

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

Format: This is an in-person class with hybrid elements. All discussion sections will meet in-person. Lectures will mostly be in person, but because of my other academic commitments a few are scheduled to be provided online rather than in person. For both lectures and discussion sections we must comply with university policies, which currently (as of August 2021) include indoor face coverings and either weekly testing or vaccination but not social distancing. Given the uncertain course of the pandemic, changes may occur in either direction (the university may push us all online; my travel may be cancelled; I may get sick or have to quarantine) so please refer to the latest online information.

Instructor: Thomas Haigh, Holton Hall 349. No scheduled in person office hours this semester, but I can set up a chat by appointment. Thomas.haigh@gmail.com

Teaching Assistant: Kenneth Jon-Edward Bartelt <barteltk@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.

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| Late August | Course site opens. Begin to look around and get ready. |
| 8-Sep | 1: Introduction to Science, Race and Medicine. There are NO discussion section meetings this week (i.e. Sept 6, 7 or 8). That is because some sections meet on Monday. This week that's Labor Day so the university is closed. |
| 13, 15 & 20-Sep | 2: Race and Health in the European Conquest Start coming to discussion section meetings as scheduled from Sept 13 onward. |

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| 22 & 27-Sep | 3: Slavery and the Civil War |
| 29-Sep & 4-Oct | 4: Public Health, Epidemics and Ethnicity in the 1800s |
| 6 & 11-Oct | 5: Race Science and Eugenics |
| 13 & 18-Oct | 6: Syphilis and Jim Crow - the Tuskegee Study |
| 20-Oct: | Midterm Examination. Held in-class. Please be on time. |
| Week of 25-Oct | 7: The Great Migration, Segregation, and TB. |
| 29-Oct | Paper #1 Due |
| Week of 01-Nov | 8: Cancer, Antibiotics and the Scientification of Medicine |
| Week of 08-Nov | 9: Medicare, Civil Rights and Mental Illness in the 1960s |
| Week of 15-Nov | 10: Politicizing Health in the 1980s - AIDS and the War on Drugs |
| Week of 22-Nov | 22-Nov. No class. Finish up your Primary Source Assignment. No discussion section meetings this week. 23-Nov. Primary Source Assignment Due. 24-Nov. No class (Thanksgiving holiday). |
| Week of 29-Nov | 11: Whiteness and the Opioid Crisis |
| Week of 6-Dec | 12: Health Insurance and Obamacare |
| 13-Dec | 13: Race and Pandemic (No discussion sections as some meet Wednesdays so not all sections could take place. But I am still providing readings for you to draw on in your final papers). |

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| 20-Dec @12:30- 2:30 | FINAL EXAMINATION. Takes place in the usual classroom. This time and date are fixed by the university and cannot be modified. Paper 2 Due |
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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: 15%
- Paper two: 15%
- Primary source evaluation: 10%
- Midterm examination: 17.5%
- Final examination: 17.5%
- Discussion participation: 25%

Notice: if the university mandates a shift to online instruction during the semester then this breakdown of credit will change. Specifically: either the final examination or the midterm examination may be replaced with an additional paper assignment and the weightings of elements may be adjusted. That is because closed-book examinations do not work well online.

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 and examinations 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 can also 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: Both examinations are closed book. They have the same format. The midterm covers modules 1-6. The final covers the rest of the course. Examinations will be a mix of multiple choice and short and short answer questions, covering material from the lectures and readings. Checklists of possible topics and question formats will be provided later.

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 Canvas.

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

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. You should not attend the discussion section if you are feeling ill or have been exposed to COVID-19. If the absence occurs for this or any other reason 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 without being excused will lower your overall grade and may make the difference between passing and failing the course.**
- **Late Work:** All work will be penalized by 2% 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 for the course 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](#). 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. Revising for the midterm and final might take another 15 hours total. 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/> 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/>.

Please pay particular attention to the pandemic-related policies adopted by the university:

UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the [Panther Interim COVID-Related Health & Safety Rules](#), which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- All individuals visiting UWM facilities must wear face coverings while indoors;
- Unvaccinated students coming to campus are required to test weekly for COVID-19; and,
- You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick.

Additional details about student and staff expectations can be found on the [UWM COVID-19 webpage](#).

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% |

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|----|--------|--------|
| 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* (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 Follow Up 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.
- Metzl, 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. *Precairous 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.
- Hoffman, Jan. "Purdue Pharma is Dissolved and Sacklers Pay \$4.5 Billion to Settle Opioid Claims." *New York Times*, Sept 1, 2021.
- Katz, Josh & Margot Sanger-Katz, "Drug Deaths Spiked by 30 Percent Last Year, Surpassing 90,000," *New York Times*, July 14, 2021.

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.
- Michener, Jamila. "Race, Politics, and the Affordable Care Act." *Journal of Health Politics, Policy, and Law* 45:4 (August 2020).

13: Race and Pandemic

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