

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

- x avail themselves of library resources to produce an appropriate bibliography for their research
- x gain experience in writing for a wider audience through their contribution to the class blog
- x use various opportunities for revision to improve their writing
- x practice making oral presentations by sharing research via a pre-recorded presentation or an in-class presentation
- x master the art of writing an analytical book review

## ASSIGNMENTS AND GRADING POLICIES

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.

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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 class. This L( t)-7etd



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/B/F* *udit is* *on*

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:

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Wednesday, 4/15: Natural

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