

## Assignments and Grading

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# HI 290: HEALTH AND HEALING IN AMERICA



## Course Information

**MW 2:00 - 3:15 pm in S-314**

**LASC: WAC + either TLC or ICW**

**Instructor: Dr. Tona Hangen**

**Office: S-327D x8688**

**Office Hours: see Prof Info on Blackboard**

**Email: [thangen@worchester.edu](mailto:thangen@worchester.edu)**

**Text: 617-506-9440**

**In this class** we will explore ideas, treatment practices, and technologies of "health" and "disease" in historical context. We will trace how the United States got its uniquely complicated hybrid public / private health care delivery systems. And – tackling the obvious, using the tools and data all around us – we will especially focus on global pandemics, including the one we're currently experiencing. All students are welcome in this course, even if you've never taken a college level history class before.



## Assignments and Grading

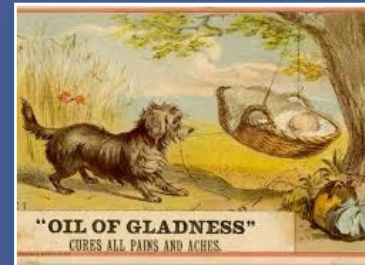
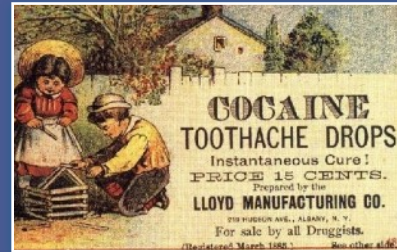
This course moves quickly, covers a lot of ground, has a substantial reading load, and will ask a lot of you. It is intended to be challenging and give you many opportunities for open-ended intellectual inquiry. Consistent attendance, preparation for discussion, and speaking up in class are essential components of the course. When we hear from everyone, we all learn. See course policies regarding makeup options for special circumstances. Participation is 20 points.

This class is approved as writing intensive for LASC. Written assignments include short response papers (5 points each), “Diagnosis: History” based on investigation in primary sources (10 points); a comparative paper laying out differences and similarities between the U.S. health care system and that of another country of your choice (10 points); careful note-taking on a book-length course reading (10 points); and a multi-stage research project investigating an aspect of the 2019-2021 COVID-19 pandemic in historical perspective (35 points, see breakdown below).

**Please note:** All the deadlines listed below and in the syllabus have a 2-day grace period. In other words I won’t count any assignment late until 48 hours after its assigned due date / time. You always have a built-in extension without having to ask.

| COURSE GRADING                  |   |            |
|---------------------------------|---|------------|
| <b>Participation</b>            | Includes attendance, discussion, office hours visits, use of academic support services, and research days.                        | 20         |
| <b>Short Papers @ 5 each</b>    | Course Intro and Goals (Sept 8)<br>Current Diagnosis (Sept 17)<br>Modern Medicine (Oct 22)  | 15         |
| <b>Diagnosis: History Paper</b> | Due Fri Oct 1   | 10         |
| <b>US Comparison</b>            | Due Fri Nov 5   | 10         |
| <b>Pale Rider Booknotes</b>     | Due before or over Thanksgiving, by Nov 28  | 10         |
| <b>Research Proposal</b>        | Due before or over Thanksgiving, by Nov 28  | 5          |
| <b>Research Process</b>         | Includes use of high-quality scholarly sources and research methods, peer review, and informal presentations of work in progress. | 15         |
| <b>Op-Ed and Bibliography</b>   | Due Dec 8   | 15         |
| <b>TOTAL</b>                    |   | <b>100</b> |

## 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

In *Health and Healing in America*, students will ...

- Develop a historically-informed framework for understanding changing perceptions of disease and health
- Analyze and interpret episodes of historical change in public health, 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
- Employ reliable data and historical sources to solve problems involving critical thinking, analysis, and effective oral and written communication.

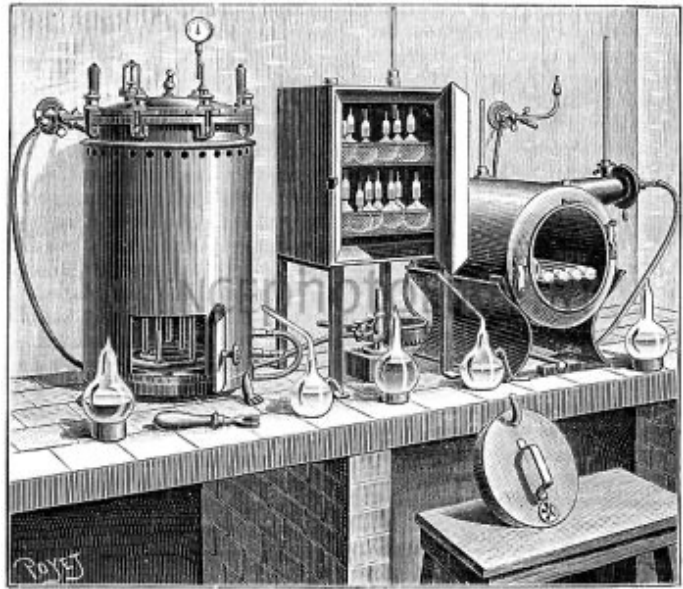
As you understand how people in the American past defined and responded to disease and illness and how they defined “wellness” or “health,” your understanding of the U.S. experience will be enriched. You will also understand and apply historical sources and methods, and participate in the process of 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.

## Required Reading

Course readings will be provided to every student at no cost. In addition, you'll need these books.

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

Laura Spinney, *Pale Rider: The Spanish Flu of 1918 and How it Changed the World* (Hachette Book Group, 2017). ISBN 9781541736122



## Course Policies (continued on p. 5)

### Classroom Conduct

Technology is delightful and useful. However, misuse of it detracts from our learning environment. Silence your cell phones in class & refrain from texting and social media use. Step out if you get an emergency call or text. Use electronic devices in class only for taking notes, accessing course materials and course-related tasks.

Seminar learning requires everyone's enthusiastic preparation and presence with full attention in an atmosphere of mutual respect.

Follow posted current university health guidelines at all times. Please, no eating or drinking in class.

### Academic Integrity

Historical writing involves 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 a standard academic citation style. See me or the Writing Center if you need assistance with citation and bibliographies. Please familiarize yourself with and follow the university policy on Academic Honesty in the Student Handbook.

### Student Accessibility

WSU is committed to providing equitable access and appropriate reasonable accommodations within courses and programs for students with disabilities. If you have a disability that requires reasonable accommodations, please visit the Student Accessibility Services website [worcester.edu/Student-Accessibility-Services/](http://worcester.edu/Student-Accessibility-Services/) or contact their office at [SAS@worcester.edu](mailto:SAS@worcester.edu), call 508-929-8733, or stop by the office, Suite 131 in the Administration Building. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

| #  | DATE      | TOPIC   | READING   | WHAT'S DUE                        |
|----|-----------|---|---|-----------------------------------|
|    | 9/2 - 9/7 | <b>Introductions</b>  | Syllabus  | Hello Bbd Forum                   |
| 1  | W 9/8     | <b>How Things Were</b>  | 1911 Flexner Report and 1897 Sears Catalog (in class)   | F 9/10 P1 Course Intro & Goals    |
| 2  | M 9/13    | <b>How Things Are</b>   | Tomes, "Medicare for All..."<br>Fairchild / Bayer, "Uses..." and<br>Gawande, "CR Model"   |                                   |
| 3  | W 9/15    | <b>Who was Jacobson?</b>  | By assignment: Podcast /<br>Jacobson case / Willrich chapter  | F 9/17 P2 on<br>Current Situation |
| 4  | M 9/20    | <b>Contexts, Contacts and<br/>Contagion</b>                           | Calloway, "Indians, Europeans,<br>and New World," and Blake,<br>"Smallpox Inoculation in Boston"<br>and Porter, Blood & Guts 1. |                                   |
| 5  | W 9/22    | <b>Social Healers in Early America</b>                                | Ulrich, "1787"  |                                   |
| 6  | M 9/27    | <b>Curing Lewis and Clark</b>   | Steele, "Lewis and Clark: Keelboat<br>Physicians"   |                                   |
| 7  | W 9/29    | <b>Recap: What is Disease?</b>  | Porter, Blood & Guts 2-3 and<br>Jones, "The Burden of Disease"  | F 10/1 Diagnosis:<br>History      |
| 8  | M 10/4    | <b>Inventing Modern Medicine</b>                                      | Porter, Blood & Guts, 4-5   |                                   |
| 9  | W 10/6    | <b>The Clinic and the Ether Dome</b>                                  | Foucault, "Birth of the Clinic" and<br>Bigelow, "Ether"   |                                   |
|    | M 10/11   | <i>University Holiday, No Class</i>                                   |   |                                   |
| 10 | W 10/13   | <b>Germ Theory and Surgery</b>  | Porter, Blood & Guts, 6-7 and<br>Video, "John Snow"   |                                   |
| 11 | M 10/18   | <b>The End of the Box of Blanks</b>                                   | Porter, Blood & Guts, 8 and<br>Scibilia, "Being Prometheus"   |                                   |
| 12 | W 10/20   | <b>American Healthcare, 1850-1940</b>                                 | Tomes, "Farewell to the Free<br>Trade"  | F 10/22: P3 on<br>Modern Medicine |
| 13 | M 10/25   | <b>Why isn't there Universal<br/>Healthcare in the United States?</b> | Stevens, "Making of a Health Care<br>Industry," Reagan 1961 "Operation<br>Coffeecup"  |                                   |
| 14 | W 10/27   | <b>Film Day: Sicko (2007)</b>   | Obama, ACA Speech   |                                   |
| 15 | M 11/1    | <b>Health Care Policies and Realities<br/>since the ACA</b>           | Fact Sheet Summary of the ACA,<br>NYT Health Reform Overview  |                                   |
| 16 | W 11/3    | <b>Research Day</b>   | Mirror, Mirror 2021   | F 11/5: US<br>Comparative Paper   |
| 17 | M 11/8    | <b>The World of the 1918 Influenza<br/>Pandemic</b>                   | Spinney, Pale Rider, Parts 1-2  |                                   |
| 18 | W 11/10   | <b>Pandemic Life, Love, and War</b>                                   | Spinney, Pale Rider, Parts 3-4  |                                   |
| 19 | M 11/15   | <b>Patient Zero, Causes, and Counts</b>                               | Spinney, Pale Rider, Parts 5-6  |                                   |

| #   | DATE    | TOPIC                        | READING                              | WHAT'S DUE          |
|---|---------|------------------------------|--------------------------------------|---------------------|
| 20  | W 11/17 | Legacies and Long Shadows    | Spinney, Pale Rider, Parts 7-end     |                     |
| 21  | M 11/22 | 1918 vs. 2020                | Morse, "Pandemic Influenza"          |                     |
| <i>Thanksgiving Break, Nov 24-28</i>  |         |                              |                                      |                     |
| <b>Before or over Thanksgiving: turn in Research Proposal and Spinney Booknotes</b> |         |                              |                                      |                     |
| 22  | M 11/29 | Research Day                 |                                      |                     |
| 23  | W 12/1  | Research Day                 |                                      |                     |
| 24  | M 12/6  | Work in Progress Sharing Day | Peer review, informal presentations  | OpEd Draft          |
| 25  | W 12/8  | Your Diagnosis               |                                      | OpEd + Bibliography |
| <b>Submit any makeup work by Dec 20 at 3:00 pm</b>                                  |         |                              | <b>Note: this is a firm deadline</b> |                     |

## Course Policies (continued from p. 3)

### Office Hours and Professor Communication

My office hours and a link for virtual signup are listed in Blackboard under "Prof Info." If none of the reserved times work for you, please email me to set up an appointment. Meetings in person or over Zoom are available. Office hours are for your benefit — use them! I check email frequently during the day; please be patient if you email me on evenings or weekends. You can also text me at 617-506-9440. My office extension (508-929-8688) is only available when I'm actually in my office, so texting or email are much faster ways to get hold of me.

### Student Support Services

I strongly encourage you to make use of available student support services throughout the term. This has been a rough couple of years, and Worcester State has worked hard to put support networks in place to help us all get through it. These include Residential Life or Commuter Services staff, Counseling Services, Student Accessibility Services, Health Services, Multicultural Affairs, and Thea's Food Pantry, to name a few. Ask me about any of these.

Academic support services I'll especially recommend for this class include the Academic Success Center, Information Technologies, Library Reference Services, and the Writing Center. Be proactive in reaching out and seeking help if you find that you're struggling in this class or want guidance with your research and writing.

For additional University policies and resources, see the "Syllabi Additional Information" reference document posted on Blackboard. This document is prepared by the Division of Academic Affairs.

### The Best of Times, the Worst of Times

We all hope for a "normal" semester with uninterrupted in-person classes from September to December, declining infection rates in our community, and everyone staying safe and healthy. While hoping for the best, I am aware that things might be different as the semester goes along. I ask us all to be flexible and kind to each other while we figure it out together.

If you feel sick, are in quarantine, or have tested positive for a communicable disease, **please stay home** and follow the guidance of your health care provider. We can work out a makeup strategy if needed.

My plan is to record all class sessions on Zoom and make them available after class for anyone who needs them and so you can review course concepts and discussions at your convenience. Please do not share course recordings on social media or outside our class community. If you've read this entire syllabus, please email me a photograph of a sea creature.