

# HIS 223.01: Health and Medicine in American History

Professor Carolyn Herbst Lewis

Fall 2 Term 2020

**Course Description:** This course examines the history of health, illness, and medical care in the United States from the colonial period through the 20th century. Students consider how social factors, as well as personal, political, and professional agendas, influenced medical knowledge and practice. Students explore the constructed meanings of disease and health, and the individuals, technologies, and scientific discoveries that shaped them. Special attention is given to themes of public health, personal

**Monday through Thursday: C&D (Consumption & Digestion) of assigned readings, videos, and podcasts.** Students will work through the assigned course materials at their own pace. The instructor will provide a series of guiding questions/statements. Students should use these questions/statements to frame their C&D and prepare for their assigned Discussion Section.

**Discussion Sections: Thursday 1:00-1:50; Thursday 2:00-2:50; Friday 1:00-1:50 CST.** The instructor will host a discussion section via Webex so that she and the students can delve into the week's content, sharing thoughts, asking questions, and solving all the world's problems. This session will NOT be recorded. Students may only attend the discussion section to which they are assigned. Students earn participation points by not only attending but also taking part in this conversation. Students unable to attend earn participation points by offering well-developed responses to the provided C&D questions/statements, due via email by Friday 5 pm.

**Office Hours.** Available via video conferencing by appointment only.

**Students' course grades will be based on their performance on the following:**

3 500-word Essays that respond to a prompt from the instructor: 15% each (45% total for Essays)

Participation in Discussion Section or Submission of C&D responses = 20%

Microsyllabus Project – [see description below] = 35%

**Microsyllabus Final Project:** students will create a microsyllabus modeled on those available via the *Radical History Review* website. We will read <https://www.radicalhistoryreview.org/abusablepast/digital-history-and-its-potentials-a-microsyllabus/> together to consider the various segments (introductory essay; six annotated secondary sources). In the first six weeks of the course, students will meet with the professor twice totwih(s)-44 (e)-55.7 (c)

Blog posts, videos, and podcasts available via various websites are listed on the syllabus. Hyperlinks are provided in the Word document version. Please note that the blog posts I am assigning are written by scholars and vetted through a peer review process. The podcasts all feature well-respected historical scholars. These are not your average blog post or podcast. Do

one another, but to take responsibility for defending your right to a productive learning environment. Bottom line: let's all treat each other with the same respect and courtesy we would like to receive.

**Accommodations:**

I encourage students with documented accommodations, including invisible disabilities such as chronic illness, learning difficulties, and emotional or mental health conditions, to discuss appropriate accommodations with me during the first few days of the summer semester. You will also need to have a conversation about and provide documentation of your disability to the **Coordinator for Student Disability**

**Resources, Jae Hirschman, (x3089) [hirschma@grinnell.edu]**

Grinnell College offers reasonable accommodations for students who observe religious holy days. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you. <https://www.grinnell.edu/about/offices-services/crssj/resources>

**My Pedagogy:** As an instructor, I am endeavoring to use the philosophies of **Universal Design** and **Culturally Responsive Teaching** in framing my courses. I welcome all constructive feedback in this process. I cannot guarantee that I will adopt any or all suggestions that come my way, but I

Given that we are in a global pandemic, topics such as death, access to health care, and the actions of medical practitioners are perhaps on our minds more so than usual. In addition, we will be discussing topics related to colonialism, racism, sexism, and violence. Due to the nature of the course themes, materials, and format we will not be issuing specific **trigger warnings**. All course materials are listed on the syllabus. You should use the syllabus to get a sense of the types of topics we will be discussing. Just because something is not listed on the syllabus for a given day, however, does not mean that it might not come up in lecture or discussion as we draw connections between different readings and discussions. If you find yourself having a personal or emotional response to the readings, subject matter, or discussions, I suggest you let me know so that we can ensure that you have the resources and support that you need.

Finally, this course is all about health and wellness. It seems rather hypocritical to study these subjects without also addressing our own varied health and wellness needs. We will be using short meditations at the start of class to center ourselves and create a spirit of community. We will be recognizing opportunities to learn, grow, relax, and have fun outside of our virtual classrooms. I do so to honor the reality that my course – indeed, all of your courses – are just a sliver of your life. I hope that you will learn a lot about the history of health and medicine in this course. I hope even more that you learn something about yourself.









<b>WEEK 7 (12/14)</b>	<b>FINAL PROJECT WORKSHOPS</b>  All students are expected to attend or watch the recording of the Monday meeting. The 3 workshops are optional. Students are <b>STRONGLY ENCOURAGED</b> to participate in all of this week's activities.
Monday 12/14	1:00-2:50 Class Meeting Regarding Final Project. This will be recorded.
Tuesday 12/15	1:00-2:50 Optional Workshop: Finding Your Thesis
Wednesday 12/16	1:00-2:50 Optional Workshop: Crafting a Meaningful Annotation
Thursday 12/17	1:00-2:50 Optional Workshop: Revising and Revising Again
<b>FINALS</b>	<b>Microsyllabus Final Project Due 12/22 5 PM CST</b>