

Cover Sheet: Request 10431

WST3xxx History of American Medicine: Race, Class, Gender and Professionalism

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	TRAVIS,TRYSH A ttravis@ufl.edu
Created	9/19/2015 3:25:23 PM
Updated	11/5/2015 9:38:10 AM
Description	This class examines the rise of "scientific medicine" in the United States(with some attention to Western Europe) and the ways in which it has helped to construct both gendered ideas of health and sickness and "scientific" definitions of masculinity, femininity, and "normal" sexuality. After considering the birth of scientific medicine in early modern Europe, we will organize this broad history by reading a standard account of the rise of professionalized scientific medicine (Ira Rutko's Seeking the Cure: A History of Medicine in America) in tandem with a series of articles exploring the blind spots and failings of the medical profession and the history of resistance to its claims (also known as "quackery"). The class will conclude with a series of "Clinical Considerations," in which guest speakers from the medical profession talk about the identification, diagnosis, and treatment of several highly gendered disease entities: addiction, headache, and erectile dysfunction. The ultimate aim of the course is to challenge the positivist claims of pure "science" by examining the ways in which historical context and social norms—including, though not exclusively norms of gender and sexuality—shape what "science" can see.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Womens Studies 011657006	Moradi, Bonnie		9/21/2015
Deleted Consult on Gendered History of American Medicine UCC Consult Form.pdf					9/19/2015
Added Consult on Gendered History of American Medicine UCC Consult Form.pdf					9/21/2015
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	Conditionally approved -- Provide full bibliographic information on textbooks on both UCC1 and syllabus.	10/20/2015
No document changes					
Department	Approved	CLAS - Womens Studies 011657006	Moradi, Bonnie		10/29/2015
Replaced Proposed 3k History of Medicine syllabus-final.pdf					10/24/2015
Added Updated 3k History of Medicine.docx					10/24/2015
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		11/5/2015
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/5/2015
No document changes					

Step	Status	Group	User	Comment	Updated
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10431

Info

Request: WST3xxx History of American Medicine: Race, Class, Gender and Professionalism

Submitter: TRAVIS, TRYSH A ttravis@ufl.edu

Created: 10/24/2015 7:26:18 PM

Form version: 3

Responses

Recommended Prefix: WST

Course Level : 3

Number : xxx

Lab Code : None

Course Title: History of American Medicine: Race, Class, Gender, and Science

Transcript Title: History of Medicine

Effective Term : Earliest Available

Effective Year: Earliest Available

Rotating Topic?: No

Amount of Credit: 3

Repeatable Credit?: No

S/U Only?: No

Contact Type : Regularly Scheduled

Degree Type: Baccalaureate

Weekly Contact Hours : 3

Category of Instruction : Intermediate

Delivery Method(s): On-Campus

Course Description : Overview of the development of the medical profession in the US with attention to ways that class, gender, and race have shaped the idea of "scientific medicine."

Prerequisites : Sophomore standing or permission of department.

Co-requisites : n/a

Rationale and Placement in Curriculum : This class historicizes and seeks to make transparent the idea of "scientific medicine," which students frequently encounter in uncritical fashion. CWSGR exit survey data consistently show high student demand for courses on gender and science; this class responds to that demand while also expanding CLAS offerings in the history of science. Its attention to the social construction of the profession will help pre-health students across the university prepare for the new MCAT.

Course Objectives : By the end of the semester, students should be able to:

-- See how scientific medicine evolved from earlier theories of health, sickness, and healing

-- Understand the social constructionist critique of positivism

-- Understand the social dynamics of professionalization and their gendered, racial, and class dimensions

-- Recognize the ways in which the medical profession has relied on and helped to reinforce traditional norms of masculinity and femininity

Course Textbook(s) and/or Other Assigned Reading: Brooks, Year of Wonders (NY: Penguin, 2002)

Rutkow, Seeking the Cure (NY: Scribners, 2012)

plus a course reader of primary sources and scholarly articles

Weekly Schedule of Topics : Unit One: Introduction

Tues. 6 Jan: Introduction: Images of the History of Medicine

Thurs. 8 Jan: Orientation to class: Syllabus, Discuss Paper #1 on Brooks, Year of Wonders

-

Due: Self-Determined Assignment Choice Sheet

- o Submit on paper at start of class

Tues. 13 Jan: Lecture: "Unscientific" Medicine

Thurs. 15 Jan Discussion: Two Pyramids, Learning Styles, Note-Taking

-

Due: Paper #1

- o Submit via the "Assignments" tab by start of class

Unit Two: Theorizing Gender, History, Medicine, and...oh yeah, Sexuality!

Gender

Tues. 20 Jan: Lecture: Understanding Gender: Positivism and Historical Materialism

- Gray, "Introduction" and "Mr. Fix-It and the Home Improvement Committee"

Thurs. 22 Jan: Discussion

- Kimmel, "The Birth of the Self-made Man"
- Welter, "The Cult of True Womanhood"
- Smith-Rosenberg and Rosenberg, "The Female Animal"

- o Due: RQP

History

Tues: 27 Jan: Lecture: Historicizing Scientific Empiricism

- Appleby, "The Heroic Model of Science"

Thurs. 29 Jan: Discussion

- Appleby, "Discovering the Clay Feet of Science"
- Shorter, "The Symptom Pool" and "Somatization in the 20th Century"

- o Due: RQP

Medicine

Tues. 3 Feb: Lecture: Historicizing Medical Power

- Foucault, "The Birth of Social Medicine"

Thurs. 5 Feb: Discussion

- Starr, "The Social Origins of Professional Sovereignty"

- o Due: RQP

Sexuality

Tues. 10 Feb: Lecture: Destabilizing Sex

- Fausto-Sterling, "The Five Sexes, Revisited"

Thurs. 12 Feb: Discussion

- Hansen, "American Physicians' 'Discovery' of Homosexuals, 1880-1900: a New Diagnosis for a Changing Society"
- Kline, "Introduction" and "From Segregation to Sterilization: Changing Approaches to the Problem of Female Sexuality"

- o Due: RQP

Unit Three: Histories (and Counterhistories) of American Medicine

Tues. 17 Feb: Lecture: "Unscientific" Medicine in Early America

- Rutkow, chpts 1-2

Thurs. 19 Feb: Discussion

- o Due: RQP

Tues. 24 Feb: Lecture: Spirit and Science

- Ulrich, "The Living Mother of a Living Child': Midwifery and Mortality in Post-Revolutionary New England"
- Fett, "Introduction" and "Doctoring Women" from Working Cures

Thurs. 26 Feb: Discussion

- Numbers and Shoepflin, "Ministries of Healing"

No class-- Spring Break

Tues. 10 Mar: Exam Review/Brainstorm Final Projects

Thurs., 12 Mar: Mid-term Exam (bring your own blue book!)

Tues. 17 Mar: Mid-term Debrief

Thurs. 19 Mar: Lecture: Quackery and Holism

- Rutkow, chpts 3-4
- o Due: Final Paper Proposals

Tues. 24 Mar: Lecture: Scientific Authority

- Rutkow, chpts 5-7

Thurs 26 Mar: Discussion

- Revisit Starr, "Social Origins"
- The Flexner Study

Tues. 31 Mar: Troubleshoot Final Projects

Thurs. 2 Apr: Carryover Discussion on Scientific Authority

- Lunbeck, "Psychiatrists, the 'Hypersexual Female,' and a New Medical Management of Authority"
- Apple, "Physicians and Mothers construct 'Scientific Motherhood'"
- o Due: RQP

Tues 7 Apr: Lecture: Resistance to Professionalization

- Rutkow, chpts 8-10

Thurs 9 Apr: Discussion

- Morgen, "Into Our Own Hands: Feminist Health Clinics as Feminist Practice "
- Nelson, "Community Health and Women's Health in Mound Bayou, Mississippi"
- o Due: RQP

Unit Four: No End in Sight

Tues 14 Apr: Lecture: Patient-Centered Medicine and (or vs?) the Patients' Rights Movement

- Chamberlin, "The Ex-Patients' Movement"
- Paulus, "Palliative Care: An Ethical Imperative"
- Arend, "The Patient-Centered Medical Home"

Thurs 16 Apr: Discussion

- Student final project topics

Tues 21 April Conclusion; Present and Discuss Take-Home Exam Questions

- o Due: Final Papers
- o Take-Home Exam Essays due via Canvas on or before 12:30, 1 May

Grading Scheme : Overview of Graded Work (percentages are rounded)

Paper #1

Examination of the way that gender and the evolving character of medical practice are presented in Geraldine Brooks' popular novel Year of Wonders. 32 points; 12 %. Due: 15 Jan.

Reading Question Papers (RQPs)

Short responses to posted questions on assigned readings. Students submit four RQPs out of eight opportunities. 12 points each for a total of 48; 18%. Due: Student-determined dates.

Midterm Exam

Cumulative in-class blue book exam with short answer questions. 32 points; 12%. 12 March

Final Project

Students "curate" an additional unit for the second half of the class, locating and summarizing appropriate readings on a topic of their choice, and explaining how/why they should be included in the course.

Proposal: 12 points; 5% Due: 19 March

Final: 48 points; 18%. Due: 21 April

Final Take-home Exam

Two-three essay questions to be answered by reference to readings from across the semester.

60 points; 25%. Due: 1 May

Participation

Consistent, informed, thoughtful participation in class discussion

24 points; 10%.

Total Points: 256

Instructor(s) : Trysh Travis

UNIVERSITY OF FLORIDA
Center for Women’s Studies and Gender Research
WST3XXX The Gendered History of American Medicine
Draft Syllabus

INSTRUCTOR INFORMATION:

Instructor:	Trysh Travis
Office:	305 Ustler Hall
Phone:	273-0393
Office Hours:	W 10:30 am – 12:00 pm
E-Mail:	ttravis@ufl.edu

COURSE INFORMATION:

Time:	T/Th, 4, 4/5
Location:	TBA

This class examines the rise of “scientific medicine” in the United States (with some attention to Western Europe) and the ways in which it has helped to construct both gendered ideas of health and sickness and “scientific” definitions of masculinity, femininity, and “normal” sexuality. After considering the birth of scientific medicine in early modern Europe, we will organize this broad history by reading a standard account of the rise of professionalized scientific medicine (Ira Rutko’s *Seeking the Cure: A History of Medicine in America*) in tandem with a series of articles exploring the blind spots and failings of the medical profession and the history of resistance to its claims (also known as “quackery”). The class will conclude with a series of “Clinical Considerations,” in which guest speakers from the medical profession talk about the identification, diagnosis, and treatment of several highly gendered disease entities: addiction, headache, and erectile dysfunction. The ultimate aim of the course is to challenge the positivist claims of pure “science” by examining the ways in which historical context and social norms—including, though not exclusively norms of gender and sexuality—shape what “science” can see.

COURSE OBJECTIVES

By the end of the semester, students should be able to:

- See how scientific medicine evolved from earlier theories of health, sickness, and healing
- Understand the social constructionist critique of positivism
- Understand the social dynamics of professionalization and their gendered, racial, and class dimensions
- Recognize the ways in which the medical profession has relied on and helped to reinforce traditional norms of masculinity and femininity

Readings

All books are available at the UF Bookstore. You are required to bring hard copy of all assigned readings to class.

■ Required

- Geraldine Brooks, *Year Of Wonders* (NY: Penguin, 2002)
- Ira Rutkow, *Seeking the Cure* (NY: Scribners, 2012)
- Plus a course reader of articles available at Target Copy on University Avenue.

Unit One: Introduction

Tues. 6 Jan: Introduction: Images of the History of Medicine

Thurs. 8 Jan: Orientation to class: Syllabus, Discuss Paper #1 on Brooks, *Year of Wonders*

- **Due:** [Self-Determined Assignment Choice Sheet](#)
 - Submit on paper at start of class

Tues. 13 Jan: Lecture: "Unscientific" Medicine

Thurs. 15 Jan: Discussion: Two Pyramids, Learning Styles, Note-Taking

- **Due:** [Paper #1](#)
 - Submit via the "Assignments" tab by start of class

Unit Two: Theorizing Gender, History, Medicine, and...oh yeah, Sexuality!

Gender

Tues. 20 Jan: Lecture: Understanding Gender: Positivism and Historical Materialism

- Gray, ["Introduction" and "Mr. Fix-It and the Home Improvement Committee"](#)

Thurs. 22 Jan: Discussion

- Kimmel, ["The Birth of the Self-made Man"](#)
- Welter, ["The Cult of True Womanhood"](#)
- Smith-Rosenberg and Rosenberg, ["The Female Animal"](#)
 - **Due:** [RQP](#)

History

Tues. 27 Jan: Lecture: Historicizing Scientific Empiricism

- Appleby, ["The Heroic Model of Science"](#)

Thurs. 29 Jan: Discussion

- Appleby, ["Discovering the Clay Feet of Science"](#)
- Shorter, "The Symptom Pool" and "Somatization in the 20th Century"
 - **Due:** [RQP](#)

Medicine

Tues. 3 Feb: Lecture: Historicizing Medical Power

- Foucault, ["The Birth of Social Medicine"](#)

Thurs. 5 Feb: Discussion

- Starr, ["The Social Origins of Professional Sovereignty"](#)
 - **Due:** [RQP](#)

Sexuality

Tues. 10 Feb: Lecture: Destabilizing Sex

- Fausto-Sterling, "The Five Sexes, Revisited"

Thurs. 12 Feb: Discussion

- Hansen, ["American Physicians' 'Discovery' of Homosexuals, 1880-1900: a New Diagnosis for a Changing Society"](#)
- Kline, ["Introduction" and "From Segregation to Sterilization: Changing Approaches to the Problem of Female Sexuality"](#)
 - **Due:** [RQP](#)

Unit Three: Histories (and Counterhistories) of American Medicine

Tues. 17 Feb: Lecture: "Unscientific" Medicine in Early America

- Rutkow, chpts 1-2

Thurs. 19 Feb: Discussion

- Due: RQP

Tues. 24 Feb: Lecture: Spirit and Science

- Ulrich, "The Living Mother of a Living Child": Midwifery and Mortality in Post-Revolutionary New England"
- Fett, "Introduction" and "Doctoring Women" from *Working Cures*

Thurs. 26 Feb: Discussion

- Numbers and Shoepflin, "Ministries of Healing"

No class-- Spring Break

Tues. 10 Mar: Exam Review/Brainstorm Final Projects

Thurs., 12 Mar: Mid-term Exam (**bring your own blue book!**)

Tues. 17 Mar: Mid-term Debrief

Thurs. 19 Mar: Lecture: Quackery and Holism

- Rutkow, chpts 3-4
 - Due: Final Paper Proposals

Tues. 24 Mar: Lecture: Scientific Authority

- Rutkow, chpts 5-7

Thurs 26 Mar: Discussion

- Revisit Starr, "Social Origins"
- The Flexner Study

Tues. 31 Mar: Troubleshoot Final Projects

Thurs. 2 Apr: Carryover Discussion on Scientific Authority

- Lunbeck, "Psychiatrists, the 'Hypersexual Female,' and a New Medical Management of Authority"
- Apple, "Physicians and Mothers construct 'Scientific Motherhood'"
 - **Due: RQP**

Tues 7 Apr: Lecture: Resistance to Professionalization

- Rutkow, chpts 8-10

Thurs 9 Apr: Discussion

- Morgen, "Into Our Own Hands: Feminist Health Clinics as Feminist Practice "
- Nelson, "Community Health and Women's Health in Mound Bayou, Mississippi"
 - **Due: RQP**

Unit Four: No End in Sight

Tues 14 Apr: Lecture: Patient-Centered Medicine and (or vs?) the Patients' Rights Movement

- Chamberlin, "The Ex-Patients' Movement"
- Paulus, "Palliative Care: An Ethical Imperative"
- Arend, "The Patient-Centered Medical Home"

Thurs 16 Apr: Discussion

- Student final project topics

Tues 21 April Conclusion; Present and Discuss Take-Home Exam Questions

- **Due: Final Papers**
- **Take-Home Exam Essays due via Canvas on or before 12:30, 1 May**

Overview of Graded Work (percentages are rounded)

Paper #1

Examination of the way that gender and the evolving character of medical practice are presented in Geraldine Brooks' popular novel *Year of Wonders*. 32 points; 12 %. Due: 15 Jan.

Reading Question Papers (RQPs)

Short responses to posted questions on assigned readings. Students submit four RQPs out of eight opportunities. 12 points each for a total of 48; 18%. Due: Student-determined dates.

Midterm Exam

Cumulative in-class blue book exam with short answer questions. 32 points; 12 %. 12 March

Final Project

Students "curate" an additional unit for the second half of the class, locating and summarizing appropriate readings on a topic of their choice, and explaining how/why they should be included in the course.

Proposal: 12 points; 5% Due: 19 March

Final: 48 points; 18%. Due: 21 April

Final Take-home Exam

Two-three essay questions to be answered by reference to readings from across the semester. 60 points; 25%. Due: 1 May

Participation

Consistent, informed, thoughtful participation in class discussion
24 points; 10%.

Total Points: 256

To avoid feeling crunched around papers and exams, students should plan to **spend approximately three hours studying for every hour they are in class; on average around 8-9 hours per week**. "Studying" for this class includes active reading, note-taking, reviewing readings and class notes (you may seek out skills workshops in these areas at the [Teaching Center](#) as needed), and preparing written assignments (you may seek out advice and guidance at the [Writing Studio](#) as needed). The grading scale for homework, written work, and participation reflects this expectation. NOTE: You must do all the graded work in order to pass the class.

Course Policies

Academic Honesty

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Police: [UF police](#) can be reached at 392-1111 or 9-1-1 for emergencies.

Class Comportment: Class is your job. Professionals arrive on time for work every day (with rare exceptions) and stay until close of business. That is the expectation for this class.

- Attendance: Detailed requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- Lateness: A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor and will affect the student’s final participation grade. Students will lose 1% from their final grade each time they arrive late.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Disability Accomodation: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Electronics:

- Cell phones, Ipads and pods, Droids, etc., are not permitted in class. They should be silenced and put in closed bags. Let your loved ones know they cannot reach you during this class period. On the occasions when you MUST take or make a phone call during class time, discuss with me in advance. Students seen using their phones may be asked to leave.
- Laptops are not permitted in class. Cognitive science research demonstrates that [taking notes by hand results in superior comprehension and retention](#). If you require a laptop for note-taking, please follow the Disability Resource Center’s policies for accommodation.

Email: I use email to communicate with the class as a whole as well as with individuals, and I will ONLY use your UF email address. It is your responsibility to obtain and use a Gatorlink account.

Evaluation Process: Students are expected to provide feedback on the quality of instruction in this

course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Grading: I record your points on all assignments over the course of the semester in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale:

A	93+	Excellent performance
A-	90-92	
B+	87-89	
B	83-86	Good performance
B-	80-82	
C+	77-79	
C	73-76	Fair performance
C-	70-72	
D+	67-69	
D	63-66	Poor performance
D-	60-62	

A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades>
<http://www.isis.ufl.edu/minusgrades.html>

Late work:

- Assignments are due in class and/or via Canvas as noted in the assignment descriptions in the syllabus. Work is late if it is not received by that time. The late penalty is 1/3 of a grade off for every day late (e.g., a B paper one day becomes a B- the next, a C+ the next, etc.). Weekends count as two days.
- I do not accept work by email.
- Familiarize yourself with campus computing services and BACK UP YOUR WORK AS YOU WRITE, so that printer availability, paper shortages, and crashes do not compromise your ability to get your work in on time.

Special Needs Accommodations: If you need academic accommodations for special needs, you must first contact the [Asst. Dean of Student Services](#) at P205 Peabody Hall (V: 392-1262; TDD: 392-3008) to verify the disability and to establish eligibility for accommodations. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. You should schedule an appointment with me within the first three weeks of the semester to make appropriate arrangements.

Stress Management Resources: Students experiencing high levels of stress and anxiety, or who need help with time management and other workplace skills may contact the [Counseling and Wellness Center](#), 392-1575.

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	