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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-320

Instructor: Dr. Tona Hangen

Office: S-327D x8688

email: 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 of 25% includes attendance, three journal responses, 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%)

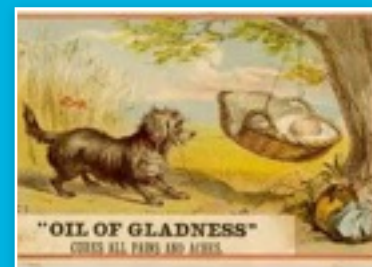
Through writing assignments, you communicate knowledge gained, develop your own independent thinking, and offer your informed perspectives on the past. Papers include the "Diagnosis: History" based on investigation in primary sources (15%), a policy position paper for a debate on health care in America today (12%), and a reflective paper looking back over your learning from the entire semester (3%).

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

COURSE GRADING		
Attendance and Participation	Includes attendance, discussion and 3 response journals	25%
Disease Project	Poster + Oral Presentation due 3/15	10%
	Written Report - due 3/29	15%
Papers	Diagnosis: History - due 2/15	15%
	Policy Position Paper - due 4/26	12%
	Course Reflection Paper - due 5/8	3%
Final Exam	Glossary Entries - due 5/1	5%
	Final Exam - Mon 5/8 12:30 pm	15%
	TOTAL	100%

LASC: This course fulfills WAC + either TLC or ICWB

Patent Medicines

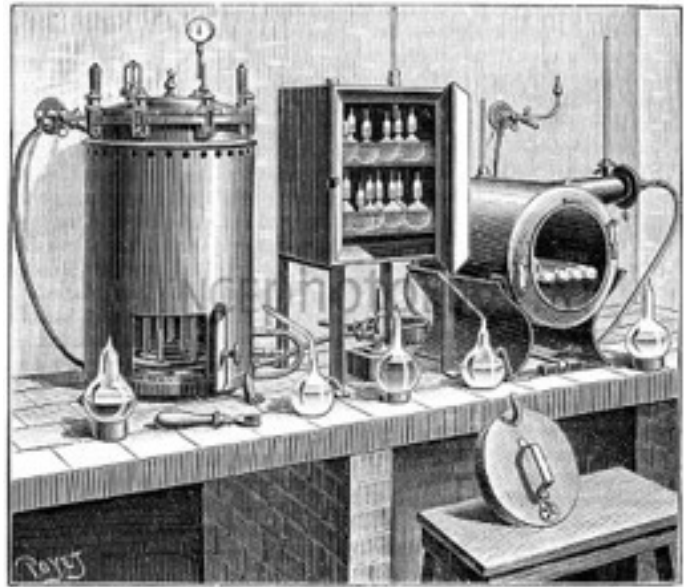


During the Victorian era, advertisers and entrepreneurs peddled a wide variety of palliative medicines, many of them laced with alcohol and narcotics.

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 *Check Blackboard and/or the course website for any PDF or online readings*

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

PLEASE NOTE: No University classes on Monday 2/20, Mon-Fri 3/20-3/24, or Mon 4/17

The FINAL EXAM is Monday 5/8 at 12:30 pm, with Course Reflection Paper due at the exam

#	DATE	TOPIC	READING	WHAT'S DUE
Unit 1		Disease, Health and Healing in Early America		
1	W 1/18	Course Intro	None	
2	M 1/23	What is Disease?	Porter B&G Ch 1-3	
3	W 1/25	The Colonial Context	Burnham HCA Ch 1-2	Response #1
4	M 1/30	Social Healers	Ulrich, "August 1787" PDF	
5	W 2/1	Sickness & Health 18thC Maine	Ballard Diary, http://dohistory.org	
6	M 2/6	Curing Lewis and Clark	Steele, "L&C: Keelboat Physicians" PDF	
7	W 2/8	Sickness & Health on the Trail	Primary Sources: L&C Diaries	
Unit 2		Professionalism, Science and Society		
8	M 2/13	The Medical Gaze	Foucault, "Birth of the Clinic" PDF	
9	W 2/15	Changing Ideas & Practices	Burnham HCA Ch 3	Diagnosis: History
10	W 2/22	Inventing Modern Medicine	Porter B&G Ch 4-5, Burnham HCA Ch 4	
11	M 2/27	Germ Theory and Surgery	Porter B&G 6-7, Burnham HCA Ch 5-6	
12	W 3/1	Progressive Era Public Health	Burnham HCA Ch 7	Response #2
13	M 3/6	Smallpox in America	Willrich POX Prologue and Ch 1	
14	W 3/8	Pox: Approaches	Willrich POX Ch 2-3	
15	M 3/13	Pox: Vaccine Heroes / Villains	Willrich POX 4-5	
16	W 3/15	<i>Class Cancelled Due to Snow</i>	(See Syllabus Revisions, Below)	Happy Spring Break!
17	M 3/27	Disease Conference Day	Prepare to discuss your findings w/ peers	Disease Poster
18	W 3/29	Pox: Speaking Law to Power	Willrich POX 6-8	
Unit 3		Health Care System Policy & Politics in Contemporary America		
19	M 4/3	Health Care Policy Pre-2008	Stevens PDF / Burnham 8-12 by assignmt	Also Chapin link
20	W 4/5	Film Day: Sicko (2007)	NYT ObamaCare article PDF	
21	M 4/10	ObamaCare, 2010 - 20xx (?)	ACA Summary PDF / Obama '09 Speech	Response #3
22	W 4/12	Costs and Comparisons	Resources Post on course website	Disease Paper
23	W 4/19	What Just Happened?	Resources Post on course website	
24	M 4/24	Research Day	None; bring laptops to class	
25	W 4/26	Mini-Health Care Debate	Preparation for Debate	Position Paper
26	M 5/1	Course Wrap-Up, Exam Prep	NOTE > Final Exam is 5/8 at 12:30 pm	Class Glossary

