

HIS 324: Illicit Medicine in the US

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Course Description: In the US, laws and licensing bodies have regulated medicine since the early 19th 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.

WEEK 0		
Thursday August 26	Topic: Introductions to each other and the course	
WEEK 1		
Tuesday August 31	Topic: Understanding “CAM” in the History of Medicine	Read (68 pages): 1) Roberta Bivins, “Introduction: ‘Rival Systems of Medicine?’” in <i>Alternative Medicine? A History</i> (New York: Oxford University Press, 2007): pp 1-41. 2) Roberta Bivins, “Health and the ‘New Science’” in <i>Alternative Medicine? A History</i> (New York: Oxford University Press, 2007): pp 79-106.
Thursday September 2	Topic: Botanical Healing and Naturopathic Traditions	Read (67 pages): 1) Susan E. Cayleff, “Chapter 1: Following Nature’s Path and Botanic Healing,” in <i>Nature’s Path: A History of Naturopathic Healing in America</i> (Baltimore: Johns Hopkins University Press, 2016): pp 13-24. 2) Susan E. Cayleff, “Chapter Ten: Deeping Divides, 1945-1969” in <i>Nature’s Path: A History of Naturopathic Healing in America</i> (Baltimore: Johns Hopkins University Press, 2016): pp 245-273. 3) Susan E. Cayleff, “Chapter Eleven: The 1970s and Beyond: Cultural Critique and Holistic Health,” in <i>Nature’s Path: A History of Naturopathic Healing in America</i> (Baltimore: Johns Hopkins University Press, 2016): pp 274-302.
WEEK 2		
Tuesday September 7	Topic: Cannabis and the Border	Read (55 pages): 1) Antonio Waldo Zuardi, “History of Cannabis as a Medicine: a Review.” <i>Revista brasileira de psiquiatria</i> 28, no. 2 (2006): 153–157. 2) David V. Patton, “A History of United States Cannabis Law,” <i>Journal of Law and Health</i> 34, no. 1 (2020): 1-30. 3) 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.

Thursday September 9	Topic: Cannabis and “Law and Order”	<p>Watch: (film) <i>Reefer Madness</i>, 1936. Available on youtube and other streaming services.</p> <p>Read (24 pages):</p> <p>Martin Halliwell, “Chapter 3: Addiction and the War on Drugs,” in <i>Voices of Mental Health: Medicine, Politics, and American Culture, 1970-2000</i> (Rutgers University Press 2017): pp 72-96.</p>
WEEK 3		
Tuesday September 14	Topic: Opium and Chinese Exclusion	<p>Read (41 pages):</p> <ol style="list-style-type: none"> 1) Diana Ahmad, “Preface” in <i>The Opium Debate and Chinese Exclusion Laws in the Nineteenth Century American West</i> (University of Nevada Press, 2007): pp ix-xii 2) Diana Ahmad, “Chapter 1: The Poppy Problem Comes to the West,” in <i>The Opium Debate and Chinese Exclusion Laws in the Nineteenth Century American West</i> (University of Nevada Press, 2007): pp 1-16 3) Thomas Dormandy, “Chapter 15. A Salve For All Ailments” in <i>Opium: Reality's Dark Dream</i>, (New Haven: Yale University Press, 2012): pp. 104-112. 4) Thomas Dormandy, "Chapter 19. Doctors Rule" in <i>Opium: Reality's Dark Dream</i> (New Haven: Yale University Press, 2012): pp. 161-174.
Thursday September 16	Topic: Opioid Epidemics	<p>Read (57 pages):</p> <ol style="list-style-type: none"> 1) 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 2) Eric Schneider, “Introduction,” in <i>Smack: Heroin and the American City</i> (University of Pennsylvania Press, 2008): pp ix-xvi 3) Erick Schneider, “Chapter 10: From the Golden Spike to the Glass Pipe,” in <i>Smack: Heroin and the American City</i> (University of Pennsylvania Press, 2008): pp 182-195.

WEEK 4		
Tuesday September 21	Topic: Mescaline and Peyote	Read (42 pages): 1) Mike Jay, "Chapter 3: Making Medicine, 1880-93, Oklahoma, Texas, Detroit, Berlin," in <i>Mescaline: A Global History of the First Psychedelic</i> (Yale University Press, 2019): pp 51-76 2) Alexander Dawson, "Peyote's Race Problem," in Labate and Cavnar (eds) <i>Plant Medicines, Healing and Psychedelic Science</i> (Springer, 2018): pp 19-35 3) "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.
Thursday September 23	Topic: The Sunshine Makers	Watch film: "The Sunshine Makers" available to stream via Burling.
WEEK 5		
Tuesday September 28	Topic: Therapeutic technologies	Read (63 pages): 1) Rachel Maines, "Chapter 1: The Job Nobody Wanted," in <i>The Technology of Orgasm: Hysteria, the Vibrator, and Women's Sexual Satisfaction</i> (Johns Hopkins University Press, 1999): pp 1-20 2) Rachel Maines, "Chapter 4: Inviting the Juices Downward," in <i>The Technology of Orgasm: Hysteria, the Vibrator, and Women's Sexual Satisfaction</i> (Johns Hopkins University Press, 1999): pp 67-110.
Thursday September 30	Topic: Making Sense of it all....	Review your notes from readings and class discussions. Let's see if we can come to some conclusions about what this all means!
WEEK 6		
Tuesday October 5	Workshop: From Interest to Topic to Question	
Thursday October 7	Workshop: Locating Sources	
WEEK 7		
Tuesday October 12	Workshop: Drafting a Proposal	
Thursday October 14	Workshop: Revising the Proposal	PROPOSAL & BIBLIOGRAPHY DUE FRIDAY 10/15 11:50 PM
FALL BREAK		
WEEK 8		
Tuesday October 26	Research & Writing Time	
Thursday October 28	Research & Writing Time	

WEEK 9		
Tuesday November 2	Research & Writing Time	
Thursday November 4	Research & Writing Time	
WEEK 10		
Tuesday November 9	Workshop: 5 minute Reports	
Thursday November 11	Research & Writing Time	
WEEK 11		
Tuesday November 16	Research & Writing Time	
Thursday November 18	Workshop: Drafting a Thesis and an Outline	
WEEK 12		
Tuesday November 23	Research & Writing Time	
Thursday November 25	THANKSGIVING	
WEEK 13		
Tuesday November 30	Workshop: 5 minute Reports	
Thursday December 2	Research & Writing Time	DRAFT DUE FRIDAY DECEMBER 3 11:50 PM
WEEK 14		
Tuesday December 7	PRESENTATIONS	
Thursday December 9	PRESENTATIONS	
FINALS WEEK		
Polished paper due Friday December 17, 4:30 pm.		

Grades:

30% participation in class discussion (weeks 0-5)

40% final presentation and paper

30% completion of various workshops and assignments, including maintaining reflection journal

Materials:

All assigned readings are available via the Burling Library Databases. Search by title and/or author name to locate.

Reefer Madness is available via Youtube and other streaming services.

The Sunshine Makers is available to stream via the Burling Library Databases.

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) an 8-10 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.

Course Policies :

- 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.
- 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 the discretion of the instructor. **As soon as you realize you are struggling to make a deadline, contact me.**

- 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. 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 Pweb 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>

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://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. 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 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 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 a documented need for accommodations, especially those due to 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 **Coordinator for Disability Resources, located on the ground floor of Steiner Hall.**

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: 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.

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 resource is *Need to Talk* 24/7 counseling hotline — **641-269-4404**

And yet 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***