



**History 295.02:
The History of Medicine
Spring 2015 MW 2:15-3:35**

Professor Carolyn Lewis

My office is 211 Mears Cottage

**You can reach me by email
lewiscar@grinnell.edu**

**My drop-in office hours are
Monday and Wednesday
10-11 am**

To schedule an appointment
at another mutually convenient time,
please use the Scheduling Assistant in Outlook.
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. Prerequisites: History 100 or second-year standing.

Students enrolled in this course will:

- read a variety of scholarly works, including monographs, journal articles, and blog posts, on the history of American medicine in order to practice identifying an author's thesis, evidence, and historical contribution as well as to assess its significance
- develop an understanding of how notions of health and disease have been constructed in different eras and why those definitions are relevant to current health practices
- 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
- gain experience in writing for a wider audience through their contribution to the class blog
- use various opportunities for revision to improve their writing
- practice making oral presentations by sharing research via a pre-recorded presentation or an in-class presentation
- master the art of writing an analytical book review

ASSIGNMENTS AND GRADING POLICIES

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

Breslaw Book Review = 9%

Fett Book Review = 12%

Subsequent Book Review (either Schuster or Wolf) = 14%

Annotated Bibliography on Research Topic = 15%

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

Presentation on Research Topic = 10%

Participation in Class Discussions and various ungraded assignments = 10%
(includes bringing discussion questions to class, weekly reflections)

Students will write book reviews on 3 of the 4 historical monographs (Breslaw, Fett, and either Schuster or Wolf) assigned to be read by the entire class. Each book review will be 800-900 words, will be due on the dates specified on the syllabus, and will follow the guidelines for "How to Write a History Book Review" distributed by the professor. All students will review the first book (Breslaw). All students will review the second book (Fett). Students will choose whether they want to review the third or fourth books assigned for discussion (Schuster or Wolf). Due dates are noted on the syllabus. Please note that students are expected to read and be prepared to discuss all of the books, not just those they review.

Students will compile an annotated bibliography on a research topic of their choosing. Their topic must be preapproved by the instructor, and the bibliography must include a minimum of 8 secondary scholarly sources. Detailed instructions will be posted to P-web and reviewed in class. Due dates for sample entries and the final project are noted on the syllabus.

Students will write a blog post of 1500-1700 words on their chosen research topic. This blog post must be formatted according to the assignment instruction sheet, must include a minimum of 5 active hyperlinks to appropriate online sources, and must include a list of a minimum of 3 titles "for further reading." A draft of the post will be peer-reviewed in class. A revised draft will be due to the professor in week 15 or 16 (depending on student presentation schedule). Students will receive feedback from the instructor for their final revisions. The due date for the final, polished version of the post is noted on the syllabus. The final submission will be posted to the blog site created for the course.

Students will prepare and give a presentation of their research topic to the class. All students are expected to use either PowerPoint or Prezi to accompany their presentation. Students may choose to make their presentation in person or via a prerecording. This presentation will take place during Weeks 15 and 16. Students will be assessed by their instructor as well as their peers.

The remaining 10% of the course grade is determined by participation in the classroom discussion. Students will submit one discussion question each week. In addition, occasionally students will be asked to gather items or complete short writing assignments that will be factored as part of the discussion grade. Class participation depends on attendance. I will be keeping track of attendance throughout the semester.

Each student has 2 “personal days” that can be used for wellness or other purposes. If you have more than two absences without a documented health issue or emergency, your participation grade will suffer. If you have more than five unexcused absences, you will receive a participation grade of zero.

Assignments submitted late without an instructor-approved extension or documentation of an emergency will not be accepted.

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 except in the case of a documented emergency.

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.

Because this is a discussion-based course, **the use of laptops, tablets, etc. during class time is prohibited.** We are having group conversations; conversations go better when people make eye contact with one another. If you take notes on your laptop, tablet, etc. while reading and you feel you need these notes during class discussion, then you should make a habit of printing these notes before class. During class, you can write down any notes from discussion and transfer them to your laptop, tablet, etc. later. I will not make an exception to this policy unless you have a documented need on file with Academic Affairs.

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://www.grinnell.edu/sites/default/files/documents/AcadHonestyBklt_2014-15.pdf.

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 ring 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 safe and productive learning environment. Bottom line: let's all treat each other with the same respect and courtesy we would like to receive.

This class sometimes discusses intimate, embarrassing, or painful subjects. If you find yourself having a personal or emotional response to the readings or subject matter, I suggest you make an appointment with the folks 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.

I encourage students with documented disabilities, 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 Dean for Student Success and Academic Advising, Joyce Stern, 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 and 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.

http://www.grinnell.edu/sites/default/files/documents/HOLY_DAYS_14-15.pdf.

Two notes about email: first, 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 suggest you get in the practice of doing so now (salutation, properly formatted sentences, and signature). Second, 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 littler reminder. Also, I usually do not check email or schedule appointments between 5 pm and 8 am. This time is reserved for my family.

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, select 'Creating Calendar Items.'

Step 5: Read the instructions in Help and follow them to send me an invitation to a meeting. Please note that I am available only during "normal business hours" (8 am to 5 pm, Monday-Friday).

Reading List:

Elaine G. Breslaw, *Lotions, Potions, Pills, and Magic: Health Care in Early America*. New York University Press, 2012.

Sharla M. Fett, *Working Cures: Healing, Health, and Power on Southern Slave Plantations*. Chapel Hill: University of North Carolina Press, 2002.

David G. Schuster, *Neurasthenic Nation: America's Search for Health, Happiness, and Comfort, 1869-1920*. New Brunswick, New Jersey: Rutgers University Press, 2011.

Jacqueline Wolf, *Deliver Me From Pain: Anesthesia and Birth in America*. Baltimore: Johns Hopkins University Press, 2012.

**Additional articles and documents will be made available to students via the E-Reserves system.

Course Timeline:

Week One: Introductions

Wednesday, 1/21: Introduction to Each Other, the Course, and the History of Medicine

Week Two: Health, Illness, and Care in Early America

Monday, 1/26: Origins and Epidemics

Reading: Breslaw, Intro-Chapter 2; "Medicine Ways" component of the online exhibit, Native Voices from the U.S. National Library of Medicine. <http://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/introduction.html>

Wednesday 1/28: What is sickness? What is health? Who does the healing?

Reading: Breslaw, chapters 3-6

Week Three: Health, Illness, and Care in Early America

Monday, 2/2: Midwifery

Reading: Breslaw, chapters 7-8

In-class viewing of *A Midwife's Tale*, dir. by Richard P. Rogers (PBS, 1997).

****Due in class: list of five potential research subjects****

Wednesday, 2/4: The emerging medical profession

Reading: Breslaw, chapter 9-epilogue

Friday, 2/6 **Review of Breslaw is due via PWeb by 11:59 pm**

Note: Friday, 2/6 is deadline to drop without transcript entry, to change to audit or to S/D/F

Week Four: Authority over the Body

Monday, 2/9: The Anatomical Era

Reading: Michael Sappol, *A Traffic of Dead Bodies: Anatomy and Embodied Social Identity in Nineteenth-Century America* (Princeton and Oxford: Princeton University Press, 2002), 44-97. [ERES]

Note: After 2/9, courses may be withdrawn with W transcript entry

Wednesday, 2/11: Popular Anatomy and Health

Reading: [April Haynes, "The Trials of Frederick Hollick: Obscenity, Sex Education and Medical Democracy in the Antebellum United States." *Journal of the History of Sexuality* 12.4 \(2003\): 543-574. \[JSTOR\]](#)

Week Five: Democratic Medicine

Monday, 2/16: Homeopaths, Irregulars, and Lady Doctors

Reading: [Anne Taylor Kirschmann, "Adding Women to the Ranks, 1860-1890: A New View with a Homeopathic Lens," *Bulletin of the History of Medicine* 73:3 \(Fall 1999\): 429-446. \[PROJECT MUSE\]](#)

Wednesday, 2/18: Visit to Grinnell Historical Museum's "medicine room"

Reading: [Jacqueline Antonovich, "Adventures in the Archive: Living in a Material World," *Nursing Clio*, October 21, 2014.](#)

<http://nursingclio.org/2014/10/21/adventures-in-the-archives-living-in-a-material-world/>

*****Optional Rewrite Deadline:** If you would like to revise the Breslaw review, you may do so. Be sure to revise it according to the feedback I gave you when I graded it. Revising can earn you an increase of 1/3 letter grade (from B to B+; C to C+; etc.) on the assignment. This rewrite opportunity is only available to people who earned a **B or lower** on the original paper. This is a firm deadline. You may

not use the 48-hour extension. I will not accept late papers under any circumstances. You must provide a printed version of my comments on the original paper with your submission. You may submit this revision at any time after receiving my feedback, but it must be submitted no later than the start of class Wednesday, 2/18.***

Friday, 2/20 **Due via Pweb by 11:59 pm – one paragraph topic proposal and (unannotated) bibliography of potential books and articles for research project. Send Professor Lewis a request for an individual meeting about your proposal on Tuesday, Thursday, or Friday next week.**

Week Six: Plantation Medicine

****Professor Lewis will meet with each student individually this week to discuss topic proposal and bibliography.****

Monday, 2/23: Sound and Spirit

Reading: Fett, Preface, Intro-Chapter 2

Wednesday, 2/25: Conjuring and Sacred Medicine

Reading: Fett, Chapters 3-4

Week Seven: Racial Conflict

Monday, 3/2: Arenas of Conflict

Reading: Fett, Part II and Conclusion

Wednesday, 3/4: Dr. Jim Crow; Visit to Faulconer Gallery

Reading: [Christopher Crenner, "Race and Medical Practice in Kansas City's Free Dispensary," *Bulletin of the History of Medicine* 82:4 \(Winter 2008\): 820-847.](#) [PROJECT MUSE]

Friday, 3/6 **Review of Fett is due via PWeb by 11:59 pm**

Week Eight: Germ Theory and the Hospital

Monday, 3/9: Public Health

Reading: 1) Nancy Tomes, "The Private Side of Public Health: Sanitary

Science, Domestic Hygiene, and the Germ Theory, 1870-1900," in Judith Walzer Leavitt and Ronald L. Numbers, eds., *Sickness and Health in America: Readings in the History of Medicine and Public Health* (Madison: University of Wisconsin Press, 1997), 506-528.

[ERES]; **AND** 2) Naomi Rogers, "Dirt, Flies, and Immigrants:

Examining the Epidemiology of Poliomyelitis, 1900-1916," in *Sickness and Health*, 407-417. [ERES]

Wednesday, 3/11: The Care of Strangers

Reading: TBA

In-class viewing of *London Hospital*, season 1, episode 1, directed by Bryn Higgins, aired March 12, 2006 (Amazon Instant Video).

Friday, 3/13 **Due via Pweb by 11:59 pm -- Revised proposal and bibliography with 2 sample annotated entries**

Week Nine and Ten: SPRING BREAK!!

Week Eleven: Health and the Nation

Monday, 3/30: Eugenics and Public Health

Reading: [Emily K. Abel, "From Exclusion to Expulsion: Mexicans and Tuberculosis in Los Angeles, 1914-1940," *Bulletin of the History of Medicine* 77:4 \(Winter 2003\): 823-849.](#)

In-class viewing of *Forgotten Ellis Island*, dir. by Lorie Conway (PBS, 2008).

Wednesday, 4/1: Neurasthenia

Reading: Schuster, Intro-Chapter 3

*****Optional Rewrite Deadline:** If you would like to revise the Fett review, you may do so. Be sure to revise it according to the feedback I gave you when I graded it. Revising can earn you an increase of 1/3 letter grade (from B- to B; C to C+; etc.) on the assignment. This rewrite opportunity is only available to people who earned a **B- or lower** on the original paper. This is a firm deadline. You may not use the 48-hour extension. I will not accept late papers under any circumstances. You must provide a printed version of my comments on the original paper with your submission. You may submit this revision at any time after receiving my feedback, but it must be submitted no later than the start of class Wednesday, 4/1.***

Note: Friday 4/3 is the last day to withdraw from a course with a W transcript entry.

Week Twelve:

Monday, 4/6: Neurasthenia

Reading: Schuster, Chapter 4-Epilogue

Wednesday, 4/8: Class Visit to GRMC Birthing Center

Reading: Wolf, Introduction and Chapter 6 (pages 1-12, 168-96)

Saturday 4/11: **Review of Schuster is due via PWeb by 11:59 pm**

Week Thirteen: Authority over Pain

Monday, 4/13: Childbirth and Twilight Sleep

Reading: Wolf, Chapters 1-3

Wednesday, 4/15: Natural Childbirth
Reading: Wolf, Chapters 4-5

Saturday, 4/18: **Review of Wolf is due via PWeb by 11:59 pm**

Week Fourteen: Current Issues in the History of Medicine

Monday, 4/20: Whose Medicine?

Reading: 1) [Naomi Rogers, "Caution: The AMA May Be Dangerous to Your Health': The Student Health Organization \(SHO\) and American Medicine, 1965-1970," *Radical History Review* 80 \(2001\): 5-34 \[PROJECT MUSE\];](#) AND
2) [Beatrix Hoffman, "Health Care Reform and Social Movements in the United States," *American Journal of Public Health* 93:1 \(January 2003\): 75-85 \[online: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447696/>\]](#)

Wednesday, 4/22: Blogging about the History of Medicine

Reading: Spend 1 hour exploring a selection of posts from the following list of blogs. Pay attention to what makes a blog different from the articles you have read this semester. Think about your own tone, style, and subject. What do you want to convey to your own readers?

[Nursing Clio](#)

[Notches: \(re\)marks on the History of Sexuality Points](#)

[A Dose of History](#)

[Books, Health, and History](#)

[Circulating Now](#)

[295 Class Blog from Fall 2013](#)

****Due in class: rough draft of your blog post. Bring 4 copies.****

Friday, 4/24 **Annotated bibliography due via Pweb by 5 pm**

Week Fifteen: Student Presentations Group 1

Monday, 4/27:

Wednesday, 4/29:

Friday 5/1 **Group 2 revised blog post due via Pweb by 11:59 pm **

Week Sixteen: Student Presentations Group 2

Monday, 5/4:

****Group 1 revised blog post due via Pweb by 11:59 pm on Monday, 5/4****

Wednesday, 5/6:

Friday, 5/8: **All students will receive feedback on their revised blog posts from Professor Lewis by 5 pm via Pweb**

Note: Friday, 5/8 is the last day to request an incomplete via Academic Affairs.

EXAM WEEK: Due Friday, 5/15 at NOON via Pweb

- **Final version of blog post**