Course Content Description: The History of Medicine is a broad field with diverse areas of study. In this course we look at issues from two of these areas: the history of epidemics and the history of the body. The course is designed as a capstone course for juniors and seniors who have completed most of the University Core and who have an interest in medical issues in the past and today. Our goal is to use a historical approach to understand the enormous impact of disease in human life and the crucial importance of medical care to the success of human societies.

In the first segment, Great Epidemics, we look at the social and medical response to epidemics, emphasizing how categories of understanding such as race, class and gender structure that response. Using ideas from Watts, we explore how the spread of epidemic disease has been a force in the destruction of some populations and cultures and in the expansion of others. We also trace the origins of public health action and the explanatory models brought to epidemic disease.

The focus on epidemics also considers how new practices, including the practices of public health (quarantine, sanitation, water purification) and vaccination (in cholera and polio) as well as other kinds of preventive practices (asepsis and antisepsis; protected sexual contact) have transformed social behaviors and customs. We look at the origins of these practices in the work of individuals such as John Snow and Louis Pasteur.

In the second segment we study the ways in which gender, race, poverty, class and stigma, along with professionalization, has shaped medical practices and understandings of the body. This entails also the examination of new technologies that have created a medicalized society where blood has become a commodity thanks to three specific new processes; where a great variety of consumer goods have been created as “hygienic, as a result of the germ theory of disease” and where the ideology of inheritance, along with DNA analysis and developments within surgery, have created the means to categorize and alter the human body.

As a capstone course, writing and verbal communication are central here. It is expected that students arrive with requisite skills of analysis, writing and communication. The emphasis is on using those skills; students are evaluated accordingly. There is only one exam, a take-home final that students will have at least ten days to complete. Evaluation will be based upon weekly discussion and written assignments as explained below.

Core Objectives of the Silver Plan:
This course satisfies the Core Objective 9 and 13 of the Silver Core Curriculum.

CO 9: Students will be able to connect science and technology to real-world problems by explaining how science relates to problems of societal concern; be able to distinguish between sound and unsound interpretations of scientific information; employ cogent reasoning methods in their own examinations of problems and issues; and understand the applications of science and technology in societal context. Assessed by the research project.

CO 13: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues. Assessed by the
research project.

This course integrates the Core Objectives 1, 3 and 10

CO 1.: Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes. Assessed by the short essays, discussion and final

CO 3: Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information. Assessed by the discussion and research project.

CO 10: Students will develop a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate attentiveness to and analysis of diversity and equity. Assessed by the short essays and quizzes.

Student Learning Outcomes:
Upon successful completion of this course, student should be able to:

1. Explain in written and oral communication how medical and scientific ideas and practices interact with social and cultural forces and concepts by describing specific instances. (COs 1,3,9,13)
2. Describe the connections between etiological concepts in medicine with dominant social and cultural concerns of a particular era and/or culture. (COs 1, 9, 10)
3. Compose a research project that illustrates the socio-cultural dynamics that influence a society’s response to epidemic disease, showing how new practices and technologies have shaped that response, using historical examples to elucidate a contemporary problem. (COs 1, 9, 10, 13)
4. Demonstrate mastery of coherent writing in the English Language. (COs 3, 13)
5. Show that they have mastered methods of appropriately locating and evaluating sources for a research project, mastered the ability to frame questions for that project and to make an argument. (COs 3, 13)
6. Demonstrate that they know how to appropriately document and cite sources. (COs 1, 3, 13)
7. Integrate the acquired core skills of communication (written and oral), synthesis, critique and analytical questioning, in their own analysis of scholarly works. (COs 1, 3, 13)

Reading & Viewing

- In the book store:
- Other reading: to be found on Web Campus:
  o Sheldon Watts; *Epidemics and History*, xi-64
  o Frank Ryan, *The Forgotten Plague*, 389-417
- Sandra Hempel, *The Strange Case of the Broad Street Pump* (excerpts)
- David Oshinsky, *Polio* (excerpts)
- Daniel Wilson, *Living with Polio* (excerpts)
- Epstein, *Impure Science*, 45-79
- “AIDS 25 years” PBS
- Nancy Tomes, *The Gospel of Germs*, 135-204
- Sandra Hempel, *The Inheritor’s Powder* (excerpts)
- Deborah Blum, *The Poisoner’s Handbook* excerpts)
- Douglas Starr, *Blood an Epic History of Medicine and Commerce*, xi-xvii; 3-71
- Robert Proctor, *The Nazi Doctors* (excerpts)
- Susan Reverby, *Examining Tuskegee* (excerpts)
- Nicole Rafter, *Creating Born Criminals* (excerpts)
- Daniel Pick, *Faces of Degeneration* (excerpts)
- Alice Dreger, *Hermaphrodites and the Medical Invention of Sex.* (excerpts)
- Elizabeth Reis, *Bodies in doubt an American history of intersex* (excerpts)

### Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Other Preparation</th>
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</thead>
<tbody>
<tr>
<td>2/13</td>
<td>Due: your Research Project topic</td>
<td>Enter on WebCampus</td>
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<tr>
<td>2/18</td>
<td>I.C. Cholera, John Snow and Epidemiology</td>
<td>Aberth, ch. 4; Excerpts from Sandra Hempel, <em>The Strange Case of the Broad Street Pump</em></td>
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<tr>
<td>2/25</td>
<td>Meet in MIKC 114 Library Day for the Blog Project</td>
<td>Absolutely required. No shows excused only with documented illness or emergency situation. <em>We have limited computers, bring a lap top if you can</em></td>
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<tr>
<td>3/4</td>
<td>I.D Polio in America: Money and Fear</td>
<td>Excerpts from Oshinsky, <em>Polio</em> and Wilson, <em>Living with Polio</em></td>
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<tr>
<td>3/6</td>
<td>Due: Research Project First blog entry</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>3/11</td>
<td>I.E. AIDS: stigma, stigma and profit</td>
<td>Aberth, Ch 6, Epstein, <em>Impure Science</em> 45-79; “AIDS 25 years” PBS (video excerpts are on Web Campus)</td>
</tr>
<tr>
<td>3/11</td>
<td><strong>Due:</strong> The first essay must have been turned today or in one of the classes prior to today</td>
<td>If you’ve done all three essays by today, GREAT!!</td>
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<tr>
<td>3/25</td>
<td><strong>II. The Body:</strong> “Degeneration,” Eugenics, Sex, Gender, Race, Class, Stigma and Medical Science</td>
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<td><strong>Due:</strong> Research Project: Second Blog entry</td>
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<tr>
<td>4/8</td>
<td>The Final will be posted today</td>
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<tr>
<td>4/11</td>
<td><strong>Due:</strong> Research Project: Third Blog entry</td>
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<td>4/15</td>
<td>II. D. Race, Class and Experimentation on Human Subjects: the Nazi Doctors, the Tuskegee Syphilis Experiments</td>
<td>Excerpt from Robert Proctor, <em>The Nazi Doctors</em>; Excerpt from Susan Reverby, Examining Tuskegee</td>
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<tr>
<td>4/22</td>
<td>II. E. Eugenics, Poverty and Race: Creating the Stigma of Degenerate Heredity</td>
<td>Excerpt from Nicole Rafter, <em>Creating Born Criminals</em>. Excerpt from Daniel Pick, <em>Faces of Degeneration</em></td>
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<tr>
<td>4/29</td>
<td>II. F. The medical Construction of Sex: Male, Female and “Intersex.”</td>
<td>Excerpt from Alice Dreger, <em>Hermaphrodites and the Medical Invention of Sex</em>. Excerpt from Elizabeth Reis, <em>Bodies in doubt an American history of intersex</em></td>
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<tr>
<td>5/2</td>
<td><strong>Due:</strong> Research Project: Fourth Blog Entry</td>
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<tr>
<td>5/6</td>
<td>First hour: preliminary discussion of the final</td>
<td>Second hour: Graduate student presentations, Undergraduate questions and comments.</td>
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<tr>
<td>5/13</td>
<td>2:45 PM the final is due in our classroom</td>
<td>Students will present the most salient results from their online Blogs</td>
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**History 490b Assessment:**

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1. Participation: Applying analytical and communication skills: weekly discussion and completion of required reading as assigned each week. 25% of the final grade.

- All students are expected to participate every week and should come to class with the reading assigned for that day.
- You’ll find a reading guide for some, but not all of the assigned reading. The main text, Aberth, does not have a reading guide.
- Come to class with your own ideas about what is important, interesting, and problematic in the assigned reading.
- Students should be prepared to discuss ALL the assigned reading for that week. See also # 5 below.
- Part of your grade will be determined by how well you are prepared: demonstrate your preparedness by bringing the reading materials and/or notes to class. This will figure in your grade.
- After each class I’ll grade each student on their participation for that day.
  - An F will be given out to students who are absent. Student who do not contribute will received a D.
  - The two lowest grades at the end of the semester will be dropped.
    - These dropped discussion grades should cover any illness or emergency situation requiring your absence.

2. Essays: Applying analytical and communication skills: Three short (minimum 1500 word) analysis/response papers on your choice of the weekly topics and readings as assigned in the syllabus. 25% of final grade.

- Be sure to use the writing guide posted on Web Campus
- You are required to select from among the assigned topics and write about all the readings assigned for that topic (no other research is required, and the us of additional sources is not encouraged).
- Which weekly topics you select is up to you
  - HOWEVER: A minimum of one of the papers must be on a topic in the first group (I.A – I.E.)
  - This means that at least one paper must be turned in on or before March 11.
- Papers are due: On the day on which we are scheduled to discuss that topic and reading(s).
- Papers are submitted: on paper to me at the start of class AND are also to be submitted WebCampus by midnight that day.
  - Papers are not accepted if you skip the discussion for that topic
  - Papers not submitted in both required ways are rejected.
  - We use Safe Assignment to check against a data bank of previous & current course submissions and to check for Internet plagiarism
- Exceptions to these policies may be made for documented absences. But in general there are no extensions on analysis /response papers: if you don't turn in a paper on the date it's due, pick another topic and set of readings.
Format and content:

- 1500 words 12 pt Times Roman font, and one inch margins all around. Write more if you like, but no more than eight pages.
- You may bring in other material beyond the readings assigned and lectures once you've written at least 1200 words on the required reading.
- Provide a complete citation of each reading. (See WebCampus site).
- Use citations for quotations; do not over use quotations.
- Identify the main points in each reading
- Where there are multiple readings compare the readings to each other
- Cover all the assigned reading for that week; the length of each individual reading should guide the attention given in the essay.
- Organize your writing.
- Write in complete sentences and paragraphs. Standard usage and grammar is expected. Follow the “requirements for writing” on the WebCampus site.

3. Individual Research Project applying the insights from history: 25% of the final grade.

- **See the comment on mandatory attendance on the the Library Research Day** in the schedule above.
- Your will select a topic having to do with epidemic or endemic disease, on medical ethics, or on the history of practice or surgery, on which you will make at least four blog entries of at least 300 words at different times in the semester. See the due dates above.
  - The topic should be be contemporary, but part of the analysis involves its history. If you wish the topic can be an elaboration of one of the topics discussed in the course.
  - The due date for the topic choice will allow me to review and approve your choice
  - On the library research day we’ll meet together and work to locate information through the library databases. You need not locate all your sources that day, we will just make a start and make sure that you have a viable topic
  - I assume that you’ll use information from the Web, but if you want to use print sources that’s fine too.
  - More information on the blog entries will be found on WebCampus and will also be discussed in class.

4. Lecture quizzes. Reinforcing main points 10% of the final grade

- (4-6 multiple choice questions) given at the end of each lecture in class or posted online; the lowest three grades will be dropped.
- These are meant to reinforce the lecture material and help you prepare for the final.

5. Final. Pulling our inquires together. 15 % of the final grade

- Consists of three essay questions dealing with main themes in the course.
- See # 4 above: quizzeses are meant to help prepare for the final
• The general topic of the questions will be indicated by a guide to the final to be posted
• The essays will be answered from the assigned reading and lecture materials. No additional research is expected.
• Essays should refer to specific material in the lectures and readings.
• Take notes on lectures, reading and discussion to use on the final!!
• You can, and indeed are expected, to use the essays you have already written.

UNR & Course Policies:
• Make up work: No make up work without evidence of illness or other emergency.
• Conduct and Decorum: UNR policies on student conduct are rigorously adhered in this course. See http://www.unr.edu/student-conduct. In particular, prescribed behavior during discussion is mandatory. This means listening quietly and respectfully to the views of other students and expressing one’s one views without using language that is derogatory or insulting. Student should be careful about making humorous comments, as they may be offensive and entail a violation of official academic standards. Students are expected not to interrupt class by arriving late or leaving early, or taking a “break.” We will have a break time during each class. Students who do not follow these guidelines will not receive credit for class participation. If an emergency arises that requires you to arrive late or to exit the class during class time, email the instructor afterwards to explain.
• Questions about the instructor’s evaluations: Students should not discuss their individual grades during class time or before or after class, but rather should email the instructor and make an appointment.
• Plagiarism or cheating of any kind or any extent will result in an "f" for the course and referral and reporting. Plagiarism is defined as submitting another’s work as one’s own. This can be constituted by the theft of a single sentence or phrase. The Student Conduct Code, with discussion of academic honesty and a description of plagiarism and cheating can be found in the Student Handbook at: http://www.unr.edu/stsv/slservices/documents/handbook08.pdf. See the policies on Student Conduct at http://www.unr.edu/student-conduct.
• Help for writing can be found at the History Department Writing Center, or from the instructor. See the WebCampus page for contact information.
• EEOP Statement: The History Department is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities.
• UNR policies on absences: See: http://catalog.unr.edu/content.php?catoid=6&navoid=1394; Religious Holy Days: If your attendance is impacted by religious observances (Holy Days) please let me
know ahead of time and I will quite happy to make accommodations based upon the policy described at the same URL.

• Statement on Audio and Video Recording: "Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded." See: http://www.unr.edu/365/learning-options/online-learning/policies/audio-and-video-recording

• Statement on Disability Services: "Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations." See: http://www.unr.edu/drc