



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

Professor Carolyn Herbst Lewis 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

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

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 and content over the course of the semester.

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

cou0.27 02ts

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 tl42@grinnell.edu or call (509) 426-0047.

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: Paul Kelton, "Avoiding the Smallpox Spirits: Colonial Epidemics and Southeastern Indian Survival," 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: Lina Minou, "Understanding Anger: Changing Perceptions of Anger in the Eighteenth Century," (November 25, 2015). http://earlymodernmedicine.com/understanding-anger/ Maria Dolan, "The Gruesome History of Eating Corpses as Medicine," Smithsonian.com (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 Rebecca J. Tannenbaum, "'What Is Best to Be Done for These Fevers': Elizabeth Davenport's Medical Practice in New Haven Colony." 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." 53, no. 2 (2010): 423-28. [BB/JSTOR] Anthony Cavender, "A Midwife's Commonplace Book." 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?

<p>Sunday 9/16</p>	<p>PSA 1 due at 5 pm</p>
<p>Tuesday 9/18</p>	<p>Public Health: Epidemics, Quarantines, and Inoculation Reading: Paul E. Kopperman, “Venerate the Lancet’: Benjamin Rush’s Yellow Fever Therapy in Context,” 78.3 (Fall 2004): 529-574. [BB/Project Muse] Melanie Wiggins, “Combatting Yellow Fever in Galveston, 1839-1905,” Southwestern Historical Quarterly 119.3 (January 2016). [BB/Project Muse] Diane Wendt, “12 Kids Who Helped a Doubting Public Accept the Smallpox Vaccine,” Blog (August 2015). http://americanhistory.si.edu/blog/12-kids-who-helped-doubting-public-accept-smallpox-vaccine 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>
<p>Thursday 9/20</p>	<p>The Democratic Era Reading:</p>

Anne Taylor Kirschmann, "Adding Women to the Ranks, 1860-1880: A New View with a Homeopathic Lens,"
73.3 (Fall 1999), 429-446. [BB/Project Muse]

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?

Tuesday
10/2

The Medical Profession and American Slavery

Readings:

Stephen C. Kenny, "The Development of Medical Museums in the Antebellum South: Slave Bodies in Networks of Anatomical Exchange,"
87.1 (Spring 2013), 32-62. [BB/Project Muse]

Marie Jenkins Schwartz, "Chapter 7: Gynecological Surgery," in
(Harvard University Press, 2006). [ERES]

Questions to Consider: what was the relationship between the

	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:
------------------	-------------------------------------

Susan M. Reverby, “‘Normal Exposure’ and Inoculation Syphilis: A PHS ‘Tuskegee’ Doctor in Guatemala, 1946-1948,”
23.1 (2011): 6-28. [BB/Project Muse]



Questions to Consider: What makes this a golden age?

	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: Don G. Bates, "Why Not call Modern Medicine 'Alternative'?" 43.4 (2000): 502-518. [BB/JSTOR/Project Muse] 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