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AMH 3314: Public Health and Medicine in U.S. History

Florida International University
Department of History

GENERAL INFORMATION

Professor: Jessica L. Adler

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Office Hours: Wednesday 1:30-4pm; Friday 12-2:30pm; 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

REQUIRED BOOKS AND READINGS

NOTE: Excerpts of most books will be provided in a course packet or on our course web site. Books will also be on reserve in Green Library.

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Anderson, Warwick. *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines* Durham: Duke University Press, 2006. ISBN-13: 978-0822338437

Brandt, Allan M. *The Cigarette Century: The Rise, Fall, and Deadly Persistence of the Product That Defined America*. New York: Basic Books, 2007. ISBN: 13 978-0-465-07047-3

Downs, Jim. *Sick from Freedom: African-American Illness and Suffering During the Civil War and Reconstruction*. Oxford; New York: Oxford University Press, 2012. ISBN-13: 978-0190218263

Grob, GERAL N. *The Mad among Us: A History of the Care of America's Mentally Ill*. New York, New York: The Free Press, 1994. ISBN-13: 978-1451636338

Hoffman, Beatrix. *Health Care for Some: Rights and Rationing in the United States since 1930*. Chicago: The University of Chicago Press, 2012. ISBN-13: 978-0226102191

Leavitt, Judith Walzer. *Typhoid Mary: Captive to the Public's Health*. Boston, Massachusetts: Beacon Press, 1997. ISBN-13: 978-080702103-3

Oshinsky, David M. *Polio: An American Story*. New York: Oxford University Press, 2005. ISBN-13: 978-0195307146

Reverby, Susan M. *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy*. Chapel Hill: The University of North Carolina Press, 2009. ISBN-13: 978-1469609720

Rosenberg, Charles E. *The Cholera Years: The United States in 1832, 1849, and 1866*. Chicago: University of Chicago Press, 1987. ISBN-13: 978-0226726779

Starr, Paul. *The Social Transformation of American Medicine*. New York: Basic Books, 1982. ISBN-13: 978-0465079353

Tomes, Nancy. *The Gospel of Germs: Men, Women, and the Microbe in American Life* Cambridge: Harvard University Press, 1998. ISBN-13: 978-0674357082

ASSIGNMENTS AND EVALUATION

Class participation demonstrating global awareness, perspective, and engagement (20%) While your professor will offer short talks, field questions, and provide structure and guidelines for interactions, class sessions will incorporate collaborative, active learning strategies that rely on student participation. Expect to play a dynamic role in group and/or pair work, and to be required (by the professor and fellow students) to conjure questions and analyses relating to class discussions and the week's readings and topics.

Reading reports (20%): *Due by 8pm the Thursday before class. If you are responsible for the week's discussion handout (see below), post your handout rather than a report.* Brief (no more

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than 200 words) reading reports should highlight arguments, themes, or problems contained in the week's assigned texts. Posts can focus on your opinions and thoughts regarding just one or two aspects of the topic at hand, or take a broader view: In what ways do you agree or disagree with the author(s)? What ideas or perspectives have been overlooked? What do you think about the style and organization of the reading? How does it contribute to larger discussions about the history of public health and medicine? Include at least one question intended to spark class discussion. Students will earn a maximum of five points on reading reports. They will earn one point if they demonstrate an understanding of the readings, and the interrelatedness of local, global, international, and intercultural issues, trends, and systems; one point if they communicate their ideas in a clear and organized way; one point if they question or comment on a post made by a classmate; and two points if they demonstrate that they have critically and analytically engaged with the reading by questioning it, or comparing it to other course materials, including lectures and readings from previous weeks.

Discussion handout (10%): Due by 8pm the evening before a class session of your choosing. Within the first two weeks of class, you will sign up to provide a handout during a particular week. You are not required to complete a reading report (above) during the week when you prepare the discussion handout. Once during the semester, you will prepare and present in class a 1-2 page discussion handout. The handout should consist of four parts:

1. Annotated bibliography of two reviews of the book from academic journals or major newspapers. (Annotations should be three to five sentences and note key points brought up by the reviewer.)
2. Bibliography of related books published by university presses, and related papers published in peer-reviewed journals. (Include no fewer than three and no more than five books and no fewer than three and no more than five papers.)
3. Key quotations that encapsulate the reading's themes and arguments. (Include three to five quotations.)
4. Four questions to spur discussion. Questions should be interpretive and evaluative, rather than factual. (See descriptions of factual, interpretive, and evaluative questions, and pointers on leading good discussions, here: <http://www.greatbooks.org/wp-content/uploads/2014/12/Shared-Inquiry-Handbook.pdf>)

Each of the four sections of the handout will be worth 25 points (for a total of 100 points).

*Discussion Leadership (10%): Undertaken the class day on which your handout is distributed. Come to class prepared to lead discussion for 15-20 minutes by guiding your fellow students through the handout you have prepared. Discussion leadership will be assessed based on two criteria (worth 50 points each for a total of 100 points): communication of the multiple perspectives contained on the handout, and ability to solicit participation from classmates. Actively engage your fellow students by incorporating ideas from the Great Books Foundation's *Shared Inquiry Handbook* (<http://www.greatbooks.org/wp-content/uploads/2014/12/Shared-Inquiry-Handbook.pdf>). You may also wish to include a collaborative learning activity. Find ideas here:*

https://www.epigeum.com/downloads/uct_accessible/us/04_making/html/course_files/3_40.html

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Oral Presentation on Research Article (see below) (15%): During the third class meeting, you will sign up to do your oral presentation during Week 12, 13, or 15. Presentations should be approximately 8-10 minutes long and touch on the topic, works, and major questions explored in your research article (see below). During presentations, your fellow students will fill out a peer review sheet and provide critical and constructive comments. I will collect and review all peer evaluations, then remove evaluators' names before sharing them with the presenters. Peer evaluations of your presentation will not count towards your grade, but you should consider feedback and questions you receive when preparing your final paper.

Research article for the American Journal of Public Health (25%): Due the Monday after class ends. Your assignment is to research a topic and compose your own article in the style of an American Journal of Public Health "Then and Now" column. In the past, students have researched and written about a wide range of subjects, including the history of: organ donation; Veterans' Administration programs for treating post-traumatic stress disorder; federal policies regarding tobacco; medical school residency program regulations; the Clinton health plan; the anti-vaccination movement; and government funding for Alzheimer's research. When deciding on a topic, think about your professional and personal interests, and what subject you would like to explore in depth throughout this semester. Your study can include class readings as sources, but it should also draw from other secondary and primary sources, such as contemporary newspaper and magazine articles, and government documents. You are also encouraged to include photographs and other audiovisual materials, provided there are no copyright restrictions. NOTE: An assignment sheet contains more details on the structure of the in-class presentation and final paper.

Grading Scale

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: Introductions

Week 2: Overviews and orientation [Articles posted on Blackboard]

Alan Brandt 'Emerging Themes in the History of Medicine', *The Milbank Quarterly*, 69 (1991), 199-214.

Porter, Dorothy. "The History of Public Health: Current Themes and Approaches." *Hygiea Internationalis* 1, no. 1 (1999): 9-21.

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Susan M. Reverby and David Rosner. "Beyond Great Doctors' Revisited." In *Locating Medical History: Stories and Their Meanings*, edited by Frank Huisman and John Harley Warner. Baltimore and London: The Johns Hopkins University Press, 2004, 167-193.

Week 3: Disease

Rosenberg, Charles E. *The Cholera Years: The United States in 1832, 1849, and 1866*. Chicago: University of Chicago Press, 1987.

Week 4: War

Downs, Jim. *Sick from Freedom: African-American Illness and Suffering During the Civil War and Reconstruction*. Oxford; New York: Oxford University Press, 2012.

Week 5: Progress

Tomes, Nancy. *The Gospel of Germs: Men, Women, and the Microbe in American Life*. Cambridge: Harvard University Press, 1998.

Week 6: Imperialism

Anderson, Warwick. *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. Durham: Duke University Press, 2006.

Week 7: Freedom

Leavitt, Judith Walzer. *Typhoid Mary: Captive to the Public's Health*. Boston, Massachusetts: Beacon Press, 1996.

Week 8: Institutions

Grob, GERALD N. *The Mad among Us: A History of the Care of America's Mentally Ill*. New York, New York: The Free Press, 1994.

Week 9: Care (giving)

Starr, Paul. *The Social Transformation of American Medicine*. New York: Basic Books, 1982.

Week 10: Care (accessing)

Hoffman, Beatrix. *Health Care for Some: Rights and Rationing in the United States since 1930*. Chicago: The University of Chicago Press, 2012.

Week 11: Ethics

Reverby, Susan M. *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy*. Chapel Hill: The University of North Carolina Press, 2009.

Week 12: Research / Begin student research article oral presentations

Oshinsky, David M. *Polio: An American Story*. New York: Oxford University Press, 2005.

Week 13: Vices / Continue student research article oral presentations

Brandt, Allan M. *The Cigarette Century: The Rise, Fall, and Deadly Persistence of the Product That Defined America*. New York: Basic Books, 2007.

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Week 14: Thanksgiving/Spring Break - No class

Week 15: Conclude student research article oral presentations

→ Note: Final papers due the Monday of reading week

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