

HIST 229: History of Race, Science & Medicine in the United States, Spring 2021

Format: Lectures will be recorded and available to view online. Discussion sections will take place synchronously, via video conference at various times (check PAWS to see which you are in). You must log into the Collaborate Ultra discussion area at the exact day and time when your section meets. Please read this page before the first section meeting: [Online Discussions Guidelines](#).

Instructor: Thomas Haigh, Holton Hall 349. No in-person meetings this semester, but I will be having "virtual" office hours on Mondays, 10:00 to 12:00. Thomas.haigh@gmail.com

Teaching Assistant: Brianna Quade. Office hours Tu/W 12:30-1:30 or by appointment via Collaborate Ultra bmquade@uwm.edu

Textbook: Nothing to purchase. All required readings will be made available via Canvas.

Description: Explores the intersection of health and race in the US, from the Columbian Exchange (when European diseases killed most of the native inhabitants of the Americas) to Obamacare and Covid-19. We will be integrating the history of specific diseases such as TB, AIDS, syphilis, schizophrenia, and cholera with the development of medical science and the broader history of the United States. Topics include health and slavery, the history of public health, immigration & ethnic communities, Jim Crow, urban segregation, the Great Society programs of the 1960s, the culture wars of the 1980s, healthcare reform, the opioid crisis, and the decline and sudden reemergence of epidemic infectious disease.

Topics and Schedule

The course content is structured into the following modules. Each module will take one week of class time, and include several readings and a set of pre-posted discussion questions.

18-Jan	Course site opens. Begin to look around and get ready.
Week of 25-Jan	Do the (light) reading and watch the lectures for 1: Introduction to Science, Race and Medicine . We are not holding the asynchronous discussion sections this week. Instead, please make a post introducing yourself in the online discussion forum for your section. Next week's discussion will include the Module 1 readings.
Week of 1-Feb	2: Race and Health in the European Conquest
Week of 8-Feb	3: Slavery and the Civil War
Week of 15-Feb	4: Public Health, Epidemics and Ethnicity in the 1800s

Week of 22-Feb	5: Race Science and Eugenics
Week of 1-Mar	6: Syphilis and Jim Crow - the Tuskegee Study
Week of 8-Mar	Work on paper 1. Your TA will be available during discussion section to help you with your paper. If you submit a draft by email on 7-Mar or sooner your TA will provide feedback by 10-Mar.
12-Mar	PAPER # 1 DUE
Week of 15-Mar	7: The Great Migration, Segregation, and TB
Week of 22-Mar	SPRING BREAK -- NO CLASS
Week of 29-Mar	8: Cancer, Antibiotics and the Scientification and Medicine
Week of 5-Apr	9: Medicare, Civil Rights and Mental Illness in the 1960s
9-Apr	Primary Source Assignment Due
Week of 12-Apr	10: Politicizing Health in the 1980s - AIDS and the War on Drugs
Week of 19-Apr	11: Whiteness and the Opioid Crisis
Week of 26-Apr	12: Health Insurance and Obamacare
30-Apr	Paper 2 Due
Week of 3-May	13: Race and Pandemic (updated reading TBA)
Week of 10-May	Last scheduled week of class. No discussion sections, but we will be available to give any help needed for the final paper.

20-May	FINAL (PANDEMIC) PAPER DUE. (This date is in the examination week, as the paper is an alternative to a traditional examination)
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Learning Goals: As a course counting towards the general education credit in the humanities, and the cultural diversity credit, History 229 will prepare students to

- Analyze and interpret a variety of historical sources, including texts, images, and data.
- Read and use primary and secondary sources critically and effectively
- Understand history both as a body of knowledge and as an intellectual and social process.
- Recognize the complex and changing meanings of broad concepts such as race, ethnicity, gender, class, science and medicine.
- Analyze historical sources as part of their larger historical context.
- Use evidence and citations effectively to construct a larger argument.

Credit Breakdown:

You are expected to attend and participate fully in each class meeting, having read and analyzed the assigned materials. You will demonstrate your understanding of these readings in four take-home assignments and through your participation in discussion sections. These items are weighted as follows:

- Paper one: 20%
- Paper two: 20%
- Primary source evaluation: 10%
- Pandemic paper (instead of final exam): 25%
- Discussion participation: 25%

Discussion Participation: Your participation in the discussion sections will be used to set your participation mark. We will circulate discussion questions prior to each week of class, which will guide your reading and note taking in preparation for the discussion meetings. The term papers will cover the same ground as these discussion questions, so it is in your interest to prepare well and to make notes during discussion.

The teaching assistant will note down contribution by each student to each class meeting. If you feel uncomfortable talking in a group, we will award credit for answers to discussion questions submitted in writing before the section meets. Just showing up in every meeting of your discussion section does not get credit for participation. For more information on discussion grades, see this page: [Discussion Section Rubric](#).

Examinations: Because of the shift to online delivery I have dropped the midterm and final, which do not translate well to the online format. If it becomes apparent that the quality and effectiveness of discussion is suffering because of a general lack of preparation by students (unfamiliarity with the readings or failure to have come to class with notes answering discussion questions) then we reserve the right to base part of the grade on either (1) unannounced quizzes or (2) additional written assignments based on the discussion questions.

Papers 1 & 2: Both papers will require you to make and support your own sustained argument in response to a question. You will support this argument with evidence, including material from lectures and from the assigned course readings multiple weeks of class. Details on the papers, and the rubric used to grade them, will be posted in D2L.

Primary Source Evaluation: [Details of this assignment here.](#)

Final (Pandemic) Paper: Details on this assignment to be posted later.

Course Specific Policies:

- **Discussion Section Attendance:** Attendance will be taken at each online discussion section meeting. Everyone is allowed to miss one discussion section. You will be penalized by 2.5% on your **overall course grade** for your second unexcused absence, and by another 2.5% for each additional unexcused absence after that. We appreciate that many students are facing challenging circumstances at the moment. If the absence occurs for reasons outside your control, such as a medical or family emergency, please get in touch with the teaching assistant as soon as possible. Missing several discussion sections will lower your overall grade and may make the difference between passing and failing the course.
- **Late Work:** All work will be penalized by 3% for each day or part day after the deadline it is received. All deadlines are shown in Canvas. It is your responsibility to be aware of them. I suggest marking them on your calendars now. Deadline will never move forward from those shown at the start of the semester. The maximum reduction will be to a score of 50%. Extensions require a good reason and must be arranged in advance.
- **All Papers Are Required:** You will automatically receive the grade of F if any required assignment is missing by the end of semester, even if averaging in a zero for the missing paper(s) might otherwise give you a different overall grade.
- **Academic Misconduct:** This course is subject to the University's Academic Misconduct policy, which can be found on the web [here \(Links to an external site.\)](#). Please read it carefully. Any evidence of plagiarism on the assignments or cheating on the examinations will be punished with a grade of 'F' for the **entire course**. This includes handing in work for which you have received credit in another course (even if it is your work), handing in someone else's work or a portion of their work, cheating on examinations, or failing to acknowledge (cite) your sources. Directly quoted material not placed within quotation marks or indented is also plagiarism, even if you do include a citation.
- **Participation by Students with Disabilities:** If you require special accommodations in order to meet any of the requirements of this course, please work with the Accessibility Resource Center to obtain documentation of your needs.
- **Workload Policy:** You will spend about 24 hours in lectures (50 minutes x 30 lectures) and another 12 hours in discussion sections. For a typical student, doing the assigned readings and taking careful notes should take about 4 hours for each of the 12 to 14 topics, for a total of up to 56 hours. There are two regular papers, each of which might take 12 hours to produce. Preparing for and conducting the primary source evaluation might take 8 hours to do well, and the final paper might take 15 hours. All together, the course should take approximately 139 hours of work time for a typical student. However students will be graded according to the work they produce, not the time spent producing it.

- **Academic Advising in History:** All L&S students have to declare and complete an academic major to graduate. If you have earned in excess of 45 credits and have not yet declared a major, you are encouraged to do so. If you either are interested in declaring a major (or minor) in History or require academic advising in History, please visit the Department of History undergraduate program web page at <http://www4.uwm.edu/lets/history/undergrad/> ([Links to an external site.](#)) for information on how to proceed.

General UWM Course Policies

In addition to the custom policies given above, all standard UWM course policies apply. These are available at <https://uwm.edu/secu/syllabus-links/>. ([Links to an external site.](#))

Letter Grades Assignment: I will use the weightings given above to turn your performance in each area of the course into a numerical average. This will translate to your overall course grade as follows:

Grade	Lower bound	Upper bound
A	94.00%	N/A
A-	91.00%	93.99%
B+	88.00%	90.99%
B	85%	87.99%
B-	82%	84.99%
C+	79.00%	81.99%
C	76.00%	78.99%
C-	73.00%	75.99%
D+	70.00%	72.99%
D	67.00%	69.99%
D-	64.00%	66.99%
F	N/A	63.99%

Week by Week Readings and Lectures

1: Introduction to Science, Race and Medicine

- Lecture 1: Introduction
- Lecture 2: Health & Disease Before the American Revolution
- Moises Velasquez-Manoff, "Why Doctors Should Ignore Race," New York Times, December 8, 2017. Also includes letters to the editor in response, published December 17.
- Braun L, Fausto-Sterling A, Fullwiley D, Hammonds EM, Nelson A, Quivers W, et al. (2007) Racial Categories in Medical Practice: How Useful Are They? PLoS Med 4(9): e271.

2: Race and Health in the European Conquest

- Lecture 3: The Columbian Exchange
- Lecture 4: Race in the Early Republic
- Kraut, Alan M. "The Breath of Other People Killed Them!: First Encounters." Chapter 1 of Silent Travelers: Germs, Genes, and the "Immigrant Menace." Basic Books, 1994.

3: Slavery and the Civil War

- Lecture 5: Slavery in the USA
- Lecture 6: Medicine From the Revolution to the Civil War
- Savitt, Todd L. "Black Health on the Plantation: Masters, Slaves and Physicians" in Judith Walzer Leavitt & Ronald L. Numbers (eds.) *Sickness & Health in America*, University of Wisconsin Press, 1997, pages 351-368.
- Schwartz, Marie Jenkins. *Birthing a Slave: Motherhood and Medicine in the Antebellum South*, Harvard University Press, 2006. Introduction (pages 1-7).
- Schwartz, Marie Jenkins. *Birthing a Slave: Motherhood and Medicine in the Antebellum South*, Harvard University Press, 2006. Chapter 2 "Healers" (pages 33-66).

4: Public Health, Epidemics and Ethnicity in the 1800s

- Lecture 7: Urbanization, Cholera, and Public Health
- Lecture 8: Immigration, Race and Ethnicity to the 1920s
- Leavitt, Judith Walzer. *The Healthiest City: Milwaukee and the Politics of Health Reform*. University of Wisconsin Press, 1996. Chs. 1 ("Milwaukee: The City and Its Health Problems") & 3 ("The Politics of Health Reform: Smallpox")
- Kraut, Alan M. *Silent Travelers: Germs, Genes, and the "Immigrant Menace."* Basic Books, 1994. Chapter 2: "A scourge, a Rod in the Hand of God!: Epidemics and the Irish Mid-Century."

5: Race Science and Eugenics

- Lecture 9 - Race Science in the 1800s
- Lecture 10: Eugenics and Immigration

- Gould, Stephen Jay "American Polygeny and Craniometry before Darwin: Blacks and Indians as Separate, Inferior Species." Chapter 2 of *The Mismeasure of Man*, Norton, 1992.
- DenHoed, Andrea. "The Forgotten Lessons of the American Eugenics Movement," *The New Yorker*, April 27, 2016.
- Galton, Francis. "Eugenics: Its Definition, Scope, and Aims." *The American Journal of Sociology* 10:1, 1904.
- Chen, Michelle (2015) "Fit for Citizenship? A Photo Essay" *Dissent Magazine* (Spring, 2015).

6: Syphilis and Jim Crow - the Tuskegee Study

- Lecture 11: Reconstruction and Jim Crow
- Lecture 12: Germs, Drugs, and Syphilis
- Allan M. Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Experiment." Originally published in the *Hastings Center Report* 8 (December 1978):21-29. This reprint is pages 15-33 of Susan M. Reverby (ed.), *Tuskegee's Truths: Rethinking the Tuskegee Syphilis Study* (Chapel Hill: University of North Carolina Press, 2000).
- Eunice Rivers, Stanley H. Schuman, Lloyd Simpson and Sidney Olansky, "Twenty Years of Followup Experience in a Long Range Medical Study," *Public Health Reports* 68:4 (April 1953): 391-395.
- Susan M. Reverby, "Rethinking the Tuskegee Syphilis Study: Nurse Rivers, Silence and the Meaning of Treatment." *Nursing History Review* 7 (1999): 3-28.
- Evelyn M. Hammonds, "Your Silence Will Not Protect You: Nurse Rivers and the Tuskegee Syphilis Study" originally published in Evelyn C. White, *The Black Woman's Health Book: Speaking for Ourselves* (Seattle: Seal Press, 1994): 323-31. This reprint is pages 15-33 of Susan M. Reverby (ed.), *Tuskegee's Truths: Rethinking the Tuskegee Syphilis Study* (Chapel Hill: University of North Carolina Press, 2000).

7: The Great Migration, Segregation, and TB

- Lecture 13: Tuberculosis, Race and the New Deal
- Lecture 14: Urban Segregation in the North
- Roberts, Samuel Kelton. *Infectious Fear: Infectious Fear: Politics, Disease, and the Health Effects of Segregation*. (University of North Carolina Press, 2009). Chapter 1: "Towards a Historical Epidemiology of African American Tuberculosis."
- Roberts, Samuel Kelton. *Infectious Fear: Infectious Fear: Politics, Disease, and the Health Effects of Segregation*. (University of North Carolina Press, 2009). Chapter 2: "The Rise of the City and the Decline of the Negro."

8: Cancer, Antibiotics and the Scientification and Medicine

- Lecture 15: Medical Reform and Infectious Disease
- Lecture 16: Cancer
- Numbers, Ronald L. "The Fall and Rise of the American Medical Profession," in Judith Walzer Leavitt & Ronald L. Numbers (eds.) *Sickness & Health in America*, University of Wisconsin Press, 1997, pages 225-237.

- Wailoo, Keith. "Introduction: Health Awareness and the Color Line." Introduction to How Cancer Crossed the Color Line (Oxford University Press, 2011)
- Wailoo, Keith. "Primitive's Progress," Chapter 2 of How Cancer Crossed the Color Line (Oxford University Press, 2011)

9: Medicare, Civil Rights and Mental Illness in the 1960s

- Lecture 17: Mental Health
- Lecture 18: Health and the Great Society
- Smith, David Barton. "Civil Rights and Medicare: Historical Convergence and Continuing Legacy " In Alan B. Cohen et al (eds.), Medicare and Medicaid at 50: America's Entitlement Programs in the Age of Affordable Care (Oxford University Press, 2015): 21-38.
- Metz, Jonathan M. The Protest Psychosis: How Schizophrenia Became a Black Disease (Boston: Beacon Press, 2009). Preface and chapters 3, 4, and 13 only.

10: Politicizing Health in the 1980s - AIDS and the War on Drugs

- Lecture 19: AIDS
- Lecture 20 - Race and the "War on Drugs"
- France, David. How To Survive a Plague: The Story of How Activists and Scientists Tamed AIDS (Vintage Books, 2016):306-339.
- Hammonds, Evelyn. "Race, Sex, AIDS: The Construction of 'Other,'" Radical America 20:6 (1987): 28-36.
- Glenn, Jason E. "Making Crack Babies" in Laurie B. Green, John Mckiernan-González, and Martin Summers eds. Precarious Prescriptions: Contested Histories of Race and Health in North America (University of Minnesota Press, 2014).

11: Whiteness and the Opioid Crisis

- Lecture 21: The Opioid Epidemic
- Lecture 22 - Recent Trends in the Medical Profession
- Quinones, Sam. Dreamland: The True Tale of America's Opiate Epidemic (Bloomsbury, 2015): pages 1-9, 206-219, 247-252 & 286-300 only.
- Lopez, German. "When A Drug Epidemic's Victims are White," Vox.com, April 4, 2017.
- "Inside the Opioid Epidemic: A Selective Scourge," The Economist, 11 May, 2017. (Like most Economist articles, this does not carry the name of an individual author)
- "Most People Addicted to Opioids Receive No Treatment," The Economist, July 15, 2017.

12: Health Insurance and Obamacare

- Lecture 23: Obamacare and Health Insurance
- Lecture 24: Health Workers in the US
- Numbers, Ronald L. "The Third Party: Health Insurance in America," in Judith Walzer Leavitt & Ronald L. Numbers (eds.) Sickness & Health in America, University of Wisconsin Press, 1997, pages 269-283.

- Wailoo, Keith. "The Era Of Big Government: Why It Never Ended." In Alan B. Cohen et al (eds.), *Medicare and Medicaid at 50: America's Entitlement Programs in the Age of Affordable Care* (Oxford University Press, 2015): 233-252.
- Sanger-Katz, Margot. "Grading Obamacare: Successes, Failures and Incompletes," *New York Times*, Feb 5, 2017.
- Patel, Kativa & Darshak Sanghavi, "Ten Questions About Obamacare You Were Too Embarrassed to Ask," *Slate*, September 30, 2013.
- Brownstein, Ronald. "Will Blue Collar Whites Change Their Minds About Obamacare?" *Vox.com*, January 5, 2017.

13: Race and Pandemic

- Lecture 25: Race, Health & COVID-19
- Updated readings TBA