

HIS 223.01: Health and Medicine in American History

Professor Carolyn Herbst Lewis

Fall 2 Term 2020

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 reveal their historical significance
- 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

Course Structure:

- **Monday, 1:00-2:50 pm CST: Instructor Lecture and Q&A.** The instructor will begin the week by offering a lecture on the week's themes, topics, and materials. Offered via Blackboard Collaborate, students will be able to attend the lecture and ask questions. This session will be recorded and made available to all members of the class as soon as the recording is ready. In addition, the lecture's PowerPoints will include pre-recorded audio files and the Professor's notes, all of which will be shared immediately after class. Everyone is expected to have either attended or watched the recording by their assigned discussion section.

- **Monday through Thursday: C&D (Consumption & Digestion) of assigned readings, videos, and podcasts.** Students will work through the assigned course materials at their own pace. The instructor will provide a series of guiding questions/statements. Students should use these questions/statements to frame their C&D and prepare for their assigned Discussion Section.
- **Discussion Sections: Thursday 1:00-1:50; Thursday 2:00-2:50; Friday 1:00-1:50 CST.** The instructor will host a discussion section via Webex so that she and the students can delve into the week's content, sharing thoughts, asking questions, and solving all the world's problems. This session will NOT be recorded. Students may only attend the discussion section to which they are assigned. Students earn participation points by not only attending but also taking part in this conversation. Students unable to attend earn participation points by offering well-developed responses to the provided C&D questions/statements, due via email by Friday 5 pm.
- **Office Hours.** Available via video conferencing by appointment only.

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

3 500-word Essays that respond to a prompt from the instructor: 15% each (45% total for Essays)

Participation in Discussion Section or Submission of C&D responses = 20%

Microsyllabus Project – [see description below] = 35%

Microsyllabus Final Project: students will create a microsyllabus modeled on those available via the *Radical History Review* website. We will read <https://www.radicalhistoryreview.org/abusablepast/digital-history-and-its-potentials-a-microsyllabus/> together to consider the various segments (introductory essay; six annotated secondary sources). In the first six weeks of the course, students will meet with the professor twice to establish a research question and identify the six sources to be used. In the final week of the course, students will work independently, in small groups, and with the professor to draft and revise the 600-700 word introductory essay as well as the six annotations of 150-200 words each.

Required Course Reading Material:

- All articles and book chapters are available via the Burling Library databases. Links are provided for most items. If the link does not work, use the provided bibliographic information to locate the article.

- Blog posts, videos, and podcasts 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. The podcasts all feature well-respected historical scholars. These are not your average blog post or podcast. Do not dismiss them as mere opinion pieces or entertainment. They are scholarship.

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.

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. We are operating under extraordinary circumstances, and we are all learning how best to engage in a Grinnell College classroom experience through virtual and digital tools. This means we need to be especially patient and compassionate. Please read all forum comments in a spirit of generosity, imaging the most pleasant tone possible; likewise, when you write, be aware that your written words may be received differently than you intend them to be. We all need to be more intentional at this time. I have found that being able to see faces makes a difference. I invite you to please consider leaving your video camera on during our meetings so that your facial expressions are visible to the class. You may blur your background if you prefer, and, of course, I recognize that there are all sorts of reasons for turning your camera off, including very frustrating internet issues. If sharing video is not an option for you for whatever reason, that is fine. If it is possible, then please consider the difference it makes for you to be able to see people’s faces when they speak and how being able to see your face might positively affect someone else.

Please recognize that our current conditions are not an excuse for inappropriate or boorish behavior. 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 days of the summer semester. You will also need to have a conversation about and provide documentation of your disability to the **Coordinator for Student Disability Resources, Jae Hirschman, (x3089) [hirschma@grinnell.edu]**
- 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:

Given that we are in a global pandemic, topics such as death, access to health care, and the actions of medical practitioners are perhaps on our minds more so than usual. In addition, we will be discussing topics related to colonialism, racism, sexism, and violence. Due to the nature of the course themes, materials, and format we will not be issuing specific **trigger warnings**. All course materials are listed on the syllabus. You should use the syllabus to get a sense of the types of topics we will be discussing. 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 let me know so that we can ensure that you have the resources and support that you need.

Finally, this course is all about health and wellness. It seems rather hypocritical to study these subjects 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 recognizing opportunities to learn, grow, relax, and have fun outside of our virtual 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.

WEEK 0	FULL CLASS MEETING. Thursday, October 29, 1-2:50. We will review the syllabus and course expectations.
WEEK 1 (11/2)	THE MEDICAL IMAGINATION
Lecture	Lecture will take place on Monday, 1-2:50 PM CST.
C&D	<ul style="list-style-type: none"> Podcast: “Sari Altschuler, The Medical Imagination,” <i>Ben Franklin’s World</i> (podcast), https://benfranklinworld.com/episode-263-sari-altschuler-the-medical-imagination/ Blog Post: 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/ Article: Paul Kelton, “Avoiding the Smallpox Spirits: Colonial Epidemics and Southeastern Indian Survival,” <i>Ethnohistory</i> 51.1 (2004): 45-71. [Project Muse; Burling Library Database] Video: “Fever: 1793-1820,” <i>Philadelphia: The Great Experiment</i>, April 6, 2012. https://www.youtube.com/watch?v=P7L5oIfYcI
Discussion Sections	Thursday and Friday. Students should attend the Discussion Section to which they are assigned. Students unable to attend the Discussion Section should submit their written responses to the C&D questions by Friday 11:59 pm CST.
Assignment	*** 1st Reflection Essay Due by NOON CST, Monday 11/9*** See Syllabus, Week 1 for the prompt and important information.
WEEK 2 (11/9)	MEDICAL APARTHEID AND THE ANATOMICAL ERA
Lecture	Lecture will take place on Monday, 1-2:50 PM CST.
C&D	<ul style="list-style-type: none"> ATTEND CONVO THIS WEEK: LATONA GIWA (Thursday, 11:00-Noon CST) Article: Kenny, Stephen C. “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. [Project Muse] Podcast: “You Okay, Sis?: Medical Apartheid with Harriet A. Washington,” <i>Truth’s Table</i> March 23, 2019 https://podcasts.apple.com/ie/podcast/you-okay-sis-medical-apartheid-with-harriet-a-washington/id1212429230?i=1000433010203
Discussion Sections	Thursday and Friday. Students should attend the Discussion Section to which they are assigned. Students unable to attend the Discussion Section should submit their written responses to the C&D questions by Friday 11:59 pm CST.
Assignment	<ul style="list-style-type: none"> Read: https://www.radicalhistoryreview.org/abusablepast/digital-history-and-its-potentials-a-microsyllabus/ Start thinking about the topic for your microsyllabus. Schedule a meeting time to discuss your topic with Professor Lewis next week.

WEEK 3 (11/16)	GERM THEORY
Lecture	Lecture will take place on Monday, 1-2:50 PM CST.
C&D	<ul style="list-style-type: none"> • Article: Abrams, Jeanne. "On the Road Again: Consumptives Traveling for Health in the American West, 1840-1925." <i>Great Plains Quarterly</i> 30, no. 4 (2010): 271-85. www.jstor.org/stable/23534371 • Podcast: "Breathing Easy: The Discovery of Germ Theory," <i>15-Minute History</i> (podcast), February 9, 2020 https://podcasts.apple.com/us/podcast/breathing-easy-the-discovery-of-germ-theory/id1431087459?i=1000465124740 • Blog post: O'Sullivan, Lisa. "'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/
Discussion Sections	Thursday and Friday. Students should attend the Discussion Section to which they are assigned. Students unable to attend the Discussion Section should submit their written responses to the C&D questions by Friday 11:59 pm CST.
Assignment	**2nd Reflection Essay due Monday 11/23 NOON CST** See Syllabus, Week 3 for the prompt and important information.
WEEK 4 (11/23)	PUBLIC HEALTH IN THE EARLY 20TH CENTURY ***Note change in Discussion Section Times due to Thanksgiving Holiday on Thursday***
Lecture	Lecture will take place on Monday 1-2:50 PM CST
C&D	<ul style="list-style-type: none"> • Blog post: Rabinovitch-Fox, Einav, "The Fashionable History of Social Distancing," <i>Salon</i>, March 28, 2020 https://www.salon.com/2020/03/28/the-fashionable-history-of-social-distancing_partner/ • Blog post: Ewing, E. Thomas, "'Kiss Via Kerchief': Influenza Warnings in 1918," <i>Nursing Clio</i>, February 12, 2020 https://nursingclio.org/2020/02/12/kiss-via-kerchief-influenza-warnings-in-1918/ • Podcast: "Overcoming an Outbreak: How San Francisco Survived the Plague," <i>Back Story</i> (podcast) April 9, 2020 https://www.backstoryradio.org/shows/san-francisco-plague
Discussion Sections	There are no classes on Thursday this week due to the Thanksgiving Holiday. We WILL meet for discussion sections on Friday. Students will be divided into two groups, Group 1 will meet Friday 1-1:50 and Group 2 will meet Friday 2-2:50. Students unable to attend the Discussion Section should submit their written responses to the C&D questions by Friday 11:59 pm CST.
Assignment	Schedule a required meeting with Professor Lewis regarding the final project during Week 5. Question-title and Final bibliography due at meeting

WEEK 5 (11/30)	THE GOLDEN AGE
Lecture	Lecture will take place on Monday 1-2:50 PM CST
C&D	<ul style="list-style-type: none"> • Podcast: “Labor and Love,” <i>Sexing History</i> (podcast) May 2020, https://www.sexinghistory.com/episode-31 • Article: Nelson, Jennifer. “‘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. • Lisa Ko, “Unwanted Sterilization and Eugenics Programs in the United States,” PBS https://www.pbs.org/independentlens/blog/unwanted-sterilization-and-eugenics-programs-in-the-united-states/
Discussion Sections	Thursday and Friday. Students should attend the Discussion Section to which they are assigned. Students unable to attend the Discussion Section should submit their written responses to the C&D questions by Friday 11:59 pm CST.
Assignment	***3rd Reflection Essay due by Monday 12/7 NOON CST*** See Syllabus, Week 5 for the prompt and important information.
WEEK 6 (12/7)	THE MORE THINGS CHANGE...?
Lecture	Lecture will take place on Monday 1-2:50 PM CST
C&D	<ul style="list-style-type: none"> • Article: Bonnie Castillo, “What Algorithms Tells US About Structural Racism in Health Care,” <i>National Nurses United</i>, October 29, 2019. https://www.nationalnursesunited.org/blog/what-algorithms-tell-us-about-structural-racism-health-care • Article: Thomas D Sequist, “Urgent Action Needed on Health Inequities among American Indians and Alaska Natives,” <i>The Lancet</i> 389.10077, April 2017, 1378-1379. https://doi-org.grinnell.idm.oclc.org/10.1016/S0140-6736(17)30883-8 • Podcast: “Daniel Dawes Discusses His Just-Published, ‘The Political Determinants of Health,’” <i>The Health Care Policy Podcast</i>, March 25, 2020 https://www.thehealthcarepolicypodcast.com/2020/03/daniel-dawes-discusses-his-just-published-the-political-determinants-of-health-march-25th.html
Discussion Sections	Thursday and Friday. Students should attend the Discussion Section to which they are assigned. Students unable to attend the Discussion Section should submit their written responses to the C&D questions by Friday 11:59 pm CST.
Assignment	Finish reading and familiarize yourself with your research project materials. The workshops next week are designed with the assumption that you have finished your research and are ready to begin writing.

WEEK 7 (12/14)	FINAL PROJECT WORKSHOPS All students are expected to attend or watch the recording of the Monday meeting. The 3 workshops are optional. Students are STRONGLY ENCOURAGED to participate in all of this week's activities.
Monday 12/14	1:00-2:50 Class Meeting Regarding Final Project. This will be recorded.
Tuesday 12/15	1:00-2:50 Optional Workshop: Finding Your Thesis
Wednesday 12/16	1:00-2:50 Optional Workshop: Crafting a Meaningful Annotation
Thursday 12/17	1:00-2:50 Optional Workshop: Revising and Revising Again
FINALS	Microsyllabus Final Project Due 12/22 5 PM CST