

History of American Health Care

a course in American Studies and History with Historical Inquiry and Wellness designations

STETSON UNIVERSITY

Program in American Studies and Department of History

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Office Hours: M-Th 1-3, and many afternoons 3-5

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HIST356H/W (CRN# 5321)

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TuTh 11:30-12:45

Elizabeth 311

Goals of the Course

Health care has a major impact on most people's lives. Its importance and its costs have made it issues major players in American cultural and political life. This course explores the historical background and contemporary conditions of American health care. To foster understanding of the complexities of American health care, the course material generally includes coverage of earlier phases of American history in the first half of the semester, and of the modern and contemporary period in the second half. On these paths of inquiry, we will explore a variety of historical and cultural topics with connections to a variety of other disciplinary fields, including the fate of American peoples during colonial contact, the relation of health care to Enlightenment and revolution, the democratic impulse to welcome diversity in the medical marketplace, the promise of reform in lifestyle and in laboratory investigation, the impact of Darwinian biology and of technological innovations, the terror of epidemics, the contributions of diverse ethnic groups and the cruelties imposed by dominant groups, the relation of health to nature and to human intervention, the merits and the limitations of materialist approaches to the body, the promise of alternative holistic models for viewing health and illness, the rise of the modern doctor, the importance of public health, the relation of medicine to mass society and popular culture, the demands of practice, the challenges of terminal illness, the growing costs of insurance, and the threats to health from environmental toxins.

A theme across these inquiries will be the spectrum of health issues from chronic to acute, calling for attention to the whole afflicted persons or their ailing parts, with these orientations generally lining up with impulses for prevention and management, or for diagnosis and cure. Each topic takes its place on this spectrum, and each topic displays Americans of different time periods, ethnicities, races, religions, genders, levels of education, degrees of cultural or political power, and ideological orientation trying to maintain or improve their health. Representatives of each perspective will gain a hearing in the materials of this course, and each student has the opportunity to explore any one of these threads, or another related one, in more detail and nuance with the Research Paper.

Through your work with books and other texts, library research, films, class projects, lectures, and discussion, emphasis will be placed on your development of thinking, reading, writing, and speaking skills. Please fill out a card so I can begin to get to know your academic interests right away.

Course Requirements and Grading

-Participation: attendance, class involvement, and 10 One-Page Essays	} 20% of final grade
-Research Paper	20%
-Two Midterm Exams	20% each
-Final Exam	20%

Extra Credit

-Attend related campus and community events, write a one-page essay, and briefly report your experiences to class.

-Arrange to make a class presentation on your research paper in relation to a particular day's topic.

I assume academic honesty. Anything less will be taken seriously at the department and university levels. Your work for this class must be your own, with quotations or references to the work of others clearly cited. On this topic and for ways to improve writing, you have resources from this class and at the Writing Center, Maggie Herb, Director, mherb@stetson.edu, located in the library near the East Room computer lab, writingcenter@stetson.edu, 822-7717; and the Academic Success Center, Stacy Collins, Director, and April Thompson, Assistant Director, asc@stetson.edu; scollin1@stetson.edu, 822-7127, 209 East Bert Fish (behind the CUB in between the Pi Phi House and the Honors House, for mail:

421 N. Woodland Blvd, Unit 8366, DeLand, FL 32723).

If you anticipate barriers related to the format or requirements of this course, you should meet with me to discuss ways to ensure full participation. If disability-related accommodations are necessary, please register with the Academic Success Center (822-7127; www.stetson.edu/asc) and notify me of your eligibility for reasonable accommodations. You and I along with the Academic Success Center will plan how best to coordinate accommodations.

Have you noticed that small class sizes are rare in this world? How can you make use of this resource? Because so much of this course involves exchange of ideas in class and consideration of subtle values, your *attendance and participation* are crucial parts of your learning and make up a significant part of your grade. There are many forms of participation, including careful listening, reviewing notes after class, writing the One-Page Essays, and especially questions and discussion in class (as facilitated by all of the above). Much of class time will build on your reading and will link to projects and films. More than three unexcused absences will be reported to the administration and put your grade in jeopardy.

The *One-Page Essays* are places for you to capture your thoughts, practice writing, and prepare for class; in class, they can serve as a basis for comments and questions. The entries can allow you to test out ideas you are exploring, maybe even serving as your own experiments for paper topics. I encourage you to write, even if only briefly, every time you do some work for the class (before or after class, after reading, or after a project). In addition to this general advice, there are *ten one-page essays* due as part of your participation grade—that is, one per week (allowing for a few crazy weeks!). Turn them in during the week of the material discussed; *Essays submitted late will contribute to a lower Participation grade*. Write a paragraph on one typed page in response to the class material; include your *report* on what you've learned and your *reflections* in response to its facts and interpretations. This type of assignment will also be a way to make up for excused absences.

The class-time *Explorations* (EXPs) will be student-led presentations for review of course readings, leadership of discussions, and pursuit of further insights; they are also exercises in the skill of oral communication, and contributions to the learning experience of all course members. The format will vary with the material involved, and with your thoughtful suggestions; in general, please choose small groups for each EXP, choose key readings of about 20 pages for your fellow students, present an overview with your theme(s) about the material, plan discussion questions, and be prepared for more questions.

The work of the *Research Project* will grow during the semester, and these *Writing Steps* on your own research project are separate from the ten One-Page Essays on the shared course material:

-Step 1, One Key Book: during the first month, think of topics and questions related to the course and that you find interesting; you may find a live issue in relation to your life, coursework, major, career goals, or avocational interests. In history, cultural studies and related fields, books are the premier cultural products for good quality research and evaluation; find a book on your topic, one that will help you answer your questions. *Turn in the citation of your book, with a paragraph explanation about why you find it interesting, how it relates to the course, and what it is arguing about your topic.*,

-Step 2, The Book in Relation to More Sources: in the next few weeks, use the library and other resources to consult more related texts, including primary and secondary sources, to supplement your book; find at least two of the following: book reviews, journal articles, encyclopedia entries, government documents, web pages, newspapers and magazines, audio-visual material, and/or interviews. *Turn in a one-paragraph statement of the relation of these sources to your book, and how they illuminate your topic and your emerging theme;* and

-Step 3, The Final Paper: In addition to reporting on your topic, be sure to evaluate your sources with expression of your theme, using facts and explanations to support your interpretation. During the last week of classes, *turn in your final written Research Paper of 10 typed pages*—earlier is welcome!

The *Midterms* will be essay questions that ask you to analyze the material of the course. The *Final Exam* will also be in essay format; one part of it will be a “second mid-term” and the other will be comprehensive. To encourage improvement, turn in your earlier writing with each successive writing assignment. In grading oral and written work, I will emphasize your understanding of the material, the persuasiveness of your argument, and your clarity of presentation. Please print on used or two-sided paper and turn it in clipped, without any folders or binders.

All the assignments involve careful thinking and writing. Please see the *American Studies Web Page*, <http://www.stetson.edu/artsci/american-studies/>, for many postings designed to help you do your best work in the course and in life in general. In particular, click on Faculty > my name > Teaching, or go

directly to <http://www.stetson.edu/artsci/american/pcteaching.php> to see the Learning Guides, namely, the guides to learning, research, writing, discussing, speaking, and grading. On the same department web page, at the Learning By Doing link > Work to Learn/Learn to Work, or by going directly to <http://www.stetson.edu/artsci/american-studies/worktolearn.php>, see tips on ways to use your Stetson education in preparation for later life and career, and see the American Bar Association's Guide to Legal Education with suggestions about use of an undergraduate education in getting ready for law school, with ideas that also apply to other post-graduate training and job settings.

Blackboard: This computerized bulletin board will be a place to post course information, including bibliography, web references for class work and research, assignments and requirements, recent updates, and more; "information" has general information and "Content" has particular assignments.

Books for Purchase:

John Harley Warner and Janet A. Tighe, Major Problems in the History of American medicine and Public Health (indicated on **Schedule** below as WT)

Sinclair Lewis, Arrowsmith (Signet Classic: Sally Parry, Introduction; E. L. Doctorow, Afterword, 2002) Gawande, Better

Pauline Chen, Final Exam: A Surgeon's Reflections on Mortality (recommended)

T. R. Reid, The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care

Electronic Books (ebooks) available through the Library:

James Whorton, Nature Cures: The History of Alternative Medicine in America

Sandra Steingraber, Living Downstream: Ecologist's Personal Investigation of Cancer & the Environment On Reserve, available at Library Circulation Desk, and selections on Blackboard:

Alfred Crosby, Ecological Imperialism, ch 9

Malcolm Gladwell, Outliers, introduction

Rebecca Skloot, Immortal Life of Henrietta Lacks, pp. ix-9 and 315-328

Ann Jerome (Croce), "Another Medical Paradigm: The Case of Classical Homeopathy" The Long Term View: A Journal of Informed Opinion (1999): pp. 25-38

Pauline Chen, Final Exam, chs 5, 8, and 9

On Blackboard: This computerized bulletin board has copies of course documents and new and related material: "Information" has general information and "Content" has references to particular assignments. Blackboard, Information includes some reading:

Guest Experts:

John Fulginiti III, MD FACS, semdoc1@gmail.com, emergency room surgeon

John Dupree, cancer patient at the Winthrop Rockefeller Cancer Institute at the University of Arkansas Medical School, <http://cancer.uams.edu/>

Ann Jerome, homeopathic educator, <http://www.academyofclassicalhomeopathy.com>.

Schedule of Topics and Readings

for each day of class, please read the assigned required reading

<u>Date</u>	<u>Topics</u>	<u>Requirements</u>
Aug. 22	introductions	WT, introductory pages (preface and ch 1)
Aug. 27	native practices, demographic collapse	WT, 26-30, 40-48 in ch 2 Crosby, ch 9
Aug. 29	health and medicine in American culture	read at least one entry on Web Info (on Blackboard), and write an essay
Sep. 3	enlightenment republic, revolutionary healing	WT, 30-40, 48-71, 73-80 (in chs 2-3)
Sep. 5	mainstream and sectarians in the medical marketplace	WT, 71-73, 80-90, 125-130, 135-36 (in chs 3 and 5); Whorton, through ch 2 (ebook)
Sep. 10	materialist knowledge and specificity in practice	WT, ch 4, Gladwell, introduction <i>Step 1: One Key Book</i>
Sep. 12	reform: individual and institutional	WT, 131-33, 135-36, 140-42, 149-61, 168-76, 190-95 (in chs 5-6)
Sep. 17	how universal are health conditions?	WT, ch 7; EXP 1
Sep. 19	standardizing care	WT, 275-86, 297-316 (in ch 9)
Sep. 24	expertise and medical authority	WT, ch 10, John Fulginiti, MD

Sep. 26	public health and science overwhelmed	WT, ch 8
Oct. 1	the promise of machines	WT, ch 11
Oct. 3	human subjects: opportunities or abuse?	WT, 388-95, 400-09, 416-23, and Skloot, ix-9 and 315-328
Oct. 8	an alternative paradigm: homeopathy	Ann Jerome, <u>Long Term View</u> article, Whorton (ebook) conclusion (chs 3, 12 recommended) <i>Midterm Exam</i>
Oct. 10-13: Fall Break		
Oct. 15	history and health	film: Influenza 1918; Oct. 8 readings
Oct. 17	great expectations ... and reality	WT, ch 13
Oct. 22	the rise of the modern doctor	Lewis, through ch 9
Oct. 24	denouncing nature	Lewis, chs 10-20
Oct. 29	the bounty of the laboratory	Lewis, chs 21-30; <i>Step 2: More Sources</i>
Oct. 31	something permanent?	Lewis, ch 31-afterword, EXP 2
Nov. 5	simple things and mass society	Gawande, through part I
Nov. 7	practice? practice...	Gawande, part II; WT, 459-74, 481-85, 489-98 (in ch 14)
Nov. 12	beyond norms	Gawande, part III through end ; EXP 3
Nov. 14	medical innovations & patient savvy	John Dupree on the path to remission
Nov. 19	social and medical pluralism	WT, ch 15
Nov. 21	social good or social profit?	Reid, through ch 3
Nov. 26	wholes/parts, prevention/cure,...	collecting medical stories, Chen, especially chs 5, 8, and 9, and Steingraber, ch 11: recommended
Dec. 3	possible next steps	Reid, ch 10 to end; <i>Step 3: Final Paper</i>
Dec. 5	modern science and modern folk	review
Dec. __	medical history, medical culture: problems, lessons, opportunities	<i>Final Exam</i>