

Term Information

Effective Term Summer 2023
Previous Value Autumn 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding 100% DL status to this class. Also updating the writing prereq for the new GE.

What is the rationale for the proposed change(s)?

The department regularly offers this class online

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3701
Course Title	History of American Medicine
Transcript Abbreviation	Hist Amer Medicine
Course Description	Survey of the history of American medicine from the Colonial period through the twentieth century.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will explore and understand the ways that social, economic and cultural change affected medicine as a profession, a set of skills, and a body of knowledge.
- Students will explore and understand relationships between science, technology and medicine as a body of knowledge and a set of practices that are continuously defined by social and cultural ideas about health, healing and money.

Content Topic List

- Humoral medicine
- Scientific medicine
- Germ theory
- Tropical medicine
- Social medicine
- Public health
- Surgery
- Psychiatry
- Diseases

Sought Concurrence

No

COURSE CHANGE REQUEST
3701 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
11/07/2022

Attachments

- History 3701 DL Cover Sheet.pdf: DL Cover Sheet
(Cover Letter. Owner: Getson,Jennifer L.)
- History 3701 Syllabus GE (In-Person).docx: Syllabus - In-Person
(Syllabus. Owner: Getson,Jennifer L.)
- History 3701 Syllabus DL.pdf: Syllabus - DL
(Syllabus. Owner: Getson,Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	11/02/2022 10:39 AM	Submitted for Approval
Approved	Soland,Birgitte	11/02/2022 11:03 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/07/2022 03:45 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/07/2022 03:45 PM	ASCCAO Approval



HISTORY 3701

History of American Medicine

Autumn 2022

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Jim Harris

Email address: Harris.1631@osu.edu

Office: Dulles Hall 368

Office hours: Tuesday/Thursday 1-2 pm

Course description

This upper-division course examines the history of medicine in North America from the pre-colonial period to the present day. Through lectures, readings (both primary and secondary), films, and podcasts we will examine the practice of healing (the work of the doctor) and the experience of the healed (the patient) and the evolution of medical science and technology in the United States. Among the topics we will examine this semester, we will study rise of the medical profession, the emergence of the modern hospital, the relationship between medical science and clinical medicine and the emergence of the modern healthcare industry. Along the way, we will also pay close attention to the ways the history of medicine is intertwined with larger political, cultural, and social phenomenon of the period.

To give some focus to the vast historical topic that is the history of American medicine, we will pay particular attention to two guiding themes/questions throughout the semester:

1. How has the practice of medicine developed into what we experience as modern medicine today? How did we develop modern medical science and technology? What were some of the major trials and tribulations that had to be overcome?
2. How has the experience of health and healing varied (and continues to vary), in terms of quality, accessibility, etc. based on geography, race, class, socio-economic status, sexual orientation, etc.? Where are examples of these inequities in the history of American medicine? What are some of the causes for these inequalities? How and why have they persisted?

General education goals and expected learning outcomes

This course fulfills the Legacy GE Category of **Historical Studies** or the current **GE Theme Health and Well-Being**.

GOAL

Students recognize how past events are studied and how they influence today's society and the human condition.

EXPECTED LEARNING OUTCOMES

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

RATIONALE

As a history course, this course seeks to integrate the history medicine into the broader contours of political, social and economic history to make clear to students that history is contingent on many converging factors (ELO 1). These perspectives are interwoven throughout the lectures and the readings, which include both a wide range of both primary and secondary sources which students both read and write critical analysis papers about (ELO 3). Finally, in the later units of the course and also in their final project students are asked to consider contemporary medical practice in a longer historical perspective both in studying contemporary medical history and consider the importance of medical history for future medical practitioners. (ELO 2)

As part of the new **GE Health and Wellbeing Theme** this course is designed to prepare students to be able to do the following:

Themes: General		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: Successful students will analyze health and wellbeing at a more advanced and in-depth level than the foundations.	<p>Successful students are able to ...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>In this course, students will ...</p> <p>Think critically and logically about the history of American medicine as they watch all the lectures, read the assigned texts, and listen to/watch assigned media each week.</p> <p>Demonstrate engagement with the material through weekly check-in quizzes.</p>

	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>Think about two framing questions throughout the semester to both consider American medicine as a process through time and to appreciate how the history of medicine is intertwined with politics, society, and economics.</p> <p>Demonstrate deeper engagement with selected texts of their choice by writing an analytical book review and two primary source analysis essays.</p> <p>Address one of the framing course questions in a final creative research project.</p>
<p>GOAL 2: GOAL: Successful students will integrate approaches to health and wellbeing by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>Identify and reflect on the patient experience at all levels of society and how it has evolved throughout the history of American medicine up to and including their own experiences as medical patients.</p> <p>Think about how lessons from history can continue to improve the work of medical practitioners in the future and present these conclusions in a final creative research project.</p>
	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Demonstrate improvement and development in critical reading and writing by using feedback from their first primary source analysis essay to improve their work in their second essay.</p> <p>Be able participate in an optional discussion session to reflect collaboratively on the two assigned monographs and to compare/share conclusions with classmates.</p> <p>Have the option to develop a creative final project, in which they make the case for why a particular aspect of the history of medicine is particularly important/relevant to the profession at large. While doing so, the student is reflecting on why the subject is important to <i>them</i>.</p>
Theme: Health & Wellbeing		
Goals	Expected Learning Outcomes	Related Course Content

<p>GOAL: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)</p>	<p>Successful students are able to...</p> <p>1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<p>In this course, students will ...</p> <p>Examine cultural, scientific, technological, and socio-economic, and policy aspects of the history of American medicine. Topics that address this include the cultural history of medical education, the history of medical science and biomedical research, the history of medical technologies (e.g., surgical techniques and X-rays), the history of health care inequities and policies (e.g., Medicare/Medicaid) intended to close these inequities.</p> <p>Demonstrate their comprehension of these connections in weekly quizzes and reflect on specific moments in the history of medicine through their primary source analysis papers and book review.</p>
	<p>1.2 Identify, reflect on, and apply strategies for promoting health and wellbeing.</p>	<p>Identify recent historical efforts that have both been successful in promoting health and well-being as well as the history of setbacks/challenges that still need to be overcome.</p> <p>Think about how we can draw lessons from the history of medicine to improve contemporary healthcare and embed these conclusions in their final projects.</p>

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released on the Monday of each week and will be completed by the following Monday by 11:59 pm. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will

probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, such as the two class discussions of the two monographs or my office hours, are optional.

COURSE MATERIALS AND TECHNOLOGIES

Required Readings

- Charles E. Rosenberg, *The Cholera Years: The United States in 1832, 1849, and 1866* (Chicago: The University of Chicago Press, 1987).
- Susan M. Reverby, *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy* (Chapel Hill: The University of North Carolina Press, 2009).
- All additional readings will be available on Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested

- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	GRADE WEIGHT
WEEKLY QUIZZES	20%
PRIMARY SOURCE ANALYSIS ESSAYS	2 x 15% each
BOOK REVIEW ESSAY	15%
PODCAST/VIDEO FINAL PROJECT	35%
TOTAL	100%

Descriptions of major course assignments

Weekly Quizzes (20%)

There will be a short multiple-choice quiz each week to ensure that students are keeping up with the videos and the reading. Weekly quizzes are designed to ensure comprehension of the lecture, secondary reading, and film/podcast that constitute the core course content each week. You are encouraged to use your notes while completing the quiz, but you must complete the quiz on your own, without any external help or communication. This quiz is timed (20 minutes) and consists of five (5) multiple choice questions which will be delivered one at a time. You will receive five points for completing this quiz on time and one point for each correct answer

*Students will only be allowed one attempt at each quiz, but I will drop the lowest two quiz scores so the **best eight out of ten scores** will count 2% each.*

Primary Source Analysis Papers (2 x 15% each)

Most weeks we will read one or two primary sources from the period under study. Twice during the semester students will write a short two to three (2-3) page analytical essay that responds to one primary sources using the five categories in the [PAPER acronym](#) (a detailed explanation is on Carmen). The purpose of this assignment is to practice interpreting a primary source and explaining your reasoning using evidence. Students will complete **TWO** of these short essays over the course of the semester, during weeks of their choice (out of ten possible options). These short essays will be due at the end of the week/module for which we read the document.

Book Review Essay (15%)

Students will write a four (4) page critical book review essay on **ONE** of the two monographs will read together this semester. This essay will be due the week after the week allocated to reading the monograph. A detailed explanation of how to write a book review is available on Carmen.

Podcast/Video Final Project (35%)

Working in groups of two to four (2-4) students will create an ~eight to ten (8–10) minute podcast or video presentation in which they will imagine that they are in medical school giving a presentation to their peer students who have not studied the history of American medicine. In this presentation/podcast groups will introduce their peers to the topic that they deem to be the most important topic of the history of American medicine that their peer students should know about, and why. This project will invite students to do additional research beyond the course materials and present their findings in a creative way. Students will be invited to share their projects with their classmates to practice (asynchronously) oral presentation skills. A narrated PowerPoint lecture is the default technological option for this assignment, but students are free to choose another app if they prefer.

This project will be completed through a series of four graded assignments:

1. Brainstorming and finding a group (2.5%)

2. Developing a topic and research focus in a short proposal (5%)
3. Scripting and recording the podcast/video (25%)
4. Providing providing peer feedback by listening to and reflecting on at least two other groups' podcasts (2.5%)

Late assignments

I have built into this syllabus considerable flexibility for assignments, allowing students to choose the best deadline for them from a set of options for most of the major assignments. Students will be allowed to make up major assignments without penalty only in the event of a documented family or medical emergency. In accordance with departmental policy, the student must present documentation of the reason he/she had failed to submit the assignment in a timely manner and documentation must be given to the instructor no more than a week after the scheduled assignment. Late assignments will otherwise be penalized 10% per day late.

Grading scale

100-93: A	82-80: B-	69-67: D+
90-92: A-	79-77: C+	66-63: D
89-87: B+	76-73: C	62 and below: E
86-82: B	72-70: C-	

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

Grading and feedback: For large assignments, you can generally expect feedback within **10 days**.

Email: Students should feel free to contact the instructor at any point during the semester if they have questions about the course or about history more generally (of course I am happy to meet during office hours as well!). E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course # (History 3701) in the subject line so I know which course you are enrolled in (I teach multiple online courses!), begin with a respectful salutation (“Dear Dr. Harris”), and be sure sign your name. I will reply to emails within **24 hours on days when class is in session at the university**. I do not regularly check my email on the weekends.

OTHER COURSE POLICIES

Communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link. For your formal essays, you should follow the Chicago Manual of Style “notes and bibliography” format to cite the ideas and words of your research sources (see: http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html).
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

Quizzes: Weekly quizzes are open-book/open-note but should be completed on your own. Study groups are encouraged but remember that comparing answers on a quiz or assignment is not permitted.

Written assignments: Your written assignments should be your own original work. In formal assignments, you should follow the *Chicago Manual of Style* to cite the ideas and words of your research sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Group projects: This course include a semester-long group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to

make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect

the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Unless otherwise noted, assignments are due on the Monday following the end of each module by 11:59 pm. So, for example, assignments from week one will be due Monday August 29 at 11:59 pm. Refer to the Carmen course for up-to-date assignment due dates.

Week 1 (August 22-28)

Introduction to the Course and to the History of Medicine

Lecture: Indigenous and Colonial American Medical Practices

Secondary Reading: “Healing and Disease” in Colin G. Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (Baltimore: Johns Hopkins University Press, 1998), 24-41.

Primary Sources:

- Cotton Mather, “Proselytizing for Smallpox Inoculation” (1722)
- William Douglass, “The Dangerous ‘Infatuation’ with Smallpox Inoculations” (1722)

Assignments: Introduce yourself and what you are hoping to get out of the class in a “Welcome Forum” on Carmen; Quiz 1; Primary Source Analysis Option #1

Week 2 (August 29-September 4)

Lecture: Medical Education and Practice in the Early Republic, c.1785-1825

Secondary Reading: Lisa Rosner, “Thistle on the Delaware: Edinburgh Medical Education and the Philadelphia Practice, 1800-1825,” *Social History of Medicine* 5 (1992): 19-42.

Primary Sources:

- Benjamin Rush, “Lecture 9: On the pains and pleasures of a medical life” (1811) in *Sixteen Introductory Lectures to Course of Lectures Upon the Institutes and Practice of Medicine Delivered in the University of Pennsylvania* (Philadelphia: Bradford and Innskeep, 1811), 210-221.
- James Jackson and John C. Warren, “Circular Letter” (1810) in N.I. Bowditch, *A History of the Massachusetts General Hospital* (Boston: John Wilson and Son, 1851), 3-9, <https://babel.hathitrust.org/cgi/pt?id=uc2.ark:/13960/t9474pm94&view=1up&seq=29>

Watch: *A Midwife's Tale* (PBS, 1998, 81 min.) [Prime Video]

Assignments: Quiz 2; Primary Source Analysis Option #2

Week 3 (September 5 -11)

Lecture: Antebellum American Medicine: Perspectives from the North, South, and West
 Secondary Reading: Stephen C. Kenny, "The Development of Medical Museums in the Antebellum American South: Slave Bodies in Networks of Anatomical Exchange," *Bulletin of the History of Medicine* 87 (2013): 32-62.

Primary Sources:

- Jacob Bigelow, *A Discourse on Self-Limited Diseases Delivered before the Massachusetts Medical Society* (Boston: Nathan Hale, 1835), 7-36.
- Andrew Stone, "Remarks on Diseases of the West" (December 12, 1845) *Boston Medical Journal* 33 (1846), 476-480.

Listen: *History of American Slavery* Podcast (Slate), Ep. 7: "To Do No Harm?" (51 min.)

Assignments: Quiz 3; Primary Source Analysis Option #3

Week 4 (September 12-18)

Lecture: Medicine and the American Civil War, 1861-1865

Secondary Reading: Michael A. Flannery, "Another House Divided: Union Medical Service and Sectarians During the Civil War," *The Journal of the History of Medicine and Allied Sciences* 54 (1999): 478-510.

Primary Sources:

- "A Day" in L.M. Alcott, *Hospital Sketches* (Boston: James Redpath, 1863), 31-46.
<http://digital.library.upenn.edu/women/alcott/sketches/sketches.html#31>
- Johnathan Letterman, "Gettysburg Report," October 3, 1863.
<https://ehistory.osu.edu/exhibitions/cwsurgeon/cwsurgeon/gburgreport>

Explore: *Civil War Washington* (<https://civilwardc.org>). First read Susan C. Lawrence, "Reading Civil War Medical Cases," <https://civilwardc.org/interpretations/narrative/rcwmc.php> then read around five cases (they are no longer than a paragraph) (<https://civilwardc.org/texts/cases/>). Think about what these cases tell us. Do you notice any patterns? What stands out to you? Share your thoughts in a discussion forum this week for extra credit.

Assignments: Quiz 4; Primary Source Analysis Option #4

Week 5 (September 19-25) – Reading week for *The Cholera Years: The United States in 1832, 1849, 1866*

Reading:

- Charles Rosenberg's *The Cholera Years*, All
- For some local history, also read Matthew Smith, "Pandemic Redux: Revisiting Cincinnati's 1849 Cholera in the Age of COVID-19," *Origins: Current Events in Historical Perspective*, https://origins.osu.edu/connecting-history/cincinnati-cholera-covid-19-revisited?language_content_entity=en

Optional Class Meeting (via Zoom) to discuss *The Cholera Years*: Thursday, September 22, 2:30pm
 Assignments: Start working on your book review if you wish to complete option #1 (due next week).

Week 6 (September 26-October 2)

Lecture: The Emergence of "Scientific Medicine," c.1865-1900

Secondary Reading: John Harley Warner, "Ideals of Science and Their Discontents in Late Nineteenth-Century American Medicine," *Isis* 82 (1991): 454-478.

Primary Sources:

- William H. Draper, "On the relations of scientific to practical medicine," *Transactions of the Association of American Physicians* 3 (1889): 1-8.

Listen: *Bedside Rounds* Podcast, Ep. 22: "The Assassination [of James Garfield]" (18 min.)

Assignments: Quiz 5 (includes *The Cholera Years*); Primary Source Analysis Option #5; **Book Review Option #1: *The Cholera Years***

Week 7 (October 3-9)

Lecture: "The Gospel of Germs," c.1880-1925

Secondary Reading: Nancy Tomes, "Spreading the Germ Theory: Sanitary Science and the Home Economics Movement," in *Rethinking Home Economics: Women and the History of a Profession*, eds. Sarah Stage and Virginia B. Vincenti (Ithaca, NY: Cornell University Press, 1997), 34-54.

Primary Sources:

- Charles V. Chapin, "Dirt, Disease, and the Health Officer," *Public Health Papers and the Reports Presented at the Thirteenth Annual Meeting of the American Public Health Association* (1902) 28 (1903): 296-299.
- John E. Hunter, "Tuberculosis in the Negro: Causes and Treatment" (1905) in Vanessa N. Gamble, ed., *Germs Have No Color Lines: Blacks and American Medicine 1900-1940* (New York: Garland Publishing, 1989), 12-19.

Assignments: Quiz 6; Primary Source Analysis Option #6

Week 8 (October 10-12)

Lecture: Improving Medical Care, c. 1870-1940: Medical Education and the Origins of the Modern Hospital

Secondary Reading: “Teaching Hospitals” and “Academic Medical Centers and the Public” in Kenneth Ludmerer, *Time to Heal: American Medical Education from the Turn of the Century to the Era of Managed Care* (Oxford: Oxford University Press, 1999), 102-125.

Primary Sources:

- Abraham Flexner, *Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching* (New York: Carnegie Foundation, 1910), excerpts.
- John G. Bowman, “Standard of Efficiency of the First Hospital Survey of the College,” *Bulletin of the American College of Surgeons* 3 (1918): 1-7.

Listen: *Stuff You Missed in History Class* Podcast: “Abraham Flexner and the Flexner Report” (41 min.)

Assignments: **Enjoy Fall Break!**

Week 9 (October 17-23)

Lecture: New Medical Technology, c.1890-1950

Secondary Reading: Matthew Lavine, “The Early Clinical X-Ray in the United States: Patient Experiences and Perceptions,” *Journal of the History of Medicine and Allied Sciences* 67 (2012): 587-625.

Primary Sources:

- Charles L. Leonard, “The Application of the Roentgen Rays to Medical Diagnosis,” *Journal of the American Medical Association* 29 (1897): 1157-1158.
- “Precautionary X-Ray Examinations,” *Boston Medical and Surgical Journal* 167 (1912): 560-561.

Listen: *Bedside Rounds* Podcast, Ep. 23 “Bone Portraits” (20 min.)

Assignments: Quiz 7 (covers the material from week 8 and 9); Primary Source Analysis Option #7 (can be any document assigned during week 8 or 9)

Final Project Assignment Step #1: Finding a topic and a group

By Wednesday October 19, post to the “Idea Fair” discussion board two sentences on one or two research topics that you would like to explore. Please use replies to the discussion board to correspond with peers with whom you would like to work on the final podcast project (at least one reply required).

By Monday October 24, submit via Carmen the names of your group members, acknowledging the theme for your project and that you have exchanged contact information.

Week 10 (October 24-30)

Lecture: Biomedical Research in America, c. 1920-1965

Secondary Reading: “War and Peace” in Harry M. Marks, *The Progress of Experiment: Science and Therapeutic Reform in the United States* (Cambridge: Cambridge University Press, 1997), 98-127.

Primary Sources:

- A.N. Richards, “Medicine and the War: Penicillin,” *Journal of the American Medical Association* 122 (1943): 235-236.
- Michael B. Shimkin, Otto E. Guttentag, Alexander M. Kidd and W.H. Johnson, “The Problem of Experiments on Human Beings,” *Science* 117 (1953): 205-215.

Listen/Watch: *Fight Syphilis* (United States Public Health Service, 1942, 9 min.)

<https://collections.nlm.nih.gov/ext/hmdvid/hmdvid-8700182A/hmdvid-8700182A.m4v>

Assignments: Quiz 8; Primary Source Analysis Option #8

Week 11 (October 31-November 6) – Reading week for *Examining Tuskegee*

Read: Susan Reverby, *Examining Tuskegee*, All

Optional Class Meeting (via Zoom) to discuss *Examining Tuskegee*: Thursday, November 3, 2:30pm

Assignments: Begin working on your book review if you did not write a review of *The Cholera Years* (due next week).

Final Project Assignment Step #2: Project Proposal/Plan

By Monday November 7, submit via Carmen a group work plan that identifies your group’s topic, the kinds of sources to investigate, and a timeline for completing the researching, writing, recording, and editing.

Week 12 (November 7-13)

Lecture: Health Care and Politics since the Mid-20th Century

Secondary Reading: “Entitlements but Not Rights: Medicare and Medicaid” and “The Rise of Healthcare Activism” in Beatrix Hoffman, *Health Care for Some: Rights and Rationing in the United States since 1930* (Chicago: University of Chicago Press, 2012), 117-168.

Primary Sources:

- Harry Truman, “National Health and Disability Insurance Programs—Message from the President of the U.S.,” May 19, 1947, *Congressional Record* H261, 5490-5491.

- Bill Clinton, “Health Care Remarks—Address by the President of the United States,” September 22, 1993, in Erik Eckholm, *Solving America’s Health Care Crisis* (New York: Random House, 1993), 301-314.

Watch: *Power to Heal: Medicare and the Civil Rights Revolution* (Bullfrog Films, 56 min.) [Library Docuseek2 Database]

Assignments: Quiz 9 (includes *Examining Tuskegee*); Primary Source Analysis Option #9; **Book Review Option #2: *Examining Tuskegee***

Week 13 (November 14-20)

Lecture: Healthcare in Late 20th Century America: Lessons from the AIDS Crisis

Secondary Reading: Powel Kazanjian, “The AIDS Pandemic in Historic Perspective,” *Journal of the History of Medicine and Allied Sciences* 69 (2014): 351-382.

Primary Sources:

- C. Everett Koop, “The Early Days of AIDS as I Remember Them” and Anthony Fauci, “Reflections on the Past, Considerations for the Future,” in Caroline Hannaway, Victoria Harden and John Parascandola, eds., *AIDS and the Public Debate: Historical and Contemporary Perspectives* (Amsterdam: IOS Press, 1995), 9-18 and 67-73.

Watch: *How to Survive a Plague* (Sundance Selects, 2012, 109 min.) [SML]

Assignments: Quiz 10; Primary Source Analysis Option #10

Week 14 (November 21-23)

Lecture: American Medicine in the 21st Century

Secondary Reading: Paul Starr, “Built to Last? Policy Entrenchment and Regret in Medicare, Medicaid and the Affordable Care Act,” in Allen B. Cohen, David C. Colby, Keith A. Wailoo, and Julian E. Zelizer, eds., *Medicare and Medicaid at 50: America’s Entitlement Programs in the Age of Affordable Care* (Oxford: Oxford University Press, 2015), 319-332.

Watch: *Critical Care: America vs. the World* (PBS, 51 min.), <https://www.youtube.com/watch?v=BytzrjEfyfA>

Assignments: **Enjoy Thanksgiving Break!**

Week 15/16 (November 28-December 7) –Project Preparation and Presentations

Assignments: Work on final projects in groups. Meetings with Dr. Harris by appointment.

Final Project Assignment Step #3: Final Project Submission

By Wednesday, December 7, submit your podcast/video to the Carmen “Project Presentation Forum” along with a transcript and bibliography.

Final Project Assignment Step #4: Reflection and Peer Review

By Monday, December 12, listen to two other podcasts/videos and offer a brief reflection on what you took away from them for your peers.



HISTORY 3701

History of American Medicine

Autumn 2022

3 credit hours

Instructor: Dr. Jim Harris

Email address: Harris.1631@osu.edu

Office: Dulles Hall 368

Office hours: Tuesday/Thursday 1-2 pm

Class Times: Tuesdays/Thursdays, xx-xx

Course description

This upper-division course examines the history of medicine in North America from the pre-colonial period to the present day. Through lectures, readings (both primary and secondary), films, and podcasts we will examine the practice of healing (the work of the doctor) and the experience of the healed (the patient) and the evolution of medical science and technology in the United States. Among the topics we will examine this semester, we will study rise of the medical profession, the emergence of the modern hospital, the relationship between medical science and clinical medicine and the emergence of the modern healthcare industry. Along the way, we will also pay close attention to the ways the history of medicine is intertwined with larger political, cultural, and social phenomenon of the period.

To give some focus to the vast historical topic that is the history of American medicine, we will pay particular attention to two guiding themes/questions throughout the semester:

1. How has the practice of medicine developed into what we experience as modern medicine today? How did we develop modern medical science and technology? What were some of the major trials and tribulations that had to be overcome?
2. How has the experience of health and healing varied (and continues to vary), in terms of quality, accessibility, etc. based on geography, race, class, socio-economic status, sexual orientation, etc.? Where are examples of these inequities in the history of American medicine? What are some of the causes for these inequalities? How and why have they persisted?

General education goals and expected learning outcomes

This course fulfills the Legacy GE Category of **Historical Studies** or the current **GE Theme Health and Well-Being**.

GOAL

Students recognize how past events are studied and how they influence today's society and the human condition.

EXPECTED LEARNING OUTCOMES

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

RATIONALE

As a history course, this course seeks to integrate the history medicine into the broader contours of political, social and economic history to make clear to students that history is contingent on many converging factors (ELO 1). These perspectives are interwoven throughout the lectures and the readings, which include both a wide range of both primary and secondary sources which students both read and write critical analysis papers about (ELO 3). Finally, in the later units of the course and also in their final project students are asked to consider contemporary medical practice in a longer historical perspective both in studying contemporary medical history and consider the importance of medical history for future medical practitioners. (ELO 2)

As part of the new **GE Health and Wellbeing Theme** this course is designed to prepare students to be able to do the following:

Themes: General		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: Successful students will analyze health and wellbeing at a more advanced and in-depth level than the foundations.	Successful students are able to ... 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	In this course, students will ... Think critically and logically about the history of American medicine as they watch all the lectures, read the assigned texts, and listen to/watch assigned media each week. Demonstrate engagement with the material through weekly check-in quizzes.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	Think about two framing questions throughout the semester to both consider American medicine as a process through time and to appreciate how the history of medicine is intertwined with politics, society, and economics. Demonstrate deeper engagement with selected texts of their choice by writing an analytical book review and two primary source analysis essays. Address one of the framing course questions in a final

		creative research project.
<p>GOAL 2: GOAL: Successful students will integrate approaches to health and wellbeing by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>Identify and reflect on the patient experience at all levels of society and how it has evolved throughout the history of American medicine up to and including their own experiences as medical patients.</p> <p>Think about how lessons from history can continue to improve the work of medical practitioners in the future and present these conclusions in a final creative research project.</p>
	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Demonstrate improvement and development in critical reading and writing by using feedback from their first primary source analysis essay to improve their work in their second essay.</p> <p>Be able participate in an optional discussion session to reflect collaboratively on the two assigned monographs and to compare/share conclusions with classmates.</p> <p>Have the option to develop a creative final project, in which they make the case for why a particular aspect of the history of medicine is particularly important/relevant to the profession at large. While doing so, the student is reflecting on why the subject is important to <i>them</i>.</p>
Theme: Health & Wellbeing		
Goals	Expected Learning Outcomes	Related Course Content

<p>GOAL: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)</p>	<p>Successful students are able to...</p> <p>1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<p>In this course, students will ...</p> <p>Examine cultural, scientific, technological, and socio-economic, and policy aspects of the history of American medicine. Topics that address this include the cultural history of medical education, the history of medical science and biomedical research, the history of medical technologies (e.g., surgical techniques and X-rays), the history of health care inequities and policies (e.g., Medicare/Medicaid) intended to close these inequities.</p> <p>Demonstrate their comprehension of these connections in weekly quizzes and reflect on specific moments in the history of medicine through their primary source analysis papers and book review.</p>
	<p>1.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.</p>	<p>Identify recent historical efforts that have both been successful in promoting health and well-being as well as the history of setbacks/challenges that still need to be overcome.</p> <p>Think about how we can draw lessons from the history of medicine to improve contemporary healthcare and embed these conclusions in their final projects.</p>

Required Readings

- Charles E. Rosenberg, *The Cholera Years: The United States in 1832, 1849, and 1866* (Chicago: The University of Chicago Press, 1987).
- Susan M. Reverby, *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy* (Chapel Hill: The University of North Carolina Press, 2009).
- All additional readings will be available on Carmen.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your course in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

How your grade is calculated

ASSIGNMENT CATEGORY	GRADE WEIGHT
QUIZZES	20%
PRIMARY SOURCE ANALYSIS ESSAYS	2 x 15% each
BOOK REVIEW ESSAY	15%
PODCAST/VIDEO FINAL PROJECT	35%
TOTAL	100%

Descriptions of major course assignments

Quizzes (20%)

There will be a short multiple-choice quiz each week to ensure that students are keeping up with the readings and are prepared to participate in that week's discussion. These quizzes will be timed but open-note and will test factual comprehension of the material from the week's lessons and the readings. Students must complete all quizzes by themselves, without any external help or communication. *The lowest two quiz scores will be dropped.*

Primary Source Analysis Papers (2 x 15% each)

Most weeks we will read one or two primary sources from the period under study. Twice during the semester students will write a short two to three (2-3) page analytical essay that responds to one primary sources using the five categories in the PAPER acronym (a detailed explanation is on Carmen). The purpose of this assignment is to practice interpreting a primary source and explaining your reasoning using evidence. Students will complete **TWO** of these short essays over the course of the semester, during weeks of their choice (out of ten possible options). *These short essays should be submitted in Carmen on the Monday following the end of each week by 11:59pm.*

Book Review Essay (15%)

Students will write a four (4) page critical book review essay on **ONE** of the two monographs will read together this semester. This essay will be due the week after the week allocated to reading the monograph. A detailed explanation of how to write a book review is available on Carmen.

Podcast/Video Final Project (35%)

Working in groups of two to four (2-4) students will create an ~eight to ten (8–10) minute podcast or video presentation in which they will imagine that they are in medical school giving a presentation to their peer students who have not studied the history of American medicine. In this presentation/podcast groups will introduce their peers to the topic that they deem to be the most important topic of the history of American medicine that their peer students should know about, and why. This project will invite students to do additional research beyond the course materials and present their findings in a creative way. Students will be invited to share their projects with their classmates to practice oral presentation skills.

This project will be completed through a series of four graded assignments:

1. Brainstorming and finding a group (2.5%)
2. Developing a topic and research focus in a short proposal (5%)
3. Scripting and recording the podcast/video (25%)
4. Providing peer feedback by listening to and reflecting on at least two other groups' podcasts (2.5%)

Late assignments

I have built into this syllabus considerable flexibility for assignments, allowing students to choose the best deadline for them from a set of options for most of the major assignments. Students will be allowed to make up major assignments without penalty only in the event of a documented family or medical emergency. In accordance with departmental policy, the student must present documentation of the reason he/she had failed to submit the assignment in a timely manner and documentation must be given to the instructor no more than a week after the scheduled assignment. Late assignments will otherwise be penalized 10% per day late.

Grading scale

100-93: A	82-80: B-	69-67: D+
90-92: A-	79-77: C+	66-63: D
89-87: B+	76-73: C	62 and below: E
86-82: B	72-70: C-	

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

Grading and feedback: For large assignments, you can generally expect feedback within **10 days**.

Email: Students should feel free to contact the instructor at any point during the semester if they have questions about the course or about history more generally (of course I am happy to meet during office hours as well!). E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course # (History 3701) in the subject line so I know which course you are enrolled in (I teach multiple courses!), begin with a respectful salutation (“Dear Dr. Harris”), and be sure sign your name. I will reply to emails within **24 hours on days when class is in session at the university**. I do not regularly check my email on the weekends.

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

Quizzes: Weekly quizzes are open-book/open-note but should be completed on your own. Study groups are encouraged but remember that comparing answers on a quiz or assignment is not permitted.

Written assignments: Your written assignments should be your own original work. In formal assignments, you should follow the *Chicago Manual of Style* to cite the ideas and words of your research sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Group projects: This course include a semester-long group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

COURSE SCHEDULE

As a reminder, unless otherwise noted, assignments are due on the Monday following the end of each week by 11:59 pm. So, for example, assignments from week one will be due Monday August 29 at 11:59 pm. Refer to the Carmen course for up-to-date assignment due dates.

Week 1 (August 22-28)

Tuesday, August 23

Lecture: Introduction to the Course and to the History of Medicine
Indigenous and Colonial American Medical Practices

Thursday, August 25

Quiz 1, Discussion:

Secondary Reading: “Healing and Disease” in Colin G. Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (Baltimore: Johns Hopkins University Press, 1998), 24-41.

Primary Sources:

- Cotton Mather, “Proselytizing for Smallpox Inoculation” (1722)
- William Douglass, “The Dangerous ‘Infatuation’ with Smallpox Inoculations” (1722)

Assignment: Primary Source Analysis Option #1

Week 2 (August 29-September 4)

Tuesday, August 30

Lecture: Medical Education and Practice in the Early Republic, c.1785-1825

Secondary Reading: Lisa Rosner, “Thistle on the Delaware: Edinburgh Medical Education and the Philadelphia Practice, 1800-1825,” *Social History of Medicine* 5 (1992): 19-42

Thursday, September 1

Quiz 2, Discussion:**Primary Sources:**

- Benjamin Rush, “Lecture 9: On the pains and pleasures of a medical life” (1811) in *Sixteen Introductory Lectures to Course of Lectures Upon the Institutes and Practice of Medicine Delivered in the University of Pennsylvania* (Philadelphia: Bradford and Innskeep, 1811), 210-221.
- James Jackson and John C. Warren, “Circular Letter” (1810) in N.I. Bowditch, *A History of the Massachusetts General Hospital* (Boston: John Wilson and Son, 1851), 3-9, <https://babel.hathitrust.org/cgi/pt?id=uc2.ark:/13960/t9474pm94&view=1up&seq=29>

Watch: *A Midwife’s Tale* (PBS, 1998, 81 min.) [Prime Video]

Assignment: Primary Source Analysis Option #2

Week 3 (September 5 -11)

Tuesday, September 6

Lecture: Antebellum American Medicine: Perspectives from the North, South, and West

Secondary Reading: Stephen C. Kenny, “The Development of Medical Museums in the Antebellum American South: Slave Bodies in Networks of Anatomical Exchange,” *Bulletin of the History of Medicine* 87 (2013): 32-62.

Thursday, September 8

Quiz 3, Discussion:**Primary Sources:**

- Jacob Bigelow, *A Discourse on Self-Limited Diseases Delivered before the Massachusetts Medical Society* (Boston: Nathan Hale, 1835), 7-36.
- Andrew Stone, “Remarks on Diseases of the West” (December 12, 1845) *Boston Medical Journal* 33 (1846), 476-480.

Listen: *History of American Slavery Podcast* (Slate), Ep. 7: “To Do No Harm?” (51 min.)
 Assignments: Primary Source Analysis Option #3

Week 4 (September 12-18)

Tuesday, September 13

Lecture: Medicine and the American Civil War, 1861-1865

Secondary Reading: Michael A. Flannery, “Another House Divided: Union Medical Service and Sectarians During the Civil War,” *The Journal of the History of Medicine and Allied Sciences* 54 (1999): 478-510.

Thursday, September 15

Quiz 4, Discussion

Primary Sources:

- “A Day” in L.M. Alcott, *Hospital Sketches* (Boston: James Redpath, 1863), 31-46.
<http://digital.library.upenn.edu/women/alcott/sketches/sketches.html#31>
- Johnathan Letterman, “Gettysburg Report,” October 3, 1863.
<https://ehistory.osu.edu/exhibitions/cwsurgeon/cwsurgeon/gburgreport>

Assignments: Primary Source Analysis Option #4

Week 5 (September 19-25)

Thursday, September 20

Lecture: Introduction and Overview for *The Cholera Years*

Reading:

- Charles Rosenberg’s *The Cholera Years*, Chapters 1-5
- For some local history, also read Matthew Smith, “Pandemic Redux: Revisiting Cincinnati’s 1849 Cholera in the Age of COVID-19,” *Origins: Current Events in Historical Perspective*,
https://origins.osu.edu/connecting-history/cincinnati-cholera-covid-19-revisited?language_content_entity=en

Thursday, September 22

Discussion:

Reading:

- Charles Rosenberg’s *The Cholera Years*, Chapters 6-13

Assignments: Start working on your book review if you wish to complete option #1 (due next week).

Week 6 (September 26-October 2)

Tuesday, September 27

Lecture: The Emergence of “Scientific Medicine,” c.1865-1900

Secondary Reading: John Harley Warner, “Ideals of Science and Their Discontents in Late Nineteenth-Century American Medicine,” *Isis* 82 (1991): 454-478.

Thursday, September 29**Quiz 5, Discussion****Primary Sources:**

- William H. Draper, “On the relations of scientific to practical medicine,” *Transactions of the Association of American Physicians* 3 (1889): 1-8.

Listen: *Bedside Rounds* Podcast, Ep. 22: “The Assassination [of James Garfield]” (18 min.)

Primary Source Analysis Option #5; **Book Review Option #1: *The Cholera Years***

Week 7 (October 3-9)Tuesday, October 4

Lecture: “The Gospel of Germs,” c.1880-1925

Secondary Reading: Nancy Tomes, “Spreading the Germ Theory: Sanitary Science and the Home Economics Movement,” in *Rethinking Home Economics: Women and the History of a Profession*, eds. Sarah Stage and Virginia B. Vincenti (Ithaca, NY: Cornell University Press, 1997), 34-54.

Thursday, October 6**Quiz 6, Discussion****Primary Sources:**

- Charles V. Chapin, “Dirt, Disease, and the Health Officer,” *Public Health Papers and the Reports Presented at the Thirteenth Annual Meeting of the American Public Health Association* (1902) 28 (1903): 296-299.
- John E. Hunter, “Tuberculosis in the Negro: Causes and Treatment” (1905) in Vanessa N. Gamble, ed., *Germs Have No Color Lines: Blacks and American Medicine 1900–1940* (New York: Garland Publishing, 1989), 12-19.

Assignment: Primary Source Analysis Option #6

Week 8 (October 10-12)Tuesday, October 11

Lecture: Improving Medical Care, c. 1870-1940: Medical Education and the Origins of the Modern Hospital

Secondary Reading: “Teaching Hospitals” and “Academic Medical Centers and the Public” in Kenneth Ludmerer, *Time to Heal: American Medical Education from the Turn of the Century to the Era of Managed Care* (Oxford: Oxford University Press, 1999), 102-125.

Listen: *Stuff You Missed in History Class* Podcast: “Abraham Flexner and the Flexner Report” (41 min.)

Thursday, October 13 – FALL BREAK, NO CLASS

Assignments: **Enjoy Fall Break!**

Week 9 (October 17-23)Tuesday, October 18

Lecture: New Medical Technology, c.1890-1950

Secondary Reading: Matthew Lavine, “The Early Clinical X-Ray in the United States: Patient Experiences and Perceptions,” *Journal of the History of Medicine and Allied Sciences* 67 (2012): 587-625.

Thursday, October 20

Quiz 7, Discussion:

Primary Sources:

- Charles L. Leonard, “The Application of the Roentgen Rays to Medical Diagnosis,” *Journal of the American Medical Association* 29 (1897): 1157-1158.
- “Precautionary X-Ray Examinations,” *Boston Medical and Surgical Journal* 167 (1912): 560-561.

Listen: *Bedside Rounds* Podcast, Ep. 23 “Bone Portraits” (20 min.)

Assignments: Primary Source Analysis Option #7 (can be any document assigned during week 8 or 9)

Final Project Assignment Step #1: Finding a topic and a group

By Wednesday October 19, post to the “Idea Fair” discussion board two sentences on one or two research topics that you would like to explore. Please use replies to the discussion board to correspond with peers with whom you would like to work on the final podcast project (at least one reply required).

By Monday October 24, submit via Carmen the names of your group members, acknowledging the theme for your project and that you have exchanged contact information.

Week 10 (October 24-30)

Tuesday, October 25

Lecture: Biomedical Research in America, c. 1920-1965

Secondary Reading: “War and Peace” in Harry M. Marks, *The Progress of Experiment: Science and Therapeutic Reform in the United States* (Cambridge: Cambridge University Press, 1997), 98-127.

Thursday, October 27

Quiz, Discussion

Primary Sources:

- A.N. Richards, “Medicine and the War: Penicillin,” *Journal of the American Medical Association* 122 (1943): 235-236.
- Michael B. Shimkin, Otto E. Guttentag, Alexander M. Kidd and W.H. Johnson, “The Problem of Experiments on Human Beings,” *Science* 117 (1953): 205-215.

Listen/Watch: *Fight Syphilis* (United States Public Health Service, 1942, 9 min.)

<https://collections.nlm.nih.gov/ext/hmdvid/hmdvid-8700182A/hmdvid-8700182A.m4v>

Assignments: Primary Source Analysis Option #8

Week 11 (October 31-November 6)

Tuesday, November 1

Lecture: Introduction and overview for *Examining Tuskegee*

Read: Susan Reverby, *Examining Tuskegee*, Chapters 1-5

Thursday, November 3

Discussion

Read: Susan Reverby, *Examining Tuskegee*, Chapters 6-12

Assignments: Begin working on your book review if you did not write a review of *The Cholera Years* (due next week).

Final Project Assignment Step #2: Project Proposal/Plan

By Monday November 7, submit via Carmen a group work plan that identifies your group's topic, the kinds of sources to investigate, and a timeline for completing the researching, writing, recording, and editing.

Week 12 (November 7-13)

Tuesday, November 8

Lecture: Health Care and Politics since the Mid-20th Century

Secondary Reading: "Entitlements but Not Rights: Medicare and Medicaid" and "The Rise of Healthcare Activism" in Beatrix Hoffman, *Health Care for Some: Rights and Rationing in the United States since 1930* (Chicago: University of Chicago Press, 2012), 117-168.

Tuesday, November 10

Quiz 9, Discussion

Primary Sources:

- Harry Truman, "National Health and Disability Insurance Programs—Message from the President of the U.S.," May 19, 1947, *Congressional Record* H261, 5490-5491.
- Bill Clinton, "Health Care Remarks—Address by the President of the United States," September 22, 1993, in Erik Eckholm, *Solving America's Health Care Crisis* (New York: Random House, 1993), 301-314.

Watch: *Power to Heal: Medicare and the Civil Rights Revolution* (Bullfrog Films, 56 min.) [Library Docuseek2 Database]

Primary Source Analysis Option #9; **Book Review Option #2: *Examining Tuskegee***

Week 13 (November 14-20)

Tuesday, November 15

Lecture: Healthcare in Late 20th Century America: Lessons from the AIDS Crisis

Secondary Reading: Powel Kazanjian, "The AIDS Pandemic in Historic Perspective," *Journal of the History of Medicine and Allied Sciences* 69 (2014): 351-382.

Thursday, November 17

Quiz 10, Discussion

Primary Sources:

- C. Everett Koop, “The Early Days of AIDS as I Remember Them” and Anthony Fauci, “Reflections on the Past, Considerations for the Future,” in Caroline Hannaway, Victoria Harden and John Parascandola, eds., *AIDS and the Public Debate: Historical and Contemporary Perspectives* (Amsterdam: IOS Press, 1995), 9-18 and 67-73.

Watch: *How to Survive a Plague* (Sundance Selects, 2012, 109 min.) [SML]

Assignments: Primary Source Analysis Option #10

Week 14 (November 21-27)

Tuesday, November 22

Lecture: American Medicine in the 21st Century

Secondary Reading: Paul Starr, “Built to Last? Policy Entrenchment and Regret in Medicare, Medicaid and the Affordable Care Act,” in Allen B. Cohen, David C. Colby, Keith A. Wailoo, and Julian E. Zelizer, eds., *Medicare and Medicaid at 50: America’s Entitlement Programs in the Age of Affordable Care* (Oxford: Oxford University Press, 2015), 319-332.

Watch: *Critical Care: America vs. the World* (PBS, 51 min.),
<https://www.youtube.com/watch?v=BytzrjEfyfA>

Thursday, November 24 – NO CLASS

Assignments: **Enjoy Thanksgiving Break!**

Week 15 (November 28-December 4) –Project Preparation

Tuesday, November 29

In-Class Collaboration Time: Work on final projects in groups. Dr. Harris will be available during class for questions and assistance.

Thursday, December 1

In-Class Collaboration Time: Work on final projects in groups. Dr. Harris will be available during class for questions and assistance.

Week 16 (December 7-12) –Project Preparation

Final Project Assignment Step #3: Final Project Submission

By Wednesday, December 7, submit your podcast/video to the Carmen “Project Presentation Forum” along with a transcript and bibliography.

Final Project Assignment Step #4: Reflection and Peer Review

By Monday, December 12, listen to two other podcasts/videos and offer a brief reflection on what you took away from them for your peers.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: History 3701: History of American Medicine

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

- A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

- Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.
- Syllabus is consistent and is easy to understand from the student perspective.
- Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

In addition to a weekly "update message" that reviews where the class finished the previous week, the instructor has created (scripted/recorded) a video lecture each week that lays the foundation for the rest of the content in each weekly module.

There are several opportunities for class discussions both synchronous (optional) and asynchronous (required and for extra credit)--the synchronous content is recorded for the rest of the class to review and focuses on helping students review particularly difficult readings (the two monographs) and the asynchronous discussions focus on either reinforcing the skills for several papers and preparing to work in groups for their final research presentation.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

No special technologies are required for this course but the course intentionally uses a wide variety of media (lectures videos, documentaries, podcasts) that are readily obtainable with direct URLs to promote engagement and active learning through mixed-modalities of content delivery rather than solely just narrated PowerPoint lectures.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

This is an asynchronous course. Students may watch instructor-provided videos and other multimedia provided through Carmen in weekly modules. All synchronous content, as noted above, is optional and are solely for the purposes of review/reinforcement for students who need extra direct support from the instructor.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

For the scaffolded final project, since students do not get to meet their peers face to face in a classroom, we use Carmen discussions as opportunities to "meet" one another and discover common interests. Similarly, presentations are prerecorded and posted to a discussion forum for peer review at the end of the term rather than given live in front of a classroom.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

"In-class" instruction each week includes: watching uploaded lecture and multimedia (either a podcast or video weekly) content (about 1.5 hours) and completing a comprehension quiz (30 minutes). Many weeks include an opportunity for ungraded (or extra credit), reflective discussions (hour).

"Out of class" instruction includes: completing the readings (about 3 hours), preparation of essays or work on projects (3 hours).

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

I have taught eight unique courses at OSU, and have had many diverse accommodations that students have needed. I have never had an accommodation I could not meet, including providing alternative means of viewing a silent film for a visually impaired student (I watched the film with him in real time and narrated it scene by scene for him). I have taken and will continue to take the Digital Accessibility training and will continue to ensure that activities provide opportunities to be successful to a diverse set of learners, including, as in the case above, of providing alternative means of accessing course materials when appropriate.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

A section of the syllabus (p. 9) lists both the general Academic Integrity policy for the University and specific guidance for papers and the quizzes. The quizzes are given from a large question bank with randomized answers to deter cheating. Students answer a preliminary question on each quiz acknowledging that they understand that they must complete the quiz on their own and failure to do so constitutes cheating.

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Weekly quizzes (multiple choice/true false) allow students to immediately self-check their comprehension of the weekly module content. Major assignments also give students the opportunity to practice both written and oral communication and demonstrate deeper/richer engagement with the course materials. Two primary source analysis essays give students the chance to think like an historian, by reading and evaluating texts from a period under consideration and a book review essay allows them to show their comprehension of scholarly analysis of sources. Students then apply both of these skills by reading more texts, found through research to build their own scholarly argument and make their case to their peers in a final research presentation developed with a small group of peers, to foster a greater community of learners.

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Students have periodic informal, ungraded (or extra credit) Carmen discussions throughout the semester. The instructor also provides a course Q&A discussion forum throughout the semester.

Students have the opportunity to participate in three optional synchronous Zoom sessions at various stages of the semester (twice to discuss the two books and once at the end of the course to reflect on the course at large).

Students work together to develop a research presentation throughout the semester that is presented to their peers, who reflect and provide feedback on what they learned from one-another.

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Students are surveyed at the start of the semester about what they are seeking to takeaway from the course. To the extent possible, some lectures are tailored in their examples to include this content for the students.

The pedagogical underpinnings of the major assignments are provided in the assignments, and are reiterated in regular course communications.

Students are encouraged to choose a topic of interest to them as the subject of their final project.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by _____ on _____

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.