

# HEALTH AND HEALING

## I N A M E R I C A

### Assignments & Grading

*Learn what your course responsibilities are and how your grade will be calculated*

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### Course Mechanics

*A list of our required books, Student Learning Objectives, and other course components*

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### Course Policies

*The “fine print” on communication and other course policies*

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### Syllabus

*A complete course calendar with daily/weekly topics, readings, and due dates all on one page*

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## THIS COURSE IS DESIGNED TO HELP

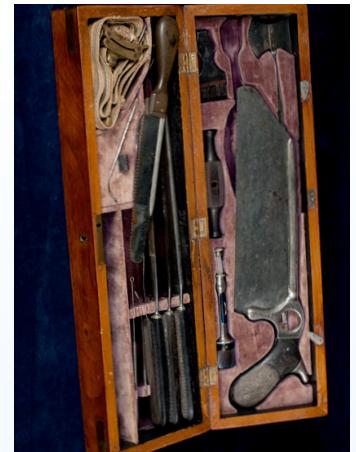
you make sense of something complex, ever-present and often taken for granted: the existence of an immense, highly technological medical services delivery system in the United States

You will trace its underlying values and assumptions and how its development was shaped within the current of American history. Disease and health are human universals, but each individual experiences and interprets them through modes of perception, belief, and practices which are historically contingent. Thus the way that an individual (or a group of people) experiences, defines, and responds to “health” or “disease” is tightly bound up in historical context. Illuminating that historical context in past times will help you understand its reality in your own lives. You will explore these interconnected dimensions by comparing your own understandings of health, wellness and disease with those of specific people in the American past. The course is designed to be episodic/topical, rather than comprehensive.



### Course Information

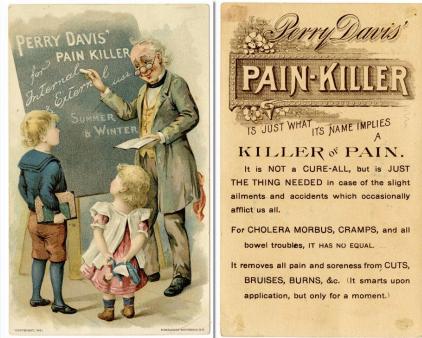
Spring 2014 Semester DGCE  
W 5-8 pm / partly hybrid online  
UMass Medical School  
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### This Civil-War Era

amputation kit, from the Civil War Museum at Wilson's Creek National Battlefield in the Missouri Ozarks, shows the tools that battlefield surgeons would have used to deal with the devastating gunshot and shell wounds to soldiers' limbs, using only ether or chloroform as anesthesia. See <http://www.ozarkscivilwar.org/themes/medicine> for more about wound care, hospitals, and medical workers during the Civil War.

## HI 290



### Patent Medicines

*During the Victorian era, advertisers and entrepreneurs peddled a wide variety of palliative medicines, many of them laced with alcohol and narcotics.*

## Assignments and Grading

In a seminar like this one, involvement and participation are critical to your success and your learning -- especially in a course taught partly in an online environment. Consistent attendance, preparation, and participating in discussion are essential components of the course. Our reading load will be substantial and fast-paced. Your **A&P (Attendance and Participation)** grade of 25% includes attendance, response papers, and your contributions to the quality of class discussion, online discussion boards and any other course-related writings.

Mid-term, you'll conduct a modest **research project** investigating a disease and its treatment in the American past. This project includes a written report based on a published scholarly monograph, a poster, and a presentation component where you present your findings orally to the class. (25%)

Through writing assignments, you communicate knowledge gained, develop your own independent thinking, and offer your informed perspectives on the past. Papers include: **"Diagnosis: History"** based on investigation in primary sources (15%), a **policy position paper** on health care in America today (10%), and a **reflective paper** looking back over your learning from the entire semester (5%).



Over the course of the term you will contribute to a **class glossary** of key terms and concepts related to the course content, in preparation for the **final exam** (5%). The final is worth 15% of the course grade.

## COURSE GRADING

|                              |   |     |
|------------------------------|---|-----|
| Attendance and Participation | Includes attendance, discussion & online journals in "My Reflections" | 25% |
| Disease Project              | Poster and Oral Presentation - due April 2                            | 10  |
|                              | Written Report - due April 9  | 15  |
| Papers                       | Diagnosis: History - due Feb 26                                       | 15  |
|                              | Position Paper - due April 30   | 10  |
|                              | Course Reflection Paper - due May 16                                  | 5   |
| Final Exam                   | Glossary Entries - due May 6  | 5   |
|                              | Final Exam (online) - due by May 16                                   | 15  |
| Total                        |   | 100 |

**This Course Meets LASC Requirements** for Writing Across the Curriculum (WAC) + Thought Language & Culture (TLC) or Individual and Community Well-Being (ICWB). This is a 3-credit course; see course website for University credit hour definition.

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## The Fine Print

**Technology** is delightful and useful. However, its misuse can detract from our learning environment. On days we meet in person, silence your cell phones before entering class. No texting in class. Laptops are welcome but only for taking notes or accessing course materials – not for checking Facebook, email, or surfing the web. Seminar learning requires everyone's enthusiastic preparation and participation.

**Historical writing** involves meticulous citation and careful sourcing. Plagiarism is totally unacceptable and results in an automatic fail for the course. All writing assignments *must* cite the sources of any information, quotations or ideas which are not your own work using Chicago Style footnote citations. Please familiarize yourself with and follow the college

policy on Academic Honesty in the Student Handbook.

If you have a documented **disability** (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me as the semester begins so we can design a solution that will help you be successful in the class.

I hold regular **office hours** on Worcester State campus Tuesdays, Thursdays, and Fridays during the day, see the "Prof Info" tab on the course website. However, since I recognize those times may be challenging for full-time professionals like yourselves, I can also meet in person prior to our Wednesday meeting days; just contact me to arrange a mutually agreeable time and place.

## Student Learning Objectives

- Develop a historically-informed framework for understanding changing perceptions of disease and health
- Analyze and interpret episodes of historical change in medical, nursing, and psychological theories and technologies
- Break down the complex contemporary American health care system into its constituent parts to understand where, when and how each developed

As you understand how people in the American past defined and responded to disease and illness, your understanding of the US experience will be enriched. You will also understand and apply historical sources and methods, and will begin the process of *thinking like historians* through focused research, writing and discussion. Being able to think like a historian will help you regardless of your major or your career plans.

### Required Readings

Porter, Roy. *Blood and Guts: A Short History of Medicine*. W.W. Norton, 2004. ISBN 039-332569-5

Ira Rutkow, *Seeking the Cure: A History of Medicine in America* (Scribner, 2010) ISBN-10: 1416538283

Michael Willrich, *Pox: An American History* (Penguin, 2012) ISBN-13: 9780143120780

### Additional Readings

*Some additional readings will be placed as PDF files on Blackboard or on the course website. You will need (free) Adobe Reader to access them.*



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Class days highlighted in **BLUE** are face-to-face class meetings

| WK#  | DATE   | TOPIC  | READING  | WHAT'S DUE                  |
|--|--------|--|--|-----------------------------|
| 1  | Jan 22 | Course Introduction  | Begin reading Porter, <i>Blood and Guts</i>  | Journal #1                  |
| 2  | Jan 29 | A Short History of Medicine                                | Bring / discuss Porter, <i>Blood and Guts</i>  | Disease choice              |
| 3  | Feb 5  | Colonial Context; Social Healers                           | Rutkow Ch 1 + Ulrich, "Aug1787" (PDF)  | Journal #2                  |
| 4  | Feb 12 | On the Trail of the Corps                                  | Steele, "L&C: Keelboat Physicians" PDF   |                             |
| 5  | Feb 19 | Medical Gaze & Professionalism                             | Rutkow Ch 2-4 + Foucault, "Birth of Clinic"  | Journal #3                  |
| 6  | Feb 26 | Modern Medicine, Quackery, and Health in the Victorian Age | Rutkow Ch 5-7, additional resources online<br>TBA                                    | Diagnosis:<br>History Paper |
| 7  | Mar 5  | The Civil War Nurse  | Alcott, "Hospital Sketches," excerpts  | Journal #4                  |
| 8  | Mar 12 | Smallpox in America  | Bring / discuss Willrich, <i>Pox Prologue</i> + Ch1                                  |                             |
| x  | Mar 19 | <i>No Class, Worcester State Spring Break - read Pox</i>   |  |                             |
| 9  | Mar 26 | Progressive Era Approaches                                 | Willrich, <i>Pox (rest of book)</i>  | Journal #5                  |
| 10   | Apr 2  | Conference Day   | Poster and Presentation  |                             |
| 11   | Apr 9  | Supremacy, and Hubris?                                     | Rutkow Ch 8-10, additional links online  | Disease Report              |
| 12   | Apr 16 | The American System: <i>Sicko</i> (2007)                   | Stevens, "Health Care & Policy in the US"<br>Screen <i>Sicko</i> online by this date | Journal #6                  |
| 13   | Apr 23 | Health Care System & Costs                                 | TAL "Less is More" + Reading TBA   | Journal #7                  |
| 14   | Apr 30 | Health Care Debate   | No reading: Debate prep  | Position Paper              |
| Course glossary submissions due by <b>Tuesday, May 6</b> (last day of class)<br>Online final exam and course reflection paper all due by <b>Friday, May 16</b> |        |  |  |                             |

### Guidelines for Journals

Journal entries should be submitted on Blackboard using the "My Reflections" journal tool. Each entry should be at least 500 words long (the equivalent of about 2 pages). I will post or email a prompt for each journal 1 week ahead of time. The journals are part of your Attendance and Participation (A&P) grade, since they take the place of class discussion in weeks we do not meet in person.