

History of Public Health in East Asia

HSMT AS-140.146

Time	MWF 9 - 9:50 am
Location	Meeting ID 973 9798 9007: https://JHUBlueJays.zoom.us/j/97397989007
Instructor	Marta Hanson
Email	mhanson4@jhmi.edu
Office Hours	After class & by appointment
TA	Sarah Zanolini, sjz@jhu.edu
Office Hours	After class & by appointment
Overview	<p>This course introduces main themes in the history of public health in East Asia from roughly 1600 to the present. The course is divided into four periods: early modern, late imperial, early 20th century/colonial, and late 20th century/contemporary. Using a chronological approach, this course will use case-studies to explore the continuity and change within the following topics: indigenous medical systems, traditional epidemiology, medical governance, disease surveillance, hygienic modernity, colonial and semi-colonial medicine, disease stigmatization, and pandemics.</p> <p>This is a writing-intensive seminar course that combines lectures with discussion and some group collaborative work. You are expected to attend all classes, read and reflect on the assigned texts, pose relevant discussion questions, and contribute to "peer teaching" through well-prepared written coursework and presentations.</p>
Goals and Objectives	<p>By the end of this course, students will be able to apply their knowledge of historic public health approaches to understanding and analyzing disease control politics in contemporary East Asia. In addition, students will learn to: summarize and analyze arguments from secondary scholarship; learn to close read primary sources; articulate and defend a historical argument; follow properly scholarly conventions in presenting written work; and practice public speaking through group discussions, individual presentations, and leading an in-class discussion. Students will further develop skills in visual as well as rhetorical argument and multimedia design through assignments posted on the course SharePoint site.</p>
Assignments	<p>By 7am EST before every session, students will use the site "Perusall" to read assigned course material and engage in at least one substantive discussion or ask one relevant question each class session asynchronously and synchronously. Once per module (1 x 4 modules = 4 in total), students will compose synthesis pages (min 500 words) on the collaborative course website, SharePoint, linking a supplementary article to other relevant readings and one central theme. The course's Google doc Sign up sheet available here. SharePoint pages are due the evening before class discussion on that topic so that everyone can see them before and during class. These are drafts you share with everyone in the class for comment. Twice per page you write, at minimum, start or engage in a conversation about something you learned on, questions about, and suggestions to improve a classmate's SharePoint page. Choose your two best/most helpful comments for submission to Blackboard at the end of each of the four modules. Blackboard deadlines for credit: You have until 11:59pm the last day of each of the four modules to submit to the course assignment page on Blackboard the URL of the final versions of your SharePoint page and the two best comments you made on your peer's SP pages.</p>
Final Project Options	<p>Once this semester, students are encouraged to sign up to lead an in-class discussion on the main reading assigned for a day - you may do this on your own or you may work together with peers as a group.</p>

Readings & Access Links to Perusall & SharePoint

By the end of the term, students will create one of the following final projects synthesizing course themes in exploring their own original research interest: 1) write an independent research paper (10 pages) based on primary sources such as those in the MSE public health slide collection or NLM public health posters collection (consult about options); 2) rather than producing a finished research paper, produce a creative project (website, podcast, short narrative film, graphic novel, etc.) supported by an 6-8 page annotated bibliography and process outline; or 3) write a 10 page historiographical essay utilizing 2 books or 8 articles (Follow Hanson "Situating the history of Chinese medicine within Chinese history," 2018 as a guideline for structure).

Evaluation

All required readings for the course are available on the course reading and collaborative annotation site on [Perusall](#). [Course code = ZANOLINI-EB4UK]; everything else, including many supplemental films, will be available on e-reserve through the course Blackboard. The Blackboard website has the syllabus, guidelines for the written assignments, and a link to the reserve readings, plus other material for the course. To access the website, go to: <http://blackboard.jhu.edu>. Log in using your JHED ID and select the course. Assignments are created and published on [SharePoint](#), but must also be submitted to Blackboard to receive a grade.

Academic Ethics & Plagiarism

In-Class Participation (Attendance)	10%
Asynchronous Discussion	20%
Sharepoint Syntheses x 4	40%
Leading In-class Discussion	10%
Final project	20%

Mental Health

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, re-use of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. You may consult the associate dean of student affairs and/or the chairman of the Ethics Board beforehand. For more information, you may refer to the guide on "Academic Ethics for Undergraduates" and the Ethics Board Web site at http://www.jhu.edu/design/oliver/academic_manual/ethics.html. Please see the helpful guide to citation practices on the library's research help website: <https://guides.library.jhu.edu/citing/home> If you have any questions, please raise them with your instructor.

Disabilities

The health and wellness of students are of utmost importance to us here at Johns Hopkins. The Counseling Center provides a safe, confidential, nonjudgmental space where students can feel free to explore a wide variety of concerns and issues. The Counseling Center offers a wide variety of services to assist students including drop-in hours, workshops, group therapy, brief individual therapy, couples counseling, psychiatric evaluations and medication management, substance use assessments, eating assessments, and 24/7 crisis intervention services. These services are available to all eligible Homewood and Peabody undergraduate and graduate students. All counseling services are offered free of charge to students. In addition, self-help resources are available to assist students in understanding and addressing common concerns. If you feel that you or someone you know could profit from our services, please call the office. They will either provide the help that you need or help you find someone who can. For more information: Telephone: 410-516-8278; <https://studentaffairs.jhu.edu/counselingcenter/>

Classroom Climate & Expectations

If you haven't already worked through the Disabilities Office to communicate with us. Please contact one of us before the end of the second week of the semester if you have a documented disability so that we can make any necessary accommodations.

We are committed to creating a classroom environment that values the diversity of experiences and perspectives that all students bring. Every member of this class,

campus community, and sentient being, generally, has the right to be treated with dignity and respect. Listening to the unique perspectives of our peers helps us find the limitations of our own perspective as well as expanding our knowledge base. Producing an inclusive classroom environment is a mutual project. The following expectations can guide you as we engage in potentially challenging intellectual discussions:

- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Be courteous. Don't interrupt or engage in private conversations while others are speaking.
- Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- If many people are speaking, write your name in the chat function to get in the queue.
- When speaking, allow others to see you as well in Zoom.

Optional HPHEA Through Film & Documentaries

All students in this course are welcome to focus one or more of your SharePoint pages on films and documentaries featured in the 1-credit course (AS.140.176) paired with this course as long as you link it thematically with one of the supplementary readings. See EReserves and Panopto Recordings for choices.

You also have the option to attend the synchronous discussions Thursday evenings 6:30-7:30 - general themes are listed in this syllabus and a copy of the syllabus is available on BlackBoard in Module 0.

Zoom invite

link: <https://zoom.us/j/92630775086?pwd=VlVGU3JxeFYzMUStUnpQZGNhWExiUT09>

Passcode is course #: 140176

NOTE: If you would like access to that course's blackboard website to be able to see any of these films, please inform Prof. Hanson so she can manually enroll you.

Course Schedule

Module O: Course Orientation

0	Approaches to Disease and Public Health
Jan 25	Introductions
Jan 27	What is public health? Skill building session 1: how to build pages on SharePoint Packard, Randall. " 'Break-Bone' Fever in Philadelphia, 1780: Reflections on the History of Disease, " <i>AAHM</i> 2013.
Jan 29	Through what lenses can we view disease? Hanson, " 'Late Imperial Epidemiology, Part I " and " 'Late Imperial Epidemiology, Part II "
Assignment 0 Due 1/28 11:59pm	Build a page of self-introduction: a photo, brief bio, and statement of 1. Your interest in the course topic; 2. Your definition of public health 3. What specific topic in the syllabus most interests you?

Module I: Public Health in Medieval to Early Modern East Asia

1.a	Approaches to Epidemics (and Disease Concepts) in Yuan-Ming-Qing China
Feb 1	<i>Shanghan</i> (Cold Damage) Hanson, "A Deep History of the Chinese Geographic Imagination" in Speaking of Epidemics , 25-45 Goldschmidt, trans. Xu Shuwei's Ninety Discussions [Cases] on Cold Damage Disorders , Cases 1-5, 29-41
Feb 3	<i>Chuanran</i> (Contagion) Leung, Angela Ki Che, " The Evolution of the Idea of Chuanran Contagion in Imperial China, " Leung & Furth, eds, <i>Health & Hygiene</i> 25-50 Kuriyama, Shigehisa. " Epidemics, Weather, and Contagion in Traditional Chinese Medicine, " <i>Contagion: Perspectives from Pre-modern Societies</i> , 1-22.
Feb 4 6:30-7:30	Pandemics and Parasites as lens for other ends - <i>Contagion</i> 2011, <i>Flu</i> 2013, and <i>Parasite</i> 2019
Feb 5	Moral Valences of Illness Katz, Paul, "Introduction" & "Epidemics and Responses to Them," Demon Hordes and Burning Boats , 1-17; 39-76 Schonebaum, Andrew, " Diseases of Sex: Medical and Literary Views of Contagion and Retribution, " in Novel Medicine , 122-147.
Assignment 1.a	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).
1.b	New Approaches to Understanding Diseases
Feb 8	<i>Wenbing</i> (Warm Disease) Hanson, "Ming Medical Frontiers" and "Ming Medical Skepticism" in Speaking of Epidemics , 69-104
Feb 10	Social Stigma and Segregation of the Sick Leung, "The Dangerous Body," in Leprosy in China , 84-131 Burns, "The Geography of Exclusion," in Leprosy in Japan , 19-46.
Feb 11 6:30-7:30	Historical dramas on war & epidemics in 1640s China as response to SARS - <i>The Fall of Ming</i> , 2013 and on a late-19 th -century Japanese rural clinic as response to post-WWII poverty - <i>Red Beard</i> , 1965
Feb 12	Adaptation and Localization of Therapeutics in Korea and Japan Yeonseok Kang, with Jaehyun Kim. " Preface to the Compendium of People-Saving Prescriptions Made with Native Korean Herbs, " <i>Asian Medicine: Tradition and Modernity</i> 11.1-2 (2016): 161-70. Daidoji, Keiko, " The Adaptation of the Treatise on Cold Damage in Eighteenth-Century Japan: Text, Society, and Readers, " <i>Asian Medicine: Tradition and Modernity</i> 8 (2015): 361-393.

Assignment 1.b	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).
1.c	Medical Technologies on the Move
Feb 15	Smallpox in Japan Jannetta, Ann, " Smallpox: The Most Terrible Minister of Death ," <i>Epidemics and Mortality in Early Modern Japan</i> , (Princeton: Princeton Univ. Press, 1987), 61-107.
Feb 17	Smallpox in China Angela Leung, " 'Variolation' and Vaccination in Late Imperial China, ca. 1570-1911. " <i>History of Vaccine Development</i> (2011): 5-12. Chang, Chia-feng, " Disease and its Impacts on Policy, Diplomacy, and the Military: the Case of Smallpox and the Manchus (1619-1795) ," <i>Journal of the History of Medicine and Allied Sciences</i> , 177-197. <i>Journal of Allied Medicine and Science</i>
Feb 18 6:30-7:30	Director Akira Kurosawa examines post-WWII Japanese society and bureaucracy via medical themes - <i>Drunken Angel</i> , 1948, <i>Ikiru</i> , 1952
Feb 19 Module 1 final SP page & comments due on blackboard	The Dutch Physician Willem ten Rhijne in Japan Cook, Harold J., ch. 9 "Translating What Works: The Medicine of East Asia," Matters of Exchange: Commerce, Medicine, and Science in the Dutch Golden Age , 339-377 Primary source: Willem Ten Rhijne, " On Acupuncture ," 371-398.
Assignment 1.c	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).

Module II: Public Health History in Late 19th- and Early 20th-century East Asia

2.a	Hygienic Modernity in China
Feb 22	Epidemic Control and the Origins of Public Health Rogaski, " Introduction ," and " Conquering the One Hundred Diseases ," <i>Hygienic Modernity</i> , 1-47 Skill building session 2
Feb 24	Public Health and National Sovereignty Rogaski, " Translating Weisheng in Treaty-Port China " and " Transforming Eisei in Meiji Japan ," <i>Hygienic Modernity</i> , 104-135 and 136-164
Feb 25 6:30-7:30	Socially engaged photographers and documentary makers in modern China - Prof. HE Gaochao lecture
Feb 26	Hygienic Modernity and Biopower Rogaski, " Seen and Unseen ," and " Germ Warfare and Patriotic Weisheng ," in <i>Hygienic Modernity</i> , 193-224 and 285-99.
Assignment 2.a	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).
2.b	Japanese Hygienic Colonialism
Mar 1	Taiwan Liu, Shiuying and Lin Yi-ping. " A Forgotten War: Malaria Eradication in Taiwan, 1905-65 ," <i>Health & Hygiene</i> ,
Mar 3	Manchuria Lei, Sean Hsiang-lin, " Sovereignty and the Microscope: Constituting Notifiable Infectious Disease and Containing the Manchurian Plague 1910-11 ," Leung & Furth, eds, <i>Health & Hygiene</i> , 73-109. Rogaski, Ruth, " Vampires in Plagueland: The Multiple Meanings of Weisheng in Manchuria ," Leung & Furth, eds, <i>Health & Hygiene</i> , 132-159.
Mar 4 6:30-7:30	Chinese comedy addresses health and agency of the elderly - <i>Full Circle</i> 2012, and cancer patients having to deal with exorbitant costs of life-saving drugs due to pharmaceuticals for profits - <i>Dying to Survive</i> 2018

Mar 5	Korea Todd Henry, Ch 4 "Civic Assimilation: Sanitary Life in Neighborhood Keijō," Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-1945 , 130-67. James Flowers, " Hanbang Healing for the World: The Eastern Medicine Renaissance in 1930s Japan-ruled Korea " <i>Social History of Medicine</i> 0.0 (2020): 1-22.
Assignment 2.b	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).
2.c	Nursing and Nation Building
Mar 8	Nursing and Biomedical Infrastructure in Japanese-occupied Korea Sonja Kim, "Introduction" and " The Heavenly Task of Nursing " in <i>Imperatives of Care</i> , 1-13 and 78-107
Mar 10	Nursing and Public Vaccination Campaigns in Republican China Nicole Barnes, " Introduction ," and " Policing the Public in the New Capital ," in <i>Intimate Communities</i> , 1-51
Mar 11 6:30-7:30	Dramas deal with bias toward mentally challenged people in China - <i>Shower</i> 1999 and in South Korea - <i>Mother</i> , 2009 and <i>Miracle in Cell No. 7</i> , 2013
Mar 12 Module 2 Final SP page & comments due on blackboard	Nurses on the Battlefield Nicole Barnes, " Healing to Kill the True Internal Enemy ," in <i>Intimate Communities</i> , 91-119
Assignment 2.c	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).

Module III: Public Health History in Mid to Late 20th-century East Asia

3.a	Revolutionary Healthcare in China
Mar 15	Wartime Care (or not) of Soldiers John Watts, ch. 7 " Yan'an's Health Services under Mao Zedong's Leadership, 1937-1945 ," and ch. 8 " Saving Lives in Wartime China: Why It Mattered ," <i>Saving Lives in Wartime China: How Medical Reformers Built Modern Healthcare System Amid War and Epidemics, 1928-1945</i> (Brill, 2014), 253-306.
Mar 17	Revolutionary medicine Miriam Gross, "Between Party, People, and Profession: The Many Faces of the 'Doctor' during the Cultural Revolution," <i>Medical History</i> 62.3 (2018): 333-359. Hanson, Marta, " Health and Hygiene Puzzle Blocks (ca. 1960-66): Number 10 Shanghai Toy Factory. " & " Chinese public health slides (1950s-70s): Hangzhou and other cities, China ," Michael Sappol, ed., <i>Hidden Treasure: 175 Years of the National Library of Medicine</i> . Jackson, TN: Blast Books (2012): 162-3, 168-9.
Mar 18 6:30-7:30	Lives & livelihoods for the marginalized in China - <i>Blind Massage</i> , 2014; and Japan - <i>Sweet Bean</i> , 2015
Mar 19	Mass Mobilization Bu Liping, " Anti-malaria campaigns and the Socialist Reconstruction of China, 1950-1980 ," <i>East Asian History</i> 39 (2014): Chinese Public Health Posters Online Exhibition: https://www.nlm.nih.gov/hmd/chinese/posters/ Chinese Public Health Slides, JHU: https://library.artstor.org/#/collection/87732362
Assignment 3.a	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).
3.b	Persistence of Traditional Medicine in the Modern World
Mar 22	SPRING BREAK DAY
Mar 24	Medical Revivalism

	<p>Croizier, Ralph, "The Ideology of Medical Revivalism in Modern China," in Charles Leslie, ed., <i>Asian Medical Systems: A Comparative Study</i> (Berkeley: University of California Press, 1976), 341-355.</p> <p>Lee, Taehyung, "The State-Centred Nosology: Changing Disease Names of Traditional Medicine in Post-Colonial South Korea," <i>Asian Medicine: Tradition and Modernity</i> 11.1-2 (2016): 100-132.</p> <p>Saito, Hiroshi, "Regulation of Herbal Medicines in Japan," <i>Pharmacological Research</i> 41.5(2000): 515-19.</p>
Mar 25 6:30-7:30	Environmental activism and the Fukushima disaster in Japan – <i>Minamata, The Victims and Their World</i> , 1971, <i>The Tsunami & the Cherry Blossom</i> 2011, <i>The Souls of Zen</i> , 2011, <i>Café de Monk</i> , 2011, <i>Beyond the Cloud</i> , 2013
Mar 26	<p>Politics of Traditional Medicine for Public Health</p> <p>Helen Tilley, "How to Make Sense of 'Traditional (Chinese) Medicine' In a Time of Covid-19: Cold War Origin Stories and the WHO's Role in Making Space for Polyglot Therapeutics," May 25, 2020.</p> <p>Hanson, Marta, "The art of medicine: Maoist public-health campaigns, Chinese medicine, and SARS," <i>The Lancet</i>, vol. 372 (Oct. 25, 2008): 1457-8.</p> <p>Rosenberg, Charles. "Alternative to What? Complementary to Whom? On the Scientific Project in Medicine." In <i>Our Present Complaint: American Medicine, Then and Now</i>, 113-38.</p>
Assignment 3.b	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).
3.c	Health, Environment, and Public Rights Post-WWII
Mar 29	<p>The Case of Minamata Disease in Japan</p> <p>George, Timothy S. "Part II. The First Round of Responses," <i>Minamata: Pollution and the Struggle for Democracy in Postwar Japan</i> (Harvard: Harvard University Asian Center, 2001), 45-121 (Focus on 45-70 especially).</p>
Mar 30 6:30-7:30	Environmental activism in China – <i>The Warriors of Qiugang</i> , 2010, <i>Behemoth</i> , 2015, <i>Under the Dome</i> , 2015
Mar 31 Submit final project idea to SharePoint & Blackboard	<p>Politics of the Environment in China</p> <p>Economy, Elizabeth C. ch. 5 "The New Politics of the Environment," <i>The River Runs Black: The Environmental Challenge to China's Future</i> (Ithaca: Cornell University Press, 2004), 129-176.</p>
Apr 2 Module 3 Final SP page & comments due on blackboard	Final Project Check-ins Based on what you submitted to SharePoint on Weds about your final projects we'll discuss possibilities of collaborative projects as well as brainstorm together about next steps.
Assignment 3.c	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).

Module IV: Public Health in Contemporary East Asia

4.a	HIV/AIDS in Contemporary China
Apr 5	Yan Lianke, Dream of Ding Village , trans. by Cindy Carter, 1-124.
Apr 7	<p>Tainted Blood Economy & Occupational Hazards</p> <p>Uretsky, Elanah, "The risk of success: cultural determinants of chronic disease and sexually transmitted infections among suburban Chinese men," <i>Health Promotion International</i> (Nov 18, 2010), 1-8.</p> <p>Uretsky, Elanah, "Engineering a Local Response to a Global Pandemic in China," in Occupational Hazards: Sex, Business, and HIV in Post-Mao China, 173-206.</p>
Apr 8 6:30-7:30	Documentaries on the special case of the HIV/AIDS epidemic in rural China - <i>To Live is Better Than to Die</i> , 2003 & <i>The Blood of Yingzhou District</i> , 2006 and <i>The Blood of Yingzhou District Revisited</i> , 2013
Apr 9	The Health & Agency of Sex Workers

	Hyde, Sandra. "The Cultural Politics of AIDS in Post-reform China," and "A Sexual Hydraulic: Commercial Sex-workers and Condoms," in <i>Eating Spring Rice</i> , 1-36 and 150-168.
Assignment 4.a	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).
4.b	Epidemics in Modern Asia
Apr 12	Epidemics & State Building Peckham, Robert, "Introduction: Contagious Histories," <i>Epidemics in Modern Asia</i> , 1-43
Apr 14	SPRING BREAK DAY
Apr 15 6:30-7:30	Chinese state public-health campaign against HIV/AIDS stigma - <i>Together, 2011 & Love for Life, 2011</i>
Apr 16	JAS-EASTM Virtual Conference: Plenary Remarks 2:30-3:45; Public Health panel 4:15-5:30pm
Assignment 4.b	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).
4.c	Case Studies and Re-Conceptualizations
Apr 19	Avian Flu Peckham, Robert, "Globalization," <i>Epidemics in Modern Asia</i> , 250-300 Easterday, B.C. " Avian Influenza 1981 ," Avian Flu Symposia, USAID, "A Silver Anniversary, A Centennial, or a Millennium?" 1981, 1-3. Keck, Frédéric, " Hong Kong as a Sentinel Post ," Issue Number Three: Sentinel Devices, Limn Blog, 1-6.
Apr 21	SARS, day 1 Zhan, Mei. "Wild Consumption: Relocating Responsibilities in the Time of SARS," in <i>Privatizing China</i> , 151-167. Huang Yanzhong. " The SARS Epidemic and its Aftermath in China: A Political Perspective ," <i>Learning from SARS: Preparing for the Next Disease Outbreak: Workshop Summary</i> , Stacey Knobler, et. al. eds. (Washington, D.C.: The National Academies Press, 2004): 116-136.
Apr 22 6:30-7:30	Spring Break Day: Lecture #2 Dr HE Gaochao, Photographs of rural Chinese medical services
Apr 23	SARS, day 2 Hanson, Marta. " Conceptual Blind Spots, Media Blindfolds: The Case of SARS and Traditional Chinese Medicine ." Leung & Furth, eds, <i>Health and Hygiene in Chinese East Asia</i> , 228-254. Tseng Yen-Fen and Wu Chiao-Ling. " Governing Germs from Outside and Within Borders: Controlling 2003 SARS Risk in Taiwan ." Leung & Furth, eds, <i>Health and Hygiene in Chinese East Asia</i> , 255-272.
Assignment 4.c	Sign up here to present a supplementary reading review (summary of article + analysis linking it to this week's course themes).
4.d	Contextualizing Covid-19
Apr 26	Historical Perspectives on our Pandemic Present Hanson, Marta, " From Sick Men of Asia to Sick Uncle Sam ," <i>Current History</i> 119.818 (2020): 241-244. Rogaski, Ruth, " The Manchurian Plague and Covid-19: China, the United States, and the 'Sick Men,' Then and Now " <i>American Journal of Public Health</i> 111.3? (2020): 1-7. Brazelton, Mary Augusta. " Epidemic Control in Chinese Public Health: Past and Present ," <i>History and Policy</i> , Opinion article, March 31 (2020): 1-4. Brook, Timothy, " Comparative Pandemics: the Tudor-Stuart and Wanli-Chongzhen years of pestilence, 1567-1666 ." <i>Journal of Global History</i> 15.3 (2020): 363-379.
Apr 28 Module 4 Final SP page & comments due on blackboard	Final Discussion: how to write the History of Public Health in East Asia? What do you consider to be the major themes, key topics, important case studies, and central analytical interventions?

April 29 6:30-7:30	Documentaries on comparing health care systems - <i>Sick Around the World, 2008</i> and on the medical response to the Covid-19 outbreak in Wuhan, China - <i>76 Days, 2020</i>
Apr 30	SPRING BREAK DAY
May 5, FINALE 9-12am	The URL of your final projects are due the day of the final exam (5/5) set by JHU policy. If you would like your SP page included in the overview PPT slides for the Finale, please post at least a draft of it by May 4 th noon. During the Finale, students will have the opportunity to present their final projects to peers.