

## HIS 324: Illicit Medicine in the US

Professor Carolyn Herbst Lewis

[Lewiscar@grinnell.edu](mailto:Lewiscar@grinnell.edu)

Office: HSSC S2354

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.

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)

Thursday September 9    Topic: Cannabis and "Law and Order"

Watch: (film) *Reefer Madness*, 1936. Available on youtube and other streaming services.

Read (24 pages):

Mealliwell, "Chapa2.6 8er 3:eddic2.6 80ondh War on Drugs," in *Voices of Mental Health: Medicine, Politics, and American Culture, 1970-2000*

WEEK 4

WEEK 9		
Tuesday November 2	Research & Writing Time	
Thursday November 4	Research & Writing Time	

**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

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.



**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](http://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 (A) (1) - 2 (of dati/ aysi (V) (A) (1) - 2 (x (p you m) - 2 (p you ( do n-e) (rds) - 1 (t) - 2 (o) - 2) - 2 (i) (i) - 2 (de)ys) - 1 (selru (A) (1) (i) e ssut@ pos (s) - 1 (t) - 2 (hr) - 1 (ou. 7 (S) 2 (bD) 4 (o) 2 (e) (n,*