
WST3703: HISTORY OF AMERICAN MEDICINE
RACE, CLASS, GENDER, & SCIENCE
DAYS/TIMES MONDAY, WEDNESDAY, FRIDAY 9:35AM-10:25AM
LOCATION: CHE237 | TERM: FALL 2021
OFFICE HOURS: MWF 8:00AM-9:00AM

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Course Description

This course is an overview of the development and professionalization of medicine in America from the Colonial period through the present. In this class we will investigate the development of medical treatments with a special focus on how gender, race, class, and geography impacted research, treatments, and outcomes for various populations. This course will be heavily reliant on historical inquiry to interrogate how medical authority was established, legitimized, and institutionalized to the enormous and expensive industry it is today. In doing so, we will analyze the groups of Americans left out of this process and how their knowledge and experience was delegitimized. Moreover, we will discuss medical experimentation, pseudoscience, and government policies enacted to dictate medical care over the ages. In taking this class, be prepared for reading, lecture, and focused discussion on topics like women's health including abortion, labor and birth, slavery and the development of medicine, childhood diseases and treatments, medical malpractice, virus outbreaks, poverty, eugenics, mental health treatment, as well as experimental drugs and therapeutics over the centuries.

Required Texts

In order to curb student costs, there will be no required books to purchase for this course. All readings will be open access and available through Canvas. If you want book recommendations to dive deeper into a topic, please reach out and I am happy to point you in the right direction.

Course Objectives

By the end of this course, students should be able to:

1. Discuss and analyze the professionalization of the medical profession in the United States and recognize the systematic and intentional exclusion of women in the development of the field, except in cases of involuntary experimentation.
2. Understand the social dynamics of American medicine and how these dynamics impact different populations in the country based on race, class, gender, and sexuality over time.
3. Recognize the ways in which the American medical profession relies on constructions of masculine and feminine identity to test, diagnose, and treat illness.
4. Verbally discuss as well as write about academic articles related to historical and gendered analyses of the development of American medicine.
5. Express themselves clearly and confidently on topics related to the course through written and verbal communication (both assessed through course work assignments).

Grading Policies

All assignments for the course will be graded on a 20-point scale. For written work, please refer to the rubric provided (end of document) for further explanation of grade break downs. Students should aspire for excellent performance on each category for any **written assignment**.

There are no makeup assignments or extra credit opportunities in this class. If you participate and get your work in on time, you will receive credit for the effort you put forth. There are 5 firm deadlines for this course. Write them down and plan ahead!

Grading Scale

This class is broken down into 100 points. Each assignment is worth 20 points and holds equal weight and importance in the class. Check out the below scale to see how your points will translate to grades.

Grade	Points	Grade	Points
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	0-59

Course Requirements:

In order to receive a passing grade, students must submit **all** assigned work. Failure to complete all assigned course work will result in a failing grade. Each piece of the class and the assignments associated share an equal importance. The course is split to provide equal weight for each assignment. The assignment types are as follows:

Graded Assignments & Quantity	Brief assignment Description	Grade Percentage
Reading & Documentary Reflections (3)	Upload one document with all of your reflection responses from the unit. Your document should meet the word length requirement of at least 1000 words. Be sure to include citations (from documentaries or attached readings). Each unit reflection document is worth 20% of your grade for a total of 60% of the course points.	60%
Podcast Assignment (1)	You can do this project by yourself or in a group. It's up to your own preference! This project is due no later than December 5 th at 11:59pm. You should upload the audio file of your group (or solo) podcast discussion to Canvas for your classmates to listen to and comment upon. More detailed information will be discussed in class and I will provide a handout with parameters. You can complete this assignment at any time throughout the semester. The project is worth 20 points toward your final grade. 15 points are awarded for completion of the podcast and 5 points will be allotted for written comments (Canvas discussion) on 5 other student-led podcasts.	20%
Final Assignment (1)	Your final paper is due on Canvas by December 15 th at 11:59pm. The final paper will be a comprehensive reflection of what you've learned or discovered in taking this course. This paper will be a minimum of 1000 words and is worth 20 points toward your final grade.	20%

Attendance

Attendance in this course is recommended, but not required. If you choose to access all course content through Canvas, your grade will not be impacted by not attending in-person lectures. I will be in class on the assigned days and times to deliver lectures, interact with students, and facilitate discussion. I would love to see you there, but no part of your calculated grade is based upon attendance.

Email Etiquette

Please feel free to email me with any questions, comments, or concerns you may have throughout the semester. I will do

my best to respond to your inquiries within 24 hours. When using email, please be sure to write a brief description of your communication in the subject line. In the body of the email, please begin with a greeting, write your request, and end your email with a sign off phrase and your name. **I will not respond to your emails unless they adhere to proper etiquette.**

Academic Integrity:

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Students Requiring Accommodations:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the e-mail they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources: Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website. GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources E-learning technical support:

Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus:

Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Consider adding a (second) major in Women's Studies!

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major.

Course Schedule

NOTICE: Required reading and viewing materials can be found on Canvas. If the links don't work, simple Google searches will bring up most of the material, especially if you search through the UF library. This schedule is subject to change with fair notice provided. Please pay close attention to the course calendar, announcements, and emails. All reading should be completed BEFORE class meets. There are 5 firm assignment deadlines. Write them down and plan ahead!

Topic	Readings and Tasks
Introduction to the course Colonial Medicine Malaria/Smallpox Epidemics Discussion of Colonial Medicine	8/23: No Reading 8/25: "Cotton Mather, The First Significant Figure in American Medicine" by Otho Beall, Jr. (available on Canvas) 8/27: "Imagining Inoculation: Smallpox, the Body, and Social Relations of Healing in the Eighteenth Century" by Sara Stidstone Gronim (available on Canvas)
African Medical Knowledge in the 18 th Century Inoculation and Controversy in the Colonial Era	8/30: "African Medical Knowledge, the Plain Style, and Satire in the 1721 Boston Inoculation Controversy" by Kelly Wisecup (available on Canvas) 9/1: "Vaccinating Freedom: Smallpox Prevention and the Discourses of African American Citizenship in Antebellum Philadelphia" by Dayle B. DeLancey (available on Canvas) 9/3: Discussion of Colonial Era Medicine
Labor Day Holiday Midwifery in the Colonial Era <i>A Midwife's Tale</i> & Discussion	9/6: Labor Day Holiday (No Class) 9/8: "A Midwife's Tale: The Life of Martha Ballard, Based on her Diary, 1785-1812 (introduction)" by Laurel Thatcher Ulrich (available on Canvas) 9/10: In Class Viewing of <i>A Midwife's Tale</i>
Benjamin Rush & Early Public Health Lecture Yellow Fever Epidemic Lecture Medicine in the Early Republic Discussion	9/13: "Recommended for 'frequent perusal' and Improving the Science of Medicine": Benjamin Rush's American Editions and the Circulation of Medical Knowledge in the Early Republic" by Sarah Elizabeth Naramore (available on Canvas) 9/15: "The Myth of Innate Racial Differences Between White and Black People's Bodies: Lessons from the 1793 Yellow Fever Epidemic in Philadelphia, Pennsylvania" by Rana Asali Hogarth (available on Canvas) 9/17: Reading Reflection #1 Due
Women and 19 th century Medicine Slave Nutrition and the Abuses of Diet Discussion of Slavery & Medicine	9/20: "The Female Animal: Medical and Biological Views of Woman and Her Role in Nineteenth Century America" by Carroll Smith-Rosenberg and Charles Rosenberg (available on Canvas) 9/22: "I'll be Blamed ef I Hanker after Making My Bowels a Brick-Yard": Dirt Eating in the Antebellum and Early Modern South" by Deanne Stephens Nuwer (available on Canvas) 9/24: Discussion of Slavery and Medicine
Gynecological Medicine Lecture	9/27: "Black Women's Experiences in Slavery and Medicine" by Deidre Cooper Owens (available on Canvas)

<p>The Rise of Surgery and Anesthetics</p> <p>Discussion of Gynecology, Pain, and Race</p>	<p>9/29: “Accepting Pain Over Comfort: Resistance to the Use of Anesthesia in the Mid-19th Century” by Rachel Meyer and Sukumar P. Desai (available on Canvas)</p> <p>10/1: “The Curse of Civilised Woman: Race, Gender, and the Pain of Childbirth in Nineteenth-Century American Medicine” by Miriam Rich (available on Canvas)</p>
<p>Medical Experimentation Lecture (cont’d)</p> <p>Infant and Child Care in the 19th Century</p> <p>No Class Meeting (Homecoming)</p>	<p>10/4: “Power, Opportunism, Racism: Human Experiments under American Slavery” by Stephen C. Kenny (available on Canvas)</p> <p>10/6: “I Can Do the Child No Good: Dr. Sims and the Enslaved Infants of Montgomery, Alabama” by Stephen C. Kenny (available on Canvas)</p> <p>10/8: Homecoming (No Class)</p>
<p>Civil War Lecture</p> <p>Nurses in the Civil War</p> <p>Civil War Discussion</p>	<p>10/11: “The Inhospitable Hospital: Gender and Professionalism in Civil War Medicine” by Jane E. Schultz (available on Canvas)</p> <p>10/13: “St. Mary’s Goes to War: The Sisters of the Holy Cross as Civil War Nurses” by Cindy Intravartolo (available on Canvas)</p> <p>10/15: Reading Reflection #2 Due</p>
<p>WWI, Psychology, and Gender Lecture</p> <p>Eugenics, Sterilization, and Pseudoscience Lecture</p> <p>Psychology and Eugenics Discussion</p>	<p>10/18: “Shell Shock, Trauma, and the First World War: The Making of a Diagnosis and its Histories” by Tracey Loughran (available on Canvas)</p> <p>10/20: “World War I Intelligence, Testing, and the Development of Psychology” by Franz Samelson (Available on Canvas)</p> <p>10/22: “California’s Sterilization Survivors: An Estimate and Call for Redress” by Alexandra Minna Stern et. al. (available on Canvas)</p>
<p>The Rise of the DSM Lecture</p> <p>Psychiatric Medicine and Treatments Lecture</p> <p>The Ethics of Psychological Experimentation</p>	<p>10/25: “Teaching about Mental Health and Illness Through the History of the DSM” by Joshua Clegg (available on Canvas)</p> <p>10/27: “Hysteria: A Historical Perspective” by Siddarth A. Shetty et. al (available on Canvas)</p> <p>In Class Viewing: <i>The Stanford Prison Experiment</i></p> <p>10/29: In Class Viewing: <i>The Stanford Prison Experiment</i></p>
<p>Human Medical Experimentation in the 20th Century</p> <p>Gendered Diagnoses for Mental Health</p> <p>Discussion of Psychiatric Medicine</p>	<p>11/1: “LSD Experiments by the United States Army” by Colin A. Ross (available on Canvas)</p> <p>11/3: In Class Viewing: <i>Wormwood</i></p> <p>11/5: In Class Viewing: <i>Wormwood</i></p>
<p>Women’s Health in the 20th Century Lecture</p> <p>Roe v. Wade & the Ongoing Abortion Debate Lecture</p> <p>Abortion & Women’s Health Discussion</p>	<p>11/8: “Roe versus Reality—Abortion and Women’s Health” by Alexi A. Wright and Ingrid T. Katz (available on Canvas)</p> <p>11/10: In Class Viewing: <i>Birthright A War Story</i></p> <p>11/12: In Class Viewing: <i>Birthright A War Story</i></p>
<p>AIDS and sexuality lecture</p> <p><i>We Were Here</i> (Documentary)</p> <p>Finish <i>We Were Here</i> & Discussion</p>	<p>11/15: “Abstinence-Only-Until-Marriage: An Updated Review of U.S. Policies and Programs and their Impact” by John S. Santelli et al (available on Canvas)</p> <p>11/17: In Class Viewing: <i>We Were Here</i></p>

	11/19: Reading Reflection #3 Due
Thanksgiving Holiday Week	11/22-11/26: Thanksgiving Holiday (No Class)
Podcast Project Week	11/29: Meet with group (if working in a group) and pick a topic (virtual meeting or in-person) 12/1: Discuss plan for research (virtual meeting or in-person) 12/3: Meet with group to record podcast (virtual or in-person) Upload Podcast Recording to Canvas by 12/5 at 11:59pm
Group Project Virtual Listening	12/6: Listen and comment on classmates' podcast episodes (virtual) 12/8: Listen and comment on classmates' podcast episodes (virtual)
Final	Final Paper Due: Wednesday December 15th at 11:59pm EST (Canvas)

Rubric

Category	(5 points) Exceeds Expectation	(4 points) Meets Expectation	(3.5 points) Needs Improvement	(0-3 points) Unacceptable
Thesis	Clearly stated with direction for the content of the paper and consistently supported throughout.	Position is stated, but no clear direction for the content of the paper.	A fact is stated instead of an argumentative position. Needs development in order to serve as a working thesis.	No position statement or a position not related to the assigned topic.
Evidence	Every point was well supported with primary or secondary source material. Student provided several examples from assigned reading or lecture.	Points were adequately supported with examples from assigned readings or lecture materials. Student provided sufficient amount.	Points were supported with examples from the assigned readings and lectures, but the relevance of the support was debatable. More support was needed.	Student provided little or no evidentiary support for their claims or did not cite sources properly.
Organization	All points were clearly tied to the thesis statement in a structured manner.	Most body paragraphs tied back to the thesis statement, but student wandered off topic a bit.	Most points were tied to a premise, but there was no clear or logical structure to the presentation of the argument.	Arguments were not tied to the thesis or consistently wandered off topic.
Grammar	Paper well edited with no spelling, grammar, diction, or syntax errors. Perfectly formatted.	Paper edited and free of spelling and grammatical errors, but some issues with diction and sentence structure.	No spelling errors, but multiple grammar issues. Problems with diction and syntax.	Improperly formatted, multiple spelling and grammatical errors, improper English.