

**History of Science/Medical History and Bioethics 212:  
Bodies, Diseases, and Healers: An Introduction to the History of Medicine**

University of Wisconsin-Madison

Summer 2023 (June 19–July 16)

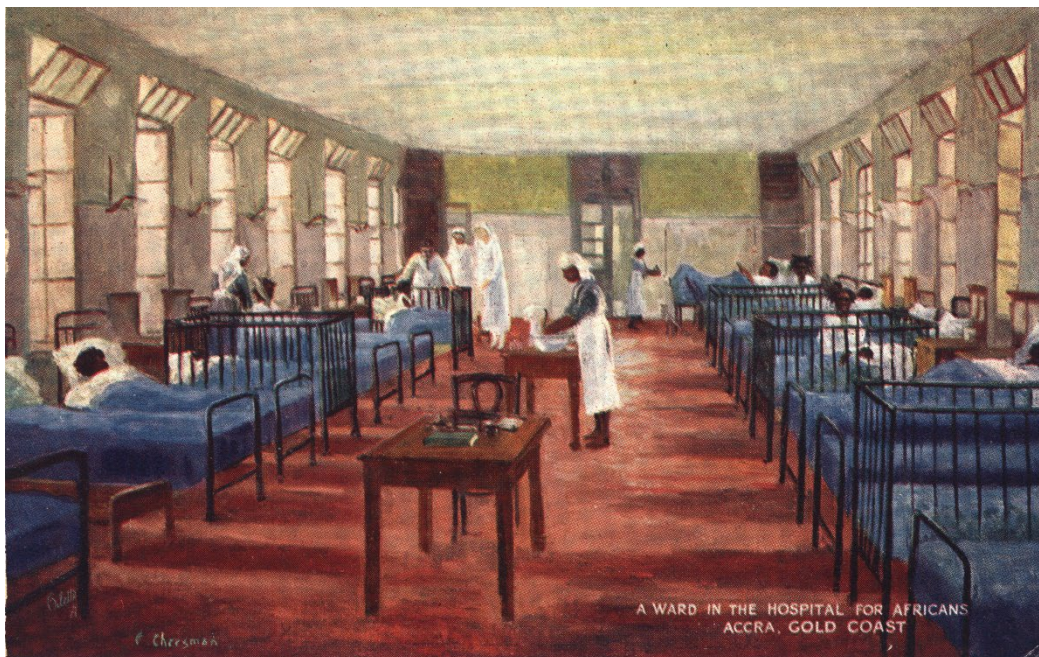


Image of a hospital ward in Accra, Ghana, circa 1923, from the National Library of Medicine's Digital Collections.

Instructor: Emma Wathen (she/her)

Office Hours: By Appointment

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**Course Description:** How has the body been understood as a site of sickness and health from Antiquity to contemporary medicine? This course provides an introductory overview of the themes, theories, events, and people that have shaped the modern American medical system within a global historical context, including the origins and evolution of public health, the changing social role of healers, and the emergence of the modern “standardized” body. Some questions students will be able to answer by the end of this course include: What different theories have historical actors formulated to explain how human bodies function, and what beliefs underlie these theories? How have diseases and disabilities been interpreted differently across time and place? How have patients selected healers? Whose expertise has been privileged, and why? And how have health activists transformed health institutions? Ultimately, this course will demonstrate that, while medicine has undoubtedly helped relieve suffering and extend lives, the evolution of medical systems is not a story of linear progress or a benign accrual of facts. Rather, medicine is grounded in society and culture, and understanding its history will illuminate contemporary debates about bodies and health. This course has no prerequisites, is elementary level, and counts as Humanities breadth.

**Learning Objectives**

By completing this course, you will:

1. Identify important themes, theories, events, and people in the global history of medicine from Antiquity to the present day.
2. Develop an appreciation for the ways in which understandings of bodies, diseases, and healers are influenced by society and culture, and change over time.
3. Learn how historical medical systems were developed in the context of an interconnected world.
4. Analyze, interpret, and compare historical sources.
5. Construct historical arguments about change over time using evidence from primary and secondary sources.
6. Contextualize modern health debates and systems within the history of medicine for a public audience.

### **Credit Policy**

This course counts for three credits. In accordance with university policy, it carries the expectation that you will spend approximately 45 hours per credit, or 135 hours in total, engaging with course learning activities, including interacting with online modules, reading, writing, participating in online discussions, and other student work as described in the syllabus.

In condensing a three-credit course to four weeks, students should expect to spend around 33 hours per week on History of Science 212. Aside from the last week, each week will include four modules that consist of some explanatory text and visuals, four 10- to 15-minute lectures, and a mixture of primary and secondary source readings. You must complete the assignments associated with these modules by Sunday night at the end of each week, although you are welcome to work ahead as your schedule allows.

	Mon.	Tues.	Wed.	Thurs.	Sun.
Modules	Complete Module 1 lecture and readings	Complete Module 2 lecture and readings	Complete Module 3 lecture and readings	Complete Module 4 lecture and readings	Module quizzes due
Discussion	Discussion prompts released				Discussion post and response due
Assignments	<ul style="list-style-type: none"> <li>• Introductory Video and Course Orientation Survey due Thursday, June 22, at 11:59pmCT</li> <li>• Comparative Analysis Paper due Sunday, July 2</li> <li>• Public History Project Proposal due Thursday, July 6</li> <li>• Public History Final Project due Thursday, July 13</li> <li>• Public History Project Exhibit Comments due Sunday, July 16</li> </ul>				
<b>All quizzes, discussions, and assignments are due 11:59pmCT on the day listed here.</b>					

### **Course Communication**

**Course Questions Forum:** If you have a question about the course (e.g., about material from the readings, assignments, course policies, etc.), please post it on the [Course Questions Forum](#) on Canvas so that all students can benefit from the answer. I will post replies to your questions within 24 business hours.

Emails: If you have a personal question, send me an email at [ewathen@wisc.edu](mailto:ewathen@wisc.edu). I will respond within 24 business hours. You are also welcome to make an appointment to meet with me (see below).

Appointments: You are always welcome to make an appointment to meet with me over [Zoom](#). Just send me an email and suggest some times you are available; I'm happy to talk with you at any point in the course.

### **Course Materials**

All course materials will be available electronically on [Canvas](#) at no cost. All audio recordings include transcripts, all images include descriptions, and all videos include closed captioning. If any course content is inaccessible to you, please email me so that we can find a solution that works for you.

### **Assessments**

Course Orientation (5%): At the beginning of the course, you will be asked to complete the Course Orientation module, including recording a short introductory video and responding to a short survey, by Thursday, June 22, at 11:59pmCT, although earlier responses are preferred.

Module Quizzes (20%): For each content-based module, you will complete a three-question multiple choice quiz to assess your mastery of that module's content. You may retake each quiz as many times as needed, and only the highest score will be counted; however, quizzes will close after 11:59pm on the Sunday at the end of the week that the content was introduced and must be completed before then. Any quizzes that are not submitted on time will be counted as zeroes in the gradebook.

Weekly Discussion Posts and Responses (25%): Each week, you will be given two discussion prompts based upon the week's themes. You will be required to turn in *one post* and *one response* for different prompts. So, if you choose to write a post for Prompt A, then you write a response for Prompt B, and vice versa. Each week's discussion post and response are due by Sunday at 11:59pmCT on Canvas. Posts and responses submitted within twenty-four hours following the deadline will be docked 5 percent as a late penalty; after the twenty-four hour grace period, the discussion boards will close, and all outstanding posts and responses will receive zeroes.

*Posts* (200–300 words) should answer your chosen prompt using examples from at least two of the week's modules, including a quote from one of the week's readings with an explanation of its relevance to the discussion. *Responses* (100–200 words) should respond to one of your classmates' posts. Incorporate at least two of the following in your response:

- Compliment (e.g., "I like how ...," "I like that ...")
- Comment (e.g., "I agree that ... because ...," "I disagree that ... because ...")
- Connection (e.g., "I have also read/seen/heard/thought that ...")
- Question (e.g., "I wonder why/how/who/what/when/where ...")

**Comparative Analysis Paper (20%):** Pick a disease covered in the Week 2 modules (plague, yellow fever, tuberculosis, or smallpox). Using the primary source from your chosen module and one other primary source from the instructor-provided list, write a two- to three-page double-spaced reflection that compares how your chosen disease has been depicted in different contexts across time, using course lectures and readings to supplement your analysis. Your final paper is due on Sunday at 11:59pmCT on Sunday, July 2.

**Public History Project (30%):** This project translates a history of bodies, diseases, or healers to a public audience and engages with a present-day health issue. You will be tasked with finding a recently published primary source (news article, medical chart, film, etc.) that discusses a course theme, then contextualizing and critiquing it using course materials. Your final product may take one of two forms:

- An Op-Ed Piece – a four-page double-spaced essay aimed at a public audience that may be unfamiliar with historical scholarship (e.g., readers of blogs like *Nursing Clio* or popular periodicals like *The Atlantic*)
- A Podcast Episode or Video Presentation – a five-minute podcast or video (e.g., a shorter version of *15 Minute History* or *Dig: A History Podcast*)

This project consists of multiple parts:

- Proposal (5%) – due Thursday, July 6, at 11:59pmCT
- Final Project (20%) – due Thursday, July 13, at 11:59pmCT
- Exhibit Comments (5%) – due Sunday, July 16, at 11:59pmCT

### **Grading Policy**

This course uses the standard university grading scale:

- A (92.50+)
- AB (88–92.49)
- B (82.50–87.49)
- BC (77.50–82.49)
- C (69.50–77.49)
- D (60–69.49)
- F (Below 60)

### **Late Policy**

This four-week course will be conducted entirely online in an asynchronous format. This means that you will be responsible for meeting deadlines and scheduling your own time to work through the course materials on a weekly basis. The fast pace of this course means that it is imperative that you complete assignments on time so that everyone has an opportunity to interact in discussions and can receive timely feedback they can use in the next assignment.

With this in mind, late assignments will be docked by 5 percent for every 24 hours of lateness. If you do not complete an assignment, you will receive a grade of zero. If you are facing circumstances that are making it difficult for you to meet assignment deadlines, please get in touch with me as soon as possible. Some late assignments will not be accepted after a certain amount of time has passed, so please look at individual assignments for specific guidelines.

### **Accessibility and Accommodations**

I am committed to creating a learning experience that is as accessible and inclusive as possible. If you are a student with a disability or think you may have a disability (including attentional, learning, sensory, and physical disabilities and mental and chronic health), I encourage you to contact the [McBurney Disability Resource Center](#) to identify and receive instructional accommodations. Regardless of whether you have formal McBurney accommodations or not, all students are welcome to contact me directly so that we can ensure your needs are being met.

UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under the Family Educational Rights and Privacy Act (FERPA).

### **Plagiarism Statement**

Each student is expected to abide by UW-Madison's Academic Integrity Policy. You are encouraged to study together and discuss information covered in lecture/section with other students, but your work in this class must be your own (which precludes use of artificial intelligence programs like ChatGPT without instructor approval). If you have any questions, please ask *before* any potential problem arises. If you are caught plagiarizing, this will be dealt with according to the university policies: <https://conduct.students.wisc.edu/academic-misconduct/student-resources/>.

### **Diversity & Inclusion Statement**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. UW-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background—people who as students, faculty, and staff serve Wisconsin and the world.

### **Land Acknowledgment**

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

### **Campus Resources**

Physical and Mental Health: Your health and well-being are important. These on- and off-campus resources are there to help you take care of yourself and your classmates.

- [University Health Services](#) offers health care to all UW-Madison students, including no-cost, confidential, and remote [mental health services](#) and [survivor services](#).

- If you are thinking about suicide, or if you are concerned for the well-being of someone you know, call UHS to speak with an on-call crisis counselor who will help address your most pressing concerns, assess your safety, and connect you with follow-up service needs: 608-265-5600 (option 9). Suicide prevention is a community effort, and you can help each other by following the three Rs: [Recognize, Respond, and Refer](#).
- If you are feeling stressed or are experiencing a crisis, you can also text HOME to [741741](#) or visit the [Crisis Text Line](#) website.

Writing Support: The [Writing Center](#) is available to assist your writing process, no matter what stage of your assignment you are working on. They offer one-to-one consultations between writers and instructors at its main location (6171 Helen C. White Hall), at several satellite locations around campus, and online through Virtual Meetings and Written Feedback. To learn more, visit [writing.wisc.edu](#), call the Writing Center at (608) 263-1992, or stop by 6171 Helen C. White Hall.

IT Support: Contact the [DoIt Help Desk](#) via phone (608-264-4257) or email ([help@doit.wisc.edu](mailto:help@doit.wisc.edu)), or consult [UW-Madison's guide to help students navigate university tech](#).



### Schedule of Classes

<b>Course Orientation (June 19)</b>	
<b>Module:</b> <a href="#">Course Orientation</a>	<b>Watch:</b> <ul style="list-style-type: none"> <li>• Emma Wathen, “Meet Your Instructor.”</li> </ul> <b>Read:</b> <ul style="list-style-type: none"> <li>• <a href="#">Course Design and Expectations FAQ</a></li> <li>• <a href="#">Before You Start the Course</a></li> </ul>
<b>Assignments:</b>	<b>Due Thursday, June 22, at 11:59pmCT</b> <ul style="list-style-type: none"> <li>• Introductory Video</li> <li>• Course Orientation Survey</li> </ul>

<b>Week 1: Bodies (June 19–25)</b>	
<b>Module 1:</b> <b>Humoral Bodies</b>	<b>Watch:</b> <ul style="list-style-type: none"> <li>• Emma Wathen, “Humoral Theory in the Ancient Mediterranean” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, June 19, 2023).</li> </ul> <b>Read:</b> <ul style="list-style-type: none"> <li>• Shigehisa Kuriyama, “Preface,” in <i>The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine</i> (New York: Zone Books, 1999), 7–14.</li> <li>• Helen King, “What We Know About Hippocrates” and “What We Thought We Knew,” in <i>Hippocrates Now: The “Father of Medicine” in the Internet Age</i> (New York: Bloomsbury Academic, 2020), 17–24, 37–39.</li> <li>• Hippocrates, “Air Waters Places,” in <i>Hippocrates</i>, trans. W. H. S. Jones, vol. 1 (London: William Heinemann, 1923), 71–81.</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>• Humoral Bodies Quiz (due Sunday, June 25, at 11:59pmCT)</li> </ul>
<b>Module 2:</b> <b>Anatomized Bodies</b>	<b>Watch:</b> <ul style="list-style-type: none"> <li>• Patrick Kelly, “How the Golden Age of Islam Saved Anatomy,” March 25, 2021, <a href="https://www.youtube.com/watch?v=Xww1Qe3nWoU&amp;ab">https://www.youtube.com/watch?v=Xww1Qe3nWoU&amp;ab</a>.</li> </ul> <b>Read:</b> <ul style="list-style-type: none"> <li>• Katharine Park, “Introduction,” in <i>Secrets of Women: Gender, Generation, and the Origins of Human Dissection</i> (New York: Zone Books, 2010), 13–38.</li> <li>• B. Farrington, “The Preface of Andreas Vesalius to <i>De Fabrica Humani Corporis 1543</i>,” <i>Proceedings of the Royal Society of Medicine</i> 25, no. 9 (July 1932): 1–4.</li> </ul> <b>Do:</b>

	<ul style="list-style-type: none"> <li>Anatomized Bodies Quiz (due Sunday, June 25, at 11:59pmCT)</li> </ul>
<b><u>Module 3:</u></b> <b>Normal Bodies</b>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Emma Wathen, “Eugenics in the Americas” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, June 21, 2023).</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Lundy Braun, “Race Correction and Spirometry: Why History Matters,” <i>Chest</i> 159, no. 4 (April 2021): 1670–75.</li> <li>Coreen McGuire, “Dust to Dust,” <i>Lancet Respiratory Medicine</i> 7, no. 5 (May 2019), 383–84.</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Normalized Bodies Quiz (due Sunday, June 25, at 11:59pmCT)</li> </ul>
<b><u>Module 4:</u></b> <b>Disabled Bodyminds</b>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Emma Wathen, “Deafness in the Medical and Social Models of Disability” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, June 22, 2023).</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Kim E. Nielsen, “The Spirit Chooses the Body It Will Occupy: Indigenous North America, Pre-1492,” <i>A Disability History of the United States</i> (Boston: Beacon Press, 2012), 1–11.</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Disabled Bodyminds Quiz (due Sunday, June 25, at 11:59pmCT)</li> </ul>
<b>Assignments:</b>	<p><b>Due Sunday, June 25, at 11:59pmCT</b></p> <ul style="list-style-type: none"> <li>Week 1 Discussion Post</li> <li>Week 1 Discussion Response</li> <li>Week 1 Quizzes</li> </ul>

<b><i>Week 2: Diseases (June 26–July 2)</i></b>	
<b><u>Module 1:</u></b> <b>The Black Death: Medicine and Miracles</b>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Emma Wathen, “A Global History of the Black Death” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, June 26, 2023).</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Nicole Archambeau, “Healing Options during the Plague: Survivor Stories from a Fourteenth-Century Canonization Inquest,” <i>Bulletin of the History of Medicine</i> 85, no. 4 (Winter 2011): 531–59.</li> <li>Giovanni Boccaccio, “Introduction,” in <i>The Decameron</i> (1353), 1–5.</li> </ul>



	<p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Black Death Quiz (due Sunday, July 2, at 11:59pmCT)</li> </ul>
<p><b><u>Module 2:</u></b> <b>Yellow Fever: Epidemics and Empire</b></p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Emma Wathen, “Race and Yellow Fever in 1793 Philadelphia” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, June 27, 2023).</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Jim Downs, “Epidemiology’s Voice: Tracing Fever in Cape Verde,” in <i>Maladies of Empire: How Colonialism, Slavery, and War Transformed Medicine</i> (Cambridge: Harvard University Press, 2021), 50–67.</li> <li>• Absalom Jones and Richard Allen, <i>A Narrative of the Proceedings of the Black People, during the Late, Awful Calamity in Philadelphia in the Year 1793</i> (Philadelphia: William W. Woodward, 1794), 3–20.</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Yellow Fever Quiz (due Sunday, July 2, at 11:59pmCT)</li> </ul>
<p><b><u>Module 3:</u></b> <b>Tuberculosis: Laboratory Science and Public Health</b></p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Emma Wathen, “Germ Theory” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, June 28, 2023).</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Nancy Tomes, “Tuberculosis Religion,” in <i>The Gospel of Germs: Men, Women, and the Microbe in American Life</i> (Cambridge, MA: Harvard University Press, 1998), 113–34.</li> <li>• Robert Koch, “The Aetiology of Tuberculosis [1882],” in <i>Medicine and Western Civilization</i>, ed. David J. Rothman, Steven Marcus, and Stephanie A. Kiceluk (New Brunswick, NJ: Rutgers University Press, 1995), 319–29.</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Tuberculosis Quiz (due Sunday, July 2, at 11:59pmCT)</li> </ul>
<p><b><u>Module 4:</u></b> <b>Smallpox: Eradication Campaigns and Global Health</b></p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Emma Wathen, “From Variolation to Eradication” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, June 29, 2023).</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Paul Greenough, “Intimidation, Coercion and Resistance in the Final Stages of the South Asian Smallpox Eradication Campaign, 1973–1975,” <i>Social Science &amp; Medicine</i> 41, no. 5 (1995): 633–45.</li> </ul>

	<p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Smallpox Quiz (due Sunday, July 2, at 11:59pmCT)</li> </ul>
<b>Assignments:</b>	<p><b>Due Sunday, July 2, at 11:59pmCT</b></p> <ul style="list-style-type: none"> <li>• Comparative Analysis Paper</li> <li>• Week 2 Discussion Post</li> <li>• Week 2 Discussion Response</li> <li>• Week 2 Quizzes</li> </ul>

<b><i>Week 3: Healers (July 3–9)</i></b>	
<p><b><u>Module 1:</u></b> <b>Surgeons: The Medieval Medical Marketplace</b></p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Emma Wathen, “The Medieval Medical Marketplace” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, July 3, 2023).</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• “The Case of a Woman Doctor in Paris [1322],” in <i>The Portable Medieval Reader</i>, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Viking Press, 1949), 635–40.</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Surgeons Quiz (due Sunday, July 9, at 11:59pmCT)</li> </ul>
<p><b><u>Module 2:</u></b> <b>Conjurers: Pharmocosms and Pharmacopeias</b></p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Emma Wathen, “Social Pharmacopeias” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, July 4, 2023).</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Sharla Fett, “Conjuring Community,” in <i>Working Cures: Healing, Health, and Power on Southern Slave Plantations</i> (Chapel Hill: University of North Carolina Press, 2002), 84–108.</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Conjurers Quiz (due Sunday, July 9, at 11:59pmCT)</li> </ul>
<p><b><u>Module 3:</u></b> <b>Obstetricians: The Professionalization of Medical Education</b></p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Emma Wathen, “The Evolution of American Medical Education” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, July 5, 2023).</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Judith Walzer Leavitt, “‘Alone Among Strangers’: Birth Moves to the Hospital,” in <i>Brought to Bed: Childbearing in America, 1750-1950</i> (New York: Oxford University Press, 1986), 171–95.</li> <li>• Isabella Vandervall, “Some Problems of the Colored Woman Physician,” <i>Woman’s Medical Journal</i> 27, no. 7 (July 1917): 156–58.</li> </ul> <p><b>Do:</b></p>

	<ul style="list-style-type: none"> <li>• Obstetricians Quiz (due Sunday, July 9, at 11:59pmCT)</li> </ul>
<b><u>Module 4:</u></b> <b>Nurses: The Evolution of Care Work</b>	<b>Watch:</b> <ul style="list-style-type: none"> <li>• Emma Wathen, “Nursing in the Long Twentieth Century” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, July 6, 2023).</li> </ul> <b>Read:</b> <ul style="list-style-type: none"> <li>• Catherine Ceniza Choy, “When the Reporter Asks You Why There Are So Many Filipino Nurses in the U.S.,” <i>Asian American Writers’ Workshop</i>, May 17, 2021, <a href="https://aaww.org/when-the-reporter-asks-catherine-ceniza-choy/">https://aaww.org/when-the-reporter-asks-catherine-ceniza-choy/</a>.</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>• Nurses Quiz (due Sunday, July 9, at 11:59pmCT)</li> </ul>
<b>Assignments:</b>	<b>Due Thursday, July 6, at 11:59pmCT</b> <ul style="list-style-type: none"> <li>• Public History Project Proposal</li> </ul> <b>Due Sunday, July 9, at 11:59pmCT</b> <ul style="list-style-type: none"> <li>• Week 3 Discussion Post</li> <li>• Week 3 Discussion Response</li> <li>• Week 3 Quizzes</li> </ul>

<b><i>Week 4: Exploitation and Activism (July 10–16)</i></b>	
<b><u>Module 1:</u></b> <b>Work Day</b>	<b>Do:</b> <ul style="list-style-type: none"> <li>• Work on your Public History Project</li> </ul>
<b><u>Module 2:</u></b> <b>Medical Experimentation</b>	<b>Watch</b> <ul style="list-style-type: none"> <li>• Emma Wathen, “Human Experimentation” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, July 11, 2023).</li> </ul> <b>Read:</b> <ul style="list-style-type: none"> <li>• Susan M. Reverby, “Ethical Failures and History Lessons: The U.S. Public Health Service Research Studies in Tuskegee and Guatemala,” <i>Public Health Reviews</i> 34, no. 1 (2012): 1–18.</li> </ul> <b>Do:</b> <ul style="list-style-type: none"> <li>• Medical Experimentation Quiz (due Sunday, July 16, at 11:59pmCT)</li> </ul>
<b><u>Module 3:</u></b> <b>Reproductive Justice</b>	<b>Watch:</b> <ul style="list-style-type: none"> <li>• Emma Wathen, “The Road to Reproductive Justice” (class lecture from Bodies, Diseases, and Healers at University of Wisconsin-Madison, July 12, 2023).</li> </ul> <b>Listen:</b> <ul style="list-style-type: none"> <li>• Elizabeth Garner Masarik and Marissa C. Rhodes, “Choice, Sterilization, and Eugenics in Twentieth Century Puerto Rico,” <i>Dig: A History Podcast</i>, May</li> </ul>

	<p>12, 2019, <a href="https://digpodcast.org/2019/05/12/choice-sterilization-and-eugenics-in-twentieth-century-puerto-rico/">https://digpodcast.org/2019/05/12/choice-sterilization-and-eugenics-in-twentieth-century-puerto-rico/</a>.</p> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Reproductive Justice Quiz (due Sunday, July 16, at 11:59pmCT)</li> </ul>
<b>Module 4: Public History Project Exhibit</b>	<p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Post your Public History Project to the Exhibit discussion thread</li> </ul>
<b>Assignments:</b>	<p><b>Due Thursday, July 13, at 11:59pmCT</b></p> <ul style="list-style-type: none"> <li>• Public History Final Project</li> </ul> <p><b>Due Sunday, July 16, at 11:59pmCT</b></p> <ul style="list-style-type: none"> <li>• Public History Project Exhibit Comments</li> <li>• Week 4 Discussion Post</li> <li>• Week 4 Discussion Response</li> <li>• Week 4 Quizzes</li> </ul>