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**Public Health and Medicine in U.S. History**  
**AMH 3314-U01 / PHC 6465C-U01**  
Professor Jessica L. Adler  
Florida International University

Spring 2018, Tuesday/Thursday 9:30-10:45am  
*Graham Center 279B*

**GENERAL INFORMATION**

Professor: Dr. Jessica L. Adler

Office:

Email: [jadler@fiu.edu](mailto:jadler@fiu.edu)

Phone:

Office Hours: Tuesday/Thursday by appointment

*Please contact me to schedule a meeting outside of the above times. I will normally respond to emails within 24 hours.*

**COURSE DESCRIPTION**

This course introduces students to central themes and questions pertaining to the history of medicine, public health, and health care. Our focus will be on the United States in a global context, and we will cover a range of topics, including: how society has handled, and how people have experienced epidemics, chronic illnesses, and other health challenges; where and how health services have been offered and received, and government involvement in the public health and health care realms. Our approach is chronological and thematic, with weekly readings organized around broad topics that have drawn considerable conversation and debate. This is a discipline-specific global learning course that counts toward your global learning graduation requirement.

**GLOBAL LEARNING OUTCOMES AND COURSE OBJECTIVES**

1. Analyze the role and priorities of local, state, and international institutions and governments in health care and public health, and the diverse ways in which individuals and groups define those roles and priorities. (Global Awareness)
2. Identify key themes and debates re. the history of medicine and public health, and how they inform discussions about major issues such as war, freedom, imperialism, and ethics.
3. Assess the historical factors leading to the marginalization or prioritization of certain groups in campaigns to enhance public health infrastructures and health care (Global Perspective)
4. Recognize trends in the history of medicine and health care, including a transition from a focus on epidemic to chronic disease, and increasing professionalization
5. Examine the moral and ethical questions that have historically arisen as governments have sought to protect both individual freedoms and the health of the larger public (Global Engagement)
6. Evaluate how the pursuit of scientific research, understandings of illness, and higher mortality and sickness rates among the poor have shaped health policies
7. Provide critical, constructive, and analytical feedback to your peers
8. Present explanations and analyses of primary and secondary sources in cogent oral presentations and concise written reports

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## **COURSE POLICIES AND GENERAL INFORMATION**

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable “netiquette.”

### **Accessibility and Accommodation**

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit FIU’s [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

### **Academic Misconduct**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Be aware of how to [avoid plagiarism](#), which is a serious academic offense.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

### University resources that could help you excel in this class

Aside from reaching out to me, you can rely on various offices on campus to help you succeed:

- [Writing in History](https://www.slotted.co/fiuhistorywriting) tutors — usually graduate students or majors in History — offer students feedback and advice on different types of written assignments including reviews, response essays, and research papers. Meetings are one-hour sessions during which the tutors assist students at any stage of the writing process. They give tips on how to get started, help with forming a thesis statement and organizing paragraphs, and provide feedback on completed drafts and citations. Book your one-on-one meeting in advance online: <https://www.slotted.co/fiuhistorywriting>.
- *The Learning Center*: offers workshops to assist students with study skills, time management, note taking, speed reading, and other personal learning skills. <https://ugrad.fiu.edu/learning/index.html>
- *The Reading Lab*: helps students improve critical comprehension and interpretation. Appointments can be made for individual assistance, workshops, and independent computer-assisted reading programs (<https://ugrad.fiu.edu/learning/lab-reading.html>).
- *Center for Excellence in Writing*: tutors students in composition skills, including grammar, organization, style, spelling, punctuation, and editorial requirement (footnotes, bibliography, etc.). Appointments required. <http://writingcenter.fiu.edu>.
- *Center for Academic Success*: provides free tutoring for homework assignments, ongoing class work, mid-terms, and finals. <https://ugrad.fiu.edu>

### REQUIRED BOOK

(Available for purchase online or at the FIU bookstore, and for two-hour in-library loan at the Green Library Circulation Desk.)



Burnham, John C., *Health Care in America: A History*  
(Baltimore: Johns Hopkins University Press, 2015).

ISBN-13: 978-1421416083

ISBN-10: 1421416085

### ASSIGNMENTS AND EVALUATION

**Reading Quizzes (approximately 2% each; 25% total):** Every Tuesday, there will be an in-class reading quiz. In advance of each quiz (generally, by 5pm on the Friday prior), “Guiding Questions” intended to help you navigate the assigned reading will be posted on Blackboard in short answer form. At least five of the guiding questions will comprise the multiple-choice in-class quiz. During class, you will take the brief quiz independently and turn in your answers, then work with your reading group to collectively come up with answers to the same questions. Your independent performance on the quiz will constitute 75 percent of each quiz grade; your group’s performance will constitute 25 percent. You may wish to bring Burnham’s *Health Care*

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*in America* to class on quiz days, as you are free to use the text during group work. We will review details regarding this assignment before the first quiz.

***Secondary Data Blitz (15%):*** Each Tuesday, four students will participate in an eight-minute “Secondary Data Blitz” oral presentations on the week’s assigned reading from *Health Care in America*. Each student will independently prepare one PowerPoint slide regarding an aspect of the assigned chapter, and have two minutes to talk the class through the slide. ***Note: Each student will participate in one secondary data blitz during the semester. When you are assigned to present, your secondary data blitz slide must be posted on our class web site by 8pm on the Friday preceding the class presentation so there is time for Dr. Adler to offer feedback, and for you to adjust presentation materials. You will lose 1 point for each hour that your slide is late. If a slide is posted more than 24 hours late, it will not be accepted and you will not receive credit for the presentation.*** See the assignment sheet, posted in the “Important Documents” section of Canvas, for further details.

***Primary Data Blitz (20%):*** Each Thursday, there will be a maximum of four 5-minute “Primary Data Blitz” oral presentations on primary sources that relate to the week’s assigned reading. Each presentation will be made by one student, and consist of five concise power point slides. Note: Your primary data blitz slides ***must be posted on our class web site by 8pm on the Sunday preceding the class presentation*** so there is time for Dr. Adler to offer feedback, and for you to adjust presentation materials. You will lose 1 point for each hour that your slide is late. If slides are posted more than 24 hours late, they will not be accepted and you will not receive credit for the presentation. See the assignment sheet, posted in the “Important Documents” section of Canvas, for further details.

***Research Report (20%) due 8pm April 26:*** Each student will compose a 500-600 word research report about the primary source featured in his/her Primary Data Blitz. Reports will have the same five sections – Overview, Perspective, Context, Analysis and Interpretation, Questions – as Primary Data Blitz presentation. See the assignment sheet, posted in the “Important Documents” section of Canvas, for further details.

***Final cumulative reading exam (10%) in-class, April 26:*** On the final day of class, you will take a reading exam covering content from throughout the course. You will have access to a study guide, which will be a conglomeration of “Guiding Questions” you have reviewed throughout the semester, and exam content will be based on previous reading quizzes.

***Final Revised Research Report (10%) due 8pm April 30:*** Your final assignment is a resubmission of your research report, containing revisions based on the professor’s feedback.

## GRADING

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	Above 93	B	83 - 86	C	70-76
A-	90 - 92	B-	80 - 82	D	60-69
B+	87 - 89	C+	77-79	F	59 or less

## COURSE SCHEDULE AND ASSIGNMENTS

### Week 1: Jan. 9 / Jan. 11

#### **Orientation and Overview**

##### Reading and other assignments

- By 1/11: Skim: Squires and Anderson, “U.S. Healthcare from a Global Perspective: Spending, Use of Services, Prices, and Health in 10 Countries” The Commonwealth Fund, October 2015 [posted on Canvas class site]
- By 1/11: Order the required book (Burnham, *Health Care in America: A History*)

##### In-Class

- 1/9: Welcome and course overview
- 1/11: History of Health and Medicine: Parameters, Themes, Foundations

### Week 2: Jan. 16 / Jan. 18

#### **Reading, Researching, Writing, and Presenting History**

##### Reading and other assignments

- By 1/16
  - Primary and Secondary Source Reader [posted on Canvas class site]
  - Read review of Burnham’s book [posted on Canvas class site]
  - When you read the above selections, review the “Guiding Questions” [posted on Canvas class site]

By 1/18

- Browse talks posted under, “Before Public Speaking...” here: [https://www.ted.com/playlists/226/before\\_public\\_speaking](https://www.ted.com/playlists/226/before_public_speaking) [See link on Canvas class site]

##### In-class

- 1/16
  - Class lecture/discussion: Finding, reading, defining, analyzing, and presenting primary and secondary sources
  - **Reading quiz 0** on Primary and Secondary Source Reader

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- 1/18
  - Class lecture/discussion: Early histories of health and medicine
  - Guest speaker; Christopher Jiminez, FIU Libraries

### **Week 3: Jan. 23 / Jan. 25**

#### **Unsettling and Resettling Peoples and Lands**

##### Readings

- By 1/23: Burnham, Chapter 1
- By 1/25: Sample research report

##### In-class

- 1/23
  - Secondary Data Blitz (Group 1) presentations on Burnham, Chapter 1
  - **Reading quiz 1** on Burnham, Chapter 1
- 1/25
  - Primary Data Blitz (Group 1) presentations on sources related to Burnham Ch. 1

### **Week 4: Jan. 30 / Feb. 1**

#### **“Traditional” Healing Practices and Ideals**

##### Readings

- By 1/30: Burnham, Chapter 2

##### In-class

- 1/30
  - Secondary Data Blitz (Group 2) presentations on Burnham, Chapter 2
  - **Reading quiz 2** on Burnham, Chapter 2
- 2/1
  - Primary Data Blitz (Group 2) presentations on sources related to Burnham Ch. 2

### **Week 5: Feb. 6 / Feb. 8**

#### **The Rise of Professionalization**

##### Readings

- By 2/6: Burnham, Chapter 3

##### In-class

- 2/6 – **NO IN-CLASS SESSION; COMPLETE THE FOLLOWING ASSIGNMENTS ONLINE**
  - Complete Online: **Reading quiz 3** on Burnham, Chapter 3
  - Post Online: Two questions you have about Burnham, Chapter 3
- 2/8

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- Secondary Data Blitz (Group 3) presentations on Burnham, Chapter 3
- Primary Data Blitz (Group 3) presentations on sources related to Burnham Ch. 3

**Week 6: Feb. 13 / Feb. 15**

**Health, War, and Sanitation**

Readings

- By 2/13: Burnham, Chapter 4

In-class

- 2/13
  - Secondary Data Blitz (Group 4) presentations on Burnham, Chapter 4
  - Reading quiz 4 on Burnham, Chapter 4
- 2/15
  - Primary Data Blitz (Group 4) presentations on sources related to Burnham Ch. 4

**Week 7: Feb. 20 / Feb. 22**

**A Scientific Turn**

Readings

- By 2/20: Burnham, Chapter 5

In-class

- 2/20
  - Secondary Data Blitz (Group 5) presentations on Burnham, Chapter 5
  - Reading quiz 5 on Burnham, Chapter 5
- 2/22
  - Primary Data Blitz (Group 5) presentations on sources related to Burnham Ch. 5

**Week 8: Feb. 27 / March 1**

**Institutionalizing Care**

Readings

- By 2/27: Burnham, Chapter 6

In-class

- 2/27
  - Secondary Data Blitz (Group 6) presentations on Burnham, Chapter 6
  - Reading quiz 6 on Burnham, Chapter 6
  - Primary Data Blitz (Group 6) presentations on sources related to Burnham Ch. 6

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- 3/1 – **NO IN-CLASS SESSION; COMPLETE THE FOLLOWING ASSIGNMENTS ONLINE**
  - Post two questions about Burnham, Chapter 6
  - Complete mid-semester survey

**Week 9: Mar. 6 / Mar. 8**

**Public Health and Progressivism**

Readings

- By 3/6: Burnham, Chapter 7

In-class

- 3/6
  - Secondary Data Blitz (Group 7) presentations on Burnham, Chapter 7
  - **Reading quiz 7** on Burnham, Chapter 7
- 3/8
  - Primary Data Blitz (Group 7) presentations on sources related to Burnham Ch. 7

**Week 10: Mar. 13 / Mar. 15**

SPRING BREAK

**Week 11: Mar. 20 / Mar. 22**

**The Cold War Prestige of Drugs and Doctors**

Readings

- By 3/20: Burnham, Chapter 8

In-class

- 3/20
  - Secondary Data Blitz (Group 8) presentations on Burnham, Chapter 8
  - **Reading quiz 8** on Burnham, Chapter 8
- 3/22
  - Primary Data Blitz (Group 8) presentations on sources related to Burnham Ch. 8

**Week 12: Mar. 27 / Mar. 29**

**Research, Technology, Power**

Readings

- By 3/27: Burnham, Chapter 9

In-class

- 3/27

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- Secondary Data Blitz (Group 9) presentations on Burnham, Chapter 9
- **Reading quiz 9** on Burnham, Chapter 9
- 3/29
  - Primary Data Blitz (Group 9) presentations on sources related to Burnham Ch. 9

**Week 13: Apr. 3 / Apr. 5**

**Accessing and Financing Care**

**RESEARCH REPORT, DUE 8PM APRIL 5**

Readings

- By 4/3: Burnham, Chapter 10

In-class

- 4/3
  - Secondary Data Blitz (Group 10) presentations on Burnham, Chapter 10
  - **Reading quiz 10** on Burnham, Chapter 10
- 4/5
  - Primary Data Blitz (Group 10) presentations on sources related to Burnham Ch. 10

**Week 14: Apr. 10 / Apr. 12**

**Health and Environment**

Readings

- By 4/10: Burnham, Chapter 11

In-class

- 4/10
  - Secondary Data Blitz (Group 11) presentations on Burnham, Chapter 11
  - **Reading quiz 11** on Burnham, Chapter 11
- 4/12
  - Primary Data Blitz (Group 11) presentations on sources related to Burnham Ch. 11

**Week 15: Apr. 17 / Apr. 19**

**Medicalization and its Perils**

Readings

- By 4/17: Burnham, Chapter 12

In-class

- 4/17
  - Secondary Data Blitz (Group 12) presentations on Burnham, Chapter 12

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- Reading quiz 12 on Burnham, Chapter 12
- 4/12
  - Primary Data Blitz (Group 12) presentations on sources related to Burnham Ch. 12

**Week 15: Apr. 24 / Apr. 26**

**Retrospective**

Readings

- 4/24: Burnham, Chapter 13-14

In-class

- 4/24
  - Secondary Data Blitz (Group 12) presentations on Burnham Chapter 12
- 4/26
  - Primary Data Blitz (Group 12) presentations on sources related to Burnham Ch. 12
  - FINAL (CUMULATIVE) READING EXAM

**REVISED RESEARCH REPORT BASED ON DR. ADLER'S FEEDBACK – DUE 8PM  
4/30**

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