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GWS 205 (Summer 2015)  
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## **GWS 309/CPH 309: Health, History, & Human Diversity** Syllabus

Health care reform is in the news every day, and everyone has an opinion on why the system is broken, how to fix it, who should have access to good medical care, under what circumstances, and what constitutes “good care” in the first place. This online, multi-format course will consider what it has meant to be a good patient or a good doctor at various points in American history, who was included—and excluded—in each group, how medicine became professionalized, and how people have organized around issues of individual or public health. As such, it will be organized around five topics within the history of medicine and health in the United States, each containing several readings and a film. Students will interactively engage with a range of primary sources, watch presentations and related films, have the opportunity to ask the professor questions and seek assistance during designated virtual “office hours” via Skype, and participate in online moderated discussions of the assigned readings and films, and at the end of each unit, of the questions it raised about medical practice and ethics.

### Learning Outcomes and Objectives:

Through assigned readings, films, online discussions, and written work, students will:

- Demonstrate an understanding of the implications of U.S. history for contemporary medical ethics.
- Demonstrate knowledge of the role various categories of human difference (gender, race, class, ethnicity, nationality, etc) have played in the history of medicine.
- Demonstrate an understanding of how medical knowledge is produced, and the dynamic relationship between medical practitioners and their patients.
- Demonstrate an ability to identify and analyze examples of health disparities in history and contemporary society, as well as the ways ordinary citizens have organized around health concerns.
- Analyze primary sources and formulate critical questions about their historical context and implications.
- Build skills in developing and defending a scholarly argument, in both formal writing and online peer discussion.
- Respond intelligently and respectfully to differing opinions.
- Read and analyze texts critically and contextually.
- Learn the conventions of scholarly writing employing primary and secondary evidence.
- Establish connections between the course’s major themes and one’s individual experiences as well as current events.

### Required Texts:

- ⇒ Anne Fadiman, *The Spirit Catches You and You Fall Down*
- ⇒ Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life*
- ⇒ Barron Lerner, *The Breast Cancer Wars: Hope, Fear, and the Pursuit of a Cure in Twentieth-Century America*
- ⇒ Susan Reverby, *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy*
- ⇒ Sandra Lee Barney, *Authorized to Heal: Gender, Class, and the Transformation of Medicine in Appalachia, 1880-1930*

*Note:* In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted, these readings are available through Blackboard.

### **Course Structure:**

This course will be delivered entirely online through the course management system Blackboard. Use your *link blue* username and password to log in at <https://elearning.uky.edu/>. In Blackboard, you will access online lessons, course materials, resources, assignments, and discussion forums. To access this course on Blackboard you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please visit [https://help.blackboard.com/en-us/Learn/9.1 SP 10 and SP 11/Instructor/002 Browser Support SP 11](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Instructor/002_Browser_Support_SP_11).

### **Technical Requirements:**

- |                     |                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access              | <ul style="list-style-type: none"><li>• If you do not have access to a computer off campus, there are many computer labs on campus you can use to participate in the course. Most public libraries also have computers with internet access that you can use for free.</li></ul>                                                                                                                               |
| Hardware            | <ul style="list-style-type: none"><li>• Headset with a microphone (<i>Recommended</i>)</li><li>• Webcam (<i>Recommended</i>)</li></ul>                                                                                                                                                                                                                                                                         |
| Software            | <ul style="list-style-type: none"><li>• The latest version of Java (<a href="#">Available Here</a>)</li><li>• The latest version of Adobe Flash (<a href="#">Available Here</a>)</li><li>• The latest version of Adobe Acrobat Reader (<a href="#">Available Here</a>)</li><li>• Microsoft Office (Available free to students through <a href="http://download.uky.edu">http://download.uky.edu</a>)</li></ul> |
| Internet Connection | <ul style="list-style-type: none"><li>• 1 MBPS Broadband Connection</li></ul>                                                                                                                                                                                                                                                                                                                                  |

### **Technical Problems:**

If you are experiencing problems accessing or using the course site, contact UK's Information Technology Customer Service Center (<http://www.uky.edu/UKIT>) at 859-218-HELP or email [helpdesk@uky.edu](mailto:helpdesk@uky.edu). If they are unable to resolve the issue in a timely manner and it is interfering with your ability to complete the coursework, please email me to let me know.

**Distance Learning Library Services (<http://libraries.uky.edu/dlls>):**

Carla Cantagallo, DL Librarian

(859) 257-0500, ext. 2171

Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)

DL Interlibrary Loan Service: [http://libraries.uky.edu/page.php?lweb\\_id=253](http://libraries.uky.edu/page.php?lweb_id=253)

**Readings:**

Students are expected to do all the reading, and to be prepared to engage in online, moderated discussions with classmates related to what they have read.

**Communication with Professor:**

My preferred method of contact is email ([melissa.stein@uky.edu](mailto:melissa.stein@uky.edu)). I make every effort to reply in a timely manner, and during the week, I will respond to your message within 24 hours at the most (though usually less). I am not generally on email during the weekend, and will respond to any messages I receive then on Monday. So do plan accordingly and avoid waiting until the last minute before an assignment is due to email me urgent questions, since you may not receive an immediate response. For more complex questions, I may ask you to discuss the issue over Skype, during my virtual office hours, or if your schedule conflicts, we can work out an alternate appointment. If you have general questions about the course, a particular reading, or an assignment, please ask in the “Course Questions” discussion board, rather than emailing me privately whenever possible. If you’re wondering about something, there’s a good chance one or more of your classmates are too, so posting your inquiry on the discussion board allows me to respond in the most timely and efficient way possible, especially in a course of this size.

**Virtual Office Hours:**

Twice a week I will be available for virtual office hours via Skype – one afternoon (Tuesday, 2:00-4:00 p.m.) and one morning (Thursday, 10:00-12:00 a.m.) session. If you need to meet with me virtually at another time, please email me to schedule a good time. My Skype handle is ProfessorStein\_UK.

**Announcements:**

I will occasionally communicate important information about upcoming projects or class concerns through the Announcements feature in Blackboard. Such announcements will show up when you log in to Blackboard and be sent directly to your email; please make sure you have your preferred email address set up with Blackboard and check it regularly. *Please note, this syllabus, along with course assignments and due dates, is subject to change.* It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements and email.

**Course Participation, Decorum and Civility:**

Participation is essential to your success in this class. In distance learning courses, you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete your discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class by completing each of these assignments and falling behind more than two weeks may result in being dropped from the course.

Additionally, in a course of this nature, students will not always agree on the issues discussed in the class forums. Such debate is encouraged; it makes discussion more engaging when a range of perspectives is represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor, just as they would be expected to behave face-to-face in a classroom. Abusive language and hate speech will not be tolerated. More generally speaking, when posting in the discussion forums, it is important to understand how to interact with one another online--that is, what we often call "netiquette" (for example, writing in ALL CAPS is often seen as the virtual equivalent of shouting and considered rude). You can read more about netiquette here: <http://www.albion.com/netiquette/index.html>.

### **Plagiarism and Academic Dishonesty:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

*Please note:* Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Disability Accommodations:**

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation, which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu).

### **Submission of Assignments:**

Unless otherwise noted, graded assignments for each week/unit must be completed by the end of that week (Thursday at 5:00 p.m.). I have scheduled a week (Week 7) for you to catch up before the end of the course if you have fallen behind with any reading or assignment, without penalty, but you should make sure you don't fall more than two weeks behind. Doing so makes it difficult to participate in meaningful discussion with your classmates about the readings, since most will have already moved on, and will result in your work being graded down and, if the problem persists, possible removal from the course. Please also note that every assignment must be completed in order to pass the course. All work must be turned in through Blackboard, as indicated on the schedule below.

### **Grading system:**

Grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 1=D; 0=E).

Letter grades are awarded according to the following standards:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C work that satisfies course requirements in all respects
- D substandard work
- E performance that fails to meet course requirements

Each of your assignments are designated with a possible number of points on the schedule below, which at the end of the semester will total 100 points (and 90-100 points will equate to an A, 80-89 a B, etc). Consequently, if you wish to know how you are doing in the course at any point in the semester, add up the number of points you have received on your assignments and divide that number by the total number of points possible for that portion of the semester.

### **Assignments/Grading** (All assignments must be completed to pass the course):

|                                                |     |
|------------------------------------------------|-----|
| Discussion Forum Participation:                | 25% |
| Reading Quizzes                                | 15% |
| Activity Responses                             | 25% |
| Paper thesis statement/outline                 | 5%  |
| Final Paper                                    | 20% |
| Health Activism combined response (see Week 6) | 10% |

*Discussion Forum Participation:* Discussion forums are a way for you to engage with each other about the course content. Most weeks/units will require responding to a question I've posted on Blackboard in the discussion forums related to a course film or reading (the title of the thread will

correspond to the reading/film). In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the question I posted **and** respond to two of your classmates' answers.

*Reading Quizzes:* At various points throughout the course, you will complete a quiz on that week's assigned readings. The quiz will be short answer format and will assess your understanding of the reading's key concepts, major debates, etc. Each quiz will be posted to the Assignments section of Blackboard two days before the end of that week/unit (i.e. two days before the due date for that week's graded assignments).

*Activity Responses:* Each unit/week will include an online activity specific to that week's topic, for which you will submit a brief response to me through Blackboard. See schedule below for details on each activity and response prompt.

*Paper:* In Week Five, you will begin drafting a paper pertaining to lessons we've learned from history about medical ethics and turn in a preliminary thesis statement and outline through Blackboard for my feedback, which you will use as you write your final draft. More information about the assignment is located on the schedule below, and a detailed prompt will be posted on Blackboard as well. The final draft will be due on the last day of the course (8/6/15).

*Health Activism Combined Response:* See Week Six on the schedule below for details.

## **WEEK/UNIT ONE--Introductions and Historical Perspectives**

Readings:

- Londa Schiebinger, "The Gendered Brain: Some Historical Perspectives," in *So Human a Brain: Knowledge and Values in the Neurosciences*, ed. Anne Harrington (Boston: Birkhäuser Press, 1992), 110-21 [may be downloaded from Blackboard; see the Course Content section]

Graded Assignments (**Due 6/18**):

1. Familiarize yourself with the course Blackboard site, where the various features are located and how they work, then introduce yourself in the discussion forums (in the "Introductions" thread) by telling us your name, major/minor, why you're taking the course, and 1-2 interesting facts about you--**5 points**
2. Reading Quiz (on "The Gendered Brain;" see Assignments section of Blackboard)--**5 points**

## **WEEK/UNIT TWO--Who Does Medicine?**

Readings:

- Sandra Lee Barney, *Authorized to Heal: Gender, Class, and the Transformation of Medicine in Appalachia, 1880-1930*

Film: *Present and Unaccounted For: Black Women in Medicine* (11 minutes); streaming at <http://www.tubechop.com/watch/6118695>

Lesson/Activity: Visit the *Gendered Innovations in Science, Health & Medicine, Engineering, and Environment* website (<http://genderedinnovations.stanford.edu/index.html>)

- Click on the “Methods” and “Terms” tabs under Sex & Gender Analysis on the sidebar (left-hand side of the screen). Briefly peruse these sections to familiarize yourself with the project’s terms and concepts.
- Click on the “Health & Medicine” tab under Case Studies on the sidebar (<http://genderedinnovations.stanford.edu/case-studies-medicine.html>). Select ONE of the case studies to read. Please free to read as many of them as interest you, but you are only required to read one of your choosing to complete this assignment.
- In two clearly-written and proofread paragraphs, explain the role analysis of sex and gender played in your particular case study. For example, did it prompt new research questions, challenge previous methods, etc? What was the “gendered innovation” in your case study?

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Gendered Innovations Response assignment).

Graded Assignments (**Due 6/25**):

- Reading Quiz (on *Authorized to Heal*)--**5 points**
- Film AND Reading Discussion (in discussion forum)--**5 points**
- Gendered Innovations* response (see Lesson/Activity above)--**5 points**

**WEEK/UNIT THREE--Domestic Science, Public Health: Reforming Health and Home**

Reading:

- Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life*

Film: *Margaret Sanger* (87 minutes); streaming at:

<https://login.ezproxy.uky.edu/login?url=http://digital.films.com.ezproxy.uky.edu/PortalPlaylists.aspx?aid=4363&xtid=7917> (sign in with your linkblue username and password)

Lesson/Activity: Peruse *The Enemy in Your Pants: The Military’s Decades-Long War Against STDs* photo essay (<http://www.motherjones.com/politics/2010/05/us-army-std/enemy-your-pants-9#>), and answer the following questions:

- List 4-5 recurring themes or images you notice in the military’s venereal disease posters
- What are some of the ways the posters embody health threat or contagion? Who is a threat?
- Does their representation of contagion overlap in any way with those discussed in *The Gospel of Germs*? How so?

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Military VD Campaign Response assignment).

Graded Assignments (**Due 7/2**):

- Reading Quiz (on *The Gospel of Germs*)--**5 points**
- Film Discussion (in discussion forum)--**5 points**
- The Enemy In Your Pants* response (see Lesson/Activity above)--**5 points**

## WEEK/UNIT FOUR--Imagining Difference: Race, Gender, and Applied Medical Science

Readings:

- Susan Reverby, *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy*

Film: *Race: The Power of an Illusion--The Differences Between Us* (57 minutes); streaming at:

<https://login.ezproxy.uky.edu/login?url=http://digital.films.com.ezproxy.uky.edu/PortalPlaylists.aspx?aid=4363&xtid=49734> (sign in with your linkblue username and password)

Lesson/Activity: Peruse the *Image Archive on the American Eugenics Movement* virtual exhibit ([www.eugenicsarchive.org/eugenics/list2.pl](http://www.eugenicsarchive.org/eugenics/list2.pl)) and answer the following questions:

- Who did eugenics target?
- What popular forms did it take? That is, how did ordinary citizens encounter eugenic theories and practices?
- How did eugenics shape law and policy in regards to marriage and immigration?
- Do you think eugenic beliefs, in any form, persist today? How so?

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Eugenics Archive Response assignment).

Graded Assignments (**Due 7/9**):

1. Film Discussion (in discussion forum)--**5 points**
2. *American Eugenics Archive* response (see Lesson/Activity above)--**5 points**

## WEEK/UNIT FIVE--U.S. Healthcare in a Global World: Medical Citizenship

Readings:

- Anne Fadiman, *The Spirit Catches You and You Fall Down*

Film: *Sick Around the World* (60 minutes); streaming at:

<http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/view/main.html>

Lesson/Activity: Visit the *Rx for Survival: A Global Health Challenge* website ([www.pbs.org/wgbh/rxforsurvival/](http://www.pbs.org/wgbh/rxforsurvival/)) and:

- Click on “Why Global Health Matters” under Web Features. This virtual exhibit presents arguments for and against a greater commitment to global health initiatives.
- After you’ve read and considered each argument, explain in two clearly-written and proofread paragraphs, your own informed opinion as to why or why not the U.S. should further commit to global health initiatives.

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Global Health Challenge assignment).

Graded Assignments (**Due 7/16**):

1. Film Discussion (in discussion forum)--**5 points**
2. *Global Health Challenge* response (see Lesson/Activity above)--**5 points**
3. Begin drafting paper addressing the following issues/questions: What lessons do we learn about medical/scientific ethics and practice from the Tuskegee syphilis study and the Lia Lee



case described in *The Spirit Catches You and You Fall Down*? What role did popular ideas about race, culture, and difference play in these two cases? Your paper should draw on and directly reference the *Examining Tuskegee* and *The Spirit Catches You and You Fall Down* books, and any other course materials you wish to use (no additional outside research is necessary for completing this assignment). The final draft of the paper (5 pages) will be due at the end of the semester; at this stage, you should begin formulating a thesis and outlining some sub-points and supporting examples from the course materials, which you will submit to me on Blackboard for feedback. Please note that you are only required to submit a preliminary thesis statement and outline at this stage, but are welcome to submit a complete rough draft if you choose, if you would like more in-depth feedback. --**5 points** (for thesis statement and outline, or rough draft)

## **WEEK/UNIT SIX--Health Disparities & Health Activism**

Readings:

- Barron Lerner, *The Breast Cancer Wars: Hope, Fear, and the Pursuit of a Cure in Twentieth-Century America*

Film: *How to Survive a Plague* (109 minutes); available streaming on Netflix, Amazon Prime, and iTunes

Lesson/Activity: Health & (Un)natural Disaster

- a. Conduct research online on Hurricane Katrina and health.
- b. In two clearly-written and proofread paragraphs, explain the role health disparities played in the Hurricane Katrina disaster. Your response should include a good working definition of “health disparities” and consider what continued health impacts Katrina presents even today.
- c. Be sure to cite your sources (and no, Wikipedia does not count).

You will submit your response directly through Blackboard, in the “Assignments” section (look for a Hurricane Katrina assignment).

Graded Assignments (**Due 7/23**):

1. Reading and Film combined response: In 2-3 double-spaced, proofread pages, submitted through the “Assignments” section of Blackboard, compare and contrast the strategies employed by AIDS and breast cancer activists. Conclude by discussing which you think were most effective and why. Your response should draw on and directly reference *The Breast Cancer Wars* and *How to Survive a Plague*. --**10 points**
2. Health & (Un)natural Disaster--**5 points**

## **WEEK SEVEN--Course Catch Up**

Readings: NONE

Graded Assignments (**Due 7/30**)

You may use this week to catch up on any readings and assignments for which you’ve fallen behind during the course; turn in any outstanding assignments on Blackboard by 11:59 on July 30<sup>th</sup> for full credit.

## **WEEK EIGHT--Final Paper and Course Wrap-up**

Readings: NONE

### Graded Assignment (**Due 8/6**):

1. Final Paper: Turn in the final draft of your paper as a .pdf, .doc, or .docx file through Blackboard by 11:59 on August 6<sup>th</sup>, the last day of the course. Please note that your paper must be five double-spaced pages with one-inch margins, carefully proofread and with a clear thesis/argument.--**20 points**
2. Course wrap-up discussion: While your participation is optional, I encourage you to comment in the “Course Wrap-Up” discussion forum about your favorite (or least favorite) readings and our assignments, and what was the most valuable thing you learned in the course. These responses help me to revise my syllabus and improve the course, so I always appreciate the feedback.

Enjoy the rest of your summer!