

## **HIS 324: Illicit Medicine in the US**

**Professor Carolyn Herbst Lewis**

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Course Description: In the US, laws and licensing bodies have regulated medicine since the early 19<sup>th</sup> century. Looking at examples of medicinal practices and products that have been or currently are considered “illicit” permits us to see how this regulation has been shaped by broader cultural, social, and political factors. This seminar examines the histories of illicit medicines in the United States as windows into national – and sometimes global -- history. Students will complete a substantial research project using a combination of primary and secondary sources. Prerequisites: any 200-level history course OR permission of instructor. Priority will be given to students who have taken at least one of the following: HIS 223, ANT 210, SOC 265.

This is the syllabus for this course. As such, it is our plan for the semester, but I reserve the right to make any changes that I find to be necessary. Please review the material included here. I expect you to be familiar with and understand the policies and assignments listed here. If you have any questions or concerns, please do not hesitate to speak with me.

**Office Hours:** My scheduled office hours are **Wednesday 3:00-4:45 pm in HSSC S2354**. I also am available by special appointment. I ask that you first make every effort to meet during my scheduled office hours before requesting a special meeting time. Please use the Outlook calendar to request an appointment time with me. Be sure to consult my calendar in Outlook first. Outlook is a very common calendar program, and there is a good chance you will be expected to use it in your life beyond GC. Knowing how to schedule a meeting would be useful! Look under the Help section (the “?” located in the top right corner and search “how to schedule a meeting” for instructions.)

**Email:** You can reach me by email [lewiscar@grinnell.edu](mailto:lewiscar@grinnell.edu)

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 little reminder. Also, I usually do not check email or schedule appointments between 4 pm and 9 am.

**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.

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

**Attendance:** I ask that you make attendance a priority. That said, each student has **2 “personal days”** that can be used for wellness or other purposes. You must email me in advance to tell me that you intend to take a personal day. It is your responsibility to get information or notes about what you miss in class from a classmate. I will not meet with you to “go over” what you missed; however, you may attend office hours to ask questions or for clarification *once you have reviewed a classmate's notes*. Please note that if you have more than two absences without a documentable accommodation, health issue, or emergency, your participation grade will suffer. If you have more than four unexcused absences, you will receive a participation grade of zero. If you are required to quarantine but are otherwise feeling well, you may ask a classmate to assist with setting up a video call so that you can participate in the discussion. I will not set this up for you, and I will not permit a video call under any other circumstances. If you are sick, you need to focus on resting and taking care of yourself so that you can fully recover. Most importantly, I ask that you all exercise good judgement when it comes to illness, communicability, and self-care.

**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>

Due to the nature of the course themes, materials, and format we will not be issuing trigger warnings. 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. **The 24/7 Student Counseling Hotline is: 641-269-4404**

**Course Materials:** All required readings are listed on the schedule below. All are available digitally via the Burling Library databases or other resources. I have provided links and access information below. Please also check Blackboard for pdfs (I have posted some of them).

**Course Grade:** your grade in this course will be based on your performance in the following components

Participation 40%

Research Presentation 20%

Research Paper 40%

**Participation:** I expect that students will 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.

**Final Paper and Presentation:** During the second half of the term, you will devote your time and energy to an independent research project. We will develop your topic and research question and identify sources together. The final product will have two parts: 1) a 10-12 page formal paper; and 2) a formal presentation along the lines of a conference paper. We will discuss the details of this later in the semester. Your final paper must be submitted on time; no extensions will be granted unless you are taking a formal incomplete in the course. You must make your presentation at the assigned time.

DATE	TOPIC	PRE-CLASS ASSIGNMENT
Thursday August 25	Topic: Introductions to each other and the course. What makes a medicine licit?	
<b>WEEK 1</b>		
Tuesday August 30	Pharmaceuticals	Read: <ul style="list-style-type: none"> <li>• John Parascandola, “The Drug Habit: The Association of the Word ‘Drug’ with Abuse in American History,” pp 156-167, in Roy Porter and Mikulas Teich, eds. <i>Drugs and Narcotics in History</i> (Cambridge University Press, 2011). <a href="https://doi.org/10.1017/CBO9780511599675">https://doi.org/10.1017/CBO9780511599675</a></li> <li>• “FDA History” <a href="https://www.fda.gov/about-fda/fda-history">https://www.fda.gov/about-fda/fda-history</a></li> <li>• “80 Years of the Federal Food, Drug, and Cosmetics Act,” <a href="https://www.fda.gov/about-fda/fda-history-exhibits/80-years-federal-food-drug-and-cosmetic-act">https://www.fda.gov/about-fda/fda-history-exhibits/80-years-federal-food-drug-and-cosmetic-act</a></li> <li>• Sharon Batt, Judy Butler, Olivia Shannon, and Adriane Fugh-Berman, “Pharmaceutical Ethics and Grassroots Activism in the United States: A Social History Perspective,” <i>Journal of Bioethical Inquiry</i> 17 (17 January 2020), pp. 49-60. <a href="https://doi-org.grinnell.idm.oclc.org/10.1007/s11673-019-09956-8">https://doi-org.grinnell.idm.oclc.org/10.1007/s11673-019-09956-8</a></li> </ul>

Thursday 9/1	Contraceptives	<p>Read:</p> <ul style="list-style-type: none"> <li>• Donna Drucker, “Contraception Before the Pill,” pp 15-64, in <i>Contraception: A Concise History</i> (MIT Press, 2020).</li> <li>• Eli Y. Adashi, Rohit S. Rajan, Daniel P. O’Mahony, and I. Glenn Cohen, “The Next Two Decades of Mifepristone at FDA: History as Destiny,” <i>Contraception</i> 109 (May 2022), pp 1-7. <a href="https://doi-org.grinnell.idm.oclc.org/10.1016/j.contraception.2022.01.016">https://doi-org.grinnell.idm.oclc.org/10.1016/j.contraception.2022.01.016</a></li> </ul>
WEEK 2		
Tuesday 9/6	Tobacco	<p>Read:</p> <ul style="list-style-type: none"> <li>• Juan R. Sanchez-Ramos, “The Rise and Fall of Tobacco as a Botanical Medicine,” <i>Journal of Herbal Medicine</i> 22 (August 2020) <a href="https://doi-org.grinnell.idm.oclc.org/10.1016/j.hermed.2020.100374">https://doi-org.grinnell.idm.oclc.org/10.1016/j.hermed.2020.100374</a></li> <li>• John Dinan and Jac C. Heckelman, “The Anti-tobacco Movement in the Progressive Era: A Case Study of Direct Democracy in Oregon,” <i>Explorations in Economic History</i> 42:4 (October 2005), pp 529-546. <a href="https://doi-org.grinnell.idm.oclc.org/10.1016/j.eeh.2005.02.002">https://doi-org.grinnell.idm.oclc.org/10.1016/j.eeh.2005.02.002</a></li> </ul>
Thursday 9/8	Caffeine	<p>Read:</p> <ul style="list-style-type: none"> <li>• Michael Pollan, “Caffeine,” pp 89-160, in <i>This Is Your Mind on Plants</i>.</li> </ul>

WEEK 3		
Tuesday 9/13	Opium and Opiates	<p>Read:</p> <ul style="list-style-type: none"> <li>• Caroline Jean Acker, “From All Purpose Anodyne to Marker of Deviance: Physicians’ Attitudes Towards Opiates in the US from 1890 to 1940,” pp 114-132, in Roy Porter and Mikulas Teich, eds. <i>Drugs and Narcotics in History</i> (Cambridge University Press, 2011). <a href="https://doi.org/10.1017/CBO9780511599675">https://doi.org/10.1017/CBO9780511599675</a></li> <li>• David Courtright, “Chapter 5: The Transformation of the Opiate Addict,” in <i>Dark Paradise: A History of Opiate Addiction in America</i> (Harvard University Press, 2001): pp 110-144 <a href="https://doi.org/10.4159/9780674029910">https://doi.org/10.4159/9780674029910</a></li> <li>• “Vancouver’s Unconventional Approach to Its Fentanyl Crisis” <i>The Daily Podcast, New York Times</i> September 2, 2022, 34 mins <a href="https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVkcj5zaW1wbGVjYXN0LmNvbS81NG5BR2NJbA/episode/ZThjY2ViNTQtYmUxNS00YjAxLWIxOTctMGU2ZDgzMDA0NDYw?hl=en&amp;ved=2ahUKEwj4obq64_n5AhVIIzQIHqHDuMQieUEegQIAxAF&amp;ep=6">https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVkcj5zaW1wbGVjYXN0LmNvbS81NG5BR2NJbA/episode/ZThjY2ViNTQtYmUxNS00YjAxLWIxOTctMGU2ZDgzMDA0NDYw?hl=en&amp;ved=2ahUKEwj4obq64_n5AhVIIzQIHqHDuMQieUEegQIAxAF&amp;ep=6</a></li> </ul>
Thursday 9/15	Cannabis	<p>Read:</p> <ul style="list-style-type: none"> <li>• Antonio Waldo Zuardi, “History of Cannabis as a Medicine: a Review.” <i>Revista brasileira de psiquiatria</i> 28, no. 2 (2006): 153–157. <a href="https://www.scielo.br/j/rbp/a/ZcwCkpVxkDVRdybmBGGd5NN/?lang=en">https://www.scielo.br/j/rbp/a/ZcwCkpVxkDVRdybmBGGd5NN/?lang=en</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Simona Pisanti and Maurizio Bifulco, “Modern History of Medical Cannabis: From Widespread Use to Prohibitionism and Back,” <i>Trends in Pharmacological Sciences</i> 38.3 (March 2017), pp 195-198. <a href="https://doi.org/10.1016/j.tips.2016.12.002">https://doi.org/10.1016/j.tips.2016.12.002</a></li> <li>• Nick Johnson. "Workers' Weed: Cannabis, Sugar Beets, and Landscapes of Labor in the American West, 1900–1946." <i>Agricultural History</i> 91, no. 3 (2017): 320-41. <a href="https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_proquest_journals_1943052211">https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_proquest_journals_1943052211</a></li> </ul>
WEEK 4		
Tuesday 9/20	Cannabis	<p>Read:</p> <ul style="list-style-type: none"> <li>• Nick Johnson, “Seeding the Nation: <i>Cannabis</i> and the Counterculture, 1960-1980,” pp 83-118, in <i>Grassroots: A History of Cannabis in the American West</i> (Oregon State University Press, 2017). <a href="https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/1g018f9/alma991011139642304641">https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/1g018f9/alma991011139642304641</a></li> <li>• Kevin M. Takakuwa and Raquel M. Schears, “A History of the US Medical Cannabis Movement and Its Importance to Pediatricians: Science Versus Politics in Medicine’s Greatest Catch-22,” <i>Clinical Pediatrics</i> 58.4 (2019), pp 1473-1477. <a href="https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_proquest_miscellaneous_2295473554">https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_proquest_miscellaneous_2295473554</a></li> <li>• Kevin M. Takakuwa, “A History of the Society of Cannabis Clinicians and its Contributions and Impact on the US Medical Cannabis Movement,” <i>International Journal of Drug Policy</i> 79 (May 2020), pp <a href="https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_proquest_miscellaneous_2390147641">https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_proquest_miscellaneous_2390147641</a></li> </ul>



Thursday 9/22	NO CLASS	Please use this time to start thinking about what your research project topic might be.
WEEK 5		
Tuesday 9/27	Cocaine	<p>Read:</p> <ul style="list-style-type: none"> <li>• Melody Redman, “Cocaine: What is the Crack? A Brief History of the Use of Cocaine as an Anesthetic,” <i>Anesthesiology and Pain Medicine</i> 1.2 (Autumn 2011), pp 95-97. <a href="https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_4335732">https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_4335732</a></li> <li>• Richard A. Miech, Howard Chilcoat, and Valerie S Harder, “The Increase in the Association of Education and Cocaine Use Over the 1980s and 1990s: Evidence for a ‘historical period’ Effect,” <i>Drug and Alcohol Dependence</i> 79.3 (September 2005), pp 311-320. <a href="https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_proquest_miscellaneous_57053309">https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_proquest_miscellaneous_57053309</a></li> <li>• Douglas Flowe, “‘Drug-Mad Negroes’: African Americans, Drug Use and the Law in Progressive Era New York City,” <i>The Journal of the Gilded Age and Progressive Era</i> 20: 4 (2021), pp 503-522. <a href="https://doi.org/10.1017/S1537781421000384">https://doi.org/10.1017/S1537781421000384</a></li> </ul>

Thursday 9/29	Psychedelics: LSD	<p>Read:</p> <ul style="list-style-type: none"> <li>• Erika Dyck, “Introduction”, pp 1-12, in <i>Psychedelic Psychiatry: LSD from Clinic to Campus</i> (Johns Hopkins University Press, 2008). <a href="https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_askewsholts_vlebooks_9781421400754">https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_askewsholts_vlebooks_9781421400754</a></li> <li>• Erika Dyck, “Chapter 1: Psychedelic Pioneers,” pp 13-31, in <i>Psychedelic Psychiatry: LSD from Clinic to Campus</i> (Johns Hopkins University Press, 2008). <a href="https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_askewsholts_vlebooks_9781421400754">https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_askewsholts_vlebooks_9781421400754</a></li> <li>• Erika Dyck, “Chapter 5: Acid Panic,” pp 101-118, in <i>Psychedelic Psychiatry: LSD from Clinic to Campus</i> (Johns Hopkins University Press, 2008). <a href="https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_askewsholts_vlebooks_9781421400754">https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_I NST/17ql8au/cdi_askewsholts_vlebooks_9781421400754</a></li> <li>• Jeffrey A. Lieberman, "Back to the Future — the Therapeutic Potential of Psychedelic Drugs." <i>The New England Journal of Medicine</i> 384, no. 15 (Apr 15, 2021): 1460-1461.</li> </ul>
<b>WEEK 6</b>		
Tuesday October 4	Psychedelics: Psilocybin and Mescaline	<p>Watch:</p> <ul style="list-style-type: none"> <li>• Netflix Series, <i>How to Change Your Mind</i>, Episode 2: Psilocybin, and Episode 4: Mescaline.</li> </ul>
Thursday October 6	Closing Discussion: What do we learn by looking at the history of medicines that have been or currently are “illicit”?	
<b>WEEK 7</b>		
Tuesday October 11	Workshop: From Interest to Topic to Question	

Thursday October 13	Individual Meetings to Discuss Research Topic	
<b>FALL BREAK</b> 10/14-10/23		
<b>WEEK 8</b>		
Tuesday October 25	Research Time: Finding Sources	See worksheet on Blackboard
Thursday October 27	Research Time: Compiling a Bibliography	See worksheet on Blackboard
<b>WEEK 9</b>		
Tuesday 11/1	Research & Writing Time	
Thursday 11/3	Research & Writing Time	
<b>WEEK 10</b>		
Tuesday 11/8	Individual Meetings to Discuss Research Topic	
Thursday 11/10	Research & Writing Time	
<b>WEEK 11</b>		
Tuesday 11/15	Research & Writing Time	
Thursday 11/17	Workshop: Outlining a Paper and a Presentation	
<b>WEEK 12</b>		
Tuesday 11/22	Research & Writing Time	
Thursday 11/24	<b>THANKSGIVING</b>	
<b>WEEK 13</b>		
Tuesday 11/29	Research and writing time	
Thursday 12/1	Research & Writing Time	
<b>WEEK 14</b>		
Tuesday 12/6	<b>PRESENTATIONS</b>	
Thursday 12/8	<b>PRESENTATIONS</b>	
<b>FINALS WEEK</b>		
Polished paper due Friday December 16, 4:30 pm.		

