myth of Pure Milk in 1920s Saint John, New Brunswick,” *Acadiensis* XXXVII, no. 2 (Summer/Autumn 2008): 86-105.

- Susan D. Jones, “Mapping a Zoonotic Disease: Anglo-American Efforts to Control Bovine Tuberculosis Before World War I,” *Osiris*, 19 (2004): 133-148.
- Neil S. Forkey, “Damning the Dam: Ecology and Community in Ops Township, Upper Canada,” *Canadian Historical Review* 79,1 (March 1998): 69-99

#### 6. February 13: Sanitation

**Book:** Warwick Anderson, *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. Duke University Press, 2006.

**Articles:** Mary-Ellen Kelm, “‘Running out of Spaces’: Sanitation and Environment in Aboriginal Habitations,” Chapter 3 in *Colonizing Bodies: Aboriginal Health and Healing in British Columbia, 1900-1950*. UBC Press, 1998

- Matthew Evenden and H.V. Nelles, “The Bow: Calgary’s Sanitary River,” *Journal of the West* 44, 3 (Summer 2005): 30-7
- Jennifer Read, “‘A sort of destiny’: the multi-jurisdictional response to sewage pollution in the Great Lakes, 1900-1930.” *Scientia Canadensis* 22, 51 (1998-99): 103-29.

#### 7. February 27: Tuberculosis

**Book:** Gregg Mitman, *Breathing Space: How Allergies Shape our Lives and Landscapes*. New Haven: Yale University Press, 2007.

**Articles:** Kenneth Thompson, “Wilderness and Health in the Nineteenth Century.” *Journal of Historical Geography* 2, no. 2 (1976): 145-61.

- Poutanen, et al. “Tuberculosis in Town: Mobility of Patients in Montreal, 1925-1950.” *Histoire Sociale / Social History* 42, 83 (May 2009): 69-106
- Maureen Lux, “An Ideal Home for the Consumptive: Place, Race and Tuberculosis in the Canadian West,” in E. Dyck and C. Fletcher, eds. *Locating Health: Historical and Anthropological Investigations of Health and Place*. London: Pickering & Chatto, 2011, pp.151-68.

#### 8. March 5: Industrial Disease

**Book:** Brett Walker, *Toxic Archipelago: a History of Industrial Disease in Japan*. Seattle: University of Washington Press, 2010.

**Articles:** Michael Egan. "Toxic knowledge: a mercurial fugue in three parts," *Environmental History* 13, 4 (Oct 2008).

- Richard Rennie, "The Historical Origins of an Industrial Disaster: Occupational Health and Labour Relations at the Fluorspar Mines, St. Lawrence, Newfoundland, 1933-1945." *Labour / Le Travail* 55 (Spring 2005): 107-42
- Robert Storey, "From the Environment to the Workplace . . . and Back Again? Occupational Health and Safety Activism in Ontario, 1970s-2000," *Canadian Review of Sociology & Anthropology* 41, 4 (Nov 2004): 419-447.

#### 9. March 12: Health Risks

**Books:** Nancy Langston, *Toxic Bodies: Hormone Disruptors and the Legacy of DES*. Yale University Press, 2010.

- Joy Parr, *Sensing Changes: technologies, environments, and the everyday, 1953-2000*. UBC Press, 2010.

**Articles:** Catharine Carstairs, "Cities Without Cavities: Democracy, Risk, and Public Health," *Journal of Canadian Studies* 44, 2 (Spring 2010), 146-70.

- Joy Parr, "Smells Like? Sources of Uncertainty in the History of the Great Lakes Environment." *Environmental History* 11 (April 2006): 269-99.
- John O'Neil, Brenda Elias, and Annalee Yassi. "Poisoned Food: Cultural Resistance to the Contaminants Discourse in Nunavik," *Arctic Anthropology* 34, 1 (1997): 29-40.