

**Women and Health in American History
History of Medicine and Women's Studies 531
Fall 2012**

Prof. Karen Walloch

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Office: 1143 Medical Sciences Center

Office Hours: Tuesdays 11:30-2:30 and by appointment

Course Content

This course explores women's health issues in American history from the eighteenth through the twentieth century. It emphasizes how women have dealt with sickness and health both as participants and caregivers. We will examine how ideas about gender have shaped biomedical theories and practices. We also will look at the ways women coped with illness and life-cycle events like menstruation, childbirth, and menopause and discuss women's evolving roles as health care providers and health activists.

Course Format

This course combines lecture with discussion at every meeting, so it is mandatory to keep up with the reading schedule—and it is a heavy load! I advise spending *at least* two hours of preparation for each meeting. We will read primary historical sources along with secondary ones. Lecture will provide historical context for the readings, but students should expect to participate by discussing their readings in a meaningful way at every class meeting.

Required Texts

Judith Walzer Leavitt, ed., *Women and Health in America: Historical Readings*, 2nd ed.
[Ordered at Room of One's Own.]

531 Reader [in the form of PDF files on the GWS 531 website at Learn@UW]

Course Assignments and Grading

Participation and reading responses:	25%
Literature Review and Research Log:	10%
Research Paper:	25%
Midterm:	15%
Final:	25%

COURSE SCHEDULE

Tuesday, September 4	Introduction to Women and Health in American History
Thursday, September 6	Women and Health in the Nineteenth Century
Tuesday, September 11	Menstruation in the Nineteenth Century
Thursday, September 13	Menstruation in the Twentieth Century
Tuesday, September 18	Body Image
Thursday, September 20	Fitness
Tuesday, September 25	Nineteenth-Century Sexuality
Thursday, September 27	Twentieth-Century Sexuality
Tuesday, October 2	Birth Control in the Nineteenth Century
Thursday, October 4	Birth Control: Twentieth Century
Tuesday, October 9	Abortion: Nineteenth and Early Twentieth Century
Thursday, October 11	Abortion: Twentieth Century
Tuesday, October 16	Infertility and Miscarriage
Thursday, October 18	Menopause
	[Bibliography, Literature Review, Log Due]
	[Midterm Exam Questions Posted]
Tuesday, October 23	No Readings: Midterm Exam Due—Discuss Research Project
Thursday, October 25	Midwives in the Eighteenth Century
Tuesday, October 30	Domestic Caregiving
Thursday, November 1	Childbirth, Nineteenth Century
Tuesday, November 6	Childbirth, Twentieth Century
Thursday, November 8	African-American Midwives/Late 20 th Century Midwifery
Tuesday, November 13	Women as Physicians
Thursday, November 15	Women as Nurses
Tuesday, November 20	No Readings: 1st Draft of Research Paper Due
Thursday, November 22	Thanksgiving
Tuesday, November 27	Women's Health Activism
	[Return of drafts with comments]
Thursday, November 29	Gendered Aspects of Disease
Tuesday, December 4	Tuberculosis
Thursday, December 6	Breast Cancer
Tuesday, December 11	AIDS
Thursday, December 13	Wrap-up and Evaluations—
	Final Exam Questions Posted
	Final draft of research paper due
Finals Week	
Tuesday, December 18	Final Exam Due 5:00 PM

Tuesday, September 4—Introduction to Women and Health in American History

Thursday, September 6—Women and Health in the Nineteenth Century

Catherine Beecher, *Letters to the People on Health and Happiness* (1855) in *Roots of Bitterness: Documents of the Social History of American Women*, pp. 293-297.

Sarah Pratt's Diary, 1846-7 (excerpts).

Carroll Smith-Rosenberg and Charles Rosenberg, "The Female Animal: Medical and Biological Views of Woman and Her Role in Nineteenth-Century America," in *Women and Health*, 111-130.

Charlotte Perkins Gilman, *The Yellow Wallpaper*.

Patricia Vertinsky, "Feminist Charlotte Perkins Gilman's Pursuit of Health and Physical Fitness as a Strategy for Emancipation," *Journal of Sport History* 16 (Spring 1989): 5-26.

Tuesday, September 11—Menstruation in the Nineteenth Century

Louise Lander, "Moralizing" and "Proscribing" in *Images of Bleeding* (1987): 10-57.

George Wythe Cook, "Puberty in the Girl," *American Journal of Obstetrics and Diseases of Women and Children* 46 (1902): 804-807.

Edward H. Clark, *Sex in Education, Or a Fair Chance for the Girls* (1873), pp. 11-21; 32-35; 78-95.

Maria Elmore, "Reply to *Sex in Education*," in Julia Ward Howe, ed., *Sex in Education: A Reply to Dr. E.H. Clarke's "Sex in Education"* (1874), pp. 174-182.

Brandeis Brief, in Nancy Woloch, *Muller v. Oregon: A Brief History with Documents* (1980): 108-150. [Contains Muller brief and 1908 US Supreme Court decision too.]

Thursday, September 13—Menstruation in the Twentieth Century

Joan Jacobs Brumberg, "'Something Happens to Girls': Menarche and the Emergence of the Modern American Hygienic Imperative," in *Women and Health*, 150-171.

Sanitary Belt Ads—1930.

Very Personally Yours (Neenah, WI: Kimberly-Clark Corp., 1961).

Always—It's a Happy Thing (P & G *Always Changing*© Fifth Grade Puberty Education Program, 2010).

Toni Cade Bambara, "A Girl's Story," in *Trials, Tribulation and Celebrations*, ed. Marian Gray Secundy (1992), pp. 65-75.

Clelia Duel Mosher, *Woman's Physical Freedom* (1923), pp. 19-44. [Entire 87 pp book is uploaded at Learn@UW.]

William J. Robinson, "Menstruation," in his *Woman: Her Sex and Love Life* ([1917] enlarged edition, 1939), pp. 27-34.

Tuesday, September 18—Body Image

Jill Fields, "'Fighting the Corsetless Evil': Shaping Corsets and Culture, 1900-1930," *Journal of Social History* (Winter 1999): 355-384.

Margaret A. Lowe, "From Robust Appetites to Calorie Counting: The Emergence of Dieting Among Smith College Students in the 1920s," in *Women and Health*, 172-189.

Thursday, September 20—Fitness

- Ellen Gruber Garvey, "Reframing the Bicycle: Advertising-Supported Magazines and Scorching Women," *American Quarterly* 47 (March 1995): 66-101.
- Martha Verbrugge, "Gender, Science, and Fitness: Perspectives on Women's Exercise in the United States in the 20th Century," *Health and History* 4 (2002): 52-72.
- Susan K. Cahn, "From the 'Muscle Moll' to the 'Butch' Ballplayer: Mannishness, Lesbianism, and Homophobia in U. S. Women's Sport," *Feminist Studies* 19 (Summer 1993): 343-368.
- Susan Cayleff, "The 'Texas Tomboy': The Life and Legend of Babe Didrikson Zaharias," *OAH Magazine of History* 7 (Summer 1992): 28-33.
- Paul Gallico, "The Texas Babe," *Vanity Fair* 39 (October 1932): 36; 71.

Tuesday, September 25—Nineteenth-Century Sexuality

- Carl Degler, "What Ought to Be and What Was: Women's Sexuality in the Nineteenth Century," in *Women and Health*, pp. 192-212.
- Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America," *Signs* 1 (1975): 1-29.
- Linda Brent, "The Trials of Girlhood," (1861) in Nancy Cott, ed. *Root of Bitterness* (1972), pp. 200-208.
- Evelynn M. Hammonds, "Toward a Genealogy of Black Female Sexuality: The Problematic of Silence, in *Feminist Theory and the Body: A Reader*, eds. Janet Price and Margrit Shildrick (1999), pp. 93-104.
- Clelia Duel Mosher Survey, selections from James Mahood and Kristine Wenburg, eds., *The Mosher Survey: Sexual Attitudes of 45 Victorian Women* (1980): Blanks [Forms] 2, 3, 8, 10, 24, 31, and 35.

Thursday, September 27—Twentieth-Century Sexuality

- Elizabeth Lunbeck, "'A New Generation of Women': Progressive Psychiatrists and the Hypersexual Female," in *Women and Health*, pp. 229-249.
- Jennifer Terry, "Lesbians Under the Medical Gaze: Scientists Search for Remarkable Differences," *Journal of Sex Research* 27 (1990): 317-339.
- "Nora M.," "Susan N.," "Marvel W.," "Frieda S.," "Birdie K.," and "Rose S." in George W. Henry, *Sex Variants: A Study of Homosexual Patterns* 1948 [1941].
- William J. Robinson, *Woman: Her Sex and Love Life* (1939): 39-48; 52-59; 76-82; 100-111; 179-187; 201-206.
- Marabel Morgan, *The Total Woman* (1977), pp. 111-133.

Tuesday, October 2—Birth Control in the Nineteenth Century

- Linda Gordon, "Voluntary Motherhood: The Beginnings of Feminist Birth Control Ideas in the United States," in *Women and Health*, 253-268.
- John Harvey Kellogg, *Plain Facts for Old and Young* (1877), pp. 250-270.
- Eliza Mosher, "A Protest Against the Teaching of Birth Control," *Medical Woman's Journal* 32 (1925): 36.
- Adeline Riddle, "Birth Control," *Medical Woman's Journal* 26(1916): 286-288.
- Letters from Women to the *Birth Control Review* 1917-1918.
- Illustrations of contraceptive devices in Andrea Tone, *Devices and Desires: A History of Contraceptives in America* (2001).

Thursday, October 4— Birth Control: Twentieth Century

- Andrea Tone, "Contraceptive Consumers: Gender and the Political Economy of Birth Control in the 1930s," in *Women and Health*, pp. 306-325.
- Jessie M. Rodrique, "The Black Community and the Birth Control Movement," in *Women and Health*, pp. 293-305.
- "A Negro Number," *Birth Control Review* 16 (1932): 163-167.

Tuesday, October 9— Abortion: Nineteenth and Early Twentieth Century

- James C. Mohr, "Abortion in America, 1800-1825," and "The Great Upsurge of Abortion, 1840-1880" in *Abortion in America: The Origins and Evolution of National Policy*, pp. 3-19; 46-85. 1978.
- Accounts of an 1862 abortion in the *Chicago Tribune*.
- Leslie Reagan, "'About to Meet Her Maker': Women, Doctors, Dying Declarations, and the States Investigation of Abortion, Chicago, 1867-1940," in *Women and Health*, 269-292.
- Loretta Ross, "African American Women and Abortion, 1800-1970," in *Theorizing Black Feminism: The Visionary Pragmatism of Black Women* (1993).

Thursday, October 11— Abortion: Twentieth Century

- Rickie Solinger, "'A Complete Disaster': Abortion and the Politics of Hospital Abortion Committees, 1950-1970," in *Women and Health*, pp. 659-680.
- Leslie J. Reagan, "Crossing the Border for Abortions: California Activists, Mexican Clinics, and the Creation of a Feminist Health Agency in the 1960s," *Feminist Studies* 26 (Summer 2000): 323-348.
- "Jane," *Voices*, June-November, 1973.
- Rita Arditti and Shelly Minden, "An Interview with Mirtha Quintanales, From the Third World Women's Archives," in *Test-Tube Women* ed. Rita Arditti, et al (1984), pp. 119-130.

Tuesday, October 16— Menopause

- Emily Martin, "Medical Metaphors of Women's Bodies: Menstruation and Menopause," in *The Woman in the Body: A Cultural Analysis of Reproduction* (1987): 27-53.
- Clelia Duel Mosher, *Woman's Physical Freedom* (1923), pp. 44-50.
- Robert A. Wilson, "A Key to Staying Young," *Look*, January 11, 1966, 66+.
- Letter from Mrs. Blindt to the American Medical Association, November 9, 1970.
- Survey responses re menopause c. 1950, Dorothy Brush Papers.
- Letters and questionnaire responses to Women in Midstream, c. 1975.
- Judith A. Houck, "'What Do These Women Want?': Feminist Responses to *Feminine Forever*, 1963-1980," *Bulletin of the History of Medicine* 77(Spring 2003): 103-32.

Thursday, October 18— Infertility and Miscarriage

- Margaret Marsh, "Motherhood Denied: Women and Infertility in Historical Perspective," in *Mothers and Motherhood: Readings in American History* ed. Rima Apple and Janet Golden (1997), pp. 216-241.

- William J. Robinson, "Sterility," in his *Woman: Her Sex and Love Life* (1939): 207-214.
- Elaine Tyler May, "Unfit for Parenthood: Class, Race, and Compulsory Sterilization," in *Barren in the Promised Land* (1995): 95-125.
- Leslie Reagan. "From Hazard to Blessing to Tragedy: Representations of Miscarriage in Twentieth-Century America." *Feminist Studies* 29 (Summer 2003): 356-378.

Midterm Exam Questions Handed Out

Tuesday, October 23—No Readings: Midterm Exam Due—Discuss Research Projects

Thursday, October 25—Midwives and Childbirth in the Eighteenth Century

- Charles Nash, *The History of Augusta, First Settlement and Early Days as a Town, including the Diary of Mrs. Martha Moore Ballard* (1785-1812) (Augusta, ME: Charles Nash and Sons, 1904), 260-283.
- Laurel Thatcher Ulrich, "'The Living Mother of a Living Child': Midwifery and Mortality in Postrevolutionary New England," in *Women and Health*, 48-64.

Tuesday, October 30—Domestic Caregiving

- Emily K. Abel. "An Overview of Nineteenth-Century Caregiving." In Able, *Hearts of Wisdom: American Women Caring for Kin, 1850-1940*, pp. 37-67.
- Emily K. Abel. "A 'Terrible and Exhausting' Struggle: Family Caregiving During the Transformation of Medicine." In *Women and Health*, pp. 559-578.

Thursday, November 1—Childbirth, Nineteenth Century

- Letters from Nettie Fowler McCormack to Anita McComick Blaine, from Anita to Nettie, and from Miss. Hammond to Mrs. McCormick, 1890 (McCormick papers).
- Letters from Jane Savine to Elizabeth Gordon, 1846.
- Judith Walzer Leavitt, "Under the Shadow of Maternity: American Women's Responses to Death and Debility Fears in Nineteenth-Century Childbirth," in *Women and Health*, 328-346.

Tuesday, November 6—Childbirth, Twentieth Century

- Charles Anthony Robinson, "Extern: How the Babies of the Slums are Brought into the World," *Century* 115 (1927?): 551-60.
- Judith Walzer Leavitt, "Birthing and Anesthesia: The Debate Over Twilight Sleep," in *Mothers and Motherhood: Readings in American History* ed. Rima Apple and Janet Golden (1997): 242-258.
- Carolyn Leonard Carson, "And the Results Showed Promise . . . Physicians, Childbirth and Southern Black Migrant Women, 1916-1930: Pittsburgh as a Case Study," in *Women and Health*, 347-370.
- Gladys Denis Shultz, "Journal Mothers Report on Cruelty in Maternity Wards," *Ladies Home Journal* (May 1958): 44-45; 152-155.
- Letters to the editor on "Cruelty in Maternity Wards," *Ladies Home Journal* (June or July?1958): 4-6.
- Joan Haggerty. "Childbirth Made Difficult." *Ms. Magazine* (January 1973): 16-17.

Thursday, November 8—African-American Midwives/Late Twentieth-Century Midwifery

- Margaret Charles Smith and Linda Janet Holmes, "Official Midwife" and "Birth Practices," in *Listen to Me Good: The Life Story of an Alabama Midwife*, (1996): 63-112.
- Susan L. Smith, "White Nurses, Black Midwives, and Public Health in Mississippi, 1920-1950," in *Women and Health*, 444-458.
- "The Story of Aunt Easter," in *Roots of Bitterness: Documents of the Social History of American Women* (1996): 341-343.
- Julie Scelfo, "Baby You're Home," *New York Times*, November 13, 2008.
- Wendy Kline, "Choices in Childbirth: A Modern Midwife's Tale," in *Bodies of Knowledge: Sexuality, Reproduction, and Women's Health in the Second Wave* (2010): pp. 127-155.

Tuesday, November 13—Women as Physicians

- Regina Morantz-Sanchez, "The Gendering of Empathic Expertise: How Women Physicians Became More Empathic Than Men," in *Women and Health*, 526-539.
- Emily Blackwell Diary excerpts, 1852-3.
- "Dear Mrs. _____," September 2, 1964 letter from unnamed medical school.
- Florence Brown Sherbon, "Women in Medicine," *The Medical Woman's Journal* (1925): 240-243.
- Darlene Clark Hine, "Co-Laborers in the Work of the Lord: Nineteenth-Century Black Women Physicians," in *Send Us a Lady Physician: Women Doctors in America, 1835-1920*, ed. Ruth Abram (1985): 107-120.
- Isabella Vandervall, "Some Problems of the Colored Woman Physician," *The Woman's Medical Journal* 27 (1917): 156-158.
- "Can a Colored Woman Be a Physician," *The Crisis* (February 1933): 33-34.
- Vanessa Gamble. "On Becoming a Physician: A Dream Not Deferred," in *The Black Women's Health Book* (1990): 52-64.

Thursday, November 15—Women as Nurses

- "Female Nurses in Military Hospitals," *American Medical Times* 3 (July-December 1861): 25-26.
- "Duties of the Army Surgeon: Females Not Suitable for Nurses," *American Medical Times* 3 (July-December 1861): 30.
- Patricia D'Antonio. "Competence, Coolness, Courage—and Control" and "They Went Nursing—in Early Twentieth-Century America," in D'Antonio, *American Nursing: A History of Knowledge, Authority, and the Meaning of Work* (2010): 28-79.
- Nina Gage and Alma Haupt, "Some Observations on Negro Nursing in the South," *Public Health Nurse* 24 (1932): 674-680.
- Darlene Clark Hine, "'They Shall Mount Up With Wings as Eagles': Historical Images of Black Nurses, 1890-1950," in *Women and Health*, 475-488.
- Susan Reverby, "'Neither for the Drawing Room nor for the Kitchen': Private Duty Nursing in Boston, 1873-1920," in *Women and Health*, 460-474.
- Evelynn Hammonds, "Your Silence Will Not Protect You: Nurse Eunice Rivers and the Tuskegee Syphilis Study," in *The Black Women's Health Book* (1994): 323-331.

Tuesday, November 20—No Readings: First Draft of Research Paper Due

Thursday, November 22—Thanksgiving Recess

Tuesday, November 27—Women's Health Activism

Byllye Y. Avery, "Breathing Life Into Ourselves: The Evolution of the National Black Women's Health Project," in *Black Women's Health Book* (1994): 4-10.

Helen Marieskind, "The Women's Health Movement," *International Journal of Health Services* 5 (1975): 217-223.

Wendy Kline, "'Please Include This in Your Book': Readers Respond to *Our Bodies, Ourselves*," *Bulletin of the History of Medicine* 79 (2005): 81-110.

Thursday, November 29—Gendered Aspects of Disease—

Judith Walzer Leavitt, "Gendered Expectation: Women and Early Twentieth-Century Public Health," in *Women and Health*, pp. 612-633.

Nancy Tomes, "Spreading the Germ Theory," in *Women and Health*, pp. 596-611.

Tuesday, December 4—Gendered Aspects of Disease—Tuberculosis

Sheila Rothman, "The Female Invalid: The Narrative of Deborah Vinal Fiske, 1806- 1844," in *Living in the Shadow of Death: Tuberculosis and the Social Experience of Illness in American History* (1995): 75-127.

Betty McDonald, *The Plague and I* (1948): 37-80.

Thursday, December 6—Gendered Aspects of Disease—Breast Cancer

Susan Garfinkel, "'This Trial Was Sent in Love and Mercy for My Refinement': A Quaker Woman's Experience of Breast Cancer Surgery in 1814," in *Women and Health*, pp. 68-90.

Kimberly Allison, MD, *Red Sunshine* (2011) or Audre Lorde, *The Cancer Journals* (1980).

Leslie J. Reagan, "Engendering the Dread Disease: Women, Men, and Cancer," *American Journal of Public Health* 87 (November 1997): 1779-1787.

Tuesday, December 11—Gendered Aspects of Disease—AIDS

Paula Treichler, "AIDS, Gender, and Biomedical Discourse: Current Contests for Meaning," *AIDS: The Burden of History*, ed. Elizabeth Fee and Daniel Fox (1988): 190-266.

Evelynn Hammonds, "Missing Persons: African American Women, AIDS, and the History of Disease," *Radical America* 24 (1990): 7-23.

Tuesday, December 13—Wrap-up and Evaluation

Final Draft Due

Final Exam Questions Handed Out

Tuesday, December 18—Final Exam Due by 5:00 PM

Explanation of Grading—Participation

Your grade for participation is based on an accumulation of points for attendance, involvement in class discussion, and completion of written responses to the course readings.

Attendance is crucial: I structure this course around *active* participation. This means that I expect you to attend *every* class session fully prepared to engage with the readings and my lectures. You can't participate if you don't come to class. If you don't come to class, you get an automatic 0 for that day from me unless you have a valid excuse. Then and only then, a written response *might* suffice as a substitution for verbal participation.

Reading Guides: To help you prepare to take part in discussion in a meaningful way, I've prepared sets of questions about each day's readings. Although the task of answering these questions may feel tedious at times, I think they help you organize the information from the readings and provide a starting point for class discussion. Complete these guides before you come to class. Print them. Turn them in at the end of class, along with your evaluation of your own participation.

Participation points: Each meeting, you will assign your own participation grade on a 10-point scale (although I reserve the right to alter that grade if I disagree with your evaluation). Participation points gauge several aspects of course involvement: attendance, preparation, and contributions to discussion. They reflect whether you understood the basic issues, engaged with the material, volunteered your opinions, and listened to your classmates.

Each class, you can earn up to 10 points.

YOU assign your own grade—I expect scrupulous honesty.

Assign yourself points in these three areas:

Attendance

- Add 3 points, if you show up on time, pay attention, and stay the whole class period.
- Deduct 1 point if you are more than five minutes late.
- Deduct 1 point if you daydream, fall asleep, text, etc.

Preparation and reading guides

- Add 4 points if you read all the assignments and turn in your responses.
- Deduct 2 points if you produce a partial response or have done only part of the readings.

Contributions to discussion

- Add 3 points if you asked or answered a question, offered analysis or summary, or responded to a comment.
- Deduct 1 point if you verbally contributed, but only minimally.
- Additionally, if you wanted to speak, but didn't get a chance to get into the conversation, or if someone else made the same point that you wanted to make, then give yourself 1 point for nonverbal engagement with the discussion. Make a note of it on your reading response in order to get credit though.

Evaluate your own participation by how well you talk about your ideas, listen and respond to others' ideas, remain sensitive to the feelings of other class members, and take responsibility for moving class discussion forward. Expressing one's ideas and getting reactions from others can help you analyze your own opinions and ultimately sharpen your thinking. Please note that the most valuable participation does not necessarily come from the student who speaks the most. Please listen graciously to your classmates and their various viewpoints.

As you can see, if you don't participate effectively in this class, your grade will reflect it. If you have difficulties attending class, please tell me about them immediately. You can't contribute to discussion if you are absent no matter how valid your excuse. I understand, however, that life happens. You have job interviews, athletic meets, sick kids, illness, etc. So, if you need to miss class, you may turn in an augmented reading response in the form of a 2 to 3 page essay about the readings for that day. I will assess it anywhere from 4 to 8 points, depending upon its quality. You must submit the essay in a timely fashion. If you know beforehand that you will not be able to attend class, you must turn in your essay on the day of the class. If you are making up a class you missed for unforeseen reasons, then you may turn it by the next meeting. I will not accept essays for classes missed beyond that point.

Explanation of Grading—Research Paper, Log, Book Review

Over the course of the semester, you will work on a twelve-to-fifteen-page research paper that uses both primary and secondary sources. You may choose either a historical topic or a contemporary topic. If you choose a contemporary topic, you must provide historical context though. I've broken up the production of your research paper into several parts to make the process less intimidating.

Research Log, Bibliography, Topic Statement and Literature Review

- In the first few weeks of the course, choose a women's health or disease issue to explore historically. Find secondary sources (books written by historians) and primary sources (sources produced by participants) on your subject. List them in a bibliography.
- Write a short topic statement and literature review in which you briefly describe your topic, period covered, sources, and any questions you wish to explore in your paper. You should have read or at least skimmed through a number of your sources in order to assess them intelligently. If you do this part of the assignment well, it can help jumpstart your writing process.
- Keep a written log of your research process as you look for both secondary and primary sources (texts, memoirs, oral histories, documents generated by participants). Look for literature like medical journal articles or health advice books, guides, pamphlets, magazine articles, or even advertising. You might not want to put everything you look at in your bibliography, but a log of your research activity will show how much work you have put into the search (and when you did the work). This way you get some credit even for research that doesn't pan out, and you can get credit for steady work habits.

The Log, Bibliography, Statement, and Review are due Thursday, October 18.

Research Paper—Draft

- Write a draft of your paper. Please double-space, use 12-point font, and provide citations. I will give the draft a provisional grade, with comments to help you improve it.

First draft due Tuesday, November 20, before Thanksgiving. If you do not turn in a draft, your final paper grade will be docked 20 points.

Research Paper—Finished

Research paper in its finished, polished version due Thursday, December 13, the last day of class.

Late Paper Policy

Assignments that are late, for whatever reason, will be docked 5 points per day unless I have granted prior approval. This applies to all final assignments, including the take-home exams. Assignments a week or more late will not be accepted. Late drafts will be accepted only in extraordinary cases and only with my prior approval. If you do not turn in a draft, your final paper will be lowered by a minimum of 20 points. Keep me informed!

Examinations—Midterm and Final

The midterm and the final will be take-home essays. These essays must be typed and printed out. I will provide the questions for the midterm on **Thursday, October 18**. It is due on **Tuesday, October 23**. I will provide the questions for the final on **Thursday, December 13**. It is due on **Tuesday, December 18 at 5:00 PM**. Please provide a large, self-addressed, stamped envelope if you want your essay and paper mailed to you. Otherwise, I will leave your materials in the Medical History office in a box.

GRADING SCALE

93-100	A
88-92	AB
83-87	B
78-82	BC
70-77	C
60-69	D
0-59	F

What do grades mean?

A (93-100)

This grade is reserved for outstanding papers only. Thesis and argument are clear, thought-provoking, and persuasive; research is thorough, appropriate, and creative; relationships drawn between evidence and ideas are sophisticated, subtle, and/or original. The paper also connects to larger trends addressed by the course. Writing is grammatically correct and succinct. The argument flows well from point to point, without any puffery or wasted words.

AB (88-92)

For very good papers that for some reason fall short of the criteria listed above. For example, the argument may be murky in one place; information may be presented that doesn't directly or clearly contribute to the argument; writing style may be awkward here and there, or flawed by one or two consistent (if minor) grammatical errors.

B (83-87)

A basic good grade. The paper may pursue a straightforward but not especially deep or sophisticated argument; it is okay as far as it goes, but it doesn't penetrate the material very far. It may lack enough primary research to make the argument completely persuasive. It may have a flash of brilliance that is unfulfilled, counterbalanced by minor grammatical problems, a weakness in argumentation, and/or a significant misunderstanding of events or chronology.

BC (78-82)

The paper shows some of the basics of the ideal paper, but is weakened by a lack of serious think-work, evidence gathering, or writing problems. It may make superficial connections without offering sufficient evidence to make the connections plausible or persuasive, or it may have what is in principle a good argument supported by incorrect facts or chronology. Alternatively, it may provide a fairly solid argument with minor flaws, from which the reader is repeatedly distracted by awkward or ungrammatical prose.

C (70-77)

This grade signifies some serious problems in paper design, expository writing, or primary research. It may deliver facts without a recognizable thesis or argument; it may wander away from the point; or it may be a thoughtful attempt so weakened by writing problems (grammar, punctuation, word choice) that it is difficult for the reader to understand a crucial point you are trying to make. Alternatively, it may offer a strong thesis without providing sufficient primary evidence. Also used for papers that do not ask historical questions.

D (60-69)

This grade indicates marginal work, a paper that does not meet the requirements of the assignment in two or more ways. The paper does not ask a historical question, lacks an original thesis, and/or relies almost exclusively on secondary sources. There may be some evidence of reading in the secondary literature, but the paper indicates no effort at synthesis or critical engagement. Also used for barely coherent essays.

F (0-59)

This grade is assigned to unacceptable essays. An essay may be judged unacceptable if it contains plagiarism; if it fails to meet three of the major requirements for the paper; if it consists primarily of content inappropriate to the themes of the course; or if the writing fails to meet standard college-level requirements of basic communication in English.

If you have questions about a grade, speak first to me. If we can't resolve the issue, speak with the chair of Medical History and Bioethics (Susan Lederer) or the associate chair of Gender and Women's Studies (Judith Houck). They will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

I wish to include fully any students with special needs in this course. Please let me know if you need any special accommodations in the instruction or evaluation procedures in order to enable you to participate fully. The McBurney Center will provide useful assistance and documentation.

Appendix II: Approaching Texts

As you read:

Decide whether the source is a primary source or a secondary source. In general, a primary source is a text generated at the time of the event or issue or person discussed. A secondary source is a document that analyzes that event, issue, or person from a historical perspective. If the topic of discussion is tuberculosis in the early 19th century, primary sources might include medical literature, newspaper articles, journal entries, short stories, domestic health guides, and personal letters from the early 19th century. Secondary sources might include a historian's account of tuberculosis in the early 19th century that was written in the 20th century. There are cases where the differences are more fuzzy, but start from this rough distinction.

If the source is a primary source:

- a) Note the date. What else happened at the same time? Make sure you understand the chronology of the sources for any given topic.
- b) What perspective does it illuminate? Was it written by a middle-class woman facing childbirth? Was it written by a physician advising women how to cope with childbirth?
- c) What is the author's goal? Is she trying to persuade? Inform? Seduce? Scold?
- d) Who is the intended audience for the piece?
- e) Look up words and phrases you don't know.
- f) Can you identify a take-home message?

If the source is a secondary source:

- a) Figure out the author's argument. Every article has a main point. Make sure you know what it is. (Knowing the argument is different than knowing what the article is about).
- b) What kind of evidence does the author use? (Prescriptive literature, diary entries, medical journals?) Is the evidence appropriate for the argument?
- c) Is the argument persuasive? Has the author proven his or her claim?
- d) Keep track of the chronology. In other words, if the author is describing change over time, make sure you understand how, when, and why things change.
- e) Look up words and phrases you don't know.

Appendix III: Paper Grading Criteria

The paper will be evaluated on the specificity of its thesis, the soundness of its organization, the strength of its analysis, the effectiveness of its evidence, the originality of its ideas, and the grace of its style.

Thesis: A thesis is the reason a paper exists; it is the point you are trying to make. A thesis should not merely describe what the paper does (“This paper examines the validity of the biological understandings of gendered behaviors”). Instead, your thesis statement establishes your claim (“The efforts to link gendered behavior and biology always rely on culturally and historically specific notions of gender. The failure to recognize the culture-bound definitions of gender weakens the claims that gendered behaviors--such as playing with truck--are biologically based.”)

Organization: The organization of your paper should revolve around your thesis. Each paragraph should build an argument in support of the thesis. Consider every paragraph a mini-argument. It should have one main idea (presented in the topic sentence) and three to five sentences (or so) that clearly support the topic sentence. Each paragraph should be connected to the one above it by a transition. End with a conclusion that explains how your paper contributes to the history of the women and women’s health.

Evidence: For the critical reaction paper, your evidence will come from the course reader. For the research project, you will need to track down the evidence yourself. In both cases, I will evaluate the appropriateness of the evidence for the claims you are trying to make.

Analysis: Your paper should analyze and interpret the evidence to support your claim. It is not enough to merely describe the evidence: you must use it to make a point. In other words, evidence does not speak for itself: your analysis gives evidence meaning. Analyze your sources, or interpret them for your reader to make a convincing case. Explain the significance of your sources for your argument.

Originality: A first-rate paper will not just reiterate the claims made in the readings or the ideas raised in discussion. Instead, the best essays will use the readings and discussions as the starting point to explore and create your own interpretations of a topic.

Style: The best ideas can fail to impress if packaged carelessly or imprecisely. Vague or messy prose tends to leave the reader puzzled and frustrated rather than persuaded and enlightened. Take care that your prose illuminates your ideas rather than obscures them. Take your work seriously enough to pay attention to the way it is packaged.

Some particular items to keep in mind.

Strive for clarity

If a reader must read a sentence three times to understand it, your writing does not convey your meaning. Sometimes confused prose reflects hazy thinking. Make sure you know exactly what you are trying to say before you say it.

Strive for precision

Avoid vague generalizations and pronouns. Don't use pronouns like "this" or "that" without a noun.

Avoid baggy sentences

Good prose is direct prose. As a result, good writers rid their sentences of all extraneous words. For example, I could advise you that if there is any way at all to get rid of extra words in your sentences that are not absolutely necessary, they should be gotten rid of if you can. Or in the words of Strunk and White, "Omit needless words."

Use active voice

Instead of saying "The study was conducted," try "Mr. Smith conducted the study." This is desirable for several reasons. 1) It often allows you to omit needless words. 2) It forces you to identify the historical actors. "It was generally believed..." is a dead giveaway that you only have a vague idea who believed. 3) Active voice forces you to use punchy verbs rather than the drab unhelpful form of the verb "to be." (See next point.)

Use vigorous verbs

Verbs provide the foundation of good writing. Unfortunately we often use verbs that provide no action such as forms of the verb "to be" or its helper verbs (am, is, was, were, are, be, been, being, have, has, had, do, does, did). These are perfectly fine, but try replacing them with something jazzier or omit them altogether. "She was a good student," provides basic but bland information. "She excelled in math and science," adds verve and specificity. Further, "he laughed" can usually replace "he was laughing."

Finally, avoid turning perfectly good verbs into nouns. Consider the following: "The mirror had a reflection of the lake on it." "The mirror reflected the lake," is stronger.

Avoid careless stuff

Run a spell check. Check for run-on sentences and sentence fragments. Proof-read.