History 447: Health and Illness in American History
Fall 2014, Wednesdays 1-3:40am, 532 Park Hall

Prof. David Herzberg
565 Park Hall
email (best way to reach me): herzberg@buffalo.edu
phone: (716) 645-8416
Office hours: Tuesdays 10a-noon and by appointment

COURSE DESCRIPTION

This course traces the experiences of health, illness, and medicine in American history in the 19th and 20th centuries. We will address the shift from traditional to scientific and professional medicine; the experience of being ill and of being a patient; the “medicalization” of everyday experiences; the health impact of modern commercial capitalism; and the use of medicine as a source of cultural authority in ongoing political battles over identity (e.g., citizenship, race, gender, sexuality). Students will have the opportunity to find and analyze historical documents in a substantial research project.

REQUIRED TEXTS:

The following books are available at Follett’s on North Campus and on reserve at the library. Other materials will be available online through UBLearns.

- Sheila Rothman, *Living in the Shadow of Death: Tuberculosis and the Social Experience of Illness in American History*
- Judith Leavitt, *Typhoid Mary: Captive to the Public’s Health*
- Mariola Espinosa, *Epidemic Invasions: Yellow Fever and the Limits of Cuban Independence, 1878-1930*
- Allan Brandt, *No Magic Bullet: A Social History of Venereal Disease in American Since 1880*

COURSE REQUIREMENTS:

I expect you to attend all classes, on time, having read & thought about all assigned material for the week; I expect you to participate in class discussions; and I expect you to complete all assignments on time. Because this class relies so heavily on in-class discussion and exercises, each absence will result in a grade penalty as per below under “Participation.” A grade of “Incomplete” will be given in accordance with University policy: “Students may only be given an ‘I’ grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An “I” grade may not be assigned to a student who did not attend the course.”

1. Participation (25%):
   - You will be assigned a letter grade for your preparation and participation, based on the quality and quantity of your participation in class discussions & any in-class writing assignments. Full attendance with zero participation results in a baseline grade of D. Attendance counts as well: each absence after the first will lower your participation grade by 20%.
2. Short essay (25%):
- A 5-6 page essay uploaded digitally to UB Learns and also due in hard copy at the beginning of class on October 22nd. Paper will ask students to use readings, lectures, and class discussions to make an argument about change and continuity over time in the history of infectious diseases.

3. Research paper (50%):
- *Secondary source analysis (2 pages), due November 5th at the beginning of class (5%):* Thoughtful summary and analysis of secondary sources assigned for your topic.
- *Primary source analysis (2 pages), due online November 10th by noon (5%):* Thoughtful summary and analysis of ONE of your primary sources.
- *Complete 10-12 page draft of research paper, due online Monday, November 17th, by noon (10%):* A complete, coherent draft.
- *Substantially revised 10-12 page final draft of research paper, due December 3rd at the beginning of class (25%):* A fully revised, polished research paper, with proper footnotes and bibliography. Both paper and revisions will be graded.
- *In-class presentation of your research findings, December 3rd (5%):* Maximum 5 minutes speaking with 5 minutes for Q&A.

**PLAGIARISM & EXTERNAL SOURCES POLICY:**

All students are expected to be familiar with and abide by the University's academic integrity policies, available in the Undergraduate Catalog ([http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml](http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml)) or the Graduate School Policies and Procedures Manual ([http://www.grad.buffalo.edu/policies](http://www.grad.buffalo.edu/policies)). Plagiarism detection software may be used by individual instructors or the institution to aid in determining the originality of student work.

What is plagiarism? Briefly, it is using the work and words of another writer (whether from print sources, from the Web, or from another student) without giving clear credit to her/him. Plagiarism is unacceptable in any course assignment, big or small, and will result in an “F” grade for the entire course. If you have any questions or doubts, ASK.

There are innumerable sources available for the study of post-WWII U.S. history, but I expect students to engage with the materials I have selected for this course. In your written work, therefore, do not refer more than briefly to sources other than those assigned for the course unless: (1) you have fully engaged all relevant course materials (including readings, lectures and discussion) and wish to add more to an already complete essay; and (2) you have received prior approval from me to bring in the additional source. This is particularly important for Web sources: absolutely no use of any Web sites for written work unless you have specifically cleared the Web site with me in advance.

**ACCESSIBILITY RESOURCES:**

UB’s Accessibility Resources Office coordinates services and accommodations to ensure the accessibility and usability of all UB programs, services, and activities by people with disabilities. To receive accommodation for physical and learning disabilities, students are required to register with that office; more information can be found at [http://www.student-affairs.buffalo.edu/ods/](http://www.student-affairs.buffalo.edu/ods/).
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Midterm essay</th>
<th>Class discussion</th>
<th>Research paper</th>
<th>Research presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Knowledge</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- identify key events, people, and eras in the history of infectious disease in America</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- understand the impact of infectious disease on American society, culture, politics, and law</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- identify continuity and change in how Americans have understood/explained infectious disease, and in their organized/collective responses to infectious disease</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- understand the historical development of public health and its major strategies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Historical Thinking</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- compare and evaluate the experiences of infectious disease in different places, communities, and time periods</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- evaluate the strengths and weaknesses of different political, cultural, and medical responses to infectious disease</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- understand how the history of infectious disease is used to inform current debates and policies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- complicate a progressive narrative of medical success with a recognition of other perspectives, contexts, and narratives</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- use the past as a laboratory to understand the mechanisms of “social medicine” and social conditions as a “fundamental cause of disease,” and how they have changed over time</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Historical Skills</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- construct convincing arguments supported by evidence from primary and secondary sources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- write clear, detailed analyses about historical questions and problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- strengthen ability to read closely</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>- develop oral communication skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
August 27: Introduction

No reading

Assignment

- Log on to “Newspaper Source Plus” and find an article on infectious disease in a newspaper or popular magazine
  1. Go to UB Library web site, library.buffalo.edu
  2. Click on “databases” above the green SEARCH box, upper middle of screen
  3. Type “Newspaper source plus” into the search box & click SEARCH
  4. Click on the words “Newspaper source plus”
  5. Sign in to your UB account
  6. Enter your search term (an infectious disease) & use the “Limit your search” section (below) to limit your search to 2014
- Read the article & prepare to explain and discuss what it tells us about
  -- how we understand/explain disease today?
  -- who (or what) are sources of authoritative knowledge about disease today?
  -- what it is like to experience a disease today?
  -- what moral and/or political issues are connected to disease today?

September 3: Thinking about disease & history

Reading (45 pages total):


Mini lecture: “Traditional” medical knowledge and practice

September 10: Being sick in the 19th century (175p.)

Reading (175 pages total):

Rothman, *Living in the Shadow of Death*, 1-175

Mini-lecture: The gospel of germs
September 17: Being a “patient”

Reading (75 pages total):
Rothman, p. 175-250

Mini-lecture: Professionalizing medicine

September 24: The new public health

Reading (96 pages total):
Leavitt, Typhoid Mary, 1-96

Mini-lecture: Disease and the color line

October 1: Infections and inequalities

Reading (158 pages total):
Leavitt, Typhoid Mary, 97-255

Mini-lecture: Epidemics and empires

October 8: Epidemic invasions

Reading (125 pages total):
Espinosa, Epidemic Invasions, all (p. 1-125)

Mini-lecture: Magic bullets

October 15: Killer sex

Reading (136 pages total):

UBL Allan Brandt, No Magic Bullet: A Social History of Venereal Disease in the United States Since 1880, Chapters 1, 3, 5 (p. 7-52, 96-122, 161-83)


No mini lecture; discussion of essay
October 22: MEET AT HSL: Intro to primary sources

****ESSAYS DUE AT BEGINNING OF CLASS

First hour: analyze primary source from HSL collection  
Second hour: finding popular & medical sources  
Last bit: how can I tell if a source is “interesting”? 

October 29: MEET AT HSL: Finding primary sources

Guided search for primary sources

SECONDARY SOURCE(S) DUE [have in hand]

November 5: MEET AT HSL: Finding primary sources

Guided search for primary sources

SECONDARY SOURCE ANALYSIS DUE

November 12: MEET AT HSL: Interpreting sources

Colloquium on source analysis

PRIMARY SOURCE ANALYSIS DUE

COMPLETE ROUGH DRAFT DUE MONDAY, NOVEMBER 17

November 19: Rough draft workshop

Workshop / peer review of rough drafts

Individual meetings with instructor as necessary

November 26: THANKSGIVING, NO CLASS

December 3: Final papers due & research presentations

FINAL DRAFT & RESEARCH PRESENTATIONS