

Disease, Medicine, & Society

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

RBN 4019

3 Credit Hours

Dr. Mandy Link

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Tuesdays & Thursdays

1:00-3:00 [Zoom]

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Mondays, 10:00-12:00

Tuesdays, 11:00-1:30

Or by appointment

Course Description

This course looks at the relationship between disease, medicine, 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 – and diseases themselves – have changed over 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 use three very different books to help you both learn about the relationship between health and society and to analyze the ways we interpret the past. Books for the course will be available in the bookstore. Required texts are:

Cohen, Adam. *Imbeciles: The Supreme Court, American Eugenics, and the Sterilization of Carrie Buck*. Penguin: 2017. ISBN 9780143109990

Ramos, Christina. *Bedlam in the New World: A Mexican Madhouse in the Age of Enlightenment*. University of North Carolina Press, 2022. ISBN 9781469666570

Vann, Michael G., and Liz Clarke. *The Great Hanoi Rat Hunt: Empire, Disease, and*

Modernity in French Colonial Vietnam. Oxford University Press, 2018. ISBN 9780190602697

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.

Exam (25% of final grade)

Given the focus on a singular topic – disease, medicine, and society – this course will have one final exam that will be cumulative and will allow students to combine recall and analysis as they identify, analyze, compare and contrast, and contextualize broader historical processes and narratives in the history of medicine and disease. 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. 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 your 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 (15% of final grade)

Throughout the semester, you will provide three 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 5% of your grade, for a total of 15% of the final grade.

Late analyses will not be accepted and will receive a 0.

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 (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 a short essay on the three books we are reading throughout the semester. 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 Haley Gallagher 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%
Final Exam	25%
Book Analyses (3 x 5%)	15%
Attendance and Participation	5%
<u>Paper assignments (Option 1 or 2)</u>	<u>45%</u>
TOTAL	100%

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

In line with university policies and procedures, **any and all cases of plagiarism or collusion will result in an automatic 0 (zero) for the assignment.** Plagiarism includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. 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.

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. For the full description of policies and procedures on scholastic dishonesty at UT Tyler, see

<https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline-final.pdf>.

Course Policies on Artificial Intelligence

While AI has utility in some types of work, for the purposes of the types of analytical work we will be engaging in and the need for you to process and develop your own ideas and writing skills, **AI is not permitted in this course at all.** I expect all work you submit for this course to be your own. The purpose of these assignments is to provide your own original analysis while engaging with the process of producing knowledge through your own analysis. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in engaging with the human past and in developing skills that machines cannot replicate. For this course, **the use of ChatGPT or any other generative artificial intelligence (AI) tools for any stages of the work process, including brainstorming, is expressly prohibited.** Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values and will result in an automatic 0 (zero) for the assignment with no chance for resubmission and with referral to Student Affairs for academic dishonesty.

Course Schedule

Week 1 – Introduction: The Early History of Disease and Treatment

Tuesday, August 26 – Introduction: The Terminology and Ancient Roots of Disease, Medicine, and Society [Face-to-face]

Thursday, August 28 – “Bring out your dead”: The Black Death in Europe [Live Zoom Lecture]

Content Quiz 1 due Sunday, August 31 by 11:59PM

Week 2 – The Transformative Power of Disease and Science, 1492-1690s

Tuesday, September 2 – “We were born to die:” Disease, Medicine, and the Conquest and Colonization of the Americas [Face-to-face]

Thursday, September 4 – Gradual Transformations: The Scientific Revolution in Europe [Live Zoom Lecture]

Content Quiz 2 due Sunday, September 7 by 11:59PM

Week 3 – Disease, Trauma, and Mental Health in the Early Modern World

Readings: Ramos, *Bedlam in the New World*

Tuesday, September 9 – “With disease, want, and misery stamped upon them:” Disease, Medicine, and the Slave Trade in the Atlantic World, 1700s-1800s [Face-to-face]

Thursday, September 11 – The Early History of Mental Illness and Health

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

Week 4 – Disease in the Age of Enlightenment and Revolution

Tuesday, September 16 – Madness in the Age of Enlightenment: Discussion of Ramos, *Bedlam in the New World* [Face-to-face]

Book Analysis 1 due Tuesday, September 16 by 8AM

Thursday, September 18 – Disease, Revolution, and Independence in the Americas, 1770s-1820s [Face-to-face]

Paper Option 1.1 due Friday, September 19, by 8AM

Content Quiz 4 due Sunday, September 21 by 11:59PM

Week 5 – Disease and European Imperial Expansion in the World

Tuesday, September 23 – Disease and Empire in the Nineteenth Century World [Live Zoom Lecture]

Thursday, September 25 – Disease and Empire in the Nineteenth Century World [Live Zoom Lecture]

Content Quiz 5 due Sunday, September 28 by 11:59PM

Week 6 – Disease and the Limits of Imperial Knowledge

Readings: Vann, *The Great Hanoi Rat Hunt*

Tuesday, September 30 – The Professionalization of Medicine in the Late-19th Century [Live Zoom Lecture]

Thursday, October 2 – Empire, Disease, and Hubris [Discussion of *The Great Hanoi Rat Hunt* [Face-to-face]

Book Analysis 2 due by 8:00 AM Thursday

Paper Option 1.2 due Friday, October 3 by 8AM

Content Quiz 6 due Sunday, October 5 by 11:59PM

Week 7 – Disease, Medical Treatment, and Society at the Dawn of the 20th Century

Tuesday, October 7 – Mosquito Empires and Vaccine Riots: Empire and Public Health at the Turn of the Century [Face-to-face]

Thursday, October 9 – “The War to End All Wars”: World War I [Live Zoom Lecture]

Content Quiz 7 due Sunday, October 12 by 11:59PM

Week 8 – Medicine, War, and Global Pandemic in the 1910s

Readings: Cohen, *Imbeciles*

Tuesday, October 14 – “Valkyries in knicker bockers”: Women, Medicine, & World War I [Live Zoom Lecture]

Thursday, October 16 – “The Deadly Fangs of Death”: The Flu Pandemic of 1918 [Live Zoom Lecture]

Content Quiz 8 due Sunday, October 19 by 11:59PM

Week 9 – Treating “Disease” in the National Body in the 1920s

Readings: Cohen, *Imbeciles* (Continued)

Tuesday, October 21 – Of “Morons” and “Idiots”: The Rise of Eugenics [Face-to-face]

World War II continued [Live Zoom Lecture]

Thursday, October 23 – Science, Medicine, and Law: In-Class Discussion of *Imbeciles* [Face-to-face]

Book Analysis 3 Due Thursday, October 23 by 8:00 AM

Paper Option 1.3 due Friday, October 24 by 8:00AM

Content Quiz 9 due Sunday, October 26 by 11:59PM

Week 10 – Medicine and Wartime, 1920s-1940s

Tuesday, October 28 – “We must establish incredible events by credible evidence:” Medicine and World War II [Live Zoom Lecture]

Thursday, October 30 – Health and Human Rights in World War II [Live Zoom Lecture]

Content Quiz 10 due Sunday, November 2 by 11:59PM

Week 11

Tuesday, November 4 – Public Health and International Medicine in the mid-20th century [Face-to-face]

Thursday, November 6 – Ideological “Contagion”: Public Health and the Cold War [Face-to-face]

Content Quiz 11 due Sunday, November 9 by 11:59PM

Week 12

Tuesday, November 11 – Delayed Rights: Disability and Society [Live Zoom Lecture]

Thursday, November 13 – New Challenges, Imperfect Solutions: Mental Health, Drugs, and Treatment in the 20th Century [Face-to-face]

Content Quiz 12 due Sunday, November 16 by 11:59PM

Week 13

Tuesday, November 18 – The Age of (Hopes for) Eradication in the Mid-20th Century [Live Zoom Lecture]

Thursday, November 20 – “Act up! Fight Back!”: The AIDS Epidemic [Face-to-face]

Content Quiz 13 due Sunday, November 23 by 11:59PM

Week 14 – THANKSGIVING BREAK**Week 15**

Tuesday, December 2 – Globalizing Disease: Treatment & Society in the Late 20th Century [Live Zoom Lecture]

Thursday, December 4 – A New Millennium, Familiar Stories: SARS, Ebola, and Epidemics in a Post-Eradication World [Face-to-face]

Paper Option 2 due Friday, December 5 by 8AM

Content Quiz 14 due Sunday, December 7 by 11:59PM

Finals Week

Final Exam in-person, Thursday, December 11, 9:30-11:30AM, RBN 4019