

HIS 5935 Sec 1: Readings in the History of Public Health & Medicine in the United States

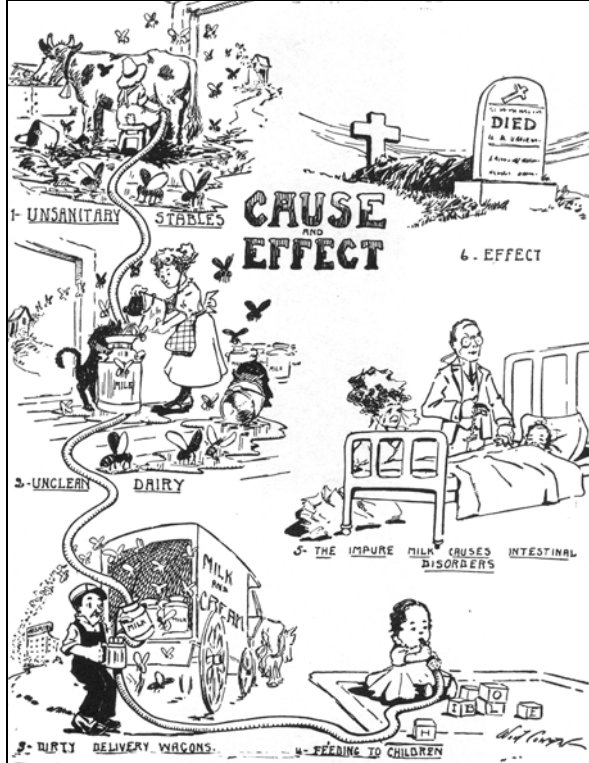
Prof. Jennifer Koslow

Bellamy 0001

MWF 1:25-2:15

Graduate Hour: TBA

Course Description & Objectives



How do you protect the health of a community? What is a public health hazard? Who gets to decide? What measures should be taken in response? This course looks at the development of public health and the history of medicine in the United States from the colonial period to the present. We will study changes in medical knowledge, the medical profession, governmental responsibilities, and public responses.

In this course

1. The student will be able to identify key moments and individuals in America's public health history;
2. The student will be able to state the history of public health in the United States from the Colonial period to the present;
3. The student will be able to generate an historical interpretation based on primary and secondary sources;
4. The student will choose to cite all sources in writing an expository paper
5. The student will choose to develop their historiographical knowledge in preparation for oral and written comprehensive exams

Prof. Koslow's contact information:

Office: Bellamy 409

Office Hours: Fridays 10:00-12:00

Email: jkoslow@fsu.edu

Phone: 644-4086

Mailbox: Departmental Mailbox, ask in the History Department's Main Office, Bellamy 4th floor

Required Readings

- Amy Fairchild, *Science at the Borders*
 - Judith Walzer Leavitt, *Typhoid Mary*
 - John Harley Warner, ed. *Major Problems in the History of American Medicine and Public Health*
 - Charles Rosenberg, *The Cholera Years*
 - David Rosner and Gerald Markowitz, *Deadly Dust*
 - Eric Schlosser, *Fast Food Nation*
 - Laurel Thatcher Ulrich, *A Midwife's Tale*
- (Fairchild, Leavitt, Rosenberg, Rosner, Schlosser, and Ulrich are on reserve at Strozier or Dirac)

Class Assignments & Requirements:

1. Attendance and Participation (20%)
 - Attending lecture is required
 - We will meet every other week in a graduate hour to discuss the readings
 - Participation will be judged on the quality of comments each student makes. Students' comments should indicate that they have read the material and given it some thought prior to coming to class.

2. Students will write reaction papers to Fairchild, Leavitt, Rosenberg, Rosner, Ulrich (5% each; 25% total)

A reaction paper for Prof. Koslow means a 500-750 word typewritten response to the reading (single-spaced; 12 pt. font; 1 inch margins; left-justified). The point of this exercise is to help you crystallize your critique of the book. Your essay must make at least one decisive argument about the book. In completing this exercise, you might want to consider how you would answer the following questions (these will form the basis of our discussions): What historical question is the author addressing? What is the author's argument(s) about the historical question they are trying to answer? What types of sources did the author use to support her argument? Is his/her argument persuasive? Is the author entering into a historical debate with others and if so, who? Did the book change the way the history of this topic was written (look up book reviews using American History and Life to answer) What would you say are the strengths of the book? The weaknesses?

Papers are due at the start of each class for the reading assigned for that day. Students need to make two copies. One for yourself to refer to during discussion and one to hand-in.

3. Students will write a 15-20 page historiography paper or research paper on a topic of their choice (55%)

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://www.fsu.edu/~dof/honorpolicy.htm>.)

Failure to adhere to the Honor Policy may result in an F for an assignment or for the entire class.

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center

97 Woodward Avenue, South

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

sdrc@admin.fsu.edu

<http://www.fsu.edu/~staffair/dean/StudentDisability/>

Class Schedule

Week 1 (January 7, 9, 11): Introduction: What is a Public Health Issue?

Reading: Reverby and Rosner, Rosenberg, Patterson

Week 2 (January 14, 16, 18): Colonial Beginnings

Reading: Major Problems Chapter 2

Graduate Hour: Ulrich

Week 3 (January 23, 25): The Medical Marketplace in the Early Republic

Jan 21: No Class, Martin Luther King, Jr. Holiday

Reading: Major Problems Chapter 3

Week 4 (January 28, 30, and February 1): Medical Knowledge, Practice, and Patients before the Civil War

Reading: Major Problems Chapter 4

Graduate Hour: Rosenberg

Week 5 (February 4, 6, 8): The Healer's Identity in the Mid-Nineteenth Century 1830-1875

Reading: Major Problems Chapter 5

Week 6 (February 11, 13, 15): The Civil War, Efficiency, and the Sanitary Impulse 1845-1870**Reading:** Major Problems Chapter 6**Graduate Hour:** Discussion of paper topics. Be prepared to explain topic to classmates. Hand-in bibliography of secondary sources and primary sources collections (if applicable) you will be using.**Week 7 (February 18, 20, 22): Reconfiguring "Scientific Medicine," 1865-1900****Reading:** Major Problems Chapter 7**Week 8 (February 25, 27, 29): Microbes, Strangers, and Habits of the Home 1880-1925****Reading:** Major Problems Chapter 8**Graduate Hour:** Leavitt**Week 9 (March 3, 5, 7): Strategies for Improving Medical Care 1870-1940****Reading:** Major Problems Chapter 9**Week 10 (March 10, 12, 14): no class – spring break****Week 11 (March 17, 19, 21): Expert Advice, Social Authority, and the Medicalization of Everyday Life, 1890-1930****Reading:** Major Problems Chapter 10**Graduate Hour:** Fairchild**Week 12 (March 24, 26, 28): The Technological Imperative? 1890-1950****Reading:** Major Problems Chapter 11**Week 13 (March 31, April 2 and 4): The Culture of Biomedical Research, 1920-1965****Reading:** Major Problems Chapter 12**Graduate Hour:** Rosner & Markowitz**Week 14 (April 7, 9, 11): Public Health and the State during an Age of Biomedical Miracles, 1925-1960****Reading:** Major Problems Chapter 13**Week 15 (April 14, 16, 18): Health Politics and Health Policy, 1960-2000****Reading:** Major Problems Chapter 14**Graduate Hour:** Schlosser**Final Paper due by 4pm Tuesday, April 22 in my departmental mailbox**