



History 223: Health & Medicine in American History
Fall 2018
TR 8:30-9:50 am
ARH 131

Professor Carolyn Herbst Lewis
lewiscar@grinnell.edu

Office hours **without puppy**:
M 3:00-3:45 in the Grille.

Office hours **with puppy**:
T 3:15-4:45 in Mears 317.

All other meetings must be scheduled using Outlook Calendar. Please use the Scheduling Assistant to look for free time on my schedule. Please ensure you are set to the correct time zone. I am only available between 8:00 am and 5 pm, Monday through Thursday.

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

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 = 10%

Second PSA essay = 14%

Third PSA essay = 16%

Blog Post on Research Topic (1500-1700 words) = 30%

Presentation on Research Topic = 15%

Participation in Class Discussions = 15%

Required Course Reading Material:

- Articles available via JSTOR or PROJECT MUSE are listed on the syllabus.
- Articles available via E-RESERVE [ERES] or in the Documents folder in Blackboard [BB] are listed on the syllabus.

- 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.

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.

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.

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. I expect students 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.
- In order to pass the course, students must submit all of the written assignments on time or with an instructor-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. **As soon as you realize you are struggling to make a deadline, contact me.**
- 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 indicating 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.
- 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.
- I expect students to read and follow all instructions given for each assignment. Failure to do so will negatively affect your grade.
- You are responsible for checking your grades in Blackboard and reading any comments in a timely manner.
- 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.
- All written work must conform to the Chicago Manual of Style, available via the Burling Library list of databases.

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.

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 and other alert tones. Please make sure that all devices are turned off once you enter the classroom. Also, you may think that making a quick check on social media or reading email or other communications on your laptop during class time is discrete; it is not. Your changing facial expressions give you away every time. 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 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, John Hirschman, located on the 3rd floor of the Rosenfield Center (x3089)**.
- 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.

Another campus resource is the Grinnell Advocates' Peer Advocates. From the College website:

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 Domestic Violence Alternatives Student Assault Center (DVA/SAC) hotline. Peer Advocates are individuals trained to provide supportive services for students who have found themselves in the midst of incidents of dating or sexual violence. Peer 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. On-call Peer Advocate: (641) 260-1615.

Finally, this course is all about health and wellness. It seems rather hypocritical to study these subjects historically without also addressing our own varied health and wellness needs. We will be using short meditations at the start of class to center ourselves and create a spirit of community. We will be creating space to talk about campus events and issues. We will be recognizing the opportunities

to learn, grow, relax, and have fun outside of the classrooms. I do so to honor the reality that my course – indeed, all of your courses – are just a sliver of your life. I hope that you will learn a lot about the history of health and medicine in this course. I hope even more that you learn something about yourself.

Date	Activities
Thursday 8/30	Introductions Reading: The Syllabus
Tuesday 9/4	Indigenous Medicines Reading: <ul style="list-style-type: none"> • Paul Kelton, "Avoiding the Smallpox Spirits: Colonial Epidemics and Southeastern Indian Survival," <i>Ethnohistory</i> 51.1 (2004): 45-71. [BB/Project Muse] 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?
Thursday 9/6	Primary Source Workshop Reading: TBA
Tuesday 9/11	Humoral Theory Reading: <ul style="list-style-type: none"> • 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/ • 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/ 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?
Thursday 9/13	Everyday Health and Medicine <ul style="list-style-type: none"> • Rebecca J. Tannenbaum, "'What Is Best to Be Done for These Fevers': Elizabeth Davenport's Medical Practice in New Haven Colony." <i>The New England Quarterly</i> 70, no. 2 (1997): 265-84. [BB/JSTOR] • Tanfer Emin Tunc, "Midwifery and Women's Work in the Early American Republic: A Reconsideration of Laurel Thatcher Ulrich's A Midwife's Tale." <i>The Historical Journal</i> 53, no. 2 (2010): 423-28. [BB/JSTOR] • Anthony Cavender, "A Midwife's Commonplace Book." <i>Appalachian Journal</i> 32, no. 2 (2005): 182-90. [BB/JSTOR] 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?

Sunday 9/16	PSA 1 due at 5 pm
Tuesday 9/18	<p>Public Health: Epidemics, Quarantines, and Inoculation</p> <p>Reading:</p> <p>Paul E. Kopperman, “Venerate the Lancet’: Benjamin Rush’s Yellow Fever Therapy in Context,” <i>Bulletin of the History of Medicine</i> 78.3 (Fall 2004): 529-574. [BB/Project Muse]</p> <ul style="list-style-type: none"> • Melanie Wiggins, “Combatting Yellow Fever in Galveston, 1839-1905,” <i>Southwestern Historical Quarterly</i> 119.3 (January 2016). [BB/Project Muse] • 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 9/20	<p>The Democratic Era</p> <p>Reading:</p> <ul style="list-style-type: none"> • Erika Janik, “Dilutions of Health: Homeopathy,” chapter 4 in <i>Marketplace of the Marvelous: The Strange Origins of Modern Medicine</i> (Boston: Beacon Press, 2014), 115-146, plus notes. [BB] • 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. [BB] <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>
Tuesday 9/25	<p>The Anatomical Era</p> <p>Readings:</p> <ul style="list-style-type: none"> • Michael Sappol, “The Odd Case of Charles Knowlton: Anatomical Performance, Medical Narrative, and Identity in Antebellum America,” <i>Bulletin of the History of Medicine</i> 83.3 (Fall 2009). [BB/JSTOR/Project Muse] • Atul Gawande, “200 Years of Surgery.” <i>New England Journal of Medicine</i> 366 (May 2012): 1716-1723. http://www.nejm.org/doi/full/10.1056/NEJMra1202392#t=article <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 9/27	<p>A Profession Emerges</p> <p>Readings:</p> <ul style="list-style-type: none"> • 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. [BB/Project Muse]

	<ul style="list-style-type: none"> Anne Taylor Kirschmann, "Adding Women to the Ranks, 1860-1880: A New View with a Homeopathic Lens," <i>Bulletin of the History of Medicine</i> 73.3 (Fall 1999), 429-446. [BB/Project Muse] <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>
Tuesday 10/2	<p>The Medical Profession and American Slavery</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. [BB/Project Muse] Marie Jenkins Schwartz, "Chapter 7: Gynecological Surgery," in <i>Birthing a Slave: Motherhood and Medicine in the Antebellum South</i> (Harvard University Press, 2006). [ERES] <p>Questions to Consider: what was the relationship between the emergence of a unified medical profession and the system of enslavement? How does this relate to our discussion of soundness? What are our obligations as scholars, patients, and/or practitioners in regards to this history?</p>
Thursday 10/4	Blog Post Project Workshop
Sunday 10/7	Blog Post Topic Proposal and Bibliography due 5 pm
Tuesday 10/9	<p>Germ: From Theory to Reality</p> <p>Reading:</p> <ul style="list-style-type: none"> 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. [BB/Project Muse] 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. [BB/JSTOR] <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>
Thursday 10/11	<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. [BB/JSTOR/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). http://nyamcenterforhistory.org/2014/08/25/the-pest-at-the-gate-typhoid-sanitation-and-fear-in-nyc/

	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?
Sunday 10/14	PSA 2 due by 5 pm
Tuesday 10/16	Public Health: Eugenics Reading: <ul style="list-style-type: none"> • 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. [BB/Project Muse] • Jane Lawrence, "The Indian Health Service and the Sterilization of Native American Women." <i>American Indian Quarterly</i> 24, no. 3 (2000): 400-19. [BB/JSTOR/Project Muse] 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.
Thursday 10/18	Modern Hospitals, Modern Medical Education In-class viewing: <i>London Hospital</i> , season 1, episode 1, directed by Bryn Higgins, aired March 12, 2006 (Amazon Instant Video).
FALL BREAK	
Tuesday 10/30	Mental Health in the Modern Age Reading: <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. [BB] • Andrea Tone, "Tranquilizers on Trial: Psychopharmacology in the Age of Anxiety," in Tone and Watkins, eds., <i>Medicating Modern America</i>, 156-179. [BB] 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?
Thursday 11/1	The Golden Age Reading: <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] • Janet Golden and Emily Abel, "Modern Medical Science and the Divine Providence of God: Rethinking the Place of Religion in Postwar US Medical History," <i>Journal of the History of Medicine and Allied Sciences</i> 69.4 (October 2014), 580-603. [BB/Project Muse]

	Questions to Consider: What makes this a golden age?
Tuesday 11/6	<p>Health Activism, 1960s-1980s</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 11/8	Class will not meet today. Use this time to work on your blog post research project.
Tuesday 11/13	<p>Changing Experiences of Childbirth</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, 225-238. [BB/Project Muse] • Susan L. Smith, “Race Relations, Midwife Regulations, and the Sanba in the American West,” chapter 2 in <i>Japanese American Midwives: Culture, Community, and Health Politics, 1880-1950</i> (University of Illinois Press, 2005), 31-59. [BB/JSTOR] • Judith Walzer Leavitt, “We Did It: Together in Delivery and Birthing Rooms,” chapter 7 in <i>Make Room for Daddy: The Journey from Waiting Room to Birthing Room</i> (University of North Carolina Press, 2009), 236-283. [BB/JSTOR] <p>Questions to consider: what narrative of the history of childbirth emerges from these readings? Who had authority over childbirth? What choices did women have?</p>
Thursday 11/15	Visit to GRMC Birthing Center
Sunday 11/18	PSA 3 due by 5 pm
Tuesday 11/20	<p>New Questions and Issues in the History of Health and Medicine</p> <p>Reading:</p> <ul style="list-style-type: none"> • Patrick Wallis, “Debating a Duty to Treat: AIDS and the Professional Ethics of American Medicine,” <i>Bulletin of the History of Medicine</i> 85.4 (Winter 2011), 620-649. [BB/Project Muse] • 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. [BB/Project Muse]

	Questions to Consider: How did the AIDS epidemic challenge the mainstream system of care? Is health care a right or a privilege? Or is it a service to be purchased by a consumer?
Thursday 11/22	THANKSGIVING
Tuesday 11/27	STUDENT PRESENTATIONS
Thursday 11/29	STUDENT PRESENTATIONS
Tuesday 12/4	STUDENT PRESENTATIONS
Thursday 12/6	STUDENT PRESENTATIONS
Tuesday 12/11	<p>New Directions? Reading:</p> <ul style="list-style-type: none"> • Don G. Bates, “Why Not call Modern Medicine ‘Alternative’?” <i>Perspectives in Biology and Medicine</i> 43.4 (2000): 502-518. [BB/JSTOR/Project Muse] <p>Questions to Consider: How has American medicine changed since the colonial era? How has it remained the same?</p>
Thursday 12/13	Blog Post Draft Workshop
FINALS WEEK	<p>Final Project Due Room TBA</p> <p>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.</p>