

Disease, Medicine, & Society

HIST 3002, Tuesdays-Thursdays, 11:00-12:20

RBN 4019

3 Credit Hours

Dr. Mandy Link

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Mondays and Wednesdays, 1:00-2:30 (via Zoom)

Or by appointment

Dr. Colin Snider

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Tuesdays and Thursdays, 9:00-10:30 AM

Wednesdays, 9:00-11:00 AM

Or by appointment

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Course Description

This course looks at the relationship between disease and societies and cultures in world history from the times of Hippocrates up to the 21st century. It will explore topics such as how diseases have spread and affected people through all fabrics of life, from the social to the political, from the economic to the cultural; how societies have responded to pandemics; how disease shapes understandings of the world around people in a variety of cultures; how medicine and medical practices have transformed across centuries; and how human responses to disease have transformed (or not) across time.

Learning Outcomes

This class is designed to help you develop knowledge in two areas: the content and contours of medicine and disease through history and the broader analytical skills that historians use both in the profession and in their broader daily lives.

On the one hand, you will gain familiarity with the content and particulars of disease, medicine, and their effects on society in history. You will learn about the shifts in medicine as well as the role of disease in shaping historical processes in the political, economic, social, and cultural arenas around the world. Relying on a blend of lecture materials, secondary sources, and primary voices, you will apply the course content as they identify key transformations, contexts, and consequences of medicine and disease across the world.

Consequently, based on the content, in this course:

- You will identify key events, ideas, people, and institutions in the history of disease and medicine from ancient times to the present.
- You will evaluate the impact of race, gender, class, and ethnicity in the history of disease and society.
- You will compare and contrast the experiences of diverse societies in different contexts of disease and medicine.
- You will identify key transformations in human approaches to medicine from ancient times to the twenty-first century.
- You will assess the causes and everyday experiences of, and reactions to, disease and pandemics at diverse moments throughout history.

- You will differentiate different moments of epidemic, pandemic, and societal responses to disease and medicine, and the transformations of these phenomena over time.
- You will examine the place of disease and medicine in global contexts across multiple centuries.
- You will identify individuals, institutions, places, and processes and assess their roles in social, political, economic, and cultural changes and processes in human history through the lens of disease and medicine.

If the basic content serves as one of the two arms of knowledge in this course, you will also develop the broader tools and techniques to be able to understand, apply, analyze, and evaluate materials in the ways historians do. This course's content will serve as a gateway to challenge you to analyze and discuss the ways we think about history and history-making processes more generally at the local, regional, national, and global levels. Drawing on historical materials, you will formulate your own analyses and understandings of the history of different eras, peoples, and cultures. In the process, you will develop skills to use in this class, in classes as history majors more generally, and in your lives beyond college. Through classroom discussions, readings, written assignments, exams, and other components, you will also develop broader skills in critical analysis and expression:

- You will apply analysis of primary and secondary sources in order to develop historical investigation.
- You will analyze historical events and voices and situate them in their broader social, political, cultural, and economic milieus in order to develop their ability to contextualize materials
- You will interpret and understand language as a window into relations of power, emotion, and bias in human interactions and institutions.
- You will develop critical thinking skills that apply an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- You will develop communication skills that reflect the ability to apply, interpret, and express their own ideas through written, oral, and visual communication.
- You will demonstrate a sense of social responsibility that reflects intercultural competence, an ability to empathize and reflect upon people of diverse backgrounds and lived experiences.
- You will develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making and civic responsibility.

Texts and Readings

This course will approach the history of disease and society through primary voices and secondary monographs. These resources will allow you to consider how history is produced, who produces it, and how historians used and interpreted history. Books for the course will be available in the bookstore. Additionally, two books (*Beyond Germs* and *The Plague*) are available through the library as e-books; you can access them by clicking on the HIST 3302 tab [here](#). Required texts are:

Cameron, Catherine M., Paul Kelton, and Alan C. Swedlund, eds. *Beyond Germs: Native Depopulation in North America*. Tucson: University of Arizona Press, 2016. [Also available for free as an ebook through the library.]

Camus, Albert. *The Plague*. Translated by Laura Marris. New York: Vintage, 2022. [Also available for free as an ebook through the library.]

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Crown, 2010.

Spinney, Laura. *Pale Rider: The Spanish Flu of 1918 and How It Changed the World*. New York: PublicAffairs, 2017.

Assignments

Identifying and Applying Medicine and Disease History

In order to demonstrate familiarity with the content of medical history in line with the course's learning outcomes, you will be given a variety of opportunities to demonstrate your knowledge of medicine and disease history. These opportunities will come in two forms: quizzes and exams.

Quizzes (10% of final grade)

In order to demonstrate familiarity with the content of the course, including people, places, institutions, events, processes, and other important terms and ideas, you will take a weekly quiz that draws on the materials contained in lectures. You **must** attend the lectures each week; failure to do so will leave you unequipped to pass these quizzes and will negatively affect your ability to do well on the exams. These quizzes will be short quizzes that may use a variety of methods, including (but not limited to) multiple choice, matching, or ID terms in which you identify who, what, when, where, and the significance of the term. There will be 14 of these quizzes, occurring each week and building on that week's coursework. Each of these quizzes will be 1% of the student's final grade, and the professors will drop the student's four lowest quiz grades, leaving 10 grades counted for 10% of the final grade.

Exams (15% each = 30% of final grade)

Building on the information and the books, you will combine recall and analysis on exams that will ask you to identify, analyze, compare and contrast, and contextualize broader historical processes and narratives in the history of medicine and disease. There will be two such exams: a mid-term exam in week 8, and a final exam in finals week. Each exam will be worth 15% of the final grade. You will be kept apprised of the materials covered in the exam and the exam format as the dates approach.

Assessing, Evaluating, and Discussing Medicine and Disease History

Those who say history is "boring" insist it is so because it is "just a bunch of names and dates." This could not be further from the truth – history is the analysis and contextualization of the words, actions, and ideas of the past in order to understand their causes, their effects, and the ways change over time occur. With that understanding, historians not only understand what factors shaped the past, but also gain insight into how similar processes might unfold in other times or places, including in our present.

As we learn about a particular topic and begin to think about it, we rely on secondary scholarship to help situate our own understandings and questions. Doing so helps us contextualize, frame, and begin to ask questions. You will engage in this type of analysis through four book analyses that will simultaneously develop a knowledge of medicine and disease even while also developing you' own broader analytical skills used in this class, in the major, in college, and in life beyond college. These opportunities will come in three forms: short book analyses, participation via discussions, and papers.

Book Analyses and Reflections (10% of final grade)

Throughout the semester, you will provide four book analyses, one for each book you will read. These analyses will be used to get you to think about the critical components of a book – the questions it asks, the analysis it offers, the depth of research, the strengths or limitations of the source – that historians regularly perform when reading secondary sources. Each of these source analyses will be worth 2.5% of your grade, for a total of 10% of the final grade. **Late analyses will not be accepted.**

Attendance (5% of final grade)

Your attendance is required in both the face-to-face and live-Zoom lectures so that you may have the knowledge, narrative, and details of the course content. Attending is not only rewarding and allows you the chance to engage with the faculty and your peers through questions and comments; it's the easiest part of the class. If you miss four or more in-person or online lectures, you will receive an automatic zero for this portion of your grade.

Papers (15% each = 45% of final grade)

Analysis of and insights into the materials are meaningless if they are not connected to broader historical ideas and arguments. Indeed, if analysis of historical materials is the foundation of historical thought, then expressing one's own analysis and understanding of, and arguments about, the past is the keystone of history. As a result, you have one of two options for final papers:

- **Option 1:** In this option, you will have a chance to write on **three of the four books** we are reading throughout the semester (you may write on all four if you would like, and the lowest grade will then be dropped). You will be provided with a set of options on a paper prompt regarding each book, and then you will develop your own analysis and argument built around the book, its arguments, and its connection to the broader themes of the class. In this option, each paper will be 1250-1500 words in length, with an introduction, a thesis sentence, a conclusion, and citations throughout. Citations should be in Chicago/Turabian author-title format (you will be provided with formatting guidelines in the assignments). These papers will be due concurrently with when we are reading these books in class (see course schedule below).
- **Option 2:** In this option, you will write an original research paper on a topic of your choice revolving around disease and/or medicine and society in history. This paper will be built on primary sources that you find, read, analyze, and use to compose an original argument. You may consult with the professors and librarian Nick Bambach to develop the project throughout the semester. In this option, the paper will be 3750-4500 words in length, with an introduction, a thesis sentence, a conclusion, and citations throughout. Citations should be in Chicago/Turabian author-title format. This paper is due at the end of the semester. If you select this option, you do not need to do the three papers in Option 1.

Note for papers:

- Failure to cite your sources wherever you use them – whether as a direct quotation or as a synthesis of a detailed passage – will result in **an automatic F for the assignment**. Remember: you **must always cite your sources**.

Grades and Percentages

Based on the above assignments, you' final grades will be evaluated based on the following percentages and following a standard grading system (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59) both on the individual assignments and on the final grade:

Quizzes	10%
Exams (2 x 15%)	30%
Book Analyses (4 x 2.5%)	10%
Attendance	5%
<u>Paper assignments (Option 1 or 2)</u>	<u>45%</u>
TOTAL	100%

Email Policies

Each of your professors will check email regularly each day. You may expect a reply within 18 hours during the weekdays (Monday 8AM-Friday 5PM), and within 24 hours on the weekend (Friday 5PM and Sunday 5PM). When emailing any of your professors – us or any other faculty on campus – please greet them properly (e.g., “Dear Dr. Link,” “Hello, Dr. Snider,” “Good evening, professor,” etc.). Avoid starting with “Hey,” “I have a question,” “Can you tell me...?”, “Yo holmes,” etc. – and yes, we have seen all of these and even worse in emails before. We will always address you directly and respectfully in our individual emails to each of you; we ask the same courtesy in return. If you continue to refuse to address the faculty by name, we reserve the right to not reply to the email. If you are still uncertain about proper email etiquette, you may find useful hints for both your college and professional careers at <https://wordcounter.io/blog/15-essential-email-etiquette-tips-for-every-college-student/>.

Attendance and Makeup Policy

You are expected to attend and participate regularly. Failure to do so will be reflected in the Participation grade. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), deadlines may be flexible, but such a decision will be at the prerogative of the professors. The student should make sure to consult with the professor as soon as possible in order to inform the professor of challenges and obstacles as soon as possible. You also must put forth every effort to submit your papers on time. Each day a written assignment is late, the assignment’s grade will be reduced by one letter grade. For example, a paper that was an A paper but was submitted three days late earns a D; a B-level paper one day late earns a C; and so on. If the assignment is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment; assignments will not be accepted later than one week late. In the event a student needs an assignment extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor’s prerogative.

Note on Course Structure

This course’s lectures will be given in both face-to-face and synchronous online lectures. Live Zoom lectures will not be recorded, and you are expected to attend both formats. The schedule is available both on this syllabus and on reminders on Canvas; you are responsible for referring to those items and knowing when we are face-to-face and when it is an online lecture.

Syllabus Notice

The instructors reserve the right to alter the syllabus in areas such as lecture/discussion dates, due dates, and other matters. In the event such changes occur, deadlines and due dates will *never* be moved forward, and you will be given ample warning to any possible changes well in advance.

Academic Integrity

Student Standards of Academic Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism,

collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work (including AI-generated texts) and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

Course Outline

Week 1 – Introduction

Tuesday, August 22 – Introduction: The Terminology and Ancient Roots of Disease, Medicine, and Society [Face-to-face]

Thursday, August 24 – “Bring out your dead”: The Black Death in Europe [Live Zoom Lecture]

Content Quiz 1 due Sunday, August 27 by 11:59PM

Week 2

Tuesday, August 29 – “We were born to die.” Disease, Medicine, and the Conquest and Colonization of the Americas [Face-to-face]

Thursday, August 31 – Gradual Transformations: The Scientific Revolution in Europe [Live Zoom Lecture]

Content Quiz 2 due Sunday, September 3 by 11:59PM

Week 3

Readings: Cameron, Kelton, and Swedlund, Beyond Germs

Tuesday, September 5 – In-Class Discussion of *Beyond Germs* [Face-to-face]

Book Analysis 1 due by 10:00 AM

Thursday, September 7 – “With disease, want, and misery stamped upon them.” Disease, Medicine, and the Slave Trade in the Atlantic World, 1700s-1800s [Face-to-face]

Paper Option 1.1 due Saturday, September 9, by 8AM

Content Quiz 3 due Sunday, September 10 by 11:59PM

Week 4

Tuesday, September 12 – Disease in the Late Colonial and Early Republican Era in the Americas [Face-to-face]

Thursday, September 14 – Disease and Empire in the Nineteenth Century World [Live Zoom Lecture]

Content Quiz 4 due Sunday, September 17 by 11:59PM

Week 5

Tuesday, September 19 – Disease and Empire in the Nineteenth Century World [Live Zoom Lecture]

Thursday, September 21 – The Professionalization of Medicine in the Late-19th Century [Live Zoom Lecture]

Content Quiz 5 due Sunday, September 24 by 11:59PM

Week 6

Tuesday, September 26 – Mosquito Empires and Vaccine Riots: Empire and Public Health at the Turn of the Century [Face-to-face]

Thursday, September 28 – “The War to End All Wars”: World War I [Live Zoom Lecture]

Content Quiz 6 due Sunday, October 1 by 11:59PM

Week 7

Readings: Arnold, Pandemic 1918

Tuesday, October 3 – “Valkyries in knicker bockers”: Women, Medicine, & World War I [Live Zoom

Lecture]

Thursday, October 5 – “The Deadly Fangs of Death”: The Flu Pandemic of 1918 [Live Zoom Lecture]

Book Analysis 2 due by 10:00 AM

Paper Option 1.2 due Saturday, October 7 by 8AM

Content Quiz 7 due Sunday, October 8 by 11:59PM

Week 8

Tuesday, October 10 – Of “Morons” and “Idiots”: The Rise of Eugenics [Face-to-face]

Thursday, October 12 – “We must establish incredible events by credible evidence:” Medicine and World War II [Live Zoom Lecture]

Midterm Exam due online Saturday, October 14 by 8AM

Content Quiz 8 due Sunday, October 15 by 11:59PM

Week 9

Tuesday, October 17 – World War II continued [Live Zoom Lecture]

Thursday, October 19 – Public Health and International Medicine in the 20th Century [Face-to-face]

Content Quiz 9 due Sunday, October 22 by 11:59PM

Week 10

Readings: Skloot, The Immortal Life of Henrietta Lacks

Tuesday, October 24 – Native Americans and Health in the 20th Century [Face-to-face]

Thursday, October 26 – Roundtable Discussion of Henrietta Lacks [Face-to-face]

Book Analysis 3 Due by 10:00 AM

Paper Option 1.3 due Saturday, October 28 by 8AM

Content Quiz 10 due Sunday, October 29 by 11:59PM

Week 11

Tuesday, October 31 – Ideological “Contagion”: Public Health and the Cold War [Face-to-face]

Thursday, November 2 – The Age of (Hopes for) Eradication in the Mid-20th Century [Live Zoom Lecture]

Content Quiz 11 due Sunday, November 5 by 11:59PM

Week 12

Tuesday, November 7 – New Challenges, Imperfect Solutions: Mental Health, Drugs, and Treatment in the 20th Century [Face-to-face]

Thursday, November 9 – Delayed Rights: Disability and Society [Live Zoom Lecture]

Content Quiz 12 due Sunday, November 12 by 11:59PM

Week 13

Tuesday, November 14 – “Act up! Fight Back!”: The AIDS Epidemic [Face-to-face]

Thursday, November 16 – Globalizing Disease: Treatment & Society in the Late 20th Century [Live Zoom Lecture]

Content Quiz 13 due Sunday, November 19 by 11:59PM

Week 14 – THANKSGIVING BREAK

Week 15

Tuesday, November 28 – A New Millennium, Familiar Stories: SARS, Ebola, and Epidemics in a Post-Eradication World [Face-to-face]

Thursday, November 30 – The Social Experience of a Pandemic – In-Class Discussion of *The Plague* [Face-to-face]

Book Analysis 4 due by 10AM

Paper Option 1.4 due Saturday, December 2 by 8AM

Paper Option 2 due Saturday, December 2 by 8AM

Content Quiz 14 due Sunday, December 3 by 11:59PM

Finals Week

Final Exam due online on Wednesday, December 6 by 8AM