

**SOCY 457/657 -- HIST 450/650**

**SOCIAL HISTORY OF AMERICAN MEDICINE**

**FALL 2005**

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**THIS COURSE MAY NOT BE TAKEN PASS-FAIL**

This course has two sections: the history of American medicine, and current issues in American medicine considered from a historical perspective. The goal is to enable you to understand the major changes in medicine and the forces that have influenced those changes. These forces include: new developments in medical care, changes in medical institutions, and social changes outside of medicine. The course will help students understand that medicine is closely integrated with society and that systems of medicine at any give time are the result of many factors besides the body of medical knowledge.

**CLASS MEETING TIMES AND EXAMINATION AND BOOK REVIEW AND TERM PAPER DUE DATES**

Class meetings are scheduled for Monday at 7-9:40 pm in PUP 206. A 10 minute break will occur about 8:15. Most classes will end about 9:30.

Examination dates will be announced in class two weeks before each examination

The final examination will be on Monday, Dec. 19 at 8:30 pm in the classroom

Book reviews and term papers are due at the final examination and may be handed in earlier.

**OFFICE HOURS**

The instructor will be in his office at 6:30 pm before every class period to meet with students. He will also meet with students after class or during the week at a mutually convenient time. See the instructor before or after class to schedule an appointment.

**TEXTBOOKS**

William G. Rothstein, *American Physicians in the Nineteenth Century* (paper)

William G. Rothstein, ed., *Readings in American Health Care: Current Issues in Socio-Historical Perspective* (paper)

## **EXAMINATIONS AND GRADES**

All students are required to take two one-hour mid-term short answer examinations and one two-hour short answer final. *Students who leave the classroom during the examination have completed the examination.* There are 7 questions (84 points) on each midterm and 10 questions (120 points) on the final. The student's numerical score on each examination will be converted to a letter grade. The total numerical score on all examinations will constitute the total examination grade. This will be added to the book review or term paper numerical score and converted to a final letter grade.

Undergraduate students must write a book review. The book review will be worth 15% of the total grade and the examinations 85% of the grade.

Graduate students must write a term paper. The term paper will be worth 30% of the total grade and the examinations 70% of the grade.

Steady improvement in the student's scores over the three examinations will help the student's grade; a decline in scores over the three examinations will have the opposite effect. *Class attendance and participation will be the deciding factor if the student is on the borderline between two grades.*

The instructor will consider questions from students about their grades up to Jan. 31, 2006. No questions about grades will be considered after that date.

## **MISSED EXAMINATIONS**

Students who cannot attend the examinations *must notify the instructor before the examination* either in person or by email or telephone, where they should leave a message for him. You may leave a telephone number or email address where you can be reached. Email addresses are preferred because it is easier to contact students that way. Students who have a satisfactory excuse can take a make-up examination at a time agreed by the student and the instructor. *The make-up examination must be taken before the class period following the original examination.*

## **READINGS AND CLASS DISCUSSIONS**

Any course in any aspect of medicine requires some knowledge of a small number of important medical terms. Do not be concerned if you do not know them. The instructor will explain them in class.

Most class periods will be devoted to a *careful and thorough* discussion of the readings. The purpose of the discussion is to go over the content of the readings in

detail and understand the specifics of what the author is saying. Students should read the readings before the class period when they will be discussed. The best way to read the articles is to take notes as you read and to bring the notes to class. Taking notes will enable you to follow and participate in the discussion and make it easier to review the material for examinations.

## **BOOK REVIEW FOR UNDERGRADUATE STUDENTS ONLY**

Each undergraduate student must write a book review from a list of books provided by the instructor. Each student must inform the instructor of the title of the book to be reviewed on or before the class period after the second mid-term examination. Students may select books *not* on the list *only* with the permission of the instructor. Books not on the list must concern the history of *American* medicine and be appropriate for a scholarly review.

*Only one student may review any particular book.* The first student to request a book will be permitted to review it. Inform the instructor of your choice as soon as possible and that book will be reserved for your use. The instructor will be glad to advise students about the content of books known to him.

Students may change their selected book with the instructor's approval, but must inform the instructor of the change at least two weeks before the book review is due. Do not wait until the end of the semester to change your book, because many books will have been taken by other students and you may not get the book from another library in time to read it. Students will get *no* credit for a book review that differs from the one that they told the instructor they were going to review.

The book review should be between 1000 words and 2000 words. Book reviews outside that range will be downgraded. I will read a draft of your book review if you like.

Students can obtain books from all University of Maryland libraries using the on-line catalogue. Look up the book in the listing that includes all University of Maryland system libraries (not just UMBC). If the book is not available at UMBC but is available at another campus, click on "availability" and follow the instructions to have it sent to UMBC. You will be prompted to type in the number on the barcode on your ID, your name, and the campus to which the book should be delivered. The book will be delivered to the UMBC checkout desk in a week or ten days and the library will inform you. If the book is not available at another University of Maryland campus, you can obtain it from inter-library loan through the library home page. You should allow several weeks for books to arrive on inter-library loan. If you need a book at another University of Maryland library quickly, you can visit the library and check it out using your UMBC ID. Very few books on the list are available at local public libraries.

Students prefer short books, but many short books are often more difficult to review than medium length books. The best way to select a book is to read one or two pages in each of three or four chapters in different parts of the book to get an idea of its

content, style, interest, and level of difficulty. You can always change a book that you don't like.

In writing the book review, use the following method:

1. Describe the basic ideas of the book. If the book is a collection of articles, describe each one separately and briefly.
2. Describe the whole book. *You will be downgraded very heavily if you review only a small part of the book.*
3. A good book review is not an outline of each chapter. Do not describe every chapter, but organize the review around broad ideas or events. Selecting the important points in the book is a major factor in a good book review.
4. Use brief quotations of one or two sentences from the book that describe the major points. Select quotations from all parts of the book. *Put the page number in parentheses after each quotation.* You will be downgraded for not providing quotations, for providing quotations from only one part of the book, or for using very long quotations.
5. Evaluate the author's evidence and conclusions in one paragraph at the end of the review (optional).

Book reviews printed on a computer printer are strongly preferred. Book reviews will be graded for (1) quality, (2) appropriate length, (3) the inclusion of appropriate quotations, and (4) grammar and spelling.

### **TERM PAPER FOR GRADUATE STUDENTS ONLY**

Each graduate student must complete a term paper of 3000-5000 words on some historical or contemporary aspect of American health care considered from a socio-historical perspective. *Each graduate student must meet with the instructor to discuss and have approved a topic before the class period after the first examination.* The instructor will read and comment on a draft of the term paper if the student desires.

Two common problems occur with term papers: (1) the topic is too ambitious and would require too much time and effort to complete; (2) the topic is so specialized that there is little or no scholarly literature available on it.

The term paper should not be an extended book review. The student is expected to draw perspectives and data from a variety of sources.

Graduate students should examine the reading list for undergraduate book reviews and the introductions to the articles in *Readings in American Health Care*. These two sources also contain many books and articles that will be useful as

references for your paper. The best source of information for term papers in the history of medicine is Medline, the National Library of Medicine database accessible on the Internet.

## **MEETINGS WITH THE INSTRUCTOR**

The instructor is glad to meet with any student for any reason, whether class related or not. Students should speak to the instructor before or after class to arrange a meeting. The instructor will also meet with students who wish to be quizzed on the material before examinations. This kind of review can be very useful if the student studies the material carefully before the meeting. Review sessions are best if they occur about one week before the examination. Students are advised to make their appointments for review sessions as soon as the examination date is announced to avoid scheduling problems.

## **UMBC INTEGRITY STATEMENT**

“By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.”

## SYLLABUS

1. **BASIC CONCEPTS RELATING TO THE HISTORY OF MEDICINE**
2. **AMERICAN MEDICINE IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES**

*American Physicians in the Nineteenth Century, ch. 2*

3. **AMERICAN MEDICINE IN THE FIRST HALF OF THE NINETEENTH CENTURY**

- a. The Establishment of the Regular Medical Profession

*American Physicians in the Nineteenth Century, ch. 3-6*

- b. The Rebellion against the Regular Medical Profession

*American Physicians in the Nineteenth Century, ch. 7-8*

4. **AMERICAN MEDICINE IN THE SECOND HALF OF THE NINETEENTH CENTURY**

- a. The Organization of American Medicine

*American Physicians in the Nineteenth Century, ch. 9-12*

\* \* \* \* FIRST EXAMINATION \* \* \* \*

- b. The Rise of Scientific Medicine

*American Physicians in the Nineteenth Century, ch. 13-16*

5. **AMERICAN MEDICINE IN FIRST HALF OF THE TWENTIETH CENTURY**

*IN THE FOLLOWING READINGS, READ THE INTRODUCTION TO THE ARTICLE, THE ARTICLE, AND THE QUESTIONS THAT FOLLOW THE ARTICLE*

- a. Changing Patterns of Illness

William G. Rothstein, "Trends in Mortality in the Twentieth Century,"  
in *Readings in American Health Care*

b. New Methods of Providing Health Care

Diane Hamilton, "Cost of Caring: The Metropolitan Life Insurance Country's Visiting Nurse Service 1909-53," in *Readings in American Health Care*

c. The Role of the Physician (both readings should be read together)

David M. Hughes, "Twenty-Five Years in Country Practice," in *Readings in American Health Care*

Earl Koos, "The Health of Regionville," in *Readings in American Health Care*

\* \* \* \* SECOND EXAMINATION \* \* \* \*

6. **AMERICAN MEDICINE AFTER 1950**

a. Public Health

Deborah Stone, "The Resistible Rise of Preventive Medicine," in *Readings in American Health Care*

Allan Brandt, "The Cigarette, Risk, and American Culture," in *Readings in American Health Care*

Allan Brandt, "AIDS in Historical Perspective," in *Readings in American Health Care*

b. Health Care Professions

Margaret Levi, "Functional Redundancy and the Process of Professionalization: The Case of Registered Nurses in the United States," in *Readings in American Health Care*

W. Rothstein, "Pathology," in *Readings in American Health Care*

c. Hospitals

J. Rogers Hollingsworth and Ellen J. Hollingsworth, "Controversy About American Hospitals," in *Readings in American Health Care*

d. Health Costs

William G. Rothstein, "Pharmaceuticals and Public Policy in America: A History," in *Readings in American Health Care*

e. Psychiatry

William G. Rothstein, "The History of Treatment in Psychiatry," in *Readings in American Health Care*

Gerald N. Grob, "Mental Health Policy in America: Myths and Realities," in *Readings in American Health Care*

G Issues in Health Care

James Mohr, "Iowa's Abortion Battles of the Late 1960s and Early 1970s," in *Readings in American Health Care*

Francis G. Caro, et al, "Barriers to Prenatal Care: An Examination of Use of Prenatal Care among Low-Income Women in New York City," in *Readings in American Health Care*

Bradford H. Gray and Marian Osterweis, "Ethical Issues in a Social Context," in *Readings in American Health Care*

\* \* \* \* FINAL EXAMINATION \* \* \* \*

The final examination will cover the entire course, but not all of the material in the course. The instructor will announce the material to be included two weeks before the end of the semester.