

Histories of Health Inequality in the Long 20th Century
HISTORY OF SCIENCE 360: University of Wisconsin – Madison

History of Science 360
Class Meets: T/TH 11:00-12:15pm
Semester: Fall 2023
Class Location: 1217 Mosse Humanities

Professor Dana Landress (she/her)
Medical Sciences Center #1411
Office Hours: T+TH 3:00-4:00pm/appt.
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Official Course Description

Analyze historical factors impacting healthcare cost, access, and services with focus on social determinants of health in the United States across the long 20th century. Evaluate current state of the field through literature reviews and conversations with guest lecturers. Apply historical analysis in consideration of current disparities in health resources. Produce original research project at intersection of public health, medical history, and health law and policy.

Expanded Course Description

How did health, a matter once considered outside of the marketplace, become deeply entangled in histories of economic, political, and social inequality? This course will explore health inequality as a historical phenomenon, whereby definitions of health/wellbeing shifted across time and place. The first weekly lecture will cover the history of this topic from a national perspective and the second weekly lecture will cover the history of the topic in Wisconsin. By taking both a global and local approach to health politics, this course will highlight the historical interconnectedness of people, places, events, and environments. Early in the semester, students will select one topic of interest related to health inequality. In-class workshops will focus on archival research methods, primary source analysis, and spatial mapping of health inequality.

Course Designations and Attributes

Credits: 3 credit hours

Level: Intermediate

Requisite: Sophomore Standing

Designation: Humanities, Social Science Breadth

Credit: Liberal Arts and Science Credit in L&S

Modality: In-Person

Repeatable for Credit: No

Credit Policy: The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor-student meeting times in lecture (3 hours per week), reading, writing, field trips, and other student assignments as described in the syllabus.

Regular and substantive student-instructor interaction: This course involves regular and substantive student-instructor interaction through weekly lectures. There will be further substantive interaction between students and instructor through feedback on written work and during individual meetings.

Learning Outcomes

1. Analyze changing concepts, measurements, and markers of health across time and place. Identify wide array of health practitioners and services across time and place.
2. Understand contemporary challenges in addressing healthcare disparities drawing upon historical context and the development of research norms and practices in the field.
3. Articulate informed, well-researched arguments, and situate within the context of the field.
4. Conduct and present original research, analyze and synthesize findings to others.

Grading Scale

A (100-93)	AB (92-88)	B (87-82)	BC(81-77)	C (76-72)	D (71-67)	F (66-0)
Highly prepared for class	Regularly prepared for class	Often prepared for class	Sometimes prepared for class	Sometimes prepared for class	Rarely prepared for class	Never prepared, disruptive, often absent
Excellence in all assignments	Submits quality work	Submits above average work	Submits average work/ on par with class	Submits below average work	Completes few assignments	Failure to complete nearly all assignments
Actively participates in discussion	Frequently participates in discussion	Fairly active in discussion	Sometimes engages in discussion	Irregularly participates in discussion	Rarely participates in discussion	Never participates in discussion
Submits rigorous research /writing assignments	Produces innovative and thoughtful research/ writing assignments	Above average research/ writing	Research/ writing is average among class submissions	Late or missing submission of final paper OR exhibit	Late or missing submission of final paper AND exhibit	Failure to complete midterm AND exhibit

In-Class Computer Usage and ChatGPT Policy

- Laptops may be used in class for note taking purposes or when permitted for class activities. Research indicates that writing notes by hand improves retention and recall. Since laptops can also provide a plethora of distractions, I encourage you to turn off your WiFi while taking notes. If your laptop usage distracts myself or your classmates, or involves material outside the scope of the course, you will be asked to leave class and your attendance will be marked as zero for that week.
- The use of any material generated by ChatGPT is prohibited in this course. A central objective of the course is to teach you how to identify, analyze, and critically engage with primary and secondary sources. The submission of AI generated texts for class assignments is plagiarism and a violation of UW's academic integrity policy. We will discuss source identification and analysis extensively in our writing workshops, but please reach out to me if you have any questions about research and citation practices for this course.

Course Format and Requirements

Attendance and Participation (15%): Students are required to attend lectures and to actively listen and participate in group discussions, breakout activities, and case study sessions. Attendance and participation is 1% each week across 15 weeks.

Reading Checks (15%): Students are expected to complete required readings in advance of each meeting. A reading analysis worksheet will be available on Canvas to help guide your weekly reading. At six times across the semester, brief multiple-choice reading checks will be given. Each reading check is 3%; your lowest score will be dropped.

Micro History Primary Source Worksheets (20%): During two designated weeks, students will complete a primary source worksheet. Students are asked to submit a total of two worksheets via the Canvas Assignment portal. You will be given time in class to analyze primary sources in small groups. Each worksheet is 10% of final grade.

Final Project Outline (10%): In lieu of a midterm, you will submit an outline for your final project. See Canvas assignment for details. A planning workshop will be held in preparation for this assignment. **DUE DATE: October 19, 2023 (1:00pm)**

Final Project (30%): Students are expected to produce an 8-10 page original research report drawing upon primary historical sources and secondary literature in the field. This report will detail the history and contemporary debates surrounding one topic related to health inequality. The report will contain at least two primary sources, one visual illustration or image, and one map created using ArcGIS. The report will outline the history of your topic in both the national and local context and incorporate relevant secondary literature on your topic. A list of possible research topics will be provided but students are welcome to select their own topic so long as it is pre-approved by the instructor.

Final Symposium Presentation (10%): Prior to our final exam session, students will upload their final paper to Canvas. During the actual exam session, students will present their research findings to the class in a symposium format. When safety measures permit, light refreshments will be provided by the instructor.

Extra Credit: At least one week in advance, a student may volunteer to be the “expert reader” for a specific lecture topic. This student will identify one primary source related to the lecture topic and will give a five-minute overview of the source at the beginning of class. They will open class discussion with 1-2 questions on the selected topic. One presentation per student is permitted and will replace a missed or late reading check, as needed.

Communication, Absences, and Learning Resources

Communication: This course recognizes that everyone learns and communicates in different ways. In addition to in-person instruction, students will also communicate with the instructor and one another through our course website on Canvas. In addition to group instruction, students are highly encouraged to visit office hours throughout the semester. Office hours meetings can be arranged either in-person at Medical Sciences Center Office #1411 or virtually via zoom.

Required Course Materials and Recorded Lecture Policy: All required and supplemental readings, videos, and podcasts will be available on Canvas under the corresponding weekly folder. Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Unauthorized use of copyrighted materials constitutes copyright infringement.

Absences/Religious Observance/COVID-19: As the course instructor, I consider your health and safety to be a top priority. Please do not come to class if you are not feeling well. I will work with you to provide reasonable accommodations in the event of an emergency, personal illness, or loss of a loved one. As a student, you have the right to personal privacy regarding your health. If you will miss class due a [religious observance](#), please let me know in advance and we will find an alternate date/time for you to make-up coursework or a scheduled exam.

Diversity and Inclusion: 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. 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.

Accommodations for Students with Disabilities: UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. The university will provide reasonable accommodations to students with disabilities. Faculty and students share in the accommodation process. Students are expected to inform faculty at the beginning of the semester, or as soon as possible, after being approved for accommodations. Faculty will work with the student and in coordination with the McBurney Disability Center to provide reasonable instructional and course-related accommodations.

Academic Integrity: By virtue of enrollment, each student agrees to uphold the high academic standards of UW Madison. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of misconduct which may result in disciplinary action, including, but not limited to, failure of assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Weekly Topic Outline

Week #/Date	Class Date	Topic	Readings	Assignments/Notes
1. Sept 4 – 8	Sept 7	Introduction	Syllabus	
2. Sept 11 – 15	Sept 12	Maternal Health – US	Cooper, Chandler	
	Sept 14	Maternal Health - WI	Borst	Micro History WS Due Sept. 15 @ 5pm
3. Sept 18 – 22	Sept 19	Health, Immigration – US	Molina	
	Sept 21	Health, Immigration – WI	Leavitt	
4. Sept 25 – 29	Sept 26	Health, Jim Crow US	Gamble	
	Sept 28	Health, Jim Crow WI	Lynch	
5. Oct 2 – 6	Oct 3	Disability + Eugenics – US	Appelman Nurridin	Project Topic Due
	Oct 5	Disability + Eugenics – WI	DenHoen	PHP Guest Visit
6. Oct 9 – 13	Oct 10	Health on the Res. – US	Theobald	
	Oct 12	Health on the Res. – WI	NLM Exhibit	
7. Oct 16 – 20	Oct 17	ArcGIS Workshop	-	Ed Boswell Visit
	Oct 19	Project Outline Due	-	
8. Oct 23 – 27	Oct 24	Toxic Landscapes – US	Hoffman	
	Oct 26	Toxic Landscapes – WI	Paz	
9. Oct 30 – N. 3	Oct 31	Food, Health, Farming– US	Cronon	
	Nov 2	Food, Health, Farming – WI	Keller	Micro History WS Due Nov 3 @ 5pm
10. Nov 6 – 10	Nov 7	Primary Source Workshop	CHR Review	
	Nov 9	In Class Film	-	In Class Film
11. Nov 13 – 17	Nov 14	Prisons, Medical Research	Hornblum	
	Nov 16	Prisons, Medical Research	Washington	
12. Nov 20 – 24	Nov 21	Peer Review Workshop	Your Draft	Project Draft Due
	Nov 23	Thanksgiving	-	Thanksgiving
13. Nov 27 – Dec 1	Nov 28	Queer Health, AIDS - US	Epstein	
	Nov 30	Health Activism – US +WI	Bassett Nelson	
14. Dec 4 – 8	Dec 5	Exhibit Presentations	-	
	Dec 7	Exhibit Presentations	-	
15. Dec 11 – 15	Dec 12	Histories of Health Inequality	Solvieg	Final Project Due

Week One: Introduction

Required:

- Bring to class one object that you consider to be emblematic of health inequality. This could be anything – an insurance card, a grocery store item, or something else. Be ready to discuss your object and why you selected it.
- Ayah Nuriddin, Graham Mooney, and Alexandre White, “Reckoning with Histories of Medical Racism and Violence in the United States,” *The Lancet* 396 (October 2020): 949-951.

Week Two: Maternal and Reproductive Health and Childbirth

Tuesday, September 12:

- Owens, Deirdre Cooper, and Sharla M. Fett. "Black Maternal and Infant Health: Historical Legacies of Slavery." *American Journal of Public Health* 109, no. 10 (2019): 1342-45.
- Abby Chandler, “From Birthing Chamber to Court Room: The Medical and Legal Communities of the Essex County Midwife,” *Early Modern Women* (Spring, 2015):109-137.

Thursday, September 14:

- Charlotte Borst, “The Training and Practice of Midwives: A Wisconsin Study,” *Bulletin of the History of Medicine* 62, no. 4 (1988): 606-627.
- Your first Micro History Worksheet is due on Friday at 5pm via Canvas. We will workshop primary sources from Wisconsin Historical Society together in class.

***** First Micro History WS: Due Sept. 15 @ 5:00pm CT – upload to Canvas**

Week Three: Health and Immigration

Tuesday, September 19:

- Natalia Molina, “Borders, Laborers, and Racialized Medicalization: Mexican Immigration and U.S. Public Health Practices in the Twentieth Century,” *Am. Journal of Public Health* 101, no. 6 (2011): 1024-1031.

Thursday, September 21:

- Judith Walzer Leavitt, *The Healthiest City: Milwaukee and the Politics of Health Reform Wisconsin Edition*
 - “Milwaukee: The City and its Health Problems” (pp. 10-41)

Week Four: Health, Racial Segregation, and Jim Crow

Tuesday, September 26:

- Gamble, Vanessa Northington. “‘Outstanding Services to Negro Health’: Dr. Dorothy Boulding Ferebee, Dr. Virginia Alexander, and Black Women Physicians’ Public Health Activism,” *American Journal Public Health* (August 2016): 1398-1404.

Thursday, September 28:

- Lynch, Emily et. al. “The Legacy of Structural Racism: Associations Between Historic Redlining, Current Mortgage Lending, and Health in Milwaukee,” *Journal of Population Health* 14 (June, 2021): 1-10.

Week Five: Eugenics, Race, and Disability

Tuesday, October 03

- Laura Appelman, “Deviancy, Dependency, and Disability: The Forgotten History of Eugenics and Mass Incarceration” *Duke Law Journal* 68 (2019): 417-478.
 - “Eugenics and the Carceral Nation” (pp436-450)
 - “Asylums, Sterilization, and Medical Experimentation” (pp450-452)
- Ayah Nuriddin, “The Black Politics of Eugenics,” *Nursing Clio* (2017)

Thursday, October 05:

- This session, our class will be visited by the UW Madison Public History Project. Please come prepared with any questions about the history of eugenics on campus or in Wisconsin.
- Andrea DenHoed, “The Forgotten Lessons of the American Eugenics Movement” *The New Yorker* (April, 2016)

Week Six: Health on the Reservation

Tuesday, October 10

- Brianna Theobald, “A 1970 Law Led to the Mass Sterilization of Native American Women. That History Still Matters,” *Time Magazine* (2019)
- David Jones, “The Healthcare Experiments at Many Farms: The Navajo, Tuberculosis, and the Limits of Modern Medicine, 1952-1962” *Bulletin of the History of Medicine and Allied Sciences* 76 no.4 (2002): 749-790.

Thursday, October 12:

In Class Film Screening – Ama (2019)

- “Healing Historical Trauma: Native American Researchers are Turning Long Held Traditions into Novel Public Health Solutions” *Hopkins Bloomsburg Public Health Magazine* (2022) <https://magazine.jhsph.edu/2022/healing-historical-trauma>
- “Native American Health: Historical and Legal Context” National Library of Medicine Pathways to Health Equity Publication, <https://www.ncbi.nlm.nih.gov/books/NBK425854/>

Week Seven: ArcGIS Guest Visit and Midterm

Tuesday, October 17

- Review the following tutorial, “Create Policy Map to Address Health Conditions,”
- <https://learn.arcgis.com/en/projects/get-started-with-map-viewer/arcgis-online/>
- Spend some time exploring this tool online – we will discuss in class
- Guest Visit: Ed Boswell from the GeoDesign Collaborative will visit our class on Tuesday and provide a tutorial for making your own health inequality map. Come prepared to ask questions and use the tool in class.

Thursday, October 19

- Midterm: Submit 1-2 page project outline for your final project. See Canvas assignment for details.

Week Eight: Toxic Landscapes

Tuesday, October 24

- Hoffman, Beatrix. “Viva La Clinical!” The United Farm Workers Fight for Medical Care *Bulletin of the History of Medicine* 93 no. 4 (Winter, 2019): 518-549.

Thursday, October 26

- Before class on Thursday, explore the [County Health Rankings Project](#) and select one county in Wisconsin with a low health report card. What environmental factors contribute to the health report for your selected county?
- “Northeast Wisconsin Town Faces Costly, Messy PFAS Struggle,” *Wisconsin Watch* (2023)
- “PFAS: The Forever Chemicals You Couldn’t Escape If You Tried,” *New York Times* (June 03, 2023) <https://www.nytimes.com/2022/04/12/us/pfas-chemicals-fast-food.html>

Week Nine: Food, Factories, and Consumer Health Activism

Tuesday, October 31

- “Unremembered Deaths” in William Cronon, *Nature’s Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991), pp247-259.

Thursday, November 02

- “Milking Workers, Breaking Bodies: Health Inequality in the Wisconsin Dairy Industry,” *New Labor Forum* 26 no. 1 (2017): 37-42.
- Your second Micro History Worksheet is due on Friday at 5pm via Canvas. You will be provided time in class to workshop primary sources related to water pollution and agricultural pesticides from the Gaylord Nelson Papers at the Wisconsin Historical Society.

***** Second Micro History WS: Due Nov. 3 @ 5:00PM CT – upload to Canvas**

Week Ten: Primary Source Workshop and Film Screening

Tuesday, November 07

- Primary Source Workshop
- Your assignment this week is to select two complementary primary sources on your selected topic (created before the year 2000) which you will analyze together in your final project.
- We will analyze sample primary sources together and then you will be given time at the end of class to work in small groups on your selected primary source analysis. This analysis is a draft in preparation for your final project.

Thursday, November 09

- In class we will watch “Dark Waters” (2019) and you will complete a guided film response worksheet.

Week Eleven: Prisons, Health, and Medical Research

Tuesday, November 14

- Allen Hornblum, “They Were Cheap and Available: Prisoners as Research Subjects in 20th Century America,” *BMJ* 30 no. 15 (1997): 1437-1441.
- “Reckoning with UCSF’s Dark History of Unethical Medical Experiments on Inmates,” *Los Angeles Times* (January 17, 2023)

Thursday, November 16

- Harriet Washington. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from the Colonial Times to the Present*
 - “Caged Subjects: Research on Black Prisoners”

Week Twelve: First Draft of Project Due and Thanksgiving

Tuesday, November 21

- A first draft of your final project is due by the beginning of class Tuesday. See Canvas assignment for details. Please bring a printed physical copy to class for our peer review workshop.

Thursday, November 23

- Thanksgiving Holiday – No Class!

Week Thirteen: Histories of Health Activism

Tuesday, November 28

- Epstein, Steven. “The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials,” *Science, Technology, & Human Values* 20, no. 4 (1995): 408-37.

Thursday, November 30

- Bassett, Mary. “Beyond Berets: The Black Panther Party as Health Activists” *American Journal of Public Health* (October 2016): 1741-1743.
- Nelson, Alondra. *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*, (London: University of Minnesota Press, 2011).
 - “The People’s Free Medical Clinics” (pp75-115)

Week Fourteen: Exhibit Presentations

Tuesday, December 05

- Exhibit Presentations, Last Name Starts with A-M

Thursday, December 07

- Exhibit Presentations, Last Name Starts with N-Z

Week Fifteen: Writing Histories of Health Inequality

Tuesday, December 12

- Bring your original object from our first meeting back to class. Has your perspective on this piece of material culture changed? What kinds of questions would you now ask of this item if you were asked to curate an exhibit on its history?
- "Writing History as it Happens: A Historian's Dilemmas in a Time of Health Care Reform" in Solvig Julich and Sven Widmalm, eds., *Communicating the History of Medicine: Perspectives on Audience and Impact* (Manchester University Press, 2020).

Final Project Due - December 12 @ Midnight via Canvas