HIS 493E Disease, Illness & Health in Society

Fall-Winter 2004-5 – UWO History Department
Tuesday 9 a.m. – 12 p.m. in SSC 4103

Professor Shelley McKellar

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Course Description:

This course explores how society conceptualized and responded to disease, illness and health, focusing on North America from the time of contact between Europeans and natives peoples to the present. There are diverse meanings and practices associated with disease, illness and health. How we conceptualize being 'sick' or being 'healthy' has changed over time. Who or what factors have shaped those changes, and how has this contributed to redefining concepts of health and illness? Topics to be discussed include competing views of disease, medical pluralism, epidemics and social response, the role of the state, magic bullets, changing places of treatment, shifting definitions of healers, patient experiences, midwifery and childbirth, mental illness, among others. Questions relating to power, agency, class, race and gender shall be discussed. Using an historical perspective, we shall explore how perceptions of disease, illness, health and the related provision of health care have been intertwined with social, political and economic factors.

This is a seminar and workshop-structured course. Seminar meetings shall concentrate on student-directed discussions based on assigned readings, from which students shall acquire content and critical inquiry into this topic. Workshops shall facilitate student interaction with primary resource documents to develop research skills of 'doing history.' Students are given the opportunity to pursue their own research interest on the topic of health, illness and disease for their major course paper.

Course Objectives:

By the end of this course, students will:

1. Appreciate the interaction between the conceptualization and response of disease, illness, and health in society;

2. Understand many of the key issues, historiography and methodologies in the history of disease, illness and health;

3. Possibly use historical analysis to discover useful perspectives on today's problems and issues relating to health care debates;

4. Work towards developing several life-long learning skills including:
   - effective question formulation;
   - critical thinking;
   - peer and self assessment.
   - research skills;
   - communication (written & oral);

Course Evaluation:

• **Seminar & Workshop Participation** (attendance, discussion, moderation, presentations)	25%	Due: every meeting
• **Medical Artifact Essay** (4 pp)	10%	Due: Dec 7
• **Book Critique Essay** (6pp)	20%	Due: check schedule
Primary Source Based Research Paper		
• **Preliminary Proposal** - Line of Inquiry & List of Primary Docs (1p)	--	Due: Feb 1
• **Primary Source Presentation**	10%	Due: Feb 15
• **Revised Proposal** - Working Thesis & Essay Outline (1p) - Annotated List of Primary Documents	5%	Due: Mar 1
• **Draft Research Paper**	--	Due: Mar 15
• **Primary Source Based Research Paper** (18-20 pp in length)	30%	Due: Apr 5

Course Work Descriptions:

- **Seminar & Workshop Participation** (attendance, discussion, moderation, presentations**)**

Seminar Meetings: We shall meet weekly as a seminar group to discuss assigned readings towards gaining insight into some of the key issues, historiography and methodologies in the history of disease, illness and health. A schedule of our meetings is presented below. Note the assigned readings as per HIS 493E Seminar Readings Term 1 and Term 2 handouts. Attendance is mandatory. Students are expected to come prepared to discuss the assigned readings in detail, and to bring their notes to meetings.

No written work is required to be submitted based on the readings for our discussions, however, the instructor reserves the right to implement this practice if she feels that students are not coming to meetings prepared. Written response papers, if requested, will be graded and tabulated as part of your participation grade. At the discretion of the instructor, students who miss meetings may submit response papers to demonstrate understanding of, and engagement with, assigned readings.

Student Moderators: All students will take turns at moderating our seminar meetings. Students will pair up (groups of 2) to moderate sessions. Your job as moderator is to facilitate discussion for the meeting (not deliver a presentation of the readings), ensuring that the significant issues are addressed as well as raising debate. This means that in addition to closely reading the articles for the meeting, you come prepared with strong inquiry questions to encourage discussion and/or stir debate. You might consider doing extra reading or research to bring an additional (possibly contradictory) viewpoint to the discussion on that week's topic. Extra reading or research is, however, not required. My rationale for this moderator role-playing is to encourage oral communication skills and interaction with your peers. It also allows for self-directed learning for you as a moderator and for the class as a group – you will be identifying the important issues, faulty arguments, research gaps, and contributing to one of our overall objectives of appreciating the complex interaction between disease, illness, health and social change.

Workshops: Throughout the course I have scheduled four workshops that are related to assisting you with your assignments. The purpose of these workshops is to assist in student development of research skills of 'doing history' – including asking good historical questions, analyzing primary source materials, communicating findings in both oral and written formats, and encouraging peer interchange and assessment. Three of these workshops focus on working with primary source materials, including objects (UWO Medical Artifact Collection) and textual materials (ARCC collections at Weldon Library). In the past, students have found that one of the most valuable workshops has been the peer critique workshop. For the Peer Critique workshop to be successful, students must respect the deadline for submission of their draft papers and are expected to critically read the draft papers of their peers in order to provide constructive comments for improvement. Students should be prepared to provide both written and verbal feedback for their peers.

- **Medical Artifact Essay** (4 pp double-spaced)

During the Workshop with Medical Artifacts on November 16th, students will be assigned a particular medical artifact. You'll be asked: What is it? How was it used? What does this tell us about past medical practice, patient experience, and understanding of health, disease and the body at that particular time? At the end of the workshop, students will give a short presentation on what they have learned about the object and some of the questions they still have.

Students will have three weeks to conduct additional research and to write a short essay (4 pp double-spaced) on the **significance of the artifact**, specifically what's important about this artifact and what does it tell us about the practice, knowledge or experience of health and medicine? Subject to editing, these papers will be added to the UWO Medical Artifact Collection database with student credit. Students grant permission to do this unless otherwise discussed with professor.

- **Book Critique: Presentation** (10 min) **& Short Essay** (6 pp double-spaced)

Students will undertake an oral and written book critique in Term 1. See listing of books on Reading List. **For the presentation**, students must present the author's thesis and argument, and how this work fits into the assigned readings and discussion of that particular seminar meeting. Please do not read your essay for this presentation.

For the short essay, students should offer a critique of the book based around a thesis statement or position. "This is a good (or bad) book" is not a strong thesis statement or position. A better thesis statement or position would be, "This book provides a convincing argument of hysteria as a socially constructed condition, demonstrating the role played by gender and class concerns during this period." The essay would then go on to identify the "convincing" tenets of the argument. Do not fall into the narrative trap! This is not a book report (your reading and comprehension is not being evaluated) but a **book critique** – your analysis of the argument and your ability to synthesize it with broader issues and content you have learned in this course are being evaluated. You should contrast it with the other assigned readings. **Your essay is due the day of your presentation in class.**

- **Primary Source Based Research Paper** (18-20 pp double-spaced)

Students have the opportunity to write a paper of original research based on primary sources – such as objects, newspapers, pamphlets, government documents, medical literature and more. The research paper should also incorporate research from secondary source material.

This research paper provides you the opportunity to work through the skills of being a good historian. That is, you are expected to formulate an effective historical question, locate resource materials (primary and secondary sources), evaluate evidence, apply critical analysis, synthesize your research findings, and formulate conclusions. Students are strongly advised to start thinking about the

research paper **BEFORE January**. Do not be daunted by this assignment. First, pursue a topic you are really interested in. Secondly, spend a couple of hours in the library finding out what resources are available on the topic and familiarizing yourself with the relevant debate or issues. Thirdly, make an appointment with the professor to discuss any rough ideas for your research paper. Throughout Term II there will be time (and assignments) set aside to assist you in preparing a good final research paper.

Preliminary Proposal:	Line of Inquiry & List of Primary Docs (1p)	Due: Feb 1
Primary Source Presentation:	Copies/summary circulated	Due: Feb 8
	Interrogating Sources Workshop	Due: Feb 15
Revised Proposal:	Working Thesis & Essay Outline (1p)	
	Annotated List of Primary Documents	Due: Mar 1
Draft Research Paper:	Copies circulated (one week in advance)	Due: Mar 15/ 22
	Peer Critique Workshop	Due: Mar 22/ 29
Final Paper:	For assignment grade	Due: Apr 5

Due Dates and Late Penalties:

Your assignments are due as per the above listed dates in seminar meetings. Penalty for late essays is 2% each day (including Saturdays and Sundays) after the due date. Essays must be handed to the instructor or submitted to the History Department on the 4th floor in the Social Sciences Building. Faxed and emailed essays are not acceptable. Extensions may be granted if legitimate circumstances are presented by the student to the professor well in advance of the due date. Poor work planning (such as "I have XX other papers due") is not grounds for an extension. After 10 working days, the assignment will not be accepted without a properly documented excuse. There will be no exceptions unless student provides medical documentation.

Statement on Academic Ethics and Academic Dishonesty:

Students are reminded that they should read and comply with the university's position on academic ethics and academic dishonesty. Plagiarism and submission of work that is not one's own or for which previous credit has been obtained are examples of academic dishonesty.

HIS 493E - Seminar Meeting Schedule

Sept 14	Introduction: Studying the History of Disease, Illness and Health in Society

I. Different Views of Health and Illness

Sept 21	Western Health and Medicine
Sept 28	Aboriginal Conceptions and Treatments
Oct 5	***Class cancelled***
Oct 12	Alternative Views and Treatments
Oct 19	Public Health and Medical Theory

II. Disease and Societal Response

Oct 26	Framing Disease: A Valid Approach?
Nov 2	Cholera, Smallpox, Influenza
Nov 9	Tuberculosis, Polio
Nov 16	Workshop #1: Working with Objects: UWO Medical Artifact Collection
Nov 23	Cancer, Diabetes
Nov 30	Sex and Disease
Dec 7	Film: And the Band Played On *** Medical Artifact paper due**

Jan 4	Workshop #2: Working with Primary Text Documents: ARCC Collections

III. Treatments and Experiences

Jan 11	Mental Illness
Jan 18	Childbirth
Jan 25	Drug Therapy
Feb 1	Technology in Medicine *** Preliminary Proposal due**

IV. The Body in Health and Medicine

Feb 8	The Experimental Body
Feb 15	Workshop #3: Interrogating Historical Sources: Student Presentations
Feb 22	***No class – Conference Week***
Mar 1	The Reproductive Body *** Revised Proposals due**
Mar 8	The Healthy and/or Ideal Body
Mar 15	Technology and the Body *** Draft Research Papers due**
Mar 22	Workshop #4A: Draft Research Paper: Peer Critique
Mar 29	Workshop #4B: Draft Research Paper: Peer Critique
Apr 5	Wrap-Up *** Final Research Paper due**

Reading List - Term 1

Sept 14 Introduction: Studying the History of Disease, Illness and Health in Society

- "Sickness and Health: An Overview," in *Sickness and Health in America*, Third Edition (1997)
- "Pictorial Essay on Sickness and Health in America," in *Sickness and Health in America*, Third Edition (1997)

I. Different Views of Health and Illness

Sept 21 Western Health and Medicine

- R.Porter, "The Rise and Fall of the Age of Miracles," *History Today* (Nov 1996) 46, 11, pp.69-75.
- T.McKeown, "Introduction: Concepts of health and disease," and "Behaviour, environment and therapy," in *The Role of Medicine: Dream, Mirage or Nemesis?* (1976), pp.1-12; 75-100.
- C.Rosenberg, "Health in the Home," in *Right Living: An Anglo-American Tradition of Self-Help Medicine and Hygiene* (2003)
- T.Horrocks, "Rules, Remedies and Regimens: Health Advice in Early American Almanacs," in *Right Living: An Anglo-American Tradition of Self-Help Medicine and Hygiene* (2003)
- "Therapeutics" and J.H.Warner, "From Specificity to Universalism in Medical Therapeutics: Transformation in the 19th-Century United States," in *Sickness and Health in America*, Third Edition (1997)

Sept 28 Aboriginal Conceptions and Treatments

- M.Kelm, "Aboriginal Conceptions of the Body, Disease and Medicine," in *Colonizing Bodies* (1998)
- J. Waldram, A.Herring and T.Young, "Medical Traditions in Aboriginal Cultures," in *Aboriginal Health in Canada* (1995)
- C.Calloway, "Indians, Europeans, and the New World of Disease and Healing," in J.H.Warner and J.A. Tighe, ed. *Major Problems in the History of American Medicine and Public Health* (2001)
- C.Trafzer, "First Nations and Medical History," *CBMH* (2001), 18: 5-9.
- C.Toman, "George Spence: Surgeon and Servant of the Hudson's Bay Company, 1738-41," *CBMH* (2001), 18: 17-42.

Book Critique – Maureen Lux, *Medicine That Walks: Disease, Medicine and Canadian Plains Native People, 1880-1940* (2001)

Oct 5 Class cancelled

Oct 12 Alternative Views and Treatments

- N.Gevitz, "Three Perspectives on Unorthodox Medicine," in *Other Healers: Unorthodox Medicine in America* (1988)
- J.Whorton, "The Hippocratic Heresy: Alternative Medicine's Worldview," in *Nature Cures: The History of Alternative Medicine in America* (2002)
- W.Rothstein, "The Botanical Movements and Orthodox Medicine," in *Other Healers: Unorthodox Medicine in America* (1988)
- M.Kaufman, "Homeopathy in America: The Rise and Fall and Persistence of a Medical Heresy," in *Other Healers: Unorthodox Medicine in America* (1988)
- J.T.H. Connor, "A Sort of Felo-de-Se: Eclecticism, Related Medical Sects and their Decline in Victorian Ontario," *BHM* 1991, 65, pp.503-27.

Book Critique – Susan Cayleff, *Wash and Be Healed: The Water-Cure Movement and Women's Health* (1987) **OR** J.Stuart Moore, *Chiropractic in America: The History of a Medical Alternative* (1993) **OR** John Haller Jr., *Medical Protestants: The Eclectics in American Medicine 1825-1939* (1994)

Oct 19 Public Health and Medical Theory

- H.MacDougall, "Public Health and the 'Sanitary Idea' in Toronto, 1866-1890," in *Essays in the History of Canadian Medicine* (1988)
- N.Tomes, "The Private Side of Public Health: Sanitary Science, Domestic Hygiene and the Germ Theory, 1870-1900," in *Sickness and Health in America*, Third Edition (1997)
- N.Tomes, "Introduction to Special Issue on Rethinking the Reception of the Germ Theory of Disease: Comparative Perspectives," and "American Attitudes toward the Germ Theory of Disease: Phyllis Allen Richmond Revisted," *JHMAS* (Jan 1997) 52: 7-50.
- J.Leavitt, "'Typhoid Mary' Strikes Back: Bacteriology Theory and Practice in Early 20th Century Public Health," in *Sickness and Health in America*, Third Edition (1997)

Book Critique – Nancy Tomes, *The Gospel of Germs: Men, Women and the Microbe in American Life* (1998) **OR** Judith Walzer Leavitt, *Typhoid Mary: Captive to the Public's Health* (1996) **OR** Howard Markel, *Quarantine: East European Jewish Immigrants and the New York City Epidemics of 1892* (1997)

II. Disease and Societal Response

Oct 26 Framing Disease: A Valid Approach?

- C.Rosenberg, "Framing Disease: Illness, Society and History," in *Explaining Epidemics* (1992)
- W.Rothstein, "Disease as a Social Concept," in *Readings in American Health Care* (1995)
- R.Cooter, "'Framing' the End of the Social History of Medicine," in *Locating Medical History* (2004)
- M.Fissell, "Making Meaning from the Margins," in *Locating Medical History* (2004)

Book Critique – Barbara Clow, *Negotiating Disease: Power and Cancer Care, 1900-1950* (2001)

Nov 2 Cholera, Smallpox, Influenza

- J.N.Hays, "Cholera and Sanitation," in *The Burdens of Disease: Epidemics and Human Response in Western History* (1998)
- K.Arnup, "'Victims of Vaccination?': Opposition to Compulsory Immunization in Ontario, 1900-1990," *CBMH* (1992), 9: 159-76
- J.McGinnis, "The Impact of Epidemic Influenza: Canada 1918-1919," in *Medicine in Canadian Society* (1981)
- K.Patterson and G.Pyle, "The Geography and Mortality of the 1918 Influenza Pandemic," *BHM* (1991), 65(1): 4-21.
- M.Humphreys, "No Safe Place: Disease and Panic in American History," *American Literary History* (Winter 2002), 14(4): 845-857.

Book Critique – Michael Bliss, *Plague: A Story of Smallpox in Montreal* (1991) **OR** Geoffrey Bilson, *A Darkened House: Cholera in Nineteenth-Century Canada* (1980) **OR** Gina Bari Kolata, *Flu: The Story of the Great Influenza pandemic of 1918 and the Search for the Virus that Caused it* (1999)

Nov 9 Tuberculosis, Polio

- J.N.Hays, "Tuberculosis and Poverty," in *The Burdens of Disease: Epidemics and Human Response in Western History* (1998)
- P.Humphreys, "*The Magic Mountain* – A Time Capsule of Tuberculosis Treatment in the Early Twentieth Century," *CBMH* (1989), 6: 147-163.
- J.Robbins, "Class Struggles in the Tubercular World: Nurses, Patients and Physicians 1903-1915," *BHM* (1997), 71: 412-434.
- C.Rutty, "The Middle-Class Plague: Epidemic Polio and the Canadian State, 1936-37," in *CBMH* 13,2 (1996): 277-314
- D.Wilson, "A Crippling Fear: Experiencing Polio in the Era of FDR," *BHM* (1998), 72: 464-495.

Book Critique – Katherine McCuaig, *The Weariness, the Fever and the Fret: The Campaign against Tuberculosis in Canada 1900-1950* (1999) **OR** Katherine Ott, *Fevered Lives: Tuberculosis in American Culture since 1870* (1996) **OR** Naomi Rogers, *Dirt and Disease: Polio Before FDR* (1996),

Nov 16 Workshop #1: Working with Objects: UWO Medical Artifact Collection

- Handout -- Workshop #1: Working with Objects
- J.Duffin, "Medical Knowledge in Diagnosis," and "Medical Knowledge in Therapy" in *Langstaff: A Nineteenth-Century Medical Life* (1993), pp.59-91.
- J.T.H. Connor, "Medical Technology in Victorian Canada," *CBMH* (1996): 97-123.
- J.Edmonson, "Learning from the Artifact: Surgical Instruments as Resources in the History of Medicine and Medical Technology," *Caduceus* (Autumn 1993): 87-95.
- G.Worden, "Steel Knives and Iron Lungs: Medical Instruments as Medical History," *Caduceus* (Autumn 1993): 111-118.

Nov 23 Cancer, Diabetes

- C.Hayter, "Cancer: The Worst Scourge of Civilized Mankind," *CBMH* (2003), 20: 251-263.
- J.T.Patterson, "Cancer, Cancerphobia, and Culture: Reflections on Attitudes in the United States and Great Britain," *Twentieth Century British History,* Vol.2, No.2 (1991): 137-49.
- B.Clow, "Who's Afraid of Susan Sontag? Or the Myths and Metaphors of Cancer Reconsidered," *Social History of Medicine* (2001) 14(2): 293-312.
- J.Young and R.McFadyen, "The Koch Cancer Treatment," *JHMAS* (July 1998), 53: 254-284.
- C.Feudtner, "The Want of Control: Ideas, Innovations and Ideals in the Modern Management of Diabetes Mellitus," *BHM* (1995), 69: 66-90.

Book Critique – Barron Lerner, *The Breast Cancer Wars: Fear, Hope and the Pursuit of Cure in Twentieth-Century America* (2001) **OR** Chris Feudtner, *Bittersweet: Diabetes, Insulin and the Transformation of Illness* (2003) **OR** Michael Bliss, *The Discovery of Insulin* (1982)

Nov 30 Sex and Disease

- S.Buckley and J.McGinnis, "Venereal Disease and Public Health Reform in Canada," *Canadian Historical Review* (1982), 3: 337-354.
- J.Cassel, "Private Acts and Public Actions: The Canadian Response to the Problem of Sexually Transmitted Disease in the Twentieth Century," *Transactions of the Royal Society of Canada* (1989), 4: 305-328.
- E.Fee, "Sin versus Science: Venereal Disease in Twentieth-Century Baltimore," in *AIDS: The Burden of History* (1988)
- G.Oppenheimer, "In the Eye of the Storm: The Epidemiological Construction of AIDS," in *AIDS: The Burden of History* (1988)
- P.Monette, "Borrowed Time: An AIDS Memoir," in *Medicine and Western Civilization* (1995)

Book Critique – Allan Brandt, *No Magic Bullet: A Social History of Venereal Disease in the United States since 1800* * Expanded Edition with new chapter on AIDS (1987) **OR** Jay Cassel, *The Secret Plague : Venereal Disease in Canada, 1838-1939* (1987) **OR** Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (2002)

Dec 7 Film: And the Band Played On --- * Medical Artifact paper due

- *And the Band Played On* – see handout
- G.Smith, "Historical Perspectives on AIDS: Society, Culture and STDs," *Queen's Quarterly* 96/2 (1989): 258-262.

Reading List - Term 2

Jan 4 **Workshop #2: Working with Primary Text Documents: ARCC Collections**

- Handout -- Workshop #2: Working with Primary Text Documents

III. Treatments and Experiences

Jan 11 **Mental Illness**

- W.Rothstein, "A Historical Analysis of the Treatment of the Mentally Ill," in *Readings in American Health Care* (1995)
- G.Grob, "Mental Health Policy in America: Myths and Realities," in *Readings in American Health Care* (1995)
- W.Mitchinson, "Reasons for Committal to a Mid-Nineteenth-Century Ontario Insane Asylum: The Case of Toronto," in *Essays in the History of Canadian History* (1988)
- D.Wright, "Getting Out of the Asylum: Understanding the Confinement of the Insane in the Nineteenth Century," *Social History of Medicine* (1997): 137-155.
- G.Grob, "Psychiatry's Holy Grail: The Search for the Mechanisms of Mental Diseases," *Bulletin of the History of Medicine* 72, 2 (1998): 189-219.

Jan 18 **Childbirth**

- W.Mitchinson, "The Even More Uncertain World of Obstetrics," in *Giving Birth in Canada, 1900-1950* (2002)
- J.T.H. Connor, "Larger Fish to Catch Here than Midwives: Midwifery and the Medical Profession in Nineteenth-Century Ontario," in *Caring and Curing* (1994)
- J.Leavitt, "What do Men have to do with it? Fathers and Mid-Twentieth Century Childbirth," *BHM* 77 (2003): 235-262.
- J.Oppenheimer, "Childbirth in Ontario: The Transition from Home to Hospital in the early twentieth century," in *Delivering Motherhood* (1990), pp.51-74

Jan 25 **Drugs, Medicine and Society -- * Preliminary Proposal due**

- J.Parascandola, "From Germs to Genes: Trends in Drug Therapy, 1852-2002," *Pharmacy in History* (2002), 44(1): 3-11.
- D.Adams, "The Penicillin Mystique and the Popular Press (1935-1950)," *Pharmacy in History* (1984), 26(3): 134-142.
- J.Metzl, "'Mother's Little Helper': The Crisis of Psychoanalysis and the Miltown Resolution," *Gender and History* (2003), 15: 228-255.
- E.M.Tansey, "'They Used to Call it Psychiatry': Aspects of the Development and Impact of Psychopharmacology," *Clio Medica* (1998), 49: 79-102.
- S.Speaker, "From 'Happiness Pills' to 'National Nightmare': Changing Cultural Assessment of Minor Tranquilizers in America, 1955-1980," *JHMAS* (1997), 52: 338-376

Feb 1 **Technology in Medicine**

- J.T.H. Connor, "The Adoption and Effects of X-Rays in Ontario," *Ontario History* (March 1987), 79: 92-107.
- C.Hayter, "The Clinic as Laboratory: The Case of Radiation Therapy 1896-1920," *BHM* (1998), 72: 663-688.
- B.Lerner, "'To See Today with the Eyes of Tomorrow': A History of Screening Mammography," *CBMH* (2003), 20: 299-321.
- M.Sandelowski, "'Making the Best of Things': Technology in American Nursing 1870-1940," *Nursing History Review* (1997), 5:3-22

- J.Maxwell, “The Iron Lung: Halfway Technology or Necessary Step?” and L.Thomas, “Response to James H. Maxwell’s Essay, ‘The Iron Lung’,” *The Milbank Quarterly* (1986), 64: 3-33.

IV. The Body in Health and Medicine

Feb 8 The Experimental Body

- T.Savitt, “The Use of Blacks for Medical Experimentation in the Old South,” *Journal of Southern History* 48 (1982): 331-48.
- H.Prescott, “Using the Student Body: College and University Students as Research Subjects in the United States during the Twentieth Century,” *JHMAS* (Jan 2002), 57: 3-38.
- A.Brandt, “Racism and Research: The Case of the Tuskegee Syphilis Experiment,” in *Rethinking the Tuskegee Syphilis Study*, ed. Susan Reverby (Chapel Hill: UNC, 2000): 15-33.
- S.Bell, “Events in the Tuskegee Syphilis Project: A Timeline,” in *Rethinking the Tuskegee Syphilis Study*, ed. Susan Reverby (Chapel Hill: UNC Press, 2000): 34-38.
- S.Smith, “Neither Victim nor Villian: Eunice Rivers and Public Health Work,” in *Rethinking the Tuskegee Syphilis Study*, ed. Susan Reverby (Chapel Hill: UNC Press, 2000): 348-364.

Feb 15 Workshop #3: Interrogating Historical Sources -- Student Presentations

- Handout -- Workshop #3: Interrogating Historical Sources

Feb 22 *No class – Conference Week*

Mar 1 The Reproductive Body * Revised Proposals due

- A.Tone, “Contraceptive Consumers: Gender and the Political Economy of Birth Control in the 1920s,” in *Women and Health in America* (1999)
- A.McLaren, “’Keep Your Seats and Face Facts’: Western Canadian Women’s Discussion of Birth Control in the 1920s,” *CBMH* (1991), 8: 189-201.
- A.Tone, “Making Room for Rubbers: Gender, Technology and Birth Control before the Pill,” *History and Technology* (2002), 18(1): 51-76.
- E.Watkins, “Physicians, Patients, and the New Oral Contraceptives (Ch.2),” and “Conclusion (Ch.6),” *On the Pill: A Social History of Oral Contraceptives 1950-1970,* (1998)
- Angus McLaren, “Abortion as Birth Control,” in *The Bedroom and the State: The Changing Practices and Politics of Contraception and Abortion in Canada, 1880-1997* (1997)

Mar 8 The Healthy and/or Ideal Body

- E.Toon and J.Golden, “’Live Clean, Think Clean, and Don’t Go to Burlesque Shows’: Charles Atlas as Health Advisor,” *JHMAS* (January 2002), 57: 39-60 and “Rethinking Charles Atlas,” *Rethinking History [Great Britain]* (2000) 4,1: 80-84.
- R.Apple, “’They Need it Now’: Science, Advertising and Vitamins, 1925-1940,” *Journal of Popular Culture* (Winter 1988) 22(3): 65-83.
- M.Lowe, “From Robust Appetites to Calorie Counting: The Emergence of Dieting Among Smith College Students in the 1920s,” in *Women and Health in America* (1999)
- B.Haiken, “Plastic Surgery and American Beauty at 1921,” *BHM* (1994), 68: 429-453.
- J.Brumberg, “From Psychiatric Syndrome to ‘Communicable’ Disease: The Case of Anorexia Nervosa,” in *Framing Disease: Studies in Cultural History* (1997)

Mar 15 Technology and the Body * Draft Research Papers due

- D.Young, “Obstetrical Intervention and Technology in the 1980s,” *Women and Health* (1982) Vol 7 (3,4), special issue

- M.Sandelowski, “Separate but less equal: Fetal Ultrasonography and the Transformation of Expectant Mother/Fatherhood,” *Gender and Society* (1994) Vol.8, pp.230-45.
- D.Serlin, “Engineering Masculinity: Veterans and Prosthetics after World War Two,” in *Artificial Parts, Practical Lives* (2002)
- S.McKellar, “Artificial Hearts – A Technological Fix More Monstrous Than Miraculous?” in *Technological Fix: How People Use Technology to Create and Solve Problems* (2004)
- E.Haiken, “Modern Miracles: The Development of Cosmetic Prosthetics,” in *Artificial Parts, Practical Lives* (2002)

Mar 22 **Workshop #4A: Draft Research Paper: Peer Critique**

- Handout -- Workshop #4: Peer Critique

Mar 29 **Workshop #4B: Draft Research Paper: Peer Critique**

- Handout -- Workshop #4: Peer Critique

Apr 5 **Wrap-Up * Final Research Paper due**