

Professor Carolyn Herbst Lewis

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My office hours are Tuesday, 10:30-11:30. No appointment necessary for office hours. To schedule a meeting for a different time, use the Outlook Calendar.

**** Please note that I am available only during “normal business hours” (approximately 8:30 am to 4:30 pm, Monday-Friday). When you are selecting an appointment time in Outlook Calendar, be sure to click on the ‘Scheduling Assistant,’ as that will allow you to see the busy/free times on my calendar. Please be sure to put your name and the time you want to meet in the subject line. If your computer/Outlook is set to a time zone different from CST, the meeting time will not display correctly and we will have confusion.**

Course Description: This course examines the history of health, illness, and medical care in the United States 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 times and places in the US past
- 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

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

First PSA essay = 12% (see instructions below)

Second PSA essay = 15% (see instructions below)

Topic Proposal = 5% (see assignment sheet)

Revised proposal with bibliography = 5% (see assignment sheet)

Blog Post on Research Topic (1500-1700 words; see assignment sheet) = 33%

Presentation on Research Topic = 15% (see assignment sheet)

Participation in Class Discussions = 15% (see description below)

Required Course Reading Material:

- Articles available via the Burling Library Databases are listed on the syllabus. Hyperlinks are provided in the Word document version. At the end of each citation I have indicated in [BRACKETS] which database contains the assigned article. You have sufficient information to find the article if the link is not working.
- Articles available via E-RESERVE [ERES] are listed on the syllabus will be available under Library Resources on Blackboard.
- Blog posts available via various websites are listed on the syllabus. Hyperlinks are provided in the Word document version. Please note that the blog posts I am assigning are written by scholars and vetted through a peer review process. These are not your average blog post. Do not dismiss them as mere opinion pieces. They are scholarship and serve as models for the final project.

Out of Class Time Investment: Grinnell College expects students earning 4 credit hours for a class to spend a minimum of 9 hours per week on class work. Depending on how quickly you read while absorbing information, I expect you to spend 2-4 hours completing the readings for each class meeting. Weeks with papers or other assignments due will require more time.

Participation Grade:

I expect students 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 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.

Primary Source Analysis Essays:

This semester you will write two primary source analysis (PSA) essays. Please note that the percentage assigned to each essay increases. This is because I expect you to improve your writing and analytical skills over the course of the semester. Choose your sources carefully. Your sources must relate to the history of health, disease, healing, or medicine in the American colonies or the United States. Your sources must be valid/real sources. I suggest you stick to materials available via the Burling Library list of databases. If you want to use a source from somewhere else, you will need to get prior approval from me.

Each PSA:

- will start with a heading that ONLY includes the following information: student's name and a title for the paper.
- will be 800-900 words, including the footnotes.
- will NOT include a bibliography or title page.
- will employ and cite a minimum of 3 articles/essays/blogs assigned on the syllabus. Content from class discussion maybe also be used to interpret the source, but it does not count towards this minimum. Failure to use a minimum of 3 articles/essays/blogs will result in a grade penalty of 1/3 of a letter grade per missing source. You should use fresh material for each of your PSAs. If you want to re-use an article/essay/blog in a later paper, you will need to get prior approval from me.

- will cite quotations and other relevant content appropriately and as needed, using Chicago Manual of Style formatting for footnotes. Failure to properly cite your sources and format your citations will result in a grade penalty of 1/3 of a letter grade (from an A- to a B+, for example). Please note that I have provided the full bibliographic information for each of the assigned readings on the syllabus. You just need to cut and paste!
- will be double-spaced, using a legible font, with page numbers in the bottom right corner.
- **will be penalized for failing to conform to the above list.**

Begin with an introductory paragraph that presents your source and thesis succinctly and thoroughly. Briefly describe your selected source. Be sure to provide enough detail that the reader will have an idea of what kind of primary source this is (magazine article, advertisement, speech, diary entry, etc.), when and where the source first appeared, who the author was, etc. This might require you to do some limited additional research. Be sure to cite the sources that you use for this information. The sources you use to gather this identifying information do not count towards the three-source minimum.

Once you have provided a useful description of your selected source, proceed with your analysis of its contents. Each subsequent body paragraph should advance your thesis and contain specific references to the course readings and lecture/discussion content as evidence demonstrating the validity of your analysis. Your job is to analyze, not just describe. This means you need to pay attention to the “so what?” factor. Why should we care about this source? What does it reveal to us? [Note: do not write in your paper “We should care about this source because....” Aim for more sophisticated nuance in your writing.] You should offer a conclusion that closes your paper convincingly and effectively.

Remember, your broader goal with this assignment is twofold:

- First, to demonstrate how your selected source contributes to our understanding of the history of health and medicine in American history. This is not a summary or book report. Be sure that your essay includes a thesis statement, and that your analysis supports that thesis.
- Your second goal is to demonstrate your grasp of the course material, including class discussions, readings, and films.

When I grade this essay, I will be evaluating: the clarity, form, and style of your writing, your ability to follow instructions (i.e. proper formatting, conforming to the checklist), and your ability to use historical knowledge to evaluate a primary source, including your ability to formulate a thesis, to support that thesis with evidence and well-reasoned analysis, and to situate the source within the historical narrative.

Blog Post:

You will earn a significant portion of your grade through researching a topic and writing a blog post about it. See the assignment sheet for more details.

Course Policies:

- I expect students to attend every class period, and I will be taking attendance. However, I understand that life happens. Therefore, 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 documented accommodation, health issue, or emergency, your grade will suffer, as you cannot participate in class discussions if you are not present for them. If you have more than four such days, you will receive a participation grade of zero. You do not need to email about using a personal day. If you are not present, I will assume you are taking one.
- I expect students to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion.
- In order to pass the course, students must submit all of the written assignments on time or with an approved extension. This includes written assignments and worksheets that do not earn an independent grade. Assignments submitted late without an instructor-approved extension or documentation of an emergency will be accepted and/or penalized solely at my discretion. **As soon as you realize you are struggling to make a deadline, contact me.**
- Each student in the class can have **one 48-hour extension** on a writing assignment. To claim this extension, send me a brief email informing me of your intention to use the extension 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. You may NOT use this extension on the final blog post, as we will meet as a group to upload them.

- I ask that you remember that email is a form of professional 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, my wellness, and sleeping.
 - I expect students to read and follow all instructions given for each assignment. Failure to do so will negatively affect your grade.
 - Please note that I expect your writing to improve in terms of style, structure, and content based on my comments on your graded work. You take time to write papers; I take time to think about how you might improve them. The expectation is that you will take my comments and edits into consideration so that you can, in fact, improve. No one in this classroom is such a good writer that they have no room for improvement. This includes me.
 - You are responsible for checking your grades in Blackboard and reading any comments in a timely manner.
 - **All written work must be neatly and uniformly formatted with double-spaced lines and a minimum of size 12 font. All citations and bibliographies must be formatted according to the Chicago Manual of Style, available via the Burling Library list of databases.**
<http://www.grinnell.edu/about/offices-services/library/research/citation>
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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, that you have agreed to adhere to by enrolling in the college and 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. Please receive all comments in a spirit of generosity, imagining that they were spoken with the best possible intentions before reacting or responding. Likewise, be aware that your word choice or tone might convey meaning that you do not intend. Let yourself be open to correction with grace and gratitude. That said, I will not tolerate harmful, aggressive, disrespectful, or discriminatory language of any sort. **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 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 emotional or mental health 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 disability to the **Coordinator for Student Disability Resources, located on the Ground Level floor of Steiner Hall (641-269-3124).**

- 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>

My Pedagogy: As an instructor, I am endeavoring to use the philosophies of Universal Design and Culturally Responsive Teaching 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. If you'd like to know more about the influences on my pedagogy, you could read the following:

- Amielle Major, "How to Develop Culturally Responsive Teaching for Distance Learning," Mind/Shift May 20, 2020 <https://www.kqed.org/mindshift/55941/how-to-develop-culturally-responsive-teaching-for-distance-learning>
- Cathy Davidson, "The Single Most Essential Requirement in Designing a Fall Online Course," hastac May 11, 2020 <https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course>
- Sara Ahmed, *Living a Feminist Life* (Duke University Press, 2017) and Feminist Killjoy Blog www.feministkilljoys.com
- The Centre for Excellence in Universal Design, "What is Universal Design?" <http://universaldesign.ie/What-is-Universal-Design/>

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 SHAW (Student Health and Wellness). 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. Another campus resource is Grinnell Advocates. From the College website:

Grinnell Advocates is a staff-supervised, student organization that aims to create greater awareness about issues surrounding sexual assault and dating violence on campus during the academic year. This group provides sensitive, educational programming about issues related to dating violence, sexual harassment, and sexual assault. The advocates also act as an immediate resource for victims through

the CIS (Crisis Intervention Services) hotline, 1-800-479-9071. **Advocates** are individuals trained to provide supportive services for students who have found themselves in the midst of incidents of dating or sexual violence. Advocates do not provide counseling services; rather they offer a non-judgmental listening ear and information for relevant resources. They will maintain confidentiality to the fullest extent possible and ensure that no survivor or student-at-risk has to navigate the medical, legal, mental health, or campus system alone.

Week 1	
Tuesday 1/25	<p>Introductions</p> <p>Reading: The Syllabus</p> <p>Questions to Consider: What brings you to the historical study of health and medicine? What do you bring to the historical study of health and medicine? What anxieties do you have about this course? What expectations do you have?</p>
Thursday 1/27	<p>Indigenous Medicines</p> <p>Reading:</p> <ul style="list-style-type: none"> • <u>Paul Kelton, "Avoiding the Smallpox Spirits: Colonial Epidemics and Southeastern Indian Survival," <i>Ethnohistory</i> 51.1 (2004): 45-71. [Project Muse]</u> <p>Questions to Consider: How do the subjects in the assigned reading define health and explain disease? What is required to maintain health according to their beliefs? What is required to respond appropriately and effectively to disease?</p>
Week 2	
Tuesday 2/1	<p>Humoral Theory</p> <p>Reading:</p> <ul style="list-style-type: none"> • <u>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> • <u>Maria Dolan, "The Gruesome History of Eating Corpses as Medicine," <i>Smithsonian.com</i> (May 6, 2012). https://www.smithsonianmag.com/history/the-gruesome-history-of-eating-corpses-as-medicine-82360284/</u> <p>Questions to Consider: What do these readings reveal about beliefs regarding the body, health, and disease? How do they differ from the beliefs we discussed last week?</p>
Thursday 2/3	<p>Everyday Health and Medicine</p> <ul style="list-style-type: none"> • <u>Rebecca J. Tannenbaum, "Chapter 1: Called to the Bedside: Medicine in the Household." In <i>The Healer's Calling: Women and Medicine in Early New England</i>, 22–44. Cornell University Press, 2002. [JSTOR]</u> http://www.jstor.org/stable/10.7591/j.ctvv416cs.5. <p>Questions to Consider: How did people understand health and illness in their everyday experiences? How did they respond to the symptoms of disease? Who responded to their symptoms, and how? What knowledge was necessary to alleviate suffering and/or remedy an illness or injury? Where did that knowledge come from?</p>

Week 3	
Tuesday 2/8	<p>Public Health: Epidemics, Quarantines, and Inoculation</p> <p>Reading:</p> <ul style="list-style-type: none"> • Video: “Fever: 1793-1820,” <i>Philadelphia: The Great Experiment</i>, April 6, 2012. • Diane Wendt, “12 Kids Who Helped a Doubting Public Accept the Smallpox Vaccine,” <i>NMAH Blog</i> (August 2015). http://americanhistory.si.edu/blog/12-kids-who-helped-doubting-public-accept-smallpox-vaccine <p>Questions to Consider: What is the relationship between the individual, the local community, and public health? How might we balance individual rights against public need/safety? How is thinking about an epidemic different than thinking about an individual disease?</p>
Thursday 2/10	<p>The Democratic Era</p> <p>Reading:</p> <ul style="list-style-type: none"> • Anne Taylor Kirschmann, “Chapter 1: The New School of Medicine, 1820s to 1880s,” in <i>A Vital Force: Women in American Homeopathy</i> (Rutgers University Press, 2004). [PROQUEST] <p>Questions to consider: What is homeopathy? How did it differ from other medical practices? Who might have found homeopathy appealing, and why? How did enslaved people maintain distinct beliefs about the body, health, and healing?</p>
Week 4	
Tuesday 2/15	<p>The Anatomical Era</p> <p>Readings:</p> <ul style="list-style-type: none"> • Stephen C. Kenny, “The Development of Medical Museums in the Antebellum South: Slave Bodies in Networks of Anatomical Exchange,” <i>Bulletin of the History of Medicine</i> 87.1 (Spring 2013), 32-62. [JSTOR] • Atul Gawande, “200 Years of Surgery.” <i>New England Journal of Medicine</i> 366 (May 2012): 1716-1723. <p>Questions to consider: Why was anatomy so important? How might studying anatomy have brought an end to the Democratic Era in American medicine? Who were the stakeholders in this?</p>
Thursday 2/17	<p>Soundness & Spirit</p> <p>Reading:</p> <ul style="list-style-type: none"> • Sharla Fett, “Chapter 1: Soundness” and “Chapter 2: Spirit & Power” in <i>Working Cures: Healing, Health, and Power on Southern Slave Plantations</i> (Chapel Hill: University of North Carolina Press, 2002). [PROQUEST]

	Questions to Consider: What is soundness? What is a relational vision of health? How were definitions of health central to slavery in the US? How does defining health become an act of resistance?
Week 5	
Tuesday 2/22	<p>A Profession Emerges</p> <p>Reading:</p> <ul style="list-style-type: none"> • <u>Douglas M. Haynes, “Policing the Social Boundaries of the American Medical Association,” <i>Journal of the History of Medicine and the Allied Sciences</i> 60.2 (April 2005), 170-195. [Project Muse]</u> <p>Questions to Consider: How do advances in technology and knowledge shape professionalization? What does it mean for medicine to professionalize? Who does this benefit? Who does it harm? What was lost in this professionalization? What was gained? Why does one particular system dominate over the rest? What were the alternatives? What role did ethics play in this process?</p>
Thursday 2/24	<p>Midwives</p> <p>Reading</p> <ul style="list-style-type: none"> • <u>Charlotte G. Borst, “Wisconsin’s Midwives as Working Women: Immigrant Midwives and the Limits of a Traditional Occupation, 1870-1920.” <i>Journal of American Ethnic History</i> 8, no. 2 (1989): 24–59. [JSTOR].</u> <p>Questions to Consider: How does the history of midwifery align with the emergency of an elite medical profession? What motivated women to become midwives? What challenges did they face?</p>
Sunday 2/27	PSA 1 due by 5 pm via Blackboard
Week 6	
Tuesday 3/1	Working Differently Day
Thursday 3/3	<p>Germ: From Theory to Reality</p> <p>Reading:</p> <ul style="list-style-type: none"> • <u>Nancy Tomes, “The Private Side of Public Health: Sanitary Science, Domestic Hygiene, and the Germ Theory, 1870-1900,” <i>Bulletin of the History of Medicine</i> 64.4 (Winter 1990), 509-539. [JSTOR]</u> <p>Questions to Consider: How does germ theory shake things up? Why did it take so long for physicians and surgeons to accept its validity? What problems does germ theory promise to solve?</p>
Friday 3/4	Topic Proposal due by 5 pm via Blackboard

Week 7	
Tuesday 3/8	<p>Public Health: Immigration</p> <p>Reading:</p> <ul style="list-style-type: none"> • <u>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. [JSTOR/Project Muse]</u> • <u>Lisa O'Sullivan, "'The Pest at the Gate': Typhoid, Sanitation, and Fear in NYC," <i>Books, Health, and History</i> (August 25, 2014). http://nyamcenterforhistory.org/2014/08/25/the-pest-at-the-gate-typhoid-sanitation-and-fear-in-nyc/</u> <p>Questions to Consider: How did the massive waves of immigration into the US shape public health? Why was there a public health response in the first place? What role did xenophobia and racism play in the creation of a modern medical state?</p>
Thursday 3/10	<p>Public Health: Eugenics</p> <p>Reading:</p> <ul style="list-style-type: none"> • <u>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. [PROQUEST]</u> • <u>Jane Lawrence, "The Indian Health Service and the Sterilization of Native American Women." <i>American Indian Quarterly</i> 24, no. 3 (2000): 400-19. [EBSCO/JSTOR/Project Muse]</u> <p>Questions to Consider: I'm going to go out on a limb and anticipate that everyone will have lots to say about these readings. Spend a bit of time thinking about how they connect back to other readings and developments.</p>
Week 8	
Tuesday 3/15	No Class. Individual Meetings with Professor Lewis about final project topics.
Thursday 3/17	No Class. Individual Meetings with Professor Lewis about final project topics.
Friday 3/18	Revised Topic Proposal with Bibliography due by 5 pm via Blackboard
	SPRING BREAK
Week 9	
Tuesday 4/5	<p>Mental Health in the Modern Age</p> <p>Reading:</p>

	<ul style="list-style-type: none"> David G. Schuster, “Introduction” and “Chapter 1: Professional Medicine and the Discovery of Neurasthenia,” and “Chapter 2: The Popular Diagnosis,” in <i>Neurasthenic Nation: America’s Search for Health, Happiness, and Comfort, 1869-1920</i> (Rutgers University Press, 2011), 1-63. [JSTOR] <p>Questions to Consider: How has mental health been absent from our discussions thus far? In what ways has it been all pervasive? How does thinking about the mind fit into beliefs about health, disease, and the body?</p>
Thursday 4/7	<p>The Golden Age</p> <p>Reading:</p> <ul style="list-style-type: none"> Bert Hansen, “Medical History for the Masses: How American Comic Books Celebrated Heroes of Medicine in the 1940s,” <i>Bulletin of the History of Medicine</i> 78.1 (2004), 148-191. [BB/Project Muse] <p>Questions to Consider: What makes this a golden age? Health Activism, 1960s-1980s</p>
Week 10	
Tuesday 4/12	<p>Health Activism</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 [BB/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. [BB/Project Muse] <p>Questions to Consider: Do these readings suggest that the golden age is over, or that it never existed in the first place? What critiques were made against the medical profession? How do they suggest the need for a broader definition of health? Who has agency and authority to act?</p>
Thursday 4/14	<p>Changing Experiences of Childbirth</p> <ul style="list-style-type: none"> Jacqueline H. Wolf, “Chapter 5: Natural Childbirth and Birth Reform, The Question of Authority, 1950s to 1980s,” in <i>Deliver Me From Pain: Anesthesia and Birth in America</i> (Baltimore: Johns Hopkins University Press, 2009), 136-167. [Project Muse] <p>Questions to consider: what narrative of the history of childbirth emerges from this readings? Who had authority over childbirth? What choices did women have?</p>
Sunday 4/17	PSA 2 due by 5 pm
Week 11	
Tuesday 4/19	No Class. Research & Writing Day.
Thursday 4/21	No Class. Research & Writing Day.

WEEK 12	
Tuesday 4/26	STUDENT PRESENTATIONS
Thursday 4/28	STUDENT PRESENTATIONS
WEEK 13	
Tuesday 5/3	STUDENT PRESENTATIONS
Thursday 5/5	STUDENT PRESENTATIONS
WEEK 14	
Tuesday 5/10	<p>Reflections...</p> <p>Reading:</p> <ul style="list-style-type: none"> • <u>Deirdre Cooper Owens and Sharla M. Fett, "Black Maternal and Infant Health: Historical Legacies of Slavery." American Journal of Public Health 109, no. 10 (10, 2019): 1342-1345. [PROQUEST]</u> <p>Questions to Consider: How has American medicine changed since the colonial era? How has it remained the same?</p>
Thursday 5/12	No Class. Research & Writing Day.
FINALS WEEK	<p>Final Project Uploading: Thursday 5/19, 9-12</p> <p>You will be given further details on this on the assignmetn sheet and later in the semester.</p>