

HMED 3055: WOMEN, HEALTH, AND HISTORY

Spring 2016
Tues. and Thurs. 1:00 pm – 2:15 pm
530A Bruininks Hall

Prof. Dominique Tobbell, Ph.D.
Office Hours:

Teaching Assistant:
Office Hours: Tues 10:00-11:00 am and by appointment

Course Summary: This seminar investigates women's historical roles as healers, patients, research subjects, and health activists. Historical topics to be covered include views of gender and the body; reproduction and childbirth; women's roles as nurses, physicians, public health reformers, and alternative practitioners; women's experiences of mental illness, breast cancer, and other diseases; the role of culture and government in health; and disparities in diagnosis, treatment, research, and health careers.

REQUIRED TEXTS

The seven books ordered are available in the University Bookstore in Coffman Union in the *Health Sciences* textbook section. Where possible, copies of the books will be placed on reserve at the Biomedical Library on the 2nd floor of Diehl Hall. There is no reading packet. All articles are available on the course **Moodle site:**

<https://ay15.moodle.umn.edu/course/view.php?id=11366>

- Patricia D'Antonio, *American Nursing: A History of Knowledge, Authority, and the Meaning of Work*. (Johns Hopkins University Press, 2010).
- Margaret Charles Smith and Linda Janet Holmes, *Listen to Me Good: The Life Story of an Alabama Midwife*. (Columbus: Ohio State University Press, 1996).
- Laura Kaplan, *Jane: The Story of the Legendary Underground Feminist Abortion Service*. (Chicago: University of Chicago Press, 1995).
- Elizabeth Siegel Watkins, *On the Pill: A Social History of Oral Contraceptives, 1950-1970* (Baltimore: Johns Hopkins University Press, 1998).
- Susanna Kaysen, *Girl, Interrupted* (New York: Vintage Books, 1993).
- Barron Lerner, *The Breast Cancer Wars: Fear, Hope, and the Pursuit of a Cure in Twentieth-Century America* (New York: Oxford University Press, 2001).
- Wendy Kline, *Bodies of Knowledge: Sexuality, Reproduction, and Women's Health in the Second Wave* (Chicago: University of Chicago Press, 2010).

Please note: Reading assignment should be completed before designated class. Come to class prepared to answer questions in response to that day's reading assignment.

COURSE FORMAT AND GRADING

Class attendance, participation, and group work (20%): Regular class attendance and participation in lectures is required for this course. The format of the class will be a mixture of lecture, discussion, and group activities. You are allowed one unexcused absence after which points for class participation will be deducted. If you are sick, you must email your TA within 24 hours of missing class. If you have a problem that affects your attendance, please let us know in advance or at the time. We want to help you succeed and enable you to make up class work from excused absences.

EXPLANATION OF ASSIGNMENTS

Intellectual Journal (20%)

- Each person in the course will be expected to keep a loose-leaf “journal” throughout the semester (please notice—loose-leaf, not bound). Each journal entry will consist of comments, questions, or reflections about the readings and, when applicable, films. Responses must be legible, written in ink or typed, dated, with your name at the top of each page. They should be 1-2 pages in length.
- Please be sure to always bring your journal to class, as you may occasionally be asked to respond to lectures or class discussions in your journal. Periodically, I will require you to turn in a specific entry on the day of the assigned reading, so be sure to keep up on your reading and writing.
- The purpose of this journal is to encourage you to reflect on the readings and material covered in the course and thereby, to help you prepare for in-class discussions. On a larger scale, the journal will help you and me track the development of your intellectual understanding and questioning throughout the course.
- Journal entries (and eventually, the completed journal) will be evaluated on the timely completion of entries, your attentiveness to relevant class discussions and lectures, and above all, the thoughtfulness of your questions and commentary.

Analysis of Nurse's Oral History Interview (15%)

- Select **ONE** of the following oral history interviews conducted with nurses: Mitzi Duxbury, Marie Manthey, Florence Marks, Ruth Stryker-Gordon, or Ruth Weise
- Download the relevant interview from the AHC Oral History Project website: <http://editions.lib.umn.edu/ahc-ohp/category/school-of-nursing/>
- **Read** the entire interview. What was the nurse's experience of nursing school like? Did she attend a hospital diploma program and/or a university baccalaureate program—how did the two experiences differ? What was it like working as a nurse? What were her responsibilities? What were her working relationships like with physicians, patients, other nurses, medical students, and medical technologies?

- **Write** a brief (3-4 page) paper in which you describe the nurse's experience working as a nurse in the 1950s or 1960s, **analyze** her experience within the context of the time period, and connect it to the class readings.

Childbirth Interview and Analysis (20%)

- **Interview** a mother about her childbirth experience. Where did she give birth, what procedures were used, were there any complications, did she have a friend or a partner in the room with her, how did she feel about the experience? What was the impact of childbirth on her body and how long did recovery take? **Write** a brief (3-4 page) paper in which you give the woman's story within the context of the time period in which she delivered her baby and connect to class readings of the same period.
- **Turn in** both your paper and a transcript of your interview.

Readings for Tuesday May 3

- Choose from one of the following subjects: **Dalkon Shield, Depo Provera, diethylstilbestrol, Toxic Shock Syndrome, Norplant**. Search for 5 articles on the *New York Times* database (available through the UMN Library website: click on "articles and databases," then "browse databases" and select the New York Times (from 1851). To gain access to the database you will need to log in to the library using your x500 and password.
- If you have any difficulties locating or accessing the New York Times database, please ask a reference librarian in any of the university's libraries for assistance.

Final Paper (due Thursday May 12 by 12 p.m. in my office) (25%)

- Your final paper will be a mini-research paper based on the newspaper articles you chose for class on May 3. In five double-spaced typed pages (12-point font), describe and analyze the significance of this particular women's health scandal, drawing on appropriate class readings in your response.

I will not accept late assignments except in very unusual circumstance and with prior permission. I would like printed copies of your papers; emailed papers will be accepted only with prior permission in cases of emergency.

DUE DATES:

- Analysis of Nurse's Oral History: Tues. Feb 16
- Childbirth Interview and Analysis: Tues. April 4
- Intellectual Journal: Thurs. May 5
- Final Paper: Thurs. May 12 at 12 pm

MOODLE

HMED 3055 has a class website on Moodle. You can use this website to monitor your grades, communicate with the entire class, find useful resources, and read about current events. I will post announcements and reading guides—questions to think about as you do the reading—on Moodle. You **must** access this website several times during the

semester. Sharing relevant current events or cultural items and commentary on Moodle is highly encouraged. The "Student Support" link on the Moodle navigation bar (left side of the screen on the class website) will take you to on-line help.

- You need to use supported hardware, browsers, and plugins, and configure these browsers and plugins correctly, for Moodle to function properly. Firefox is the recommended browser.
- For help using Moodle, go to <https://umconnect.umn.edu/moodleorientation> and watch the Moodle student orientation.
- You can get to Moodle through the MyU Portal at <http://myu.umn.edu>.
- You can get to the Moodle site by going to <http://Moodle.umn.edu> and clicking on "Log in" in the left sidebar. Enter your internet id and password, and select HMED 3055.
- You can get help with Moodle online from the above sites, or from the Computer Help Line at (612) 301-HELP.

PLEASE NOTE

- **Plagiarism**, or claiming another's writing as your own (whether it is your roommate's, something off of the internet, or material from a book or article) will result in a failing grade on the assignment involved and a mandatory meeting with me. Please familiarize yourself with the definition of plagiarism available on the Office for Student Conduct and Academic Integrity (OSCAI) website (www.oscai.umn.edu/content/plagiarism) and ways to avoid doing it unintentionally.
- OSCAI's definition of plagiarism:

Plagiarism shall mean representing the words, creative work, or ideas of another person as one's own without providing proper documentation of source.

Examples include, but are not limited to:

- copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
- representing the words, ideas, or data of another person as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
- producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
- paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author's; and
- borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and Internet use. Students are encouraged to seek out

information about these methods from instructors and other resources and to apply this information in all submissions of academic work. *University of Minnesota Board of Regents Student Conduct Code also, portions used with permission from New York Institute of Technology and University of Texas, San Antonio.*

- **Neatness counts.** Papers with excessive mechanical errors (e.g. typos, poor grammar, frequent misspelt words) or inadequate footnotes and bibliography will not be considered “A” papers, no matter how good the ideas. Be sure to proofread your papers for mechanical and grammatical errors, cite your sources using footnotes, and use proper format on footnotes and bibliographies. Three good ways to check your paper before turning it in: (1) use your computer’s spell check and grammar check functions; (2) read it aloud and look and listen for mistakes; (3) ask a friend to read it for sense and errors; and (4) use the **Student Writing Center** and writing tutors to improve the organization and expression of your ideas.
 - **Student Writing Center**, 15 Nicholson Hall, 612/625-1893 (Make appointments on-line): <http://writing.umn.edu/>
- **Use of cell phones is prohibited** during all class times. Please ensure cell phones are set to “silent” or turned off during class.

CLASS SCHEDULE

Please note: Reading assignment should be completed before designated class. Come to class prepared to answer questions in response to that day's reading assignment.

Tues. 1/19 Introduction. Themes of Women's Health and History

Section I: Women as Healers and Health Care Providers

Thurs. 1/21 Women Healers in Colonial America

- Lecture: Women Healers in Colonial America
- Reading: Regina Markell Morantz, "From Art to Science: Women Physicians in American Medicine, 1600-1980," in *In Her Own Words: Oral Histories of Women Physicians*, edited by Regina Markell Morantz, Cynthia Stodola Pomerleau, and Carol Hansen Fenichel (Praeger, 1982).

Tues. 1/26 Women Physicians

- Lecture: Women Physicians in the 19th Century
- Reading: Elizabeth Blackwell, *Pioneering Work in Opening the Medical Profession to Women*, pp. v-xiv, 26-95, 190-213

Thurs. 1/28

- Lecture: Women Physicians in the 20th Century
Primary sources from the Wangenstein Library
- Reading: "Alma Dea Morini," "Marjorie Sirridge," and "Susan Benes" in *In Her Own Words: Oral Histories of Women Physicians*, edited by Regina Markell Morantz, Cynthia Stodola Pomerleau, and Carol Hansen Fenichel (Praeger, 1982)

Tues. 2/2 Enter the Nurses

- Lecture: American Nursing in 19th Century America
Primary sources from the Wangenstein Library
- Reading:
 - Florence Nightingale, *Notes on Nursing: What it is, and what it is not* (1860), pp.5-11
 - D'Antonio, *American Nursing*, pp. 1-53

Thurs. 2/4

- Lecture: American Nursing in early 20th Century America
- Reading: D'Antonio, *American Nursing*, pp. 54-105

Tues. 2/9

- Lecture: American Nursing after World War II
Primary sources from the Wangenstein Library
- Reading: D'Antonio, *American Nursing*, pp. 106-183

Thurs. 2/11 Midwives and Midwifery in U.S. History

- Lecture: Midwives and Midwifery in U.S. History, part I
- Reading:
 - Charlotte Borst, “The Training and Practice of Midwives.” *Bulletin of the History of Medicine* 62 (1988): 606-627
 - Margaret Smith, *Listen to Me Good* (Columbus: Ohio State University Press, 1996), pp. 17-62

Tues. 2/16

- Lecture: Midwives and Midwifery in U.S. History, part II
- Reading: Smith, *Listen to Me Good*, pp. 63-158.

NURSING ORAL HISTORY ASSIGNMENT DUE

Section II: Reproduction and Reproductive Technologies

Thurs. 2/18 Pregnancy and Childbirth

- Lecture: Childbirth in History
Artifacts from the Wangenstein Library
- Reading:
 - Judith Walzer Leavitt, “‘Science’ enters the birthing room: obstetrics in America since the eighteenth century,” in Andrea Tone (ed.), *Controlling Reproduction* (Wilmington, DE: Scholarly Resource Books, 1997).
 - Primary source documents

Tues. 2/23

- Lecture: Technologies of Childbirth
- Reading: Judith Walzer Leavitt, “What do men have to do with it? Fathers and mid-twentieth century childbirth.” *Bulletin of the History of Medicine* (2003) 77(2): 235-262

Thurs. 2/25 New Reproductive Technologies

- Lecture: The New Reproductive Technologies
- Reading: Rayna Rapp, “Refusing prenatal diagnosis: the meanings of bioscience in a multicultural world.” *Science, Technology, and Human Values* 1998, 23 (1): 45-70

Tues. 3/1 Abortion

- Lecture: Abortion in 18th and 19th Century America
- Reading:
 - Leslie Reagan, “‘About to meet her maker’: The state’s investigation of abortion in Chicago, 1867-1940,” *Controlling Reproduction* (Wilmington, DE: Scholarly Resource Books, 1997).
 - Kaplan, *The Story of Jane*, pp. ix-43

Thurs. 3/3

- Lecture: Abortion in the early 20th Century
- Reading: Kaplan, *The Story of Jane*, pp. 44-180

Tues. 3/8

- Lecture: Abortion after World War II
- Reading: Kaplan, *The Story of Jane*, pp. 181-292

Thurs. 3/10 Pregnancy Loss

- Lecture: Miscarriage in History
- Reading: Alexandra Kimball, "Unpregnant: The Silent, Secret Grief of Miscarriage," *The Globe and Mail*, December 3, 2015.
<http://www.theglobeandmail.com/life/parenting/unpregnant-the-silent-secret-grief-of-miscarriage/article27576775/>

Tues. 3/15 SPRING BREAK

Thurs. 3/17 SPRING BREAK

Tues. 3/22 Contraception

- Lecture: Contraception in the 19th and early 20th Century
Artifacts from the Wangensteen Library
- Reading: Andrea Tone, "Contraceptive consumers: gender and the political economy of birth control in the 1930s," *Controlling Reproduction* (Wilmington, DE: Scholarly Resource Books, 1997).

Thurs. 3/24

- Lecture: The Birth Control Movement
- Reading: Watkins, *On the Pill*, pp. 1-72

Tues. 3/29

- Lecture: History of Sterilization
- Reading: Watkins, *On the Pill*, pp.73-137

Section III: Women as Patients

Thurs. 3/31 Gender, Disease, and Sexuality in Victorian America

- Lecture: Hysteria
- Reading:
 - Rachel Maines, "The job nobody wanted." *The Technology of Orgasm* (Baltimore: Johns Hopkins University Press, 2001).

- Rachel Maines, ““Inviting the juices downward.”” *The Technology of Orgasm* (Baltimore: Johns Hopkins University Press, 2001).

Tues, 4/5

- Lecture: Women as Patients in Victorian America
- Reading:
 - Keith Wailoo, “‘Chlorosis’ remembered: disease and the moral management of American women.” *Drawing Blood* (Baltimore: Johns Hopkins University, 1999)
 - Joan Jacob Brumberg, “From psychiatric syndrome to “communicable” disease: the case of anorexia nervosa,” in Rosenberg and Golden (eds.) *Framing Disease* (New Brunswick: Rutgers University Press, 1992).

CHILDBIRTH INTERVIEW PAPER DUE

Thurs. 4/7 Mental Illness

- Lecture: *The Yellow Wallpaper*
Primary sources from the Wangensteen Library
- Reading:
 - Charlotte Perkins Gilman, *The Yellow Wallpaper*
 - Kaysen, *Girl, Interrupted* (half)

Tues. 4/12

- Lecture: Mental Illness in American History
- Reading:
 - Kaysen, *Girl, Interrupted* (finish)
 - Start reading ahead in Lerner, *Breast Cancer Wars*

Thurs. 4/14 Breast Cancer

- Lecture: Breast Cancer in American History
- Reading: Lerner, *Breast Cancer Wars*, pp. 3-140

Section IV: Women as Health Activists

Tues. 4/19 Breast Cancer and Patient Activism

- Lecture: Patient Activism in US History
- Reading: Lerner, *Breast Cancer Wars*, pp. 141-240

Thurs. 4/21 Women’s Health Movement

- Lecture: The Women’s Health Movement
- Reading:
 - Lerner, *Breast Cancer Wars*, pp. 241-301
 - Kline, *Bodies of Knowledge*, pp. 1-40

Tues. 4/26

- Lecture: Women's Health and HIV/AIDS Activism
- Reading: Kline, *Bodies of Knowledge*, pp. 41-126

Thurs. 4/28 NO CLASS (not a university holiday)

Tues. 5/3

- Lecture: Women's Health Scandals
- Reading:
 - Kline, *Bodies of Knowledge*, pp. 127-162
 - Individual readings (for your final paper)

Thurs. 5/5 Conclusions

- No reading

INTELLECTUAL JOURNALS DUE IN CLASS