

## Assignments and Grading

**PAGE 2: COURSE  
RESPONSIBILITIES &  
HOW THE GRADE IS  
CALCULATED**

## Course Mechanics

**PAGE 3: REQUIRED  
READING & STUDENT  
LEARNING  
OBJECTIVES**

## Course Policies

**PAGE 3: THE "FINE  
PRINT" ON COURSE  
POLICIES & LIST OF  
REQUIRED BOOKS**

## Syllabus

**PAGE 4-5: COMPLETE  
COURSE CALENDAR,  
DAILY TOPICS,  
READINGS & DUE DATES**

# HI 290: HEALTH AND HEALING IN AMERICA



**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 that vary

across time and place. Thus the way 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 understanding of health, wellness and disease with those of people in the American past.



## Course Information

**MW 12:30 - 1:45 pm in S-108**

**Instructor: Dr. Tona Hangen**

**Office: S-327D x8688**

**email: [thangen@worcester.edu](mailto:thangen@worcester.edu)**

## Assignments and Grading

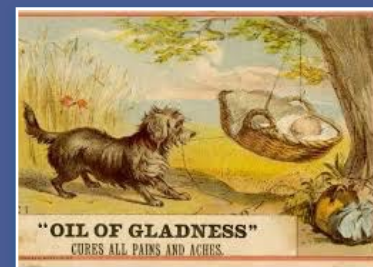
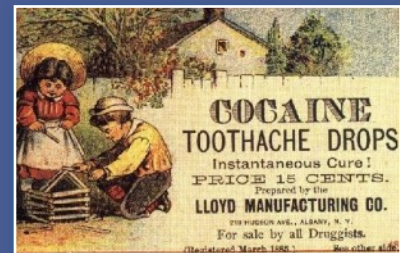
In a seminar like this one, involvement and participation are critical to your success and to your learning. Consistent attendance, preparation, and speaking up in discussion are essential components of the course. Our reading load will be substantial and fast-paced. Your A&P (Attendance & Participation) grade includes attendance, your contributions to the quality of class discussion, prepared participation in research days, and any in-class writings. (18 points)

Through writing assignments, you communicate knowledge gained, develop your own independent thinking, and offer your informed perspectives on the past. Papers include the “Diagnosis: History” based on investigation in primary sources (12), four response papers to course readings (4 each, 16 points), and a reflection paper on our health care policy debate (4). Mid-term, you’ll conduct a research project investigating a disease and its treatment in the past. This project includes a written report (12), a poster (8), and a mini-academic “conference” in which you present your findings orally to the class. Near the end of the course, you’ll create a 45-second video spot taking up a policy position in health care debate (10). The spots will compete against each other in a bracket-style showdown. Lastly, you’ll write sample final exam questions (5), some of which may be incorporated into our take-home / online final exam (15).

COURSE GRADING		
<b>Attendance and Participation</b>	Includes attendance, discussion, and laptop research days	18
<b>Response Papers</b>	Due on 1/30, 3/6, 3/27 and 4/22 @ 4 points each	16
<b>Diagnosis: History Paper</b>	due 2/25	12
<b>Disease Project</b>	Poster + Oral Presentation - due 4/1	8
	Written Report - due 4/10	12
<b>Healthcare Debate</b>	Policy Position Ad - due 4/29	10
	Policy Reflection Paper - due 5/1	4
<b>Final Exam</b>	Exam Questions - due 5/6	5
	Final Exam - (online) due 5/10	15
<b>TOTAL</b>		<b>100</b>

**LASC:** This course fulfills WAC + either TLC or ICWB

### *Patent Medicines*

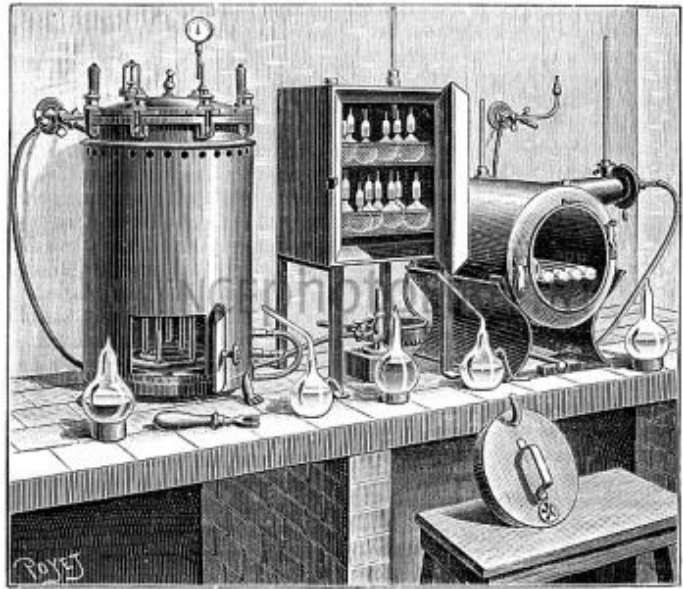


*During the Victorian era, advertisers and entrepreneurs peddled a wide variety of palliative medicines, many of them laced with alcohol and narcotics.*

## 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/or 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 and how they defined “wellness” or “health,” your understanding of the U.S. experience will be enriched. You will also understand and apply historical sources and methods, and participate in 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.



### 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 presence with full attention.
- 2) Historical writing involved meticulous citation and careful sourcing. Plagiarism is unacceptable and will result in an automatic fail for the course. All writing assignments must cite

the source of any information, quotations or ideas which are not your own work, using Chicago Style footnote citations with bibliographies in the two longer papers. See me or the Writing Center if you are unfamiliar with Chicago Style. Please familiarize yourself with and follow the university 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.

### Required Reading *Course Reader will be provided to every student at no cost. In addition, you'll need...*

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

Michael Willrich, *Pox: An American History* (Penguin, 2012). ISBN 978-0143120780

John C. Burnham, *Health Care in America: A History* (John Hopkins 2015) ISBN: 978-1421416083

#	DATE	TOPIC	READING	WHAT'S DUE
<b>Unit 1</b>		<b>Disease, Health and Healing in</b>	<b>Early America</b>	
1	W 1/23	Course Intro	None	
2	M 1/28	What is Disease?	Porter B&G Ch 1-3	
3	W 1/30	The Colonial Context	Burnham HCA Ch 1-2	Response #1
4	M 2/4	Social Healers	Ulrich, "August 1787"	
5	W 2/6	Sickness & Health 18thC Maine	Ballard Diary, <a href="http://dohistory.org">http://dohistory.org</a>	
6	M 2/11	Curing Lewis and Clark	Steele, "L&C: Keelboat Physicians"	
7	W 2/13	Sickness & Health on the Trail	Primary Sources: L&C Diaries	
No Class Mon 2/18				
<b>Unit 2</b>		<b>Professionalism, Science and</b>	<b>Society</b>	
8	W 2/20	The Medical Gaze	Foucault, "Birth of the Clinic"	
9	M 2/25	Changing Ideas & Practices	Burnham HCA Ch 3, Bigelow "Ether"	Diagnosis: History
10	W 2/27	Inventing Modern Medicine	Porter B&G Ch 4-5, Burnham HCA Ch 4	
11	M 3/4	Germ Theory and Surgery	Porter B&G 6-7, Burnham HCA Ch 5-6	
12	W 3/6	Progressive Era Public Health	Burnham HCA Ch 7	Response #2
Spring Break 3/11 - 3/15				
13	M 3/18	Smallpox in America	Willrich POX Prologue and Ch 1-3	
14	W 3/20	Pox: Vaccine Heroes / Villains	Willrich POX 4-5	
15	M 3/25	Pox: Speaking Law to Power	Willrich POX 6-8	
16	W 3/27	The End of the Box of Blanks	Burnham HCA 8 and 14	Response #3
17	M 4/1	Disease Conference Day	Prepare to discuss your findings w/ peers	Disease Poster
<b>Unit 3</b>		<b>Health Care System Policy</b>	<b>in Contemporary America</b>	
18	W 4/3	Health Care Policy Pre-2008	Stevens PDF / Burnham 9-13 by assignmt	Also Chapin link
19	M 4/8	Field Guide to the Policy Landscape	Reagan 1961 "Operation Coffeecup"; bring laptops to class	
20	W 4/10	Film Day: Sicko (2007)	None	Disease Report
No Class Mon 4/15				
21	W 4/17	ObamaCare, 2010 - 20xx (?)	ObamaCare materials, see reader	

#	DATE	TOPIC	READING	WHAT'S DUE
22	M 4/22	New Frontiers, New Problems	EHR articles, see reader	Response #4
23	W 4/24	Debate Ad - Prep Day	Class workshop, bring laptops to class	Last in-person mtg
24	M 4/29 - OL	Debate Round 1	Online class, see Blackboard for details	Debate Ad
25	W 5/1 - OL	Debate Bracket and Final Round	Online class, see Blackboard for details	Reflection Paper
26	M 5/6 - OL	Course Wrap-Up, Exam Prep		Exam Questions
<b>Take-Home Final due by Friday May 10 @ 11:59 pm</b>				

Note: Our last in-person class meeting is Wednesday, April 24th. The last three classes of the semester will be conducted all-online through Blackboard, as I will be out of town attending a training course. In addition, the final exam will be in the form of an online test, administered through Blackboard so it will be open-book and open-note.

RESPONSE PAPER PROMPTS	
#1 - Due Wed 1/30	Please use the readings so far and choose something to comment on, discuss, or analyze [Flexner Report, Porter Chapters 1-3, Hippocratic oath, Burnham's Chapters 1-2]. Write a 400+ word reading response and post it to the Blackboard Response Journal by 12:30 pm. <b>(Pro tip: compose and proofread your response offline and then cut/paste into Blackboard, to avoid losing work).</b>
#2 - Due Wed 3/6	Discuss some of the key changes in medical technology, perception, or practice from the 18th to the early 20th centuries in a 400+ word response. Be specific: quote from our readings; think about which of these changes were most important in the development of "modern" health care by the early 1900s. Post your response to the Blackboard Response Journal by 12:30 pm. <b>(Pro tip: compose and proofread your response offline and then cut/paste into Blackboard, to avoid losing work).</b>
#3 - Due Wed 3/27	Write, in a 400+ word response, about Willrich's account of smallpox and how it sheds light on changing ideas of health, sickness / disease, government and the law in the early twentieth century. Notice his subtitle: in what ways is this a history of America itself? What did you learn from this book about how the US health care system developed? What roles did scientific research and/or the courts play in that process? What were some of his most interesting findings, in your view? Post your response to the Blackboard Response Journal by 12:30 pm. <b>(Pro tip: compose and proofread your response offline and then cut/paste into Blackboard, to avoid losing work).</b>
#4 - Due Mon 4/22	One of the most notable aspects of the U.S. health care system, in contrast to many other developed nations, is how government-paid or government-supplied care has been a toxic "third rail" in American politics. Using our course readings, explain in a 400+ word response to what extent the Affordable Care Act of 2010 changed that system and/or the politics around health care provision. Post your response to the Blackboard Response Journal by 12:30 pm. <b>(Pro tip: compose and proofread your response offline and then cut/paste into Blackboard, to avoid losing work).</b>