



History 223: American Medical History
Spring 2016
TR 1-2:20 pm
ARH 318

Professor Carolyn Herbst Lewis
Mears 211
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Office hours: Monday 1:15-2:45 pm

Or by appointment (see instructions below)

Image: [Ivo Salinger, Der Arzt](#) (1920)

Course Description: This course examines the history of medical care in America from the colonial period through the 20th century. Students consider how social factors, as well as personal, political, and professional agendas, influenced medical knowledge and practice. Students explore the constructed meanings of disease and health, and the individuals, technologies, and scientific discoveries that shaped them. Special attention is given to themes of public health, personal agency, and professional authority.

Students enrolled in this course will:

- read a variety of scholarly works in order to practice identifying an author's thesis, evidence, and historical contribution
- analyze primary sources to identify their contribution to historical knowledge and understanding
- develop an understanding of how notions of health and disease have been constructed in different eras
- be able to identify key moments in the history of medicine and articulate their significance to the past and the present
- formulate a viable research question about the history of American medicine
- avail themselves of library resources to produce an appropriate bibliography for their research
- experience writing for a wider audience through their contribution to the class blog
- make an oral presentation of their research to the class

ASSIGNMENTS AND GRADING POLICIES

Students' course grades will be based on their performance on the following:

First primary source analysis paper = 10%

Second primary source analysis paper = 13%

First article review essay = 12%

Second article review essay = 15%

Blog Post on Research Topic (1500-1700 words) = 25%

Presentation on Research Topic = 15%

Participation in Class Discussions = 10%

Class Participation: Students are expected to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion. Participation is not the same as attendance, and it is not assessed according to a strict formula. By the end of the semester, I will know whether or not you are someone who has made regular and thoughtful contributions to the classroom discussion of readings and other material. How do you as a student ensure that you get a high mark for this portion of your grade? First, you attend class regularly. You cannot participate if you are not here. Second, you complete the assigned readings and spend time thinking about them before class. Finally, you answer the questions I pose to the class, ask questions of me and your classmates based on the readings and lecture content, share your thoughts about the material, and respond to your classmates' comments about the material. Students should bring to each class discussion two copies of 2-3 questions for consideration. One copy should be typed and submitted to the instructor. Plan to offer at least one of these questions for discussion at some point each class period.

Course Policies:

- Each student has 2 “personal days” that can be used for wellness, illness, or other purposes. If you have more than two absences without a college-documented accommodation, health issue, or emergency, your participation grade will suffer. If you have more than four such absences, you will receive a participation grade of zero. You must send me an email informing me of your intention to use a personal day prior to the start of class time.
- This is not a lecture course. Students are expected to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion. See description of “Class Participation” above.

- Because this is a discussion-based course, the use of laptops, tablets, etc. during class time is prohibited. I will not make an exception to this policy unless you have a documented need on file with Academic Affairs.
- In order to pass the course, students must submit all of the written assignments on time or with an approved extension. Assignments submitted late without an instructor-approved extension or documentation of an emergency will be accepted and/or penalized solely at the discretion of the instructor.
- Each student in the class can have **one (and only one) 48-hour extension** on a writing assignment. To claim this extension, send me a brief email asking for extra time BEFORE the assignment's deadline. I will grant the extension automatically, so there is no need for you to explain why you need more time. Keep in mind, however, that once you've received an extension on one assignment, I will not give you an extension on another without a college-documented accommodation, health issue, or emergency.
- I ask that you remember that email is a form of writing. In your life after Grinnell College, you will be required to communicate via email in a professional format (i.e., salutation, properly formatted sentences, and signature). I suggest you get in the practice of doing so now.
- I do not check and respond to emails 24/7. Please give me 24 hours to respond to your email. If you have not received an email after that time, then forward me the original email with a little reminder. Also, I usually do not check email between 5 pm and 8 am. This time is reserved for my family. And sleeping.
- Students are expected to read and follow all instructions given for each assignment. Failure to do so will negatively affect your grade.
- All written work must conform to the Chicago Manual of Style, available via the Burling Library list of databases.

<http://www.grinnell.edu/about/offices-services/library/research/citation>

Academic Integrity:

It is the responsibility of all students to familiarize themselves with the section on “Honesty in Academic Work” in the Grinnell Student Handbook. These are the standards that you are held to, these are the standards that you have agreed to adhere to by enrolling in the college, and these are the standards that you claim you have met once you submit your written work for grading.

[http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)

Please be aware that as a faculty member I am obligated to submit all suspected violations of these standards to the Committee on Academic Standing. I will not first invite you to explain what happened or attempt to confirm or resolve my suspicions. If I have a concern, I submit the paperwork to the Committee. Period. This helps to maintain the integrity of the Committee, to preserve the campus-wide commitment to due process and self-governance, and to ensure that all of my students are treated equally.

Community and Accountability:

This classroom is a community of individuals from diverse backgrounds and experiences coming together to learn. In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy. To that end, I ask that you refrain from arriving late or leaving early. Doing so is disruptive to your classmates as well as your instructor. So, too, are cell phone tones. Please make sure that all devices are turned off once you enter the classroom. Students who regularly disrupt the class in any way will have their course grade penalized at the discretion of the instructor. If you are asked to modify your behavior, please do so. As members of this community, you all are responsible for informing me if at any point if a classmate’s behavior is impairing your ability to concentrate and learn in this class. This is not asking you to police one another, but to take responsibility for defending your right to a productive learning environment. Bottom line: let’s all treat each other with the same respect and courtesy we would like to receive.

Accommodations:

I encourage students with documented accommodations, including invisible disabilities such as chronic illness, learning difficulties, and psychiatric conditions, to discuss appropriate accommodations with me during the first few weeks of the semester. You will also need to have a conversation about and provide documentation of your condition (if you have not already done so) to the **Coordinator for Disability Resources, Autumn Wilke, located on the 3rd floor of the Rosenfield Center (x3702).**

As an instructor, I am endeavoring to use the philosophy of **Universal Design** in framing my courses. I welcome all constructive feedback in this process. I cannot guarantee that I will adopt any or all suggestions that come my way, but I most certainly want to hear them for consideration not only for this course, but also for future courses.

Grinnell College offers reasonable accommodations for students who observe religious holy days. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you. <https://www.grinnell.edu/about/offices-services/crssj/resources>

VERY IMPORTANT:

This class discusses intimate and sometimes embarrassing or painful subjects. Due to the nature of the course themes, materials, and format we will not be issuing specific **trigger warnings**. All readings are listed in advance on the syllabus. You should use the syllabus to get a sense of the types of topics we will be discussing throughout the semester. Just because something is not listed on the syllabus for a given day, however, does not mean that it might not come up in lecture or discussion as we draw connections between different readings and discussions. If you find yourself having a personal or emotional response to the readings, subject matter, or discussions, I suggest you make an appointment with a counselor at SHACS (Student Health and Counseling Services). They are located on the Lower Level of the Forum. Their phone number is 641-269-3230. I am happy to help you make an appointment.

To Schedule a Meeting with Professor Lewis:

Step 1: Log into your Grinnell email.

Step 2: Open the Calendar function.

Step 3: In the upper right corner, click on ‘?’ and select the Help feature.

Step 4: In the Help window, search for “Create Meeting.”

Step 5: Read the instructions in Help and follow them to send me an invitation to a meeting.

Step 6: Use the Scheduling Assistant to see my available times. Please note that I am available only during “normal business hours” (8 am to 5 pm, Monday-Friday). Even if it looks like I am “free” at 9 pm, don’t suggest that time.

Step 7: In the comments section of your meeting request, indicate the time you want to meet. This will serve as a backup for planning in case we are in different time zones. In fact, you should make sure you are set to CST, the time zone for Grinnell.

Step 8: Please put your name in the title bar.

<u>WEEK 1</u>	
Tuesday 1/26	Introductions
Thursday 1/28	<p>The “Columbian Exchange”</p> <p>Reading:</p> <ul style="list-style-type: none"> • Elaine G. Breslaw, “The Columbian Exchange,” in <i>Lotions, Potions, Pills, and Magic: Health Care in Early America</i> (New York: New York University Press, 2012), 9-26. [ERES] • Paul Kelton, “Avoiding the Smallpox Spirits: Colonial Epidemics and Southeastern Indian Survival,” <i>Ethnohistory</i> 51.1 (2004): 45-71. [Project Muse] • Lina Minou, “Understanding Anger: Changing Perceptions of Anger in the Eighteenth Century,” <i>Early Modern Medicine</i> (November 25, 2015). http://earlymodernmedicine.com/understanding-anger/
<u>WEEK 2</u>	
Tuesday 2/2	<p>Public Health: Epidemics, Quarantines, and Inoculation</p> <p>Reading:</p> <ul style="list-style-type: none"> • Raymond Phillips, “Colonial Medicine: Treating George Washington,” <i>The New York History Blog</i>, August 20, 2015. http://newyorkhistoryblog.org/2015/08/20/colonial-medicine-treating-george-washington/ • Rob Boddice, “Bestiality in a Time of Smallpox,” <i>Notches</i>, January 20, 2015. http://notchesblog.com/2015/01/20/bestiality-in-a-time-of-smallpox/ • David S. Barnes, “Cargo, ‘Infection,’ and the Logic of Quarantine in the Nineteenth Century,” <i>Bulletin of the History of Medicine</i> 88.1 (Spring 2014): 74-101. [Project Muse]
Thursday 2/4	<p>Everywoman Her Own Family’s ... Or Community’s... Physician</p> <p>Reading:</p> <ul style="list-style-type: none"> • Charles E. Rosenberg, “The Book in the Sickroom: A Tradition of Print and Practice,” <i>Popular Medicine in America, 1800-1900</i>. 1998. • Eric H. Christianson, “Medicine in New England,” in Judith Walzer Leavitt and Ronald L. Numbers, eds., <i>Sickness and Health in America: Readings in the History of Medicine and Public Health</i> (Madison: University of Wisconsin Press, 1997), 47-71. [ERES] <p>In class viewing: <i>A Midwife’s Tale</i>, directed by Richard P. Rogers (1997; PBS Home Video, 1998), VHS.</p>

<u>WEEK 3</u>	
Tuesday 2/9	<p>The Body, Knowledge, and Medical Authority</p> <p>Reading:</p> <ul style="list-style-type: none"> • Michael Sappol, <i>A Traffic of Dead Bodies: Anatomy and Embodied Social Identity in Nineteenth-Century America</i> (Princeton and Oxford: Princeton University Press, 2002), 44-97. [ERES] • April Haynes, "The Trials of Frederick Hollick: Obscenity, Sex Education and Medical Democracy in the Antebellum United States." <i>Journal of the History of Sexuality</i> 12.4 (2003): 543-574. [JSTOR]
Thursday 2/11	<p>Homeopaths, Irregulars, and the American Medical Association</p> <p>Reading:</p> <ul style="list-style-type: none"> • Anne Taylor Kirschmann, "Adding Women to the Ranks, 1860-1890: A New View with a Homeopathic Lens," <i>Bulletin of the History of Medicine</i> 73:3 (Fall 1999): 429-446. [Project Muse] • Online exhibit: "Alternative Medical Practices," <i>Popular Medicine In America, 1800-1900</i>. 2015.
Friday 2/12	First Primary Source Analysis Paper due via Blackboard by 5 pm.
<u>WEEK 4</u>	
Tuesday 2/16	<p>Class Visit to Grinnell Historical Museum's Medical History Room</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jacqueline Antonovich, "Adventures in the Archives: Living in A Material World," <i>Nursing Clio</i> (October 21, 2014).http://nursingclio.org/2014/10/21/adventures-in-the-archives-living-in-a-material-world/
Thursday 2/18	<p>Defining Soundness</p> <p>Reading:</p> <ul style="list-style-type: none"> • Sharla Fett, <i>Working Cures: Healing, Health, and Power on Southern Slave Plantations</i> (Chapel Hill: University of North Carolina Press, 2002), 15-59, 206-217. [ERES]

<u>WEEK 5</u>	
Tuesday 2/23	<p>Sacred Medicine. ***Special Guest Star: Associate Dean and Professor of Anthropology Maria Tapias***</p> <p>Reading:</p> <ul style="list-style-type: none"> • Maria Tapias, <i>Embodied Protests: Emotions and Women's Health in Bolivia</i> (Urbana: University of Illinois Press, 2015), 43-75, 134-135. [ERES] • Matthew A. Taylor, "Contagious Emotions' and the Ghost Dance Religion: Mooney's Science, Black Elk's Fever," <i>ELH</i> 81.3 (Fall 2014): 1055-1082. [Project Muse]
Thursday 2/25	<p>From Miasma to Germs</p> <p>Reading:</p> <ul style="list-style-type: none"> • Nancy Tomes, "The Private Side of Public Health: Sanitary Science, Domestic Hygiene, and the Germ Theory, 1870-1900," in Leavitt and Numbers, eds., <i>Sickness and Health in America</i>, 506-528. [ERES] • Naomi Rogers, "Dirt, Flies, and Immigrants: Examining the Epidemiology of Poliomyelitis, 1900-1916," in Leavitt and Numbers, eds., <i>Sickness and Health in America</i>, 407-417. [ERES]
<u>WEEK 6</u>	
Tuesday 3/1	<p>The Care of Strangers</p> <p>Reading:</p> <ul style="list-style-type: none"> • Nitin K. Ahuja, "Fordism in the Hospital: Albert Kahn and the Design of Old Main, 1917-1925," <i>Journal of the History of Medicine and Allied Sciences</i> 67.3 (July 2012): 398-427. [Project Muse] • Marilyn Schultz Blackwell, "Keeping the 'Household Machine' Running: Attendant Nursing and Social Reform in the Progressive Era," <i>Bulletin of the History of Medicine</i> 74.2 (2000): 241-264. [Project Muse] <p>In-class viewing: <i>London Hospital</i>, season 1, episode 1, directed by Bryn Higgins, aired March 12, 2006 (Amazon Instant Video).</p>
Thursday 3/3	<p>Public Health: Immigration</p> <p>Reading:</p> <ul style="list-style-type: none"> • Emily K. Abel, "From Exclusion to Expulsion: Mexicans and Tuberculosis in Los Angeles, 1914-1940," <i>Bulletin of the History of Medicine</i> 77:4 (Winter 2003): 823-849. [Project Muse] • Lisa O'Sullivan, "'The Pest at the Gate': Typhoid, Sanitation, and Fear in NYC," <i>Books, Health, and History</i> (August 25, 2014).

	<p>http://nyamcenterforhistory.org/2014/08/25/the-pest-at-the-gate-typhoid-sanitation-and-fear-in-nyc/</p> <p>In-class viewing: <i>Forgotten Ellis Island</i>, dir. by Lorie Conway (PBS, 2008).</p>
Friday 3/4	First Article Review Essay due via Blackboard by 5 pm
<u>WEEK 7</u>	
Tuesday 3/8	<p>Neurasthenia: A Modern Diagnosis, A Modern Cure?</p> <p>Reading:</p> <ul style="list-style-type: none"> • David G. Schuster, <i>Neurasthenic Nation: America's Search for Health, Happiness, and Comfort, 1869-1920</i> (Rutgers University Press, 2011), 7-63, 168-177. [ERES] • William H. Helfand, "Advertising Health to the People," <i>Popular Medicine in America, 1800-1900</i>. 1998.
Thursday 3/10	<p>Mental Health and Pharmacology ***Special Guest Star: Jen Jacobsen, Wellness Director (arriving 1:40)***</p> <p>Reading:</p> <ul style="list-style-type: none"> • Ilina Singh, "Not Just Naughty: 50 Years of Stimulant Drug Advertising," in Andrea Tone and Elizabeth Siegel Watkins, eds., <i>Medicating Modern America: Prescription Drugs in History</i> (New York University Press, 2007), 131-155. [ERES] • Andrea Tone, "Tranquilizers on Trial: Psychopharmacology in the Age of Anxiety," in Tone and Watkins, eds., <i>Medicating Modern America</i>, 156-179. [ERES]
Sunday 3/13	Blog Post Topic Proposal and Bibliography due via Blackboard by 5 pm
<u>WEEK 8</u>	
Tuesday 3/15	<p>Diagnosing/Defining Sexuality and Gender</p> <p>Reading:</p> <ul style="list-style-type: none"> • Elizabeth Reis, <i>Bodies in Doubt: An American History of Intersex</i> (Baltimore: Johns Hopkins University Press, 2009), ix-xvii, 82-114, 188-195. • Jennifer Terry, "Lesbians under the Medical Gaze: Scientists Search for Remarkable Differences," <i>The Journal of Sex Research</i> 27.3 (August 1990): 317-339. [JSTOR]

Thursday 3/17	<p>The Golden Age</p> <p>Reading:</p> <ul style="list-style-type: none"> • Gretchen Krueger, "Death Be Not Proud: Children, Families, and Cancer in Postwar America," <i>Bulletin of the History of Medicine</i> 78.4 (2004): 836-863. [Project Muse] • Susan M. Reverby, "'Normal Exposure' and Inoculation Syphilis: A PHS 'Tuskegee' Doctor in Guatemala, 1946-1948," <i>Journal of Policy History</i> 23.1 (2011): 6-28. [Project Muse]
<u>WEEK 9-10</u>	SPRING BREAK!!!
<u>WEEK 11</u>	
Tuesday 4/5	<p>Health Activism and Patients' Rights</p> <p>Reading:</p> <ul style="list-style-type: none"> • Naomi Rogers, "'Caution: The AMA May Be Dangerous to Your Health': The Student Health Organization (SHO) and American Medicine, 1965-1970," <i>Radical History Review</i> 80 (2001): 5-34 [Project Muse] • Sydney A. Halpern, "Medical Authority and the Culture of Rights," <i>Journal of Health Politics, Policy and Law</i> 29.4 (2004): 835-852. [Project Muse]
Thursday 4/7	<p>Our Bodies, Ourselves</p> <p>Reading:</p> <ul style="list-style-type: none"> • Wendy Kline, "'Please Include This in Your Book': Readers Respond to <i>Our Bodies, Ourselves</i>," <i>Bulletin of the History of Medicine</i> 79.1 (2005): 81-110. [Project Muse] • Jennifer Nelson, "'Hold your head up and stick out your chin': Community Health and Women's Health in Mound Bayou, Mississippi," <i>NWSA Journal</i> 17.1 (2005): 99-118. [Project Muse]
Friday 4/8	Second Primary Source Analysis Paper due via Blackboard by 5 pm
<u>WEEK 12</u>	
Tuesday 4/12	<p>Class Visit to the GRMC Birth Center</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jacqueline H. Wolf, <i>Deliver Me From Pain: Anesthesia and Birth in America</i> (Baltimore: Johns Hopkins University Press, 2009), 73-104, 136-167, 225-238, 245-253. [ERES]

Thursday 4/14	<p>Changing Trends in Childbirth</p> <p>Reading:</p> <ul style="list-style-type: none"> • Neel Shah, MD, MPP, “A NICE Delivery – The Cross-Atlantic Divide Over Treatment Intensity in Childbirth,” <i>NEJM Perspective</i>, June 4, 2015. [http://www.nejm.org/doi/full/10.1056/NEJMp1501461?referer=medstro.com&referrer=medstro.com&source=medstro&] <p>In-class viewing: <i>The Chicago Maternity Center Story</i>, dir. Jerry Blumenthal (Kartemquin Films, 1976).</p>
<u>WEEK 13</u>	
Tuesday 4/19	<p>Welfare, Private Insurance, and Public Care</p> <p>Reading:</p> <ul style="list-style-type: none"> • Beatrix Hoffman, “Restraining the Health Care Consumer: The History of Deductibles and Co-payments in U.S. Health Insurance,” <i>Social Science History</i> 30.4 (2006): 501-528. [Project Muse] • Eileen Boris and Jennifer Klein, “Home-Care Workers Aren’t Just ‘Companions,’” <i>New York Times</i> July 1, 2012. [http://www.nytimes.com/2012/07/02/opinion/fairness-for-home-care-workers.html?_r=2&ref=opinion] • James Colgrove, “Reform and Its Discontents: Public Health in New York City During the Great Society,” <i>Journal of Policy History</i> 19.1 (2007): 3-28. [Project Muse]
Thursday 4/21	<p>CAM: Complementary and Alternative Medicines</p> <p>Reading:</p> <ul style="list-style-type: none"> • James Harvey Young, “The Development of the Office of Alternative Medicine in the National Institutes of Health, 1991-1996,” <i>Bulletin of the History of Medicine</i> 72.2 (1998): 279-298. [Project Muse] • “Complementary, Alternative, or Integrative Health: What’s In a Name?” National Center for Complementary and Integrative Health https://nccih.nih.gov/health/integrative-health • Don G. Bates, “Why Not call Modern Medicine ‘Alternative’?” <i>Perspectives in Biology and Medicine</i> 43.4 (2000): 502-518. [Project Muse]
Friday 4/22	Second Article Review Essay due via Blackboard by 5 pm

WEEK 14	
Tuesday 4/26	Contemporary Issues in the History of Medicine Reading: <ul style="list-style-type: none"> • Catherine Kudlick, "Comment: On the Borderland of Medical and Disability History," <i>Bulletin of the History of Medicine</i> 87.4 (Winter 2013): 540-559. [Project Muse] • TBA
Thursday 4/28	Blog Post Workshop
WEEKS 15 & 16	STUDENT PRESENTATIONS
FINALS WEEK	Final Project Due Friday, May 20, 9am-12:00pm We will meet in a computer lab during this period to upload and peer review the blog posts before publishing. You will be given further details on this later in the semester.