"Among the signs of manly health and perfect physique, internal and external, are a clear eye, a transparent and perhaps embrowned complexion (this latter not necessarily), an upright attitude, a springy step, a sweet breath, a ringing voice and little or nothing of irritability in the temper."
~Walt Whitman, 1858

“Girls lose health, strength, blood, and nerve, by a regimen that ignores the periodical tides and reproductive apparatus of their organization. The mothers and instructors, the homes and schools, of our country's daughters, would profit by occasionally reading the old Levitical law.

The race has not yet quite outgrown the physiology of Moses.”
~Edward H. Clarke, *Sex in Education: or, A Fair Chance for Girls*, 1875
Course Description

Since the Revolutionary Era, American women and men have been subjected to a barrage of advice on how to maintain “manly health” or how to remain “feminine forever.” At the same time, they have been informed that certain activities can threaten not only their health, but their sex: overindulgence in alcohol or sex might “enervate” or sap a man’s vital energy, while too much study and involvement in the public sphere could ruin a woman’s ability to conceive and raise healthy American children. By examining ideas about medicine and health as cultural practices, we can uncover the ways in which ideas about gender have shaped – and have been shaped by – health practices and medical treatments.

This course will provide an overview of the development of the medical profession in America over the course of the nineteenth and twentieth centuries, highlighting instances in which gendered ideas about the body and social roles shaped the delivery of health care. These episodes will most clearly illustrate how “scientific truths” about the body have been challenged and remade through patient and consumer health activism. By reading medicine broadly – that is, encompassing both medicine as a profession and the wealth of prescriptive literature – we will uncover how gender roles have evolved over time and along with medical developments. We will be moving through American history chronologically; lectures will provide the “scaffold” – the outline of major medical developments and their relation to each other – while the readings will flesh out ideas and provide examples of how themes explored in lecture played out in everyday life. Students are expected to take the lead in discussing the readings during class time; steady attendance and participation will be crucial to your success in this course.

Learning Objectives:

1. To explore the phenomenon of medicalization and how it has shaped the health experiences of men and women across time.
2. To examine the interactions between culture, society, and medicine.
3. To bring the analytical tools of gender studies to bear upon the history of medicine.
4. To sharpen critical reading and analytic skills.

Required Course Materials


Additional readings will be posted on Blackboard. You should always bring the assigned readings with you to class for each meeting, whether printed or open on your laptop or tablet device.
Attendance Policy & Grading

Assignments:

Discussion Leadership  20%
Quizzes  20%
Essays (3)  25%
Semester project  25%
Attendance  10%

Course grading is as follows:
A=90-100; B=80-89; C=70-79; D=60-69; F=below 60.

Assignments:
Discussion Leadership
Depending on final enrollment numbers, either individually or as groups you will be assigned a day or days on which they will lead the class discussion of the assigned readings. You will be expected to prepare a brief (4-6 minute) summary of the main themes of the readings and prepare 3 or 4 discussion questions to present to the class. Your group should submit these questions to the instructor at least 5 days before your assigned discussion day and these will be posted to Blackboard to help guide your classmates’ reading. The group will be graded on the quality of questions, the clarity of your summary, how actively you facilitate the discussion, and the quality of your discussion reflection. The instructor is happy to lend a hand if you need tips on how to go about the assignment or have difficulty with the assigned reading. Groups will be assigned in class during week three.

Attendance
As students in a university course, it is your responsibility to ensure that you are able to make it to class consistently and ON TIME. If you find you must be late, please enter the room as unobtrusively as possible. If you choose to nap, carry on extensive side bar discussions, are watching videos or viewing irrelevant content on your laptop or mobile device, or are otherwise disruptive during class, you will be marked absent.
Everyone is granted three excused absences, no questions asked. You must provide documentation from a physician or other official for other absences to be considered “excused”. If you have extenuating circumstances that will make completion of assignments difficult, please notify the professor as soon as possible.

Quizzes: Five over the course of the semester. These are open-ended essays that test your ability to analyze the readings and materials presented in class and draw your own conclusions. See schedule for dates.

Essays – these will demonstrate how well you are able to draw connections between course themes and reading materials. These will be over the three monographs we read over the course of this semester, and I drop the lowest essay grade. More direction on themes and ways to frame your essay will be gone over in class during our writing workshop early in the semester.
Semester Project: Analyzing health products
This is your opportunity to think about and analyze current attitudes about gender and health within the historical context examined over the semester. Each student will select a health product or medical procedure (examples: Proactiv, weight loss products, “bulking” powders, pain relievers, cosmetic surgery) and examine how it is marketed to reflect contemporary ideas about masculinity or femininity.
For example: a recent advertisement for Excedrin Migraine pills depicts a woman unable to fulfill her role as a wife and mother due to migraine pain; by taking the recommended dosage, she is able to resume these activities. The student would then find at least one or two more ads that emphasize similar themes and write a paper that analyzes the message of the advertisements, and then explores the longer history of gendered expectations about health and wellness that foreground the product chosen. A successful paper will give both a well-rounded critique of the modern advertisement as well as provide a thorough discussion and analysis of the relevant documents and events discussed in class.
A detailed assignment sheet will be distributed in class during week six.

Late submission policies
The instructor will periodically remind students of looming deadlines in class, but it is ultimately the student’s responsibility to ensure that these deadlines are met. Late work is not accepted unless I have heard from you in advance of the deadline and we have discussed it.

Academic Integrity: Students are expected to pursue their academic goals honestly and to be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Academic dishonesty includes misrepresenting a scholar’s or another student’s work as your own, failing to properly cite a published work, and cheating on tests. See the Academic Integrity statement posted to Blackboard for a full definition. Cases of academic dishonesty may result in a zero on the assignment; repeat offenders will fail the course. I will report cases of academic misconduct to the Office of Student Engagement and Success.

Academic Honesty/Plagiarism
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:
- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.
When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at
Classroom/professional behavior
Texas A&M University–Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University–Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising
Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**The last day to drop a class for the spring semester is April 10, 2020.**

**Grade Appeals**
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf).
<table>
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<tr>
<th>Dates</th>
<th>In-class Activities &amp; Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction&lt;br&gt;What is the history of medicine? How do we define gender?</td>
<td>Krieger &amp; Fee, “Man Made Medicine &amp; Women’s Health” (BB)</td>
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<td>Jan 21-24</td>
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<td>Week 2</td>
<td>Heroic Medicine&lt;br&gt;Lectures: Medical Ethics in the Antebellum Era; Slavery and Medicine</td>
<td>Herndl, “The Invisible (Invalid) Woman” (BB)&lt;br&gt;Begin reading Kasson</td>
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<td>Jan 27-31</td>
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<td>Week 3</td>
<td>Seeking Alternatives&lt;br&gt;Lectures: Every (Wo)Man His Own Physician&lt;br&gt;Discussion leaders assigned in class&lt;br&gt;Quiz 1 on Thurs</td>
<td>Cayleff, “Hydropathy, Women’s Physiology, &amp; Her Role” (BB)</td>
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<td>Feb. 3-7</td>
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<td>Week 4</td>
<td>19th Century Reformers&lt;br&gt;Lectures: Women and Asylums; Patent Medicine</td>
<td>Excerpt from Dorothea Dix to Tennessee Legislators (BB); Edward H. Clarke, “Sex in Education” (BB)</td>
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<td>Feb. 10-14</td>
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<td>Feb. 17-21</td>
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<td>Week 6</td>
<td>Controlling Bodies&lt;br&gt;Tues: Quiz 2&lt;br&gt;Thurs: Discussion day on Kasson</td>
<td>Essay 1 due Thurs.</td>
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<td>Feb. 24-28</td>
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<td>Week 7</td>
<td>Medicine at the Movies week (film TBA)</td>
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<td>March 2-6</td>
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<td>March 9-13</td>
<td>No Class – Spring Break!</td>
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<td>Week 8</td>
<td>Professionalizing Medical Care: Women Doctors &amp; Nurses</td>
<td>Smith, “White Nurses, Black Midwives, and Public Health” (BB); Morantz-Sanchez (BB)</td>
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<td>March 16-20</td>
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<td>Week 9</td>
<td>Modern Psychiatry and Modern Medicine&lt;br&gt;Quiz 3 on Thurs</td>
<td>From Metzl, Prozac on the Couch (BB)</td>
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<td>March 23-27</td>
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<td>Week 10</td>
<td>Tues: Brumberg Discussion Day&lt;br&gt;Note: Dr. Jones away for conference Apr 2-5</td>
<td>Essay 2 due</td>
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<td>March 30-April 3</td>
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| Week 11  | The Gender of Heart Disease and Cancer  
**Note:** the last day to drop is April 10 | Excerpts from Gardner, *Early Detection* and Bertin & Beck, “Of Headlines and Hypotheses” (BB) |
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<td>April 6-10</td>
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| Week 12  | Feminist Critiques of the Healthcare System  
Thurs: Quiz 4 | Excerpts from Nelson, *More than Medicine*                                                     |
| April 13-17 |                                          |                                                                                               |
| Week 13  | Sex Norms & Sex Changes                  | Excerpts from *How Sex Changed*                                                                |
| April 20-24 |                                          |                                                                                               |
| Week 14  | Crises in Medical Authority: Tuskegee,  
Willowbrook, & HIV  
Thurs: Quiz 5 | Teare & English, “Women, Girls, and the HIV Epidemic” (BB)                                    |
| April 27-May 1 |                                          |                                                                                               |
| Week 15  | Tues: Skloot discussion day  
**Note:** Dr. Jones away for conference May 7-10 | Essay 3 due                                                                                  |
| May 4-8 |                                          |                                                                                               |
| Final Exam session (TBA) | Final project presentations |                                                                                               |