NEW COURSE PROPOSAL
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department History

College Arts and Letters

*(To obtain a course number, contact **coursenumbers@fau.edu**)*

UUPC Approval 10-12-2026
UFS Approval
SCNS Submittal
Confirmed
Banner Posted
Catalog _____

Prefix LAH

Number 3781

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code

Type of Course Lecture

Course Title Health and Disease in Latin American History

Credits *(See Definition of a Credit Hour)* 3

Grading *(Select One Option)*

Regular ☑

Sat/UnSat ☐

Effective Date *(TERM & YEAR)* Fall 2027

Course Description *(Syllabus must be attached; see Template and Guidelines)*

This course explores the histories of health and disease in Latin America, from the colonial to the modern period. Class discussions examine the relationships between indigenous and Western medicine, public health campaigns and their effects on society, as well as the struggles for healthcare in the region.

Prerequisites, with minimum grade*

Corequisites

Registration Controls *(Major, College, Level)*

Default minimum passing grade is D-.** **Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

Writing Across Curriculum (WAC) Course

Yes ☐ **No** ☑

WAC criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

General Education Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See General Education Guidelines.

Minimum qualifications to teach course

Ph.D. in History

Faculty Contact/Email/Phone

Eyal Weinberg/eweinberg@fau.edu

List/Attach comments from departments affected by new course

Sociology

Approved by	***Date***
Department Chair	9/18/26
College Curriculum Chair	9/29/2026
College Dean	10/01/2026
UUPC Chair Korey Sorge	10-12-2026
Undergraduate Studies Dean Dan Mescoff	10-12-2026
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

LAH 3781
Health and Disease in Latin American History
Date:
Building:
3 Credit(s)

Instructor Information

Eyal Weinberg
Email: eweinberg@fau.edu

Office:
Office Hours:
Phone:

This course explores the histories of health and disease in Latin America, from the colonial to the modern period. Class discussions examine the relationships between indigenous and Western medicine, public health campaigns and their effects on society, as well as the struggles for healthcare in the region.

Course objectives:

In this course students will:

- Gain an understanding of the histories of health and medicine in Latin America.
- Consider the ways in which various populations in Latin America experienced and understood disease, health, and public health campaigns.
- Learn the political, social, economic, and cultural contexts of key episodes in Latin American history.
- Hone historical analysis skills (analyzing and contextualizing primary sources), as well as writing skills.

Readings:

You are not required to purchase books for this class. All required readings and primary sources will be available via Canvas or other online platforms. Students are expected to complete assigned readings prior to class.

Attendance and Engagement (20%)

Students are expected to attend classes regularly. Attendance will be taken when class begins. You are permitted two free absences, no questions asked. After that, your grade will lose 1% for each subsequent unjustified absence. You are expected to make up the work missed within a reasonable time. If you cannot make class because of illness or other significant reasons, please talk to me promptly and we will sort it out.

Along with regular attendance, students are expected to engage with course material and class peers. This class would work best when you come prepared to participate in discussions. I also recognize that engagement can be manifested in different ways, from asking questions in class about the primary sources

to contributing ideas to small-group discussions. Attending office hours would also convey an interest in the course.

Analyzing Sources: in many of our meetings, some part of the class will be devoted to analyzing primary sources. To prepare for class discussion, students will read the primary source at home and bring to class a handwritten response to the assigned sources, based on my instructions. Students are expected to hand in **at least eight thoughtful and substantial responses** to primary sources during the semester. Reaching eight responses will secure five percent of the Attendance and Engagement grade. **If you haven't reached this number, your grade will lose points**: for each missing response, 1% will be deducted from the overall attendance/engagement grade.

Assignments (80%)

Written assignments will be evaluated based on analysis and use of evidence but also on prose clarity, argumentation, organization, and logic. You will receive feedback on your writing throughout the semester.

Quiz (3%)
Multiple-choice quiz based on the readings and lectures.

Primary Source Analyses (2X10%)
Two 750-word analyses of a primary source. You will choose a historical document from a selection found on Canvas and analyze it based on class material. A prompt will be provided in advance.

Midterm Exam, in class: 15%
Students will be required to identify and describe a selection of key terms/concepts/historical actors and events covered in class material, from beginning of semester to the date of the exam.

Final Paper Proposal (15%)

This assignment includes a brief description of the topic chosen for the final paper, an annotated outline, and a bibliography. This assignment will be revised and resubmitted based on feedback from me and class peers. The revised version will also include an introduction paragraph. The grade will be based on the average of the original and revised assignments. A prompt will be provided in advance.

Final Paper (20%)
A 1500-word final essay, based on your proposal. The paper will explore a historical question related to topics or themes covered in class. It should demonstrate thoughtful analysis of a historical process, supported by evidence and synthesis of secondary sources. A prompt will be provided in advance.

Final Paper Oral Exam (7%)
At the end of semester, I will hold individual meetings with each student. During the meeting, the student will be required to answer three questions about the argument, analysis, and research of their final paper. The student will be expected to articulate the answers verbally and coherently.

** **FAU Center for Excellence in Writing** promotes writing for all members of the FAU community, and various resources to support your writing. The center's consultants are available for individual appointments to help you at any point in the writing process—brainstorming, drafting, revising, etc. You are very encouraged to take advantage of this resource. More details at www.fau.edu/ucew

Policy on Make-up Tests, Late work, and Incompletes
Students will be assigned an F grade (zero points) on an assignment that was not submitted unless an extension was granted. Students are responsible for submitting their assignments on Canvas and confirming that they have been successfully uploaded. **Assignments submitted after the deadline has passed will be deducted a third of a letter grade every 24 hours**. For example, an essay that would have earned a B+ but was submitted 2 hours after the deadline will earn a B instead. If submitted more than 24 hours after the deadline, it will earn a B-, and so on. Late work can be submitted only while the submissions window is open on Canvas. Students will not be penalized for missing presentations due to participation in university-approved activities or religious observance, but you must contact me for approval in advance. I also recognize that other extenuating circumstances may prevent you from submitting work on time. It is therefore crucial that you communicate any issues immediately.

Course Grading Scale
Letter Grraadee
A 94 - 100%
A- 90 - 93%
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 Below 60

Class Etiquette
Students are encouraged to employ critical thinking and to rely on evidence and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. You are encouraged to think out loud and take intellectual risks! But please communicate professionally and collegially with your classmates. I'd like us to think about the class as a community whose members are active listeners, sensitive to the diverse backgrounds, identities, and beliefs of their peers. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Code of Academic Integrity
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which all students enjoy an equal opportunity to succeed. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001

Artificial Intelligence

All work for this course must be your own. The use of LLM AI tools (ChatGPT and alike) in any work in this course is strictly prohibited and would be considered a violation of academic integrity. If you are in the habit of using AI tools to save time because your schedule is overcrowded, please ask for an extension. If you're not sure what constitutes academic dishonesty, plagiarism, or cheating, do let me know - I am happy to clarify.

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence] If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), test or examination administrations, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Disability Policy

This class welcomes students of all backgrounds and abilities. In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/. Aside from the disabilities approved by the SAS, I recognize that other circumstances and unplanned events might have a significant influence on your ability to complete assignments and participate in class. Special accommodations can be arranged on occasion. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations. Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at https://www.fau.edu/ocr9/title-ix/. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Course Schedule

All the assignments, prompts, and essential information for this course will be on Canvas. Changes to the schedule may be made at my discretion when circumstances require. It is your responsibility to note these changes when announced.

Week 1 Introduction to health and disease in the history of Latin America.

1/9: Excerpt from John Chasteen, *Born in Blood and Fire: A Concise History of Latin America*

1/11: Cueto and Palmer, *Medicine and Public Health in Latin America: A History* (New York: Cambridge University Press, 2014), 1-9.

Mariola Espinosa, "Globalizing the History of Disease, Medicine, and Public Health in Latin America," *Isis* 104, No. 4 (2013): 798-806

Week 2 Health, disease, and epidemics before and after 1492

1/16: Suzanne Austin Alchon, *A Pest in the Land: New World Epidemics in a Global Perspective* (Albuquerque: University of New Mexico Press, 2003), 32-59

1/18 Sherry Fields, *Pestilence and Headcolds: Encountering Illness in Colonial Mexico* (New York: New York University Press, 2008), 8-27 Available on Gutenberg-e.

Alchon, *A Pest in the Land*, 71-82

Week 3 Healers and Practitioners under colonial rule

1/23 Pablo F. Gómez, "Domingo de la Ascensión and the Criollo Healing Culture of the Seventeenth-Century Caribbean," in *The Gray Zones of Medicine: Healers and History in Latin*

America, edited by Diego Armus and Pablo F. Gómez (Pittsburgh: University of Pittsburgh Press, 2021), 11-25

Martha Few, "The Curing World of María García, an Indigenous Healer in Eighteenth-Century Guatemala," in *The Gray Zones of Medicine*, 26-39

QUIZ 1

1/25 Primary source workshop

Source: Isabel Hernández, Midwife and Healer, Appears before the Inquisition (Mexico, 1652)

Week 4 Regulating medicine under colonial rule

1/30 Cueto and Palmer, *Medicine and Public Health in Latin America*, 16-51

2/1 Adam Warren, *Medicine and Politics in Colonial Peru: Population Growth and the Bourbon Reforms* (Pittsburgh: University of Pittsburgh Press, 2010), 49-77

DUE: Primary Source Analysis I

Week 5 Health shapes independence

2/6 Adam Warren, "Dorotea Salguero and the Gendered Persecution of Unlicensed Healers in Early Republican Peru," in *The Gray Zones of Medicine*, 55-74

2/8 Mariola Espinosa, *Epidemic Invasions: Yellow Fever and the Limits of Cuban Independence, 1878-1930* (Chicago: The University of Chicago Press, 2009), 1-11

Week 6 State formation, health, and culture

2/13 Sidney Chalhoub. "The Politics of Disease Control: Yellow Fever and Race in Nineteenth Century Rio de Janeiro," *Journal of Latin American Studies* 25, No. 3 (1993): 441-463.

2/15 Julia Rodriguez, "Inoculating against Barbarism? State Medicine and Immigrant Policy in Turn-of-the-Century Argentina," *Science in Context* 19, No. 3 (2006): 357 - 380

Primary source: Report by the Mexican Delegation for the International Sanitary Police, 1907

DUE: Primary Source Analysis II

Week 7 National and international public health

2/20 Cueto and Palmer, *Medicine and Public Health in Latin America*, 109-133

Gabriela Soto Laveaga, *Jungle Laboratories: Mexican Peasants, National Projects, and the Making of The Pill* (Duke University Press, 2009), 91-112, 151-162

2/22 Anne-Emanuelle Birn, “Revolution, the Scatological Way: The Rockefeller Foundation’s Hookworm Campaign in 1920s Mexico,” in *Disease in the History of Modern Latin America*, edited by Diego Armus (Durham: Duke University Press, 2003), 158-182

Week 8 Latin American Eugenics

2/27 Alexandra Minna Stern, “Eugenics in Latin America.” In *Oxford Research Encyclopedia of Latin American History*. 2016. 1-20

Primary Source: Regulations on Eugenics and Mental Hygiene in the State of Veracruz, 1932 (published 1933)

2/29 MID TERM EXAM

Week 9 SPRING BREAK

Week 10 Reproductive Health

3/12 Elizabeth O'Brien, “"A Tacit Pact with the State": Constrained Choice and the Politics of Abortion in 1930s Mexico,” *Journal of Women's History* 34, no. 2 (2022): 53-75.

3/14 Raúl Necochea López, “Priests and Pills: Catholic Family Planning in Peru, 1967–1976,” *Latin American Research Review* 43, no. 2 (2008): 34–56.

Week 11 Revolutionary Medicine and Healthcare

3/19 Nicole Pacino, “Bringing the Revolution to the Countryside: Rural Public Health Programmes as State-Building in Post-1952 Bolivia,” *Bulletin of Latin American Research* 38:1 (2019): 50-65

2/21 Primary Source workshop

Primary Source: Allende, La Realidad Médico-Social Chilena, 1939

Week 12 Medicine and borders

3/26 Alexandra Minna Stern. “Buildings, Boundaries, and Blood: Medicalization and Nation-Building on the U.S.-Mexico Border, 1910-1930,” *Hispanic American Historical Review* 79. No. 1 (1999): 41-81.
DUE: Final Paper Proposal

3/28 Natalia Molina, “Borders, Laborers, and Racialized Medicalization: Mexican Immigration and US Public Health Policy in the Twentieth-Century,” *American Journal of Public Health* 101 no. 6 (2011): 1024-1031.

Week 13 Medical ethics and human experimentation

4/2 Film screening

4/4 Susan Reverby, ""Normal Exposure" and Inoculation Syphilis: A PHS "Tuskegee" Doctor in Guatemala, 1946–1948," *Journal of Policy History* 23:1 (2011): 6-28

Week 14 Health and Disease during the Cold War

4/9 Marcos Cueto, *Cold War, Deadly Fevers: Malaria Eradication in Mexico, 1955-1975* (Washington D.C: Woodrow Wilson Center Press, 2007), 15-33, 63-67, 78-82, 94-106, 120-128

4/11 Eyal Weinberg. ""With Colleagues Like that, who Needs Enemies?": Doctors and Repression under Military and Post-Authoritarian Brazil." *The Americas* 76, No. 3 (2019): 467-505

Week 15 Disease and Stigma

4/16 Paul Farmer, *Aids and Accusation: Haiti and the Geography of Blame* (Berkeley: University of California Press, 2010), 125-129, 61-94, 244-251

4/18 Wrapping up

Final Paper due 4/25

Final Paper Oral Exam