

**John McKiernan-Gonzalez**

**Health & Illness in American History  
HIS 350 / Course ID: 39450  
Times: Wednesday 3:00-6:00**

**Classroom: Sanchez SZB 434**

**Office: Garrison 0.108**

**Current Research Project:  
*Working Conditions:  
Medical Authority & Civil Rights,  
1900-1970***



Health Films: Eva Martinez, Mickey Ynostroza, Vero Martinez, and Mrs. Mike Stevens screen health films in Dr. Garcia's office. The films were shown as part of a mass tuberculosis survey in Corpus Christi, April 1955. *GI Forum*, April 1955.

## **HIS 350 Health and Illness in American History**

Over the course of the two centuries that are the focus of this course, the United States went from being an unequal predominantly rural, slave-holding agrarian republic to becoming an unequal urban, industrial, market based imperial democracy. In broad terms, as conditions changed, people in North America worked to survive, shape and understand the implications of new social, economic and political conditions. It is the contention of this course that “health” and “disease” were crucial to the shaping and the understanding of these conditions. Moreover, the terms of the relationships between health and society are open to further exploration and this is the subject of the seminar.

The contested nature of ‘health and disease’ is the basis for this seminar in historical research. For the purpose of this course, we will apply particular categories of analysis – race, gender, class, and citizenship, for example – to understand how women and men’s position, experience and understanding of health and disease intersect with local and regional, and even national histories.

### **Course requirements**

In order to maintain consistent engagement with the writing expected for Substantial Writing Component, there will be a variety of writing exercises. These will include your use of class readings, handouts, group projects and semi-independent research projects.

## Grading

Category	Percentage	Due
Response Papers / Quizzes	10%	Every class
Thematic Review	10%	Friday 09/14
Primary Source Narrative Analysis	20%	Wednesday 10/10
Group Presentation	5%	Depends
Group Presentation Response Paper	5%	Depends
Research Presentation	5%	Depends
Research Narrative	10%	Wednesday 11/21
Research Paper	20%	Wednesday 12/12
Participation	15%	Every class
Attendance	5%	Every class

### Thematic Review

1. You will choose a theme that you see present across at least three readings.
2. You will analyze how the theme changes over time, or around a particular context, or represents a continuous situation over time.
3. The paper should be at least three pages, but no more than five.

### Primary Source Narrative Analysis: *Muller v. Oregon*

1. We will be reading a document reader that treats the overlapping rise of women's rights and the public regulation of private (market) decisions.
2. The reader, *Muller v. Oregon*, looks at the rise and fall of a particular kind of women's movement, and a particularly medically driven kind of market regulation.
3. You will choose among the variety of perspectives made available to you through the readings to analyze the situations and documents provided in the reader.
4. The paper should be between 3 and 5 pages long, and take a position regarding the interpretation of your sources.

### **Group Presentation**

1. There will be a short group presentation on a chapter or article assigned for the day. Each student will be responsible for a maximum of two power point slides.
2. The group will provide the class a one page handout for the presentation.
3. The group presentation will be on the chapter or article of your choice.
4. The group will provide a one page handout along with the presentation.
5. Students will submit their own response paper alongside the group handout. You are expected to respond to the material, not the group process.
6. The response paper should be at least two but no more than four pages.

### **Research Presentation**

1. Students will give a two page presentation of their early research findings.
2. The presentations will happen after the break.
3. They will discuss primary sources.
4. They will discuss your research question and your research methods.
5. The question and the research paper must connect to the readings in class.

### **Research Narrative**

1. This will be four to five pages of writing.
2. Your paper will be your first analysis and description of a set of your primary sources.
3. The paper should place your analysis within the larger story of your research paper.

### **Final Paper**

1. The paper will be between 7 to 10 pages long, and will be due the first day of exams.
2. The paper must connect to the social and cultural history of medicine.

### **Participation**

Your success in this class depends on your active participation. You should come to section not only having read, but also having reviewed your notes and thought about the material so that you are prepared with questions, topics and insights for discussion.

Regular participation in class discussion is crucial. Your understanding of the assigned material will help your fellow students grapple with the themes of this course. I strongly encourage comments that initiate an informed understanding of the lectures and the weekly readings.

Active listening, informed questions, and brief observations on Blackboard or in class are crucial to full participation. Hence, you should make an effort to cover a substantial portion of the assignment for each section.

As all participants are engaged in the production of a research paper, the weekly seminars will emphasize the more collective dimensions involved in the creation of a research

community. We will learn how to offer productive and supportive feedback to our fellow scholars.

Some students' abilities may pose difficulties for different kinds of participation. Please arrange to let me know privately during the first week of class to discuss accommodations. Please bring a current **Letter of Accommodations** from the Office of Disability Services that is prerequisite for receiving accommodations. Accommodated examinations through the Office of Disability Services require two weeks notice.

It is my hope that differences in interpretation will appear in this class. This should not be a surprise, as we are all invested in different ways in the history of the United States. Thus, it is important for discussion that each student not only share his or her insights but also respect and engage the efforts of other students to grapple with the course material in section. Obviously, I do not expect the same interpretation from all students. I do expect that each participant in the class be treated with courtesy and respect.

If at any point participation is a problem for you, please let me know as soon as possible.

Class participation comes in varied forms. Some people are more comfortable speaking in discussion. Other people express themselves more comfortably with pen and paper. Others do best on-line. Still others do well within the stage of a class presentation. Because I do not wish to impose one form of participation over other forms, I will encourage written, on-line and oral participation over the span of the semester. In this seminar, written participation will include short response papers. Oral participation will include group presentations as well as class discussion.

Your participation grade is multi-factorial. Among other things, this is where improvement in quality of your work is calculated. The other factors include but are not limited to attendance, timeliness, mutual respect, mutual support, engagement and active listening.

**Response Papers:** I expect you to bring to each class two quotes from each article. The first should be the most interesting sentence by each author. The second should be the most interesting primary source used by each author. You can add two or three sentences of your own that explain why you found this material both interesting and important. There may be points where I will assign a two page response paper, but this will be intended as a spark for class discussion.

**Quizzes:** I do pop reading quizzes. Be warned: I especially like to give quizzes when I sense students are unprepared for lecture. My quizzes are not hard if you have done the reading. Come to class prepared. I do not give make-up quizzes. For quizzes, I grade using the following symbols: + (excellent); ü+ (good); ü (acceptable); ü- (poor); — (failed). **Quizzes also can be conceived of as a reward for the students that stay on top of the reading. This is your opportunity to show your hard work.**

## **Student Requirements:**

Attendance is mandatory.

Let me explain this statement a little further. Reading the assigned articles and texts for the class is mandatory. Sharing your understanding of the articles and monographs in this course is as close to being mandatory without being required. I cannot stress strongly enough the importance of concentrated listening and a respectful back and forth between the participants in the seminar. Without a shared commitment to an atmosphere that foments a rich and engaging discussion, there is little point to being present in this seminar.

By attendance, I assume that you will have read the articles and texts and found at least three points in the articles that you consider important enough to share with your fellow seminar participants. Please write down and bring a quote that is of interest to you from each article to class.

More than three unexcused absences will drastically affect your participation and attendance grade. . (Should an emergency situation necessitate your absence, a 2 page analysis of the week's readings will be due by 4 p.m. the Monday after you missed class.)

Every written assignment must be typed, use a clear font size between 10 and 12 point, and have one-and-a-half or double spacing between each line.

Academic Dishonesty (plagiarism) will be severely punished. I will immediately assign a zero for the assignment and, most likely, a FF grade for the course. For more on plagiarism, see the UNIVERSITY OF TEXAS Undergraduate catalog.

In the process of research and writing, you may use other people's words and sentences as if they were your own ideas. This mistaken borrowing is obvious to most experienced readers. Take pride, have faith in yourself and communicate your understanding of the material in your own words. I have found that reading a draft of a paper out loud before a final draft is complete will help make your paper your own. However, if I find that your project or paper paraphrases another written source too closely, the work is of "questionable academic integrity," and will receive a D.

## **University Policies**

### *Use of E-mail for Official Correspondence to Students*

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

### *Q drop Policy*

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

### *Emergency Evacuation Policy*

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### *Documented Disability Statement*

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: [http://www.utexas.edu/diversity/ddce/ssd/for\\_cstudents.php](http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php)

### *Behavior Concerns Advice Line (BCAL)*

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's

behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**Readings for the Course:**

Jennifer Brier, *Infectious Ideas: the Political History of AIDS* (Chapel Hill: University of North Carolina Press, 2011)

Nancy Tomes, *The Gospel of Germs: Men, Women and the Microbe in American Life*, (Cambridge: Harvard University Press, 1999)

Nancy Woloch, *Muller v. Oregon: a Brief History with Documents*, (NY: Bedford St. Martins Press, 1996)

Leslie Reagan, *When Abortion was a Crime: Women, Medicine and the Law, 1867-1973* (Berkeley: University of California Press, 1998)

Natalia Molina, *Fit to be Citizens: Public Health and Race in Los Angeles, 1878-1939* (Berkeley: University of California Press, 2007)

Alondra Nelson, *Body and Soul: the Black Panther Party and the Struggle against Medical Discrimination*, (Minneapolis: University of Minnesota Press, 2011)

Dorothy Roberts, *Fatal Invention: How Science, Politics, and Big Business Re-Crete Race in the Twenty First Century*, (NY: the New Press, 2011)

*Blackboard: Courses.utexas.edu*

*Public Access to Reading Materials*

I have placed every book on physical reserve. In some cases, I have placed my personal copy of the book on reserve. I have also placed a number of books that will be crucial to further research on reserve. The list of books is in an appendix at the end of this syllabus.

### Possible Research Topics

<b>Health</b>	<b>Illness</b>	<b>Culture</b>	<b>Public Policy</b>	<b>Signal Events</b>
Charles Atlas	Pesticides	Organic Food Movement	Vital statistics	Civil War
Graham Crackers	Sickle cell anemia	Millenarianism	The American Medical Association	Reconstruction
“ideal weight”	Workplace injuries	Doctors	The USPHS	USPHS experiment in Tuskegee
Air Conditioning	Syphilis	Disability	Health Insurance	Florence Nightingale
Condoms	Infant Mortality	Eugenics	Health and National Elections	Margaret Sanger
“healthy body, healthy mind”	AIDS	Health is a commodity	Immigration Policies	Robert Koch
Beauty standards	Obesity	Blood	Unionizing Health Care Workers	World War I
Maternity Leave	Body Dysmorphia	Curanderismo	Privatization	Antibiotics
Midwifery	Hypertension	Biological Warfare	The Veterans’ Administration	Radiation Poisoning
Adoption	Gout	Homosexuality	Community clinics	Radium Girls
The Mexican Paradox	Diabetes	Immigration	Neighborhood parks	Forest Fires

## Primary Sources On-Line

This is the National Library of Medicine general database. This will provide access to the wide and international world of medical scholarship.

<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi>

This is a database of images in medical history provided by the Historical Materials Division of the National Library of Medicine.

<http://wwwihm.nlm.nih.gov/>

This link is to the American Memory database in the Library of Congress. This search engine provides access to fascinating primary sources in the history of the United States.

<http://memory.loc.gov/ammem/mdbquery.html>

This is the Index Medicus. The National Library of Medicine has generously provided an on-line link to one of the most extensive historical research guides.

<http://indexcat.nlm.nih.gov>

This is the History of Medicine subset of the NLM and NIH database.

[http://www.ncbi.nlm.nih.gov/pubmed?cmd\\_current=Limits&pmfilter\\_Subsets=History+of+Medicine](http://www.ncbi.nlm.nih.gov/pubmed?cmd_current=Limits&pmfilter_Subsets=History+of+Medicine)

This is the link to the Nettie Lee Benson Rare Books and manuscripts division of the University of Texas Library.

<http://www.lib.utexas.edu/benson/rarebooks.html>

This is the link to the Dolph Briscoe Center for American History.

<http://www.cah.utexas.edu/>

This is the link to America: History and Life, the basic search engine for American history.

<http://www.lib.utexas.edu/indexes/titles.php?id=20>

This is the link to histories that involve the rest of the world.

<http://www.lib.utexas.edu/indexes/titles.php?id=180>

**HIS 350: Health and Illness in American History**

**Course Schedule:**

*Please Note: This course schedule and these course readings are subject to change as needed.*

<b>Day</b>	<b>Date</b>	<b>Title</b>	<b>Reading</b>
<b>Wednesday</b>	<b>08/29</b>	<b>Introduction</b>	
<b>Wednesday</b>	<b>09/05</b>	<b>Making Illness</b>	<p>Charles Rosenberg, “Framing Disease: Illness, Society and History,” <i>Explaining Epidemics and Other Studies in the History of Medicine</i></p> <p>Tristram Englehart, “the disease of masturbation: a question of values,”</p> <p>Kim Severson, “thousands sterilized, a state weighs restitution, <i>New York Times</i>, <a href="#">new york times</a></p> <p>Alexandra Minna Stern, “Sterilized in the Name of Public Health: Race, Immigration, and Reproductive Control in Modern California,” <i>American Journal of Public Health</i>, 95:7 (July 2005): 1128–1138</p>
<b>Wednesday</b>	<b>09/12</b>	<b>Making Health</b>	<p>Sarah Leavitt, ‘A Private Little Revolution: the Home Pregnancy Test in American Culture,’ <i>Bulletin of the History of Medicine</i>, 80 (2006): 317-345</p> <p>R.A.R. Edwards, “sound and fury, or much ado about nothing? Cochlear implants in historical perspective,” <i>Journal of American History</i>, 92:3</p> <p>Tony Kushner, Roy Cohn Monologue, <i>Angels in America</i></p> <p>Barbara Solow, “the Mexican paradox,” <i>Indyweek.com</i>,</p> <p>Dorothy Roberts, “Separating racism from racial science,” <i>Fatal Invention</i>, 26-55</p>
<b>Friday</b>	<b>09/14</b>	<b>Thematic Review</b>	Defining Health and Disease.

<b>Wednesday</b>	<b>09/19</b>	<b><i>Gospel of Germs I</i></b>	Nancy Tomes, <i>Gospel of Germs</i> , i-112.  <i>Introduction</i>  <i>Apostles of the Germ</i>  <i>Whited Sepulchers</i>  <i>Entrepreneurs of the Germ</i>  <i>Disciples of the Laboratory</i>
<b>Wednesday</b>	<b>09/26</b>	<b><i>Gospel of Germs II</i></b>	Nancy Tomes, <i>Gospel of Germs</i> 113-182; 205-233; 233-255  <i>Tuberculosis Religion</i>  <i>The Domestication of the Germ</i>  <i>The two-edged sword</i>  <i>The waning of enthusiasm</i>
<b>Wednesday</b>	<b>10/03</b>	<b><i>Between the Gospel of Germs and the Realities of AIDS</i></b>	Nancy Tomes, “the Gospel of Germs in the Age of AIDS,” <i>Gospel of Germs</i>  <i>Infectious Ideas: U.S. Political Responses to the AIDS Crisis</i> , 11-77  “Affection is our best protection: Early AIDS activism and the legacy of gay liberation,” (skim),  “Marketing Sage Sex: The Politics of Sexuality, Race, and Class in San Francisco, 1985-1991,” (close read)  Movie: ENDGAME: AIDS and Black America
<b>Wednesday</b>	<b>10/10</b>	<b><i>Is medical authority a tool for social justice? A Progressive Era case Study</i></b>	Nancy Woloch, <i>Muller v. Oregon and other Documents</i> ,  Primary Source Analysis Due
<b>Wednesday</b>	<b>10/17</b>	<b><i>Medicalizing</i></b>	Leslie Reagan, <i>When Abortion was a Crime:</i>

		<b>Women: Is childbirth a medical problem?</b>	<p><i>Women, Medicine, and the Law in the United States, 1867-1973, 1-132</i></p> <p><i>Introduction, 1-18</i></p> <p><i>An Open Secret, 19-45</i></p> <p><i>Anti-Abortion Campaigns, Private and Public, 80-112</i></p> <p><i>Interrogations and Investigations. 113-132</i></p>
<b>Wednesday</b>	<b>10/24</b>	<b>Is medical access a civil right?</b>	<p>Leslie Reagan, <i>When Abortion was a Crime: Women, Medicine, and the Law in the United States, 1867-1973, 136-255</i></p> <p><i>Expansion and Specialization, 132-159</i></p> <p><i>Raids and Rules, 160-193</i></p> <p><i>Repercussions. 193-215</i></p> <p><i>Radicalization of Reform, 216-246</i></p> <p><i>Post-Roe, Post-Carey, 246-254</i></p>
<b>Wednesday</b>	<b>10/31</b>	<b>Is Immigration a Medical Problem?</b>	<p>Natalia Molina, <i>Fit to be Citizens: Public Health and Race in Los Angeles, 1878-1939,</i></p> <p><i>Introduction, 1-14</i></p> <p><i>Caught between discourses of health and nation. 46-74</i></p> <p><i>“we can no longer ignore the problem of the Mexican,” 116-158</i></p> <p><i>The fight for health, morality, and decent living standards, 158-178</i></p>
<b>Wednesday</b>	<b>11/07</b>	<b>Is medical authority important to social justice</b>	<p>Alondra Nelson, <i>Body and Soul: The Black Panther Party and the Struggle against Medical Discrimination,</i></p> <p><i>“Introduction,”</i></p>

			<p><i>“origins of black panther party health activism,” (skim)</i></p> <p><i>“the People’s Free Medical Clinics,”</i></p> <p><i>“Spin Doctors: the Politics of Sickle Cell Anemia”</i></p>
<b>Wednesday</b>	<b>11/14</b>	<b>Research week</b>	
<b>Wednesday</b>	<b>11/21</b>	<b>What should be done in an epidemic?</b>	<p>Jennifer Brier, <i>Infectious Ideas: U.S. Political Responses to the AIDS crisis</i></p> <p><i>“what should the federal government do to deal with the problem of AIDS,” 78-122</i></p> <p><i>“Drugs into Bodies, Bodies into Health Care: the struggle over how best to fight AIDS,” 156-189</i></p>
<b>Wednesday</b>	<b>11/28</b>	<b>The Gospel of Genes? The Age of Viruses?</b>	<p>Dorothy Roberts, <i>Fatal Invention: How Science, Politics, and Big Business Re-Crete Race in the Twenty-First Century</i></p> <p><i>“redefining race in genetic terms,” 57-80</i></p> <p><i>“the allure of race in biomedical research,” 104-123</i></p> <p><i>“race and the new biocitizen,” 202-225</i></p> <p><i>“tracing racial roots,” 226-257</i></p> <p><i>Biological race in a post-’race’ America, 287-307</i></p>
<b>Wednesday</b>	<b>12/05</b>	<b>Review</b>	<p>Eric Klinenberg, <i>Author of Heat Wave:</i> <a href="http://www.press.uchicago.edu/Misc/Chicago/443213in.html/">http://www.press.uchicago.edu/Misc/Chicago/443213in.html/</a></p> <p>Scribner, <i>“Paradox as Paradigm,”</i></p> <p>Collins, <i>Racial Residential Segregation: a fundamental cause of ill health,”</i></p> <p>Review</p>
<b>Wednesday</b>	<b>12/12</b>	<b>First Day of Final Exams</b>	<b>Final Paper due</b>

