

**American and European Healthcare since 1800**  
**OWNER'S MANUAL**  
**(HST-425: Spring 2002)**  
**Instructor: Prof. Alice Dreger**

**How can you reach me (Prof. Alice Dreger)?**

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**How can you reach our graduate T.A., April Herndon?**

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**How do you reach the course web site?**

Go to <http://blackboard.msu.edu> and log on using your pilot account

**Why is this an "owner's manual" instead of a syllabus?**

Most syllabi contain only class schedule information. By contrast, this is more like an "owner's manual" like the sort that comes with a new car. If you read and use this manual, you will understand how this course works, and you will be able to keep the course running smoothly, and do the regular maintenance required to avoid breakdowns. Of course, this course isn't a car. It's more like a bus tour.

**A bus tour?**

I believe that a university course is in its essence not a number, and not a topic, but a group of people who share a common goal of learning about some particular thing. In this sense, a course is like a bus tour, a tour to a place which is unfamiliar to most of us. As the teacher, I am the bus driver and chief tour guide. Each member of the course starts off at "home" intellectually and emotionally and comes to the bus station which is the classroom. We agree to "take the tour" together, to get on the bus and travel together for the length of the course even though many of us may never have met before. Together we visit a number of different "places," places like a rural cabin in Georgia where a granny midwife sees a young woman through her first birth, places like the examining room of a Victorian doctor trying to figure out the sex of the patient sitting before him, places like a 1920s movie house where the customers are watching a silent movie called "Are You Fit to Marry" while a live piano player bangs out ditties appropriate to the scene above.

At each "place" we visit, we stop, get off the bus, and look around carefully. We ask some questions of the locals. We see the sights. We take pictures, talk about what we've seen,

send some postcards home to tell our friends and relatives about what we've seen. We share our thoughts with each other, and start to understand how much more there is to visit, and how little we can really learn from just a short stop.

Each of us comes from a different place originally, so during our tour each of us will notice different things, ask different kinds of questions, have different interests and concerns, maybe even talk differently. That is to be expected. We will not stay at any of these places for very long, but each person can go back later and visit places again if s/he want to do that, and I will help you do that if you want some help.

When the tour is done, we get off the bus, and then each of us has the option of going "home" again, or going off to do some more "travelling." But we must remember that if we go home, home will not look the same again. It never does after you travel, whether your travel is geographical or intellectual. On the other hand, we will probably understand our "homes" (physical, cultural, and intellectual) and our histories (physical, cultural, and intellectual) in ways we never did before, because other people's lives, ideas, and words often change our own.

### **So why is this "owner's manual" so long?**

I've discovered that the more information I give students, the more comfortable and in control they feel, and the better they learn. This packet contains lots of information. Besides telling you about the mechanics of the course, this packet tells you a lot about my teaching style. I used to provide my students with a separate "statement of teaching philosophy." It now occurs to me it is weird to separate that teaching philosophy from my teaching materials. So now my philosophy is embedded throughout this packet. My teaching style, methods, and philosophy change over time, thanks to students who tell me what works and what doesn't work. I'm counting on you to give me lots of feedback about what is working for you and what is not, and most importantly *why*. It is very important to me to do a good job for you.

### **OK, then, what is this course about?**

The title of this course is "American and European Healthcare since 1800." I figure there are two ways this course could be taught. I could try to shove at you as fast as I can all the facts I can find about American and European Healthcare since 1800. Then, when a colleague asks me, "Did you cover the discovery of factoid X by Dr. Y in year Z?" I could say, "Oh, yes! We covered that."

Of course, though I would have covered it, you probably wouldn't have learned it, because humans can absorb only so much, and even less when they're bored silly. Besides, that would be a lot more like boot camp than a bus tour.

So instead, I'm going to take the second possible approach. I've pulled out some events in history for us to study, events that I think are important and interesting and that I hope you will probably think are important and interesting, too. That doesn't mean we're going to cover all important and interesting events in American and European Healthcare since 1800. We don't have the time. But the ones we will look at come with engaging stories, raise fascinating questions, and usually have some relevance to things in our world today.

Besides looking at particular events, we're going to talk about some of the big questions in history, and in particular in history of medicine. We're going to do this not just because I enjoy big questions, but also because I want you to have some sense of what motivates historians of medicine to devote their lives to this work. Some of what we'll try to understand is this:

- how and why change occurs in medicine;

- why medicine looks and functions the way it does today;
- the social nature of truth and the cognitive power of science;
- why some historical stories take on the aura and force of mythology;
- why we tell the historical stories that we do;
- what we can and can't know about the past, and how the limitations of what we can know helps to determine what we believe.

A little more of my teaching philosophy: In every course my central goal is to maximize learning among participants. Because people learn differently, I make available many forms of learning; I vary materials and activities. My goal is not to maximize suffering. It is fine for work to be challenging and even quite difficult, but I give each assignment specifically with an educational purpose in mind; assignments will not be given merely for the sake of intimidating or sorting students or for testing their endurance. I will not waste your time, energy, or talent; I'm going to assume that yours is as precious as mine. If at some point in this course you feel that you would learn better by doing something other than what I have assigned, or something in addition to what I have assigned, please make an appointment to talk with me about adapting the course to your interests, learning style, and needs.

### **Which books should you own for this course?**

- 1) Alice Domurat Dreger, *Hermaphrodites and the Medical Invention of Sex* (Harvard Univ. Press, 1998)
- 2) Martin S. Pernick, *The Black Stork: Eugenics and the Death of Defective Babies in American Medicine and Motion Pictures since 1915* (Oxford, 1996)
- 3) Susan M. Reverby, *Tuskegee's Truths: Rethinking the Tuskegee Syphilis Study* (Univ. of North Carolina Press, 2000)
- 4) Charles E. Rosenberg, *the Cholera Years*, 2<sup>nd</sup> edition (Univ. of Chicago Press, 1987)
- 5) John Harley Warner and Janet A. Tighe, editors, *Major Problems in the History of American Medicine and Public Health* (Houghton Mifflin, 2001)

Note that all of the books are on reserve at the library, but there is only one copy of each for the whole class.

### **How does this course work in terms of the day-to-day?**

We will meet two times a week for this class and our meetings will consist of discussions of the readings and activities related to the topics we are investigating. Do the readings assigned for the day **before** you come to class and spend enough time thinking about the readings before class. You should come to class ready to summarize the readings and to ask and answer questions about them. Quizzes will often be given on the readings.

Always give yourself plenty of time to do your work, and feel free to contact me whenever you need help or clarification. I like teaching and not only do I feel good when you learn, often when you learn something new, I learn, too.

Generally we will stick very closely to the attached schedule, however, the point of this class is for you to learn, so if we need to change our scheduled plans to achieve that goal, we will do so. If you feel that you need things to be done somewhat differently in class in order for you to learn better, please let me know and I will work to adjust our schedule or classroom dynamics so that we can maximize learning.

### **So what's my feeling about teaching?**

I love it! And I think it shows – my students have voted me “honorary member of the graduating class of Lyman Briggs” (“teacher of the year”) for the last four years, and in 2000 I was given the Teacher-Scholar Award of MSU. (They only give 6 of those in the whole university each year.) If I sound tough, I am, but that’s because I care about your learning. If I didn’t care about teaching the way I do, I would be somewhere other than Lyman Briggs.

I am delighted to have recruited doctoral candidate April Herndon from American Studies to be our graduate T.A. April comes to us with over three years experience teaching her own courses in English and ATL, and she has just been awarded the Excellence-in-Teaching Citation from MSU. (Only 6 graduate students in the entire university win these each year.) You will find that April shares my love of teaching and dedication to helping you learn.

### **What else besides being in class will be required of you?**

Note that this course uses a “buffet” style of assignments. To some extent, you decide which to do, and your grades add up accordingly until you reach the grade you desire. In that sense, grades are pretty simple – and you can always check your total on our course web site – but be sure to note the “special requirements” section below.

- *Quizzes on readings:* I will frequently give short quizzes on a day’s assigned reading at the beginning of the class meeting. These quizzes accomplish two things: (1) reward you for keeping up-to-date on the readings; (2) reward you for spending enough time on the readings to really understand them. If you read carefully, you should have little problem with the quizzes. If you have a lot of trouble with short, fast quizzes, remember there are lots of bonus options in this class you can use as substitutions. If you miss a quiz because you are late or absent, you will receive a "0" on the quiz. These cannot be made up.
- *Shorter essays:* You will write short (3-5 page) essays on the course material. (You must write at least one.) If you don't get a perfect score on your first essay, you will be asked to revise the essay and resubmit it. (Remember that this course fulfills part of your Tier II writing requirement -- hence the rewrite requirement.) See Attachment C for the assignments and Attachment D for the rubric that we will use to grade your shorter essays.
- *Theme-tracking reports:* With several other class members you will track one theme or major topic throughout the course and report twice (once as a group and once individually) to on that theme/topic. The purpose of this is to help us all note continuities and discontinuities among the units we will be covering. I’ve randomly assigned you to a theme-tracking group. The work of the group should be doable during class time, so you shouldn’t need to meet your theme-tracking group outside class. See Attachment E for the Theme-Tracking assignment, and Attachment F for the Theme-Tracking grading rubric.
- *Grant-writing project:* With two or three classmates (ask me if you'd like help finding partners), you will write a pseudo grant proposal for a historical project examining some event or issue in American and/or European healthcare after 1800. This is meant to be an engaging, exploratory project. This work must be done outside of class. See Attachment G for the assignment and Attachment H for the rubric we will use to grade your grant proposal project.
- *Quiz on documentation/plagiarism:* I'll give you plenty of instruction on this beforehand, so you should have no trouble acing the quiz if you're paying attention.
- *Act-out historical scenes:* With a few other classmates, you may prepare a 5-10 minute skit that acts out one primary source document from our readings. This will help bring to life the

history we're reading, and will also give us a chance to discuss the problem of representation in history. See Attachment I for the rubric I'll use to grade this. If you want to do this option, you should find 2-4 other students to work with (ask me if you'd like help finding a group) and choose which of the primary source readings you will enact. (Choose from those marked with a \* in Attachment K, the schedule of meetings). Let me know right away -- only one group per document! Preparation must be done outside of class.

- *In-class "minute" papers:* Several times this semester I will ask you in class to write a relatively short essay response to a specific question related to the course. These assignments are designed to help you reflect on the course material and to provide me with some feedback on your thinking process. If you are absent, you will receive a "0" on the "minute" paper. These cannot be made up. See Attachment J for the grading rubric we'll use when we grade these..
- *Final exam:* If by the time of the final exam you already have a guaranteed 4.0 in the course, you don't have to take the final. Your final exam will consist of four "blue book" essay question/answers. The final is scheduled for Wednesday, May 1, 12:45-2:45.

### **Bonuses! Bonuses! Bonuses! (Did I mention bonuses?)**

There are several ways to get bonus points in this class. These include:

- *Perfect attendance:* Attend all classes and be on time all the time.
- *Perfect score:* If you get a perfect score on any quiz, minute paper, shorter essay (first time around), grant-writing project, theme-tracking report, acted historical scene, or the final exam, you will get a 15% bonus on that assignment. Why am I doing this? To give you the incentive to do really great work the first time around, because if everyone does that, we'll have a great class.
- *Helpful citizen:* If you are a helpful member of the class, you will receive a bonus to thank you. See Attachment B for the rubric I'll use to determine whether you should get this bonus.
- *Helpful group member:* There are several possible group assignments in this class, including the theme-tracking report, the act-out project, and the grant-writing project. To promote good group dynamics, I'll offer group members the chance to award other members bonus points based on how helpful they were.
- *Blue-light specials:* Bonus options as announced in class. Please feel free to suggest bonus options to me.

### **Deductions:**

There are three ways to have points deducted in this course. These include:

- *Miss class:* For each absence beyond the first two, I will deduct points as noted in the grading system below (see Attachment A). Substantially late arrivals (more than 15 minutes) count as absences. If you miss more than four classes, I will lower your final grade by whatever amount I feel is reasonable (the deduction will be substantial). Why I am so serious about this? Because you can't take the tour if you're not on the bus, and your presence is important in every class. Remember that perfect attendance gets you a bonus!
- *Turn in required work late:* Keep in mind that **all work is due at the beginning of class on the due date**. Late work may result in substantial lowering of your grade on an assignment, particularly if your lateness inconveniences your instructors or your classmates.
- *Rush ahead or backtrack during class:* If I've asked you to put away some particular piece of work (a quiz, a minute paper, whatever), and you continue to work on it, I will deduct points

from your final grade. Similarly, if you jump ahead, I will deduct points on your final grade. I realize this sounds like the Marines, but to run a working class of 60 people, we absolutely have to stay together for everyone's sake. (Hang together or hang separately, and all that.)

### **Special requirements:**

1. Certain assignments in this class are so important that you **cannot pass the course** unless you complete them. These include one shorter essay and its revision (if necessary), the grant-writing project, and the documentation/plagiarism quiz. Failure to complete any of these assignments will result in a failing grade for the course.
2. The readings in the course are also very important. If you score less than 60% of the total possible points on all the reading quizzes, you will receive a failing grade for the course.
3. To avoid having everyone put off work until late in the semester, there is a special point cut-off at Spring Break. Here's how it works:
  - a) If you want to get a 4.0 in the class, you have to earn at least 500 points by spring break. If you earn more than 500 points by spring break, the extra points carry over.
  - b) If you earn less than 500 points by spring break, the amount that you are short will reduce the final possible grade you can earn. So if you have only earned 400 points by spring break, you will be limited to earning a total of only 1400 points (instead of 1500) for the semester ( $500-400=100$ , and  $1500-100=1400$ ). That means you can't earn more than a 3.5 final grade. If you have earned only 300 points by spring break, you will be limited to earning a total of only 1300 points for the semester ( $500-300=200$ , and  $1500-200=1300$ ); that's a 3.0.

### **A final note on grades:**

Professors can use grades in two ways: they can use grades to "sort" students into "A" students, "B" students, etc.; or they can use grades as learning incentives and rewards. Unfortunately the sorting system generally sorts according to "talents" students either have or don't have before they ever reach a particular classroom, e.g., the talent of being able to memorize and recall a lot of things. I would rather use grades to encourage students to develop their skills, to expand their minds and interests. Therefore, I never grade on a curve. Each student will get whatever grade she or he has earned by the end of the semester. Nothing would make me happier than if everyone worked hard and learned a lot and got 4.0's. I would feel that we had achieved something great if everyone got a 4.0.

Remember, if at any point you feel confused or distressed about your grades, please come and talk to me.

*Welcome! I'm glad to have you in the course.*

## Attachment A: How Your Final Grade Will Be Calculated

This course uses an additive point system. You start with 0 points, and then your points accumulate as you complete assignments. Bonuses add on top. Your final point score converts to the 0.0-4.0 reported grade as shown below. Be aware of the Spring Break point cut-off!!!

<b><u>Assignment:</u></b>	<b><u>Highest possible score:</u></b>
Quizzes on readings:	150 points or more (total of quizzes)
"Minute" papers (at least five of these, each 20)	100 points or more
Final exam (4 questions, worth 50 points each)	200 points
Documentation/plagiarism quiz	50 points
Shorter essays (3-5 pages)	200 points (each)
Revision of first short essay (50% of the higher grade)*	100 points
Grant-writing project	300 points
Theme-tracking report (group)	150 points
Theme-tracking report (individual)	200 points
Act-out historical scene	100 points

<b><u>Bonus type:</u></b>	<b><u>Earn:</u></b>
Perfect score bonus	15% of asgt. grade added on top
Perfect attendance	100 points
Helpful citizen (awarded 3 times, up to 25 each time)	75 points
Helpful group member	~25 points per group project
Blue-light specials	vary

<b><u>Causes for deductions:</u></b>	<b><u>Amount:</u></b>
Absence #3	50 points
Absence #4	50 points more
Absences #5 and beyond	greater than 50 points each
Late submission of work	depends on assignment
Rush ahead or go back in class work	50 points each instance

<b><u>If you have earned this many points<sup>1</sup>:</u></b>	<b><u>You are guaranteed at least this grade:</u></b>
1500	4.0
1400	3.5
1300	3.0
1225	2.5
1150	2.0
1075	1.5
1000	1.0
less than 1000	0.0

\* If you get a 4.0 on the short essay the first time around, you will receive 200 points for the paper, 30 points for the "perfect score" bonus, and 100 points for the revision you didn't have to do.

<sup>1</sup> Note "special requirements" above for important information about the spring-break cut-off.

**Attachment B:  
Grading Standards for "Helpful Citizen" Bonus**

These are the questions I will ask myself when deciding whether to award you a Helpful Citizen bonus:

Did you treat your classmates, me, and the TA's with respect and courtesy?

Did you participate in discussions regularly without monopolizing the discussion?

Did you encourage your classmates' participation rather than discourage it?

Did you help the class run smoothly?

## **Attachment C: Shorter Essay Assignments**

### General requirements:

1. See Attachment K for final due dates. Essays will be graded in the order they are received. Turn your essays in to April Herndon, our T.A.
2. Your essays should be typed, double-spaced, with one-inch margins on all sides. You should use a 12 point font and choose an easy-to-read font like Times New Roman.
3. Your essay should be proofread and highly polished (remember the perfect score bonus -- here worth 30 points!). You can ask April for help with your essay in advance of the due date in office hours or on email, but be sure to leave enough time to do this. (If you just need clarification on the assignment, check with Alice.)
4. On the top of the first page, you should put your name, your file number, and an appropriate title for your particular essay.
5. Read the assignments carefully and follow the assignments!
6. Consult Attachment D to see the standards that will be used to grade your essay.

### Unit insight paper assignment:

After we complete the unit in question, write a 3-5 page paper in which you articulate and explain one or more major insights you've had from this unit. Do not write about unoriginal or obvious points. Make this about original and non-obvious insights that you have had. Your insights might be historical in nature, or they might be about medical practice, about human relations, about how what you learned in your genetics class is misleading – you decide. Be sure in your paper to document your sources fully (ask if you need help with this; document class materials and materials from outside class), and use quotations where appropriate. Make sure you show how the insight came from the unit.

If you choose to write a unit insight paper after unit 1, you may make your paper comparative in nature. In other words, for unit insight paper #2, you may choose to compare some important point of unit #1 and unit #2 and then show what insight this comparison has given you.

### Interview a healthcare professional about history's impact on her/him:

Interview a healthcare professional and ask him/her what role history plays in her or his day-to-day delivery of healthcare. Don't assume we're talking about formal studies of history (the kind of stuff you find in history books). Instead, ask about how things that have happened in the past (trends, movements, particular events, etc.) impact this person's day-to-day delivery of healthcare. For this assignment, you can interview any healthcare professional, including health insurance providers, midwives, chiropractors, etc. Take very careful notes when you do the interview.

Then write a 3-5 page paper in which you (a) summarize what your interview subject said, and (b) react to the comments of the interview subject and relate it to what we've been talking and reading about in class. Don't forget to cite the interview. You can do the interview with other classmates, but the paper must be written individually.

**Continued on next page →**

### Book review

Locate a book that you think would work well for this course's topic (European and American healthcare since 1800). Then locate two book reviews of that book (let me, April, or a reference librarian know if you need help finding book reviews). Then write a 3-5 page paper in which you argue for using this book in this course next year. In your paper, specifically refer to the two reviews and use what the reviewers have said to support your argument. Make sure you cite the book and the reviews.

### Individual theme-tracking report:

As we near the end of the semester, write a 3-5 page paper in which you eloquently trace how your assigned theme/topic played out throughout the semester. Discuss major insights you have achieved from tracking this theme/topic. Make sure you document references to course materials.

## Attachment D: Grading Standards for Short Essay

First, note that all good examples of communication share basic characteristics. A fine example of communication:

1. has an appropriate and interesting TOPIC for the circumstances;
2. has a clear, and preferably original, specific POINT (also known as a THESIS);
3. provides adequate SUPPORT (REASONING and EVIDENCE) for that point;
4. is well ORGANIZED so that the audience can follow the points and examples;
5. employs CLEAR, PRECISE LANGUAGE;
6. is factually ACCURATE and also FAIR, including recognizing reasonable objections;
7. is presented in a way that is ENGAGING to the audience;
8. is of a REASONABLE SIZE for the circumstances (not too short or too long);
9. clearly CREDITS OTHERS when their ideas and words are used.

With this in mind, your short essay will be graded according to this rubric:

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**TOPIC: (worth up to 20 points)**

- Is your essay of an appropriate size (3-5 pages)?
- Is your topic appropriate to the assignment?\*
- Is the topic as you have presented it interesting?

**THESIS: (worth up to 40 points)**

- Do you have a clear, specific thesis?
- Is that thesis original?

**SUPPORT: (worth up to 60 points)**

- Do you provide good support (reasoning and evidence) for your thesis?
- Do you provide enough support for your thesis?
- Are your claims factually accurate?
- Do you acknowledge reasonable objections and respond to them by refuting them or conceding them?
- Do you include details that are irrelevant?

**ORGANIZATION: (worth up to 30 points)**

- Is your essay generally well organized in terms of its overall structure?
- Does your essay's organization engage your reader -- does it have a reader-friendly introduction and a conclusion that provides closure to the piece?
- Are individual paragraphs well organized (so that they make sense)?
- Are there good transitions within and between paragraphs, so that the paper holds together?

**LANGUAGE: (worth up to 30 points)**

- Is your language clear and precise?
- Is your language engaging?

**SIZE: (accounted for in the other sections)**

**CITATION AND DOCUMENTATION: (worth up to 20 points)**

- Do you properly credit others when borrowing their ideas or words?\*

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<sup>+</sup> Note that an essay with a topic that doesn't really address the assignment will not be accepted.

<sup>\*</sup> **Plagiarism, intended or unintended, may be grounds for failure of the assignment or the course. If you are unsure what or how to document sources, ask! Always err on the side of caution; when in doubt, cite and document.**

### **Attachment E: Theme-tracking Assignment**

You have been randomly assigned to a theme/topic-tracking group. The theme/topics include:

- Disease (understanding of disease, treatments, etc.)
- Ethnicity and “race”
- Doctor-patient relationships
- Other healthcare providers (besides doctors)
- Religious belief
- Gender and sexuality
- Science and the scientific method
- Economics, including class
- Ethics
- Heredity and genetics
- Medical technologies (including drugs and devices)
- Medical education and professionalization

You should be keeping track, throughout the semester, of where and how your theme/topic comes up. You might also note when you think it should have come up, but didn't.

#### Group theme-tracking background report:

You will work with your group on February 7 in class to organize a written and oral background report on your theme. You will also have time on February 14 to finalize your report. Then groups will present their background reports on February 12 (if ready), February 19, and February 21.

Your background report should include sections on:

- a. general discussion of how you see your theme/topic as important in the history of healthcare;
- b. facts (including statistics where appropriate) worth keeping mind; make sure you date your facts and provide sources for them;
- c. two or more major historical questions one could raise about your topic/theme;
- d. three important dates to add to our timeline;
- e. a brief list of how your theme/topic has played out so far (up to February 7) in the course.

Your written report should be single-spaced and proofread carefully. I will ask you to send me an electronic version of your written group report so that all students can have all reports available to them.

#### Individual theme-tracking report:

See Attachment C.

**Attachment F:  
Rubric for Theme-Tracking Reports**

First, note that all good examples of communication share basic characteristics. A fine example of communication:

1. has an appropriate and interesting TOPIC for the circumstances;
2. has a clear, and preferably original, specific POINT (also known as a THESIS);
3. provides adequate SUPPORT (REASONING and EVIDENCE) for that point;
4. is well ORGANIZED so that the audience can follow the points and examples;
5. employs CLEAR, PRECISE LANGUAGE;
6. is factually ACCURATE and also FAIR, including recognizing reasonable objections;
7. is presented in a way that is ENGAGING to the audience;
8. is of a REASONABLE SIZE for the circumstances (not too short or too long);
9. clearly CREDITS OTHERS when their ideas and words are used.

Group written background report (worth up to 150 points):

Note on Attachment E what the report must include. Each of the five sections will earn up to 30 points, depending on how well you follow the rules of fine communication noted above.

Individual theme-tracking report (worth up to 200 points):

This report will be graded using the rubric for shorter essays (see Attachment D).

### Attachment G: Assignment for Grant-Writing Project

**Purpose:** The purpose of this exercise is to give you a chance to work with other students as you explore one possible focus of historical research. This project gives you the chance to investigate one other historical issue (besides the one covered by everyone in the class) and the chance to think about some of the challenges professional social historians of medicine (and indeed all scholars) face.

**Task:**

- a) Find 2-3 other class members to work with. (Let me know if you'd like help finding partners.) Make sure your schedules allow you face-to-face meeting time.
- b) Figure out a topic you'd like to propose to a granting agency as a topic in the social history of healthcare. (Need ideas? Think about interviewing a current-day medical practitioner or patient, checking out sources named in our textbooks, looking at the wacky *Index-Catalog of the Library of the Surgeon General of the United States . . .* ) Avoid picking a topic in which one member of the group has a much greater expertise than everyone else.
- c) Decide which of the agencies linked on the course web site you will target your proposal to. Choose only one, and choose carefully! Who you choose should shape how you research and present your proposal. You may propose other agencies, but you must clear your agency with me if it isn't on the list.
- d) Together write a 5-8 page proposal in which you state (in this order):
  1. TOPIC: the historical question you intend to try to answer, or topic you intend to investigate;
  2. RATIONALE: why this is worth investigating, including why the granting agency should fund the project. You should include a discussion of the originality of the work. In other words, state what historical work has already been done in this area that is similar to but different from your project. Cite secondary sources where appropriate.
  3. METHODOLOGY: the methodology you intend to use. Will you look at old medical journals? Do oral interviews? Examine hospital records? Cite primary sources where appropriate.
  4. CONCERNS: what problems you anticipate with this project and how you intend to address those problems;
  5. RELEVANCE: what other historical projects or current-day problems this project will inform (for example, if you're studying the history of nursing at Sparrow Hospital, explain how this will help our understanding of gender in medicine).
- e) Attach a bibliography in which you provide full citations for sources named in your proposal as well as any sources you have targeted as relevant to your project.

NOTE: Make sure you pick a topic that falls within the discipline of the social history of healthcare. This means looking at *social* history, because healthcare is a social process. Do not propose an epidemiological study which seeks to study the past to understand the biological cause of a disease.

## Attachment H: Grading Standards for Grant-Writing Project

First, note that all good examples of communication share basic characteristics. A fine example of communication:

1. has an appropriate and interesting TOPIC for the circumstances;
2. has a clear, and preferably original, specific POINT (also known as a THESIS);
3. provides adequate SUPPORT (REASONING and EVIDENCE) for that point;
4. is well ORGANIZED so that the audience can follow the points and examples;
5. employs CLEAR, PRECISE LANGUAGE;
6. is factually ACCURATE and also FAIR, including recognizing reasonable objections;
7. is presented in a way that is ENGAGING to the audience;
8. is of a REASONABLE SIZE for the circumstances (not too short or too long);
9. clearly CREDITS OTHERS when their ideas and words are used.

With this in mind, your grant-writing project will be graded according to this rubric:

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**TOPIC and SIZE: (worth up to 40 points)**

- Is your proposal of an appropriate size (5-8 pages plus bibliography)?
- Is your proposal's topic appropriate to the assignment and to the granting agency you have chosen to target?
- Is the topic as you have presented it interesting?

**THESIS (MAIN POINT): (worth up to 60 points)**

- Have you clearly stated what you want to find out with this project? In other words, is your central question or research goal clear and specific?
- Is that question or goal also original?

**SUPPORT, including ACCURACY AND FAIRNESS: (worth up to 80 points)**

- Do you provide good support for your project proposal?
- Do you provide enough support for your project proposal?
- Are your claims factually accurate?
- Do you acknowledge reasonable objections or potential problems and address them?
- Do you include details that are irrelevant?

**ORGANIZATION: (worth up to 40 points)**

- Is your proposal generally well organized in terms of its overall structure?
- Does your proposal's organization engage your reader -- does it have a reader-friendly introduction and a conclusion that provides closure to the piece?
- Are individual paragraphs well organized (so that they make sense)?
- Are there good transitions within and between paragraphs, so that the proposal holds together?

**LANGUAGE: (worth up to 40 points)**

- Is your language clear and precise?
- Is your language engaging?

**CITATION AND DOCUMENTATION: (worth up to 40 points)**

- Do you properly credit others when borrowing or referring to their ideas or words?\*

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\* **Plagiarism, intended or unintended, may be grounds for failure of the assignment or the course. If you are unsure what or how to document sources, ask! Always err on the side of caution; when in doubt, cite and document.**

## **Attachment I: Grading Standards for Acted-Out Historical Scene**

First, note that all good examples of communication share basic characteristics. A fine example of communication:

1. has an appropriate and interesting TOPIC for the circumstances;
2. has a clear, and preferably original, specific POINT (also known as a THESIS);
3. provides adequate SUPPORT (REASONING and EVIDENCE) for that point;
4. is well ORGANIZED so that the audience can follow the points and examples;
5. employs CLEAR, PRECISE LANGUAGE;
6. is factually ACCURATE and also FAIR, including recognizing reasonable objections;
7. is presented in a way that is ENGAGING to the audience;
8. is of a REASONABLE SIZE for the circumstances (not too short or too long);
9. clearly CREDITS OTHERS when their ideas and words are used.

With this in mind, your acted-out historical scene will be graded according to this rubric:

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**TOPIC and SIZE: (worth up to 10 points)**

- Is your enactment of an appropriate size (5-10 minutes)?
- Is your enactment appropriate to the assignment?
- Is the enactment as you have presented it interesting?

**THESIS (main point): (worth up to 20 points)**

- Do you have a clear, specific point you're conveying with this enactment?
- Is the presentation original?

**SUPPORT and ACCURACY: (worth up to 30 points)**

- Is the enactment well supported with dialogue, props, and so on?
- Is your enactment true to the text?
- Do you include details that are irrelevant (comic relief excepted)?

**ORGANIZATION: (worth up to 10 points)**

- Is your enactment generally well organized in terms of its overall structure? Is it audience-friendly in terms of our being able to follow it?
- Are there good transitions within the enactment, so that it all holds together?

**LANGUAGE: (worth up to 20 points)**

- Is your language clear and precise (or unclear and imprecise where historically or dramatically appropriate)?
- Is your language engaging?

**CITATION AND DOCUMENTATION: (worth up to 10 points)**

- Do you properly credit others (before or after your enactment) when borrowing their ideas or words?\*

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\* **Plagiarism, intended or unintended, may be grounds for failure of the assignment or the course. If you are unsure what or how to document sources, ask! Always err on the side of caution; when in doubt, cite and document.**

### **Attachment J: Grading Standards for Minute Papers**

First, note that all good examples of communication share basic characteristics. A fine example of communication:

1. has an appropriate and interesting TOPIC for the circumstances;
2. has a clear, and preferably original, specific POINT (also known as a THESIS);
3. provides adequate SUPPORT (REASONING and EVIDENCE) for that point;
4. is well ORGANIZED so that the audience can follow the points and examples;
5. employs CLEAR, PRECISE LANGUAGE;
6. is factually ACCURATE and also FAIR, including recognizing reasonable objections;
7. is presented in a way that is ENGAGING to the audience;
8. is of a REASONABLE SIZE for the circumstances (not too short or too long);
9. clearly CREDITS OTHERS when their ideas and words are used.

Of course, your minute papers are in class work that by definition can't be highly polished. So, when we grade them, this is the system we'll use:

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Do you address the assignment?\* (up to 2 points)

Do you make some interesting points, or are you merely redundant? (up to 7 points)

Do you show careful thinking in this paper, or are you being sloppy in your reasoning? (up to 7 points)

Are you factually accurate (when employing facts)? (up to 2 points)

Do you give credit (by saying who said what) when you borrow other people's words or ideas? (up to 2 points) (Obviously you won't be expected to give formal citations in a rough in-class paper like this, but you should never misrepresent the origin of an idea.)

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\* Note that papers that are way-off base in terms of the assignment will receive no credit.

**Attachment K:  
Schedule of Meetings and Assignments:**

Do the readings listed for each day before you come to class that day, and be prepared to speak and write about the readings (as well as pass a quiz on them).

<b>Date of meeting</b>	<b>Homework</b>	<b>Some of the day's in-class activities</b>
Tuesday, January 8		Discussion of why we tell the stories we do. (Where do our ideas come from? How do we decide how to present them?) Discussion of critical reading of texts. Consideration of TV/Film representations of doctors.
Thursday, January 10	Read this entire Owner's Manual. Read all of Chapter One in <u>Major Problems</u> (pages 1-25).	We'll discuss questions on the Owner's Manual. We'll also discuss: Why study the history of healthcare? How does one study the history of healthcare? Truth box experiment.
Tuesday, January 15	Read Donald Bateman, "The Good Bleed Guide" (handed out). Read <u>Cholera Years</u> introduction (pages 1-9). Read <u>Hermaphrodites</u> prologue (pages 1-14). Read <u>Black Stork</u> preface (pages vii-ix). Note the different methodologies of these different writers.	We'll talk about how different historians do history, and talk about how these different methodologies relate to the Truth Box Experiment. We'll watch "Penicillin: Discovering the Truth."
Thursday, January 17	Read <u>Hermaphrodites</u> , chapter 1 (pages 15-45). Read <u>Major Problems</u> , in chapter 7: Introduction (pages 196-198); Document 3 (pages 205-207); Essay by Warner (pages 216-224); Essay by Hansen (pages 224-233).	Aron Sousa, M.D., will join us to discuss what role science plays in medicine (in medical theory, medical practice, medical authority, etc.). He will tie this back to the Truth Boxes, in part by discussing the relationship between reality and representation.
Tuesday, January 22	<b>Unit 1 Insight Paper due.</b> Read <u>Hermaphrodites</u> , chapter 2 (pages 46-78). *Read <u>Major Problems</u> , chap. 7, document 4 (pages 207-212).	We will discuss the growth of medical authority in the late nineteenth century. We'll watch a fictional film about a Victorian woman physician, "Bramwell."
Thursday,	Read <u>Hermaphrodites</u> , chapter 3 (pages	We'll discuss the interplay of gender

January 24	79-109). Read in <u>Major Problems</u> : *Chap. 3, doc. 6 (pages 67-69); *Chap. 5, doc. 3 (pages 131-133); *Chap. 5, doc. 6 (pages 136-140); *Chap. 5, doc. 7 (pages 140-142)	and healthcare, and also look at some primary sources from my hermaphrodites research.
Tuesday, January 29	Read <u>Hermaphrodites</u> , chapter 4 (pages 110-138). Read <u>Major Problems</u> , essay by Lunbeck (pages 339-348).	We'll look at various historical medical documents that addressed the question of the nature of homosexuality. Our goal is to understand how medical authority is used to address social moral concerns and anxieties.
Thursday, January 31	Read <u>Hermaphrodites</u> , chapter 5 (pages 139-166). Read "Changing the Nomenclature" (handed out).	We'll consider how patients are classified, labeled, and represented in medicine, and what this has to do with medical authority, concepts of truth and disease, and so on. In-class videos will help us understand the question of representation.
Tuesday, February 5	<b>Unit 2 insight paper due.</b> Read <u>Hermaphrodites</u> , epilogue (pages 167-201). Read in <u>Major Problems</u> , chapter 14: Essay by Bix (pages 489-498).	We'll talk about patients' rights movements and how they relate to other historical trends. We'll also talk about how history has informed the intersex rights movement.
Thursday, February 7	Bring your notes and sources for your group work on your theme-tracking background report.	In class you'll learn about documentation, citation, and plagiarism. You'll also break into groups to work on your background theme-tracking reports. Helpful citizen bonus #1 handed out today.
Tuesday, February 12	Read in <u>Major Problems</u> : *Chap 2, doc. 1 (pages 28-30); *Chap 2, doc. 4 (page 35); Chap 2, essay by Calloway (pages 41-48); *Chap. 3, doc. 8 (pages 71-73); *Chap. 4, doc. 4 (pages 97-99); *Chap 4, doc. 7 (pages 103-106).	Our goal will be to understand that the question of who should practice healthcare has been an open question for a long time. We will also note how "who should practice?" depends on what you think disease is. As you read, trace the different concepts of disease. In class today you'll also be assigned a role for our <u>Cholera Years</u> enactment on Feb. 28.

		Groups who are ready may present their background reports today.
Thursday, February 14	<b>In-class documentation/plagiarism quiz; study!</b>	In-class quiz on documentation and plagiarism. The rest of the period will be spent with the groups writing up their background reports on theme-tracking.
Tuesday, February 19	Read <u>Cholera Years</u> , part 1 (pages 13-98).	We'll continue talking about the social context of disease. Groups will present their background reports.
Thursday, February 21	Read <u>Cholera Years</u> , part 2 (pages 101-172).	We'll continue talking about the social context of disease. Groups will present their background reports.
Tuesday, February 26	<b>Last day to clear your topic for your grant-writing proposal with me.</b> Read in <u>Major Problems</u> , chap. 14: Doc. 2 (pages 467-468); Doc. 6 (pages 481-484).	In class we'll watch "And the Band Played On." Be thinking about the experience of disease in America (how the history of AIDS relates to the history of cholera).
Thursday, February 28	Read <u>Cholera Years</u> , part 3 (pages 175-234).	In-class enactment of the 3 "cholera years" that Rosenberg discusses, and comparison with the early reaction to AIDS in America.
March 4-8: SPRING BREAK	<b>POINT CUT-OFF.</b> If you want to earn a 4.0 in this class, the work you have turned in through February 28 must total 500 points or more.	
Tuesday, March 12	<b>Unit 3 Insight Paper due.</b> Read <u>Black Stork</u> , Chap. 1 (pages 1-18) Part of chap. 2 (read only 19-29) Chap. 6 (pages 117-128)	We'll begin talking about the history of eugenics.
Thursday, March 14	Read <u>Black Stork</u> , chap. 3 (pages 41-80).	We'll discuss the reading and start watching the film, "Are You Fit to Marry?"
Tuesday, March 19	Read <u>Black Stork</u> , chapters 8 and 9 (pages 143-176).	We'll discuss the reading and finish watching the film.
Thursday, March 21	<b>Last day to turn in Interview essay.</b> Read <u>Black Stork</u> , chapters 4 and 5 (pages 81-114). Read in <u>Major Problems</u> Wailoo's essay (pages 379-387).	We'll discuss how the history of eugenics is and isn't shaping debates about genetics today.
Tuesday, March 26	<b>Grant-writing project due.</b> In <u>Major Problems</u> , read:	Today we'll talk about two major issues in the history of healthcare,

	<p>*Chap. 4, doc. 6 (pages 101-102)          Essay by Pernick (pages 114-119).          *Chap. 9, doc. 1 (pages 277-283)          *Chap. 9, doc. 2 (pages 283-286)</p>	<p>the treatment (or non-treatment) of pain, and professionalization. This will set us up for the next unit.</p>
<p>Thursday,          March 28</p>	<p><b>Unit 4 Insight Paper due.</b>          Read "A Brief History of Midwifery in the West" by Judith Pence Rooks (handed out).</p>	<p>We'll begin our discussion of the history of midwifery and obstetrics. Second set of helpful citizen bonuses handed out today.          We'll watch "Born in the U.S.A."          You'll receive your assignment for our discussion on April 9 of the primary sources in <u>Tuskegee's Truths</u>. (Note to Alice: These do not include medical reports covered on April 17 but will include MP 403-406.)</p>
<p>Tuesday,          April 2</p>	<p>Read in <u>Major Problems</u>:          *Chap. 11, doc. 3 (pages 354-357).          *Chap. 11, doc. 4 (pages 357-360).          Essay by Leavitt (pages 372-379).</p>	<p>We'll talk about the technologies of birth and the politics of medical technologies.</p>
<p>Thursday,          April 4</p>	<p><b>Last day to turn in Book Review essay.</b>          Read in <u>Major Problems</u> chap. 15, doc. 4 (pages 512-516).          Read in <u>Tuskegee's Truths</u> essay by Johnson (pages 41-58).</p>	<p>We'll talk about the role of midwives in the care of the poor. We'll also watch a historical document, "All My Babies," about the training of granny midwives in the scientific approach to birth in rural Georgia.</p>
<p>Tuesday,          April 9</p>	<p><b>Unit 5 Insight Paper due.</b>          Read <u>Tuskegee's Truths</u>, part 1 (page 15-38).          Also read the primary sources assigned to you on March 28.</p>	<p>We'll consider the primary sources in the book and what they do and don't tell us about the Tuskegee Syphilis Study.</p>
<p>Thursday,          April 11</p>	<p>Read <u>Tuskegee's Truths</u>, 193-235.</p>	<p>We'll discuss the reading and start watching "Miss Evers' Boys".</p>
<p>Thursday,          April 16</p>	<p>Read <u>Tuskegee's Truths</u> pages 340-364.</p>	<p>We'll finish watching the film. We'll consider the role of Nurse Rivers and how it is represented in the film.</p>
<p>Thursday,          April 18</p>	<p>Read in <u>Tuskegee's Truths</u>:          Essay by Solomon [Watson] (pages 251-265);          Medical report by Heller and Bruyere (pages 119-124).          Report by Rivers et al. (pages 125-131).</p>	<p>We'll consider what Solomon says and how the reports read from this historical distance.          We'll also look at current-day medical reports to consider whether they "dehumanize" patients.</p>
<p>Tuesday,          April 23</p>	<p>Read in <u>Tuskegee's Truths</u>:          Essay by Fletcher (pages 276-298).</p>	<p>We'll hear some final reports on the tracking. We'll also take a look at</p>

		our timeline. Third set of helpful citizen bonuses handed out today.
Thursday, April 25	<b>Unit 6 Insight Paper due.</b> <b>Individual theme-tracking report due.</b> <b>Bonus “insights on timeline” essay due.</b>	We’ll wrap up the course and do course evaluations.
Wednesday, May 1, 12:45- 2:45	Final exam, if you don’t already have a 4.0.	