

The Ohio State University  
**History 3701: The History of American Medicine**  
Spring 2015  
Call number 30183

**Instructor:** Susan C. Lawrence, Ph.D.  
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**Office hours:** Tuesdays, 1:30-3:00 and by appointment

**Class meeting days, times, and room:** TTh 9:35-10:55, Smith Lab 1005

**Note**

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

This course fulfills the following **GE requirements: Historical Study**. It **does** count toward the history major.

**Brief course description**

From the early colonial period to the present, American medicine has been full of tensions between the comforts of traditional practices (whether Old World or New World) and the tantalizing promises of new discoveries and reform, both personal and social, through health. We will explore these tensions through intensive reading and discussion, along with opportunities for students to pursue individual projects of particular interest to them.

**Objectives**

History courses develop students' knowledge of how past events influence today's society and help them understand how human beings view themselves.

(1) Students acquire a perspective on history and an understanding of the factors that shape human activity. *In this course, we focus on the ways that social, economic and cultural change affected medicine as a profession, a set of skills, and a body of knowledge.*

(2) Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding. *One of the main goals of this course is for students to grasp the very complicated relationships between science, technology and medicine as a body of knowledge and a set of practices that are continuously defined by social and cultural ideas about health, healing and – of course – money. Health care never exists in isolation as a single set of “facts” about health and disease.*

(3) Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. *We will*

*take a particularly close look at primary sources from the American Civil War. Students will develop their own awareness of primary and secondary sources by constructing a research proposal on a topic of their choosing.*

### **Required texts and course materials**

Required texts:

- James H. Cassedy, *Medicine in America: A Short History* (1991), available at the OSU Bookstore

Other required course materials are available electronically as

- files on the course website
- references to journal articles through the OSU Library e-journal collections
- links to websites with particular resources

*Students are expected to bring these readings to class with them, either as electronic files or as print outs, having read them and taken notes in preparation for discussion. Students are encouraged to contact UniPrint to discuss the best way to manage bulk printing for the best price, if they wish to print out all of the course materials.*

### **The Student Response System – i>clicker Go:**

All students are required to use a smart phone, tablet or laptop (with internet connection) in class as a personal response system. We will use i>clicker Go (<http://www1.iclicker.com/mobile-polling-iclicker-go>). You may download an app to your smart phone (iOS or Android App) or use a web-based version through a browser. The application comes with a free trial for 14 days so you have some time to use the clicker before committing to the class. At the expiration of the 14 days, you will need to pay for the service. The minimum contract is 6 months for \$9.99. If you do not have a smart phone, tablet or laptop, you will need to purchase an i>clicker2 directly from the vendor's website at <http://www1.iclicker.com/student-remote-iclicker-2>.

The clicker will be used for attendance, as well as to gather information about the class and to monitor student understanding of the material we cover. Your clicker performance will be used to assess the attendance and participation part of your course grade. Questions that have no correct answer (such as survey-type questions) are worth one point. Content and conceptual questions, for which there are correct or best answers, are worth three points for the correct answer and one point for incorrect answers. The minimum number of clicker points a student should get during a class is equal to the number of questions.

### **ExamSoft and the ASC Testing Center:**

This is a pilot class for a test taking system being considered by the College of Arts and Sciences at OSU. The College of Medicine already uses it extensively, and has been adopted by the Colleges of Veterinary Medicine and Business for some of their courses. Instead of taking exams on paper in class, students go to an exam testing center during a window of time (including our scheduled class time) to take a midterm and the final exam. Exams are taken using an iPad with a keyboard. The testing center is 060 Denny Hall.

<b>Written assignments</b>	<b>length</b>	<b>due date</b>
First week discussion assignment	2 - 3 pages	
Civil War case history analysis	4 - 5 pages	
List of three possible research topics	< 1 page	
Research proposal and bibliography	7 - 8 pages	
Final reflection essay	3 - 4 pages	

**\*\*Page length is based on an estimate of 250 words per page**

<b>Grading</b>	<b>weight</b>
First week discussion assignment	5%
Final reflection essay	5%
Participation (clicker points)	10%
Midterm exam	15%
Civil War case history analysis	20%
Research proposal and bibliography	20%
Final exam	25%

### **Grade distribution**

I use the OSU Standard Scheme for assigning letter grades to points:

93 - 100 (A)		90 - 92.9 (A-)
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E).

### **Policy on late work**

Late work shall be penalized one letter grade per day. For example, A to A- for one day, A- to B+ for two days, B+ to B for three days, etc. No assignment will be accepted more than one week late, except for *extraordinary* circumstances.

### **Policy on class attendance**

Students are required to attend class and to complete the reading assignments listed on the course outline in time for class discussions of the material. Clicker questions will be given every class period. Students who must miss class for university sponsored events, serious illness or family emergencies must provide documentation to support the reason for their absence. Students who miss class for accepted reasons will receive 80% of the full clicker points for the day.

### **Academic misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever

committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

I take all academic misconduct very seriously.

### **Students with disabilities**

Students who have had a disability certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

### **Email policy**

I like to be accessible to students in my courses and welcome email communications. Please do not expect immediate responses, however. I will do my best to return any email messages within 24 hours on weekdays and by Monday for emails sent on Friday afternoon. All students need to ensure that the email address listed for them on Carmen is accurate and current. Do check the website for basic course information and copies of handouts before emailing me with routine questions.

## **Course Schedule**

*Reading and writing assignments are due on the day they are listed on the schedule. Do read ahead, as some reading assignments are heavier than others. All class meetings involve student participation. See the Course Schedule on the Carmen website for reading and discussion questions.*

*Please note that this schedule is subject to change if circumstances require it. Such changes will be announced on Carmen, and appropriate changes made to the schedule online.*

### **I. Introduction**

- Jan. 13            The syllabus and class expectations
- Diseases and conditions assigned for class discussion on August 29
- Jan. 15            Discussion: goals and themes

### **II: In the Beginning**

- Jan. 20            Disease specifics – illness and disease, history and biology
- Discussion assignment I due (posted on Carmen ). The written part of the

assignment is due on Carmen by 3:30 p.m.

- Get started on readings for Jan. 22 and Jan. 27

- Jan. 22 Disease in North America
- Jared Diamond, *Guns, Germs and Steel*, chapter 11: "The Gift of Lethal Livestock," pp. 195-214 (Carmen)
  - Douglas Ubelaker, "Patterns of Disease in Early North America," in *A Population History of North America*, ed. Michael R. Haines and Richard Steckel (New York: Cambridge University Press, 2000), 51-97 (pp. 84-97 are a bibliographical essay). (Carmen)

### III. Colonial and Early American Medicine – Old World medicine in New World sites.

- Jan. 27 Native American medicine and colonial practice
- Cassedy, pp. 3-20
  - Martha Robinson, "New Worlds, New Medicines: Indian Remedies and English Medicine in Early America," *Early American Studies* 3 (2005), 94-110 (via OSU library e-journals)
  - primary source: extracts from Le Page du Pratz, *The History of Louisiana* (1763, translated from the French edition of 1758) (Carmen)
- Jan. 29 Smallpox and self-help in the colonial period
- John B. Blake, "The Inoculation Controversy in Boston: 1721-1722," *New England Quarterly* 25 (1952), 489-506; via OSU Library e-journals
  - primary source: William Buchan, *Domestic Medicine: Or, A Treatise on the Prevention and Cure of Diseases* (London: Strahan, Cadell, 1790), 214-240. (Carmen)
- Feb. 3 The early Republic
- Cassedy, pp. 21-53
- Feb. 5 Conflicts and Controversies, 1820-1860
- Cassedy, pp. 53-61
- Feb. 10 Morality and medical power
- Primary sources: Benjamin Rush, "Duties of a Physician" and "Vices and Virtues;" Bell, "Introduction to the 1847 Code of Ethics" and "AMA Code of Ethics, 1847" (Carmen)
  - John Harley Warner, "Science, Healing and the Physician's Identity: A Problem of Professional Character in Nineteenth Century America," in *Essays in the History of Therapeutics*, ed. W. F. Bynum and V. Nutton, a special issue of *Clio Medica* 22 (1991): 66-77 (Carmen).

- Feb. 12 Slavery and the health of African-Americans
- Todd Savitt, "Black Health on the Plantation," in *Science and Medicine in the Old South*, ed. Ron Numbers and Todd Savitt (Baton Rouge, 1989), 327-55. (Carmen)

Feb. 17 Midterm exam

#### IV: The Civil War

Feb. 19 Medicine and the Civil War: overview

- Cassedy, pp. 61-66

Feb. 24 Doing history: Civil War cases in Washington, D. C. (<http://www.civilwardc.org>)

- James Cassedy, "Numbering the North's Medical Events: Humanitarianism and Science in Civil War Statistics," *Bulletin of the History of Medicine* 66 (1992), 210-33 (via OSU library e-journals)
- Civil War Washington – digital humanities project
- Groups formed
- Resources: dictionaries, primary texts, images
- Expectations for the case study analysis

Feb. 26 - Mar. 10 Civil War case study work

Mar. 12 To really learn history, you have to do *more* history: next step

- Civil War case study analysis due
- The research proposal: what and why
- Finding sources

Mar. 16-20 Spring Break

#### V: Scientific Medicine: Discoveries, Reform and Reactions, 1865-1940

Mar. 24 Overview: Key moments and issues, 1865-1930

- Cassedy, pp. 67-123.

Mar. 26 Germs

- Nancy Tomes, "The Private Side of Public Health: Sanitary Science, Domestic Hygiene and the Germ Theory, 1870-1900," *Bulletin of the History of Medicine* 64 (1990), 509-539 (via OSU library e-journals)

Mar. 31 The research proposal: thesis statement and bibliography - again

- Apr. 2           Creating the Expert: medical technology and professional reform
- Daniel S. Goldberg, "Suffering and Death among Early American Roentgenologists: The Power of Remotely Anatomizing the Living Body in Fin de Siécle America," *Bulletin of the History of Medicine* 85 (2011), 1-28 (via OSU library e-journals).
- Apr. 7           Seeking the Expert: medical science and social reform
- Nathaniel C. Comfort, "'Polyhybrid Heterogeneous Bastards': Promoting Medical Genetics in America in the 1930s and 1940s," *Journal of the History of Medicine and Allied Sciences* 61 (2006), 415-55.

## VI. Biomedicine and Politics in the 20th century

- Apr. 9           Overview: key themes of 20th century medicine
- Cassedy, pp. 125-159.
- Apr. 14          Constructing diseases
- Wilbur J. Scott, "PTSD in DSM-III: A Case in the Politics of Diagnosis and Disease," *Social Problems* 37 (1990), 294-310 (via OSU library e-journals).
- Apr. 16          The bioethics revolution
- Apr. 21          Mobilizing the public: health activism
- Barron Lerner, "Ill Patient, Public Activist: Rose Kushner's Attack on Breast Cancer Chemotherapy," *Bulletin of the History of Medicine* 81 (2007), 224-240 (via OSU library e-journals).
- Apr. 23          Continuities and change: the future of biomedicine and health care in America
- Research proposal and bibliography due on Carmen by 11:00 p.m.
- May 5           Final Exam