

# 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 course honors 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 topics, readings, and due dates all in one handy sheet*

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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

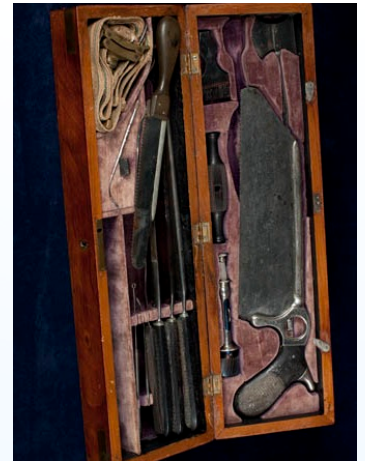
You will trace its underlying values and assumptions and how its development was shaped within the current of American history. Disease and health are human universals, but each individual experiences and interprets them through modes of perception, beliefs, and practices which are historically contingent. Thus the way that an individual 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.



### Course Information

MW 12:30 - 1:45 pm  
Sullivan 107

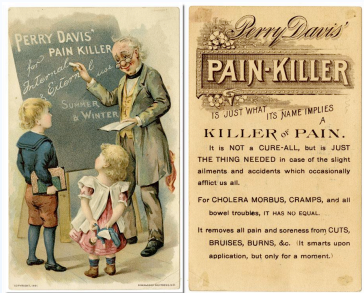
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### This Civil-War Era

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 Victoria 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 to your learning. Consistent attendance, preparation, and speaking up 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, the three response papers, your contributions to the quality of class discussion, and any in-class writings.

Mid-term, you'll conduct a research project investigating a disease and its treatment in the American past. This project includes a written report, a poster, and a mini-academic "conference" in which 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 & written response papers	25%
Disease Project	Poster and Oral Presentation - due 3/27	10
	Written Report - due 4/3	15
Papers	Diagnosis: History - due 2/25	15
	Position Paper - due 5/1	10
	Reflective Paper - due 5/13	5
Final Exam	Glossary Entries - due 5/6	5
	Final Exam on 5/13	15
Total		100

**This Course Meets LASC Requirements** for Writing Across the Curriculum (WAC)  
 + Thought Language & Culture (TLC) *or* Individual & Community Well-Being (ICWB)

## HI 290



### The Fine Print

1) Technology is delightful and useful. However, some of it detracts from our learning environment. 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 takes everyone’s enthusiastic preparation and participation.

2) 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 plus bibliographies in the two longer papers (I can provide a workshop on Chicago Style if it’s unfamiliar to you). Please

familiarize yourself with and follow the college policy on Academic Honesty in the Student Handbook.

3) 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.

4) My office hours are listed on the course website under “Prof Info;” if none of the reserved times work for you, please contact me for an appointment.

### 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 future career plans.

### A Note About Honors

*Honors work isn’t necessarily “more work;” it should be active, engaged work that results in deep learning. My standards for grading take into account that your intellectual capabilities and core critical writing and critical thinking skills tend to be stronger. As an all-honors course, this class emphasizes inquiry, creativity, seminar-style discussion, and has a substantial reading and writing expectation.*

#### 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

Penney, Darby. *The Lives they Left Behind: Suitcases from a State Hospital Attic*. Bellevue Literary Press, 2009. ISBN 1-934137-147

#### 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.*



## HI 290

#	DATE	TOPIC	READING	WHAT'S DUE
1	Wed 1/23	Course Intro	Porter, <i>Blood and Guts</i> , part I	
2	Mon 1/28	What is Disease?	Porter, <i>Blood and Guts</i> , the rest	<i>Select Disease Book in class</i>
3	Wed 1/30	The Colonial Context	Rutkow, <i>Seeking the Cure</i> , Ch 1	Response Paper #1
4	Mon 2/4	Social Healers	Ulrich, "August 1787: Exceeding Dangerously Ill" (PDF)	
5	Wed 2/6	Sickness & Health late 18c	Primary Sources: the Ballard Diary	
6	Mon 2/11	Curing Lewis & Clark	Steele, "Lewis and Clark: Keelboat Physicians" (PDF)	
7	Wed 2/13	On the Trail of the Corps	Primary Sources: Lewis and Clark Diaries	
<b>Monday 2/18 - No Class, President's Day</b>				
8	Wed 2/20	The Medical Gaze	Foucault, <i>The Birth of the Clinic</i> , excerpts	
9	Mon 2/25	Democratization of Healing	Rutkow, <i>Seeking the Cure</i> , Ch 2	Diagnosis: History paper
10	Wed 2/27	Modern Medicine & Quackery	Rutkow, <i>Seeking the Cure</i> , Ch 3-4	
11	Mon 3/4	Rise of Med Professionalism	Rutkow, <i>Seeking the Cure</i> , Ch 5-6	
12	Wed 3/6	Progressive Era Challenges	Rutkow, <i>Seeking the Cure</i> , Ch 7	Response Paper #2
13	Mon 3/11	Smallpox in America	Willrich, <i>Pox</i> , Prologue + Ch 1	
14	Wed 3/13	Progressive Era Approaches	Willrich, <i>Pox</i> , Ch 2-3	
<b>March 18 - 22 Spring Break</b>				
15	Mon 3/25	Vaccine Heroes & Villains	Willrich, <i>Pox</i> , Ch 4-5	
16	Wed 3/27	Conference Day	No reading	Disease Poster + Pres.
17	Mon 4/1	Speaking Law to Power	Willrich, <i>Pox</i> , Ch 6-8	
18	Wed 4/3	Supremacy, and Hubris?	Rutkow, <i>Seeking the Cure</i> , Ch 8-9	Disease Report
19	Mon 4/8	The Forgotten	Penney, <i>The Lives They Left Behind</i> , Part I	
20	Wed 4/10	Mental Illness in America	Penney, <i>The Lives They Left Behind</i> , Part II	
<b>Monday 4/15 No Class - Patriot's Day</b>				
21	Wed 4/17	Film Day: <i>Sicko</i>	Rutkow, <i>Seeking the Cure</i> , Ch 10	Response Paper #3
22	Mon 4/22	How Did We Get Here?	Stevens, "History & Health Policy in the US" (PDF)	
23	Wed 4/24	Costs: \$, Social and Ethical	TAL "More is Less" (Audio) + Farmer, "Pathologies of Power" (PDF)	
24	Mon 4/29	HC Reform, Law & Policy	"Obama Care" - Reading TBA	
25	Wed 5/1	HC Debate in Microcosm	No reading: Debate Prep	Position Paper
26	Mon 5/6	Wrap-Up Day; Exam Prep		Completed Glossary
	Mon 5/13	Final Exam @ 12:30 pm		Reflective Paper