

**Fall-Winter 2011-12 – UWO History Department  
Monday 11:30 a.m. – 1:30 p.m.**

**Professor Shelley McKellar**

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Office Hours: Wednesdays 12 noon - 2 p.m.

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### **Course Description:**

This course explores how society conceptualized and responded to disease and medicine, focusing on the period from roughly 1800 to the present. Specific disease meanings and medical practices have changed over the past two centuries. How have disease outbreaks shaped these meanings and practices? What role have patients, medical practitioners, scientists, public health officials, the state, international health agencies, or even entrepreneurs played in response to specific disease outbreaks and medical challenges? We shall examine a variety of 19<sup>th</sup> and 20<sup>th</sup> century disease outbreaks – including smallpox, cholera, tuberculosis, malaria, polio, influenza, HIV-AIDS and SARS – to discuss how these outbreaks affected political, economic and social structures. We shall also explore debates surrounding medical technology, disease campaigns, human experimentation and the HPV vaccine. Questions relating to power, agency, class, race, gender and sexuality shall most certainly be discussed.

This is a seminar and workshop-structured course. Seminar meetings shall concentrate on student-directed discussions based on assigned readings, from which students shall acquire content and critical inquiry into this topic. Workshops shall facilitate student interaction with primary resource materials to develop research skills of ‘doing history.’ Students are given the opportunity to pursue their own interest in the history of disease and medicine for their major research essay.

### **Course Expectations and Outcomes:**

By the end of this course, students should be able:

- To appreciate the role played by disease and medicine in shaping the past;
- To understand that medicine and society’s understanding and responses to specific diseases are shaped by place and time;
- To understand some of the methodologies and approaches involved in investigating disease and medicine in history;
- To analyze critically various source materials – both primary and secondary sources – from which to understand disease and medicine in history;
- To formulate and communicate an effective argument, demonstrating good research and writing skills;
- To use (possibly) historical analysis to discover useful perspectives on the continuing challenges of disease and medicine in our world today.

**Course Readings:**

- Steven Johnson, *The Ghost Map: The Story of London’s Most Terrifying Epidemic – and How It Changed Science, Cities and the Modern World* (Berkley Trade, October 2, 2007) Trade Paperback
- Gina Kolata, *Flu: The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus that Caused It* (Simon & Schuster, January 9, 2001) Trade Paperback
- A.Kirk-Montgomery and S.McKellar, *Medicine and Technology in Canada* (Ottawa, 2008)
- Keith Wailoo, Julie Livingston, and Peter Guarnaccia, ed. *A Death Retold: Jesica Santillan, the Bungled Transplant, and Paradoxes of Medical Citizenship* (University of North Carolina Press, 2006)
- Keith Wailoo, Julie Livingston, Steven Epstein, and Robert Aronowitz, ed. *Three Shots at Prevention: The HPV Vaccine and the Politics of Medicine’s Simple Solutions* (Baltimore: Johns Hopkins University Press, 2010)
- Articles -- available on WebCT – list to be distributed in class

**Course Evaluation:**

- **Seminar Meetings** ..... 20 % Due: every meeting  
(attendance, discussion, engagement)
- **Response Paper #1** (4-5 pp) ..... 10 % Due: Oct 3 in class
- **Response Paper #2** (4-5 pp) ..... 10 % Due: Nov 7 in class
- **Mid-term Exam** (Take-home) ..... 15 % Due: Dec 5
- **Workshop #1** ..... 5 %
  - Blog** ..... Due: Jan 11
  - Comments** ..... Due: Jan 16
- **Workshop #2** ..... 5 %
  - Blog** ..... Due: Feb 1
  - Comments** ..... Due: Feb 6
- **Research Essay**
  - \* Research Plan - Draft (1-2 pp) ..... ---- Due: Feb 27 (by email)
  - \* Oral Presentation (15 minutes) & Research Plan (1-2 pp)..... 10 % Due: Mar 12 - Apr 2
  - \* Research Essay (15-18 pages) ..... 25 % Due: Apr 9

## Course Work Descriptions:

- **Seminar Meetings** (attendance, discussion, engagement)

We shall meet weekly as a seminar group to discuss assigned readings towards gaining insight into some of the key issues, historiography and methodologies in the history of disease and medicine. A schedule of our meetings is presented below. Most assigned seminar readings will be posted on WebCT, while others may be necessary for students to either purchase or borrow.

Attendance is mandatory. Students are expected to come prepared to discuss the assigned readings in detail, and to bring their notes to meetings. Your engagement in the discussion is mandatory to earn marks. Hint: doing the readings and simply highlighting passages is not enough – you must demonstrate to the group that you understand the readings, can extract the salient points or arguments of each reading, and verbally articulate these points by contributing qualitatively to the discussion. So make notes.

At the end of each meeting, students will be asked to identify three (3) key points (hopefully the most important ones) of that meeting's discussion of the readings. This will be helpful for the mid-term exam question. So again, make notes to help you follow and remember the discussion during the seminar meeting.

- **Response Papers**

Students are asked to submit two response papers that correspond to specific seminar readings. (See specific books and dates for each response paper below.) Please note that response papers are to be submitted in class. **No response papers will be accepted after class** since these books will constitute part of the seminar discussion that day.

- **Response Paper #1** (4-5 pp) ..... Due: Oct 3 in class

**In response to *The Ghost Map* by Stephen Johnson, why was John Snow's causation theory of the 1854 cholera outbreak in London so contentious? How did change happen, and what role did power and agency play?**

(Hint: Consider the people, disease ideas and social structures involved in this negotiation for change.)

- **Response Paper #2** (4-5 pp) ..... Due: Nov 7 in class

**In response to *Flu* by Gina Kolata, why the fuss about identifying the 1918 flu virus? What roles do medical scientists and government officials play, and how are their motives similar and/or different? How and why do these groups clash in 1976, and was such a clash inevitable?**

(Hint: Consider the people and disease ideas involved in studying influenza pandemics in the 20<sup>th</sup> century. Compare and contrast the influenza scenarios of 1918 and 1976.)

- **Mid-term Exam** (take-home)

One week prior to the due date, I will circulate the mid-term exam to students in class. Students will have one week to complete the mid-term exam. Further instruction will be given in class. There is no final exam in this course.

- **Workshops** (attendance, engagement, workshop blog)

In the second term of this course, I have scheduled two workshops that are intended to assist you with your research essay. The purpose of these workshops is to assist in student development of research skills of 'doing history' – including asking good historical questions, analyzing primary source materials, communicating findings, and encouraging peer interchange and assessment. Workshop handouts for both sessions are uploaded on WebCT with a description of the blog assignment.

Blogs are not meant to be lengthy but are meant to be insightful and descriptive of the in-class workshop experience. I would like students to upload their individual blogs **PLUS** comment on the blogs of your peers (minimum 3 other blogs besides your own). Also, feel free to respond to any comments on your blog too. Note the due dates for both these activities.

Each workshop will be graded separately based on in-class group work and individual blogs and comments.

- **Research Essay** (15-18 pp double-spaced)

This is a 4<sup>th</sup> year honours seminar. That being the case, students have the opportunity to write a paper of original research drawing from both primary sources – such as objects, newspapers, pamphlets, government documents, medical literature – and secondary sources. You will be working through the skills of being a good historian. That is, you are expected to formulate an effective historical question, locate resource materials (primary and secondary sources), evaluate evidence, apply critical analysis, synthesize your research findings, and formulate conclusions.

Do not be daunted by this assignment. First, pursue a topic you are really interested in. Secondly, spend a couple of hours in the library finding out what resources are available on the topic and familiarizing yourself with the relevant debate or issues. Thirdly, make a Research Plan, then begin your detailed research towards answering your research question. Refine the question as your research progresses. Lastly, remember to allow yourself enough time to write the paper – make an outline before drafting your paper remembering that your thesis will be the answer to your research question.

Begin your research by consulting the **UWO Library catalogue** for books on your particular choice of disease. Be able to distinguish between a historical account of your disease and a medical text describing the etiology, diagnosis and/or treatment of your disease. You should also search for articles in academic journals – search the databases **America: History and Life** (Canadian and American History) and/or **Historical Abstracts** (Non-North American History) available online through the library website. Most of these articles have been stored digitally on JSTOR, which means you don't have to photocopy from the hard copy of journals in the library. (This does not constitute an internet source.) You may consult **internet sources**, however be careful that you utilize reputable sites and/or you are aware of any site biases.

### Research Plan

I encourage students to write a **Research Plan** (1-2 pp), which will serve as a dynamic document to help focus student research and writing. The purpose of a Research Plan is:

- to allow students to formulate their own research question or line of inquiry (note: make sure it is analytical and not descriptive); and
- to check that the proper sources have been identified from which to find the answers and build an argument.

It is not expected that you know the answers when you begin, but it should become clearer as you progress in your research. Also, your research question will become more refined (perhaps even change direction) as you progress in your research.

Consider writing a minimum of **3 versions** of your Research Plan:

- (1) a preliminary Research Plan (without a thesis statement) in the early phase of your research – which will be for your eyes only, but feel free to chat with the professor about it;
- (2) a draft Research Plan (with a thesis statement) in the mid- or late stages of your research – which you will submit to the professor to make sure you are on the right track;
- (3) a final Research Plan (with a thesis statement) in the writing stage of your essay – which is due at the time of your oral presentation, and will be graded alongside your presentation.

**What is in a Research Plan?** As a minimum, make sure the following elements are part of your plan:

- **Topic:** general topic of your research essay; include place and time period;
- **Research Question:** or line of inquiry – what do you want to know?;
- **Bibliography:** – both primary and secondary sources – where will you find the answers to your line of inquiry?
- **Thesis Statement:** so what is the answer to your research question and/or the general argument of the essay? You've done research on 'x' topic – so what? Why is this important?

### **Preliminary Research Plan for Star Student, #987654321**

Topic: The Influenza Pandemic of 1918

Research Question: How and why did influenza spread around the world after the First World War, and to what extent were Londoners involved in this pandemic?

Preliminary Bibliography:

**Primary Sources:**

- *London Free Press*, 1918-1920
- *Clippings Scrapbook for Victoria Hospital, London* ARCC RA 964.H6

**Secondary Sources:**

- Alfred Crosby, *America's Forgotten Pandemic: The Influenza of 1918* (Cambridge: Cambridge University Press, 2003)
- Esyllt Jones, *Influenza 1918: Disease, Death, and Struggle in Winnipeg* (Toronto: University of Toronto Press, 2007)
- Howard Phillips, "The Re-Appearing Shadow of 1918: Trends in the Historiography of the 1918-1919 Influenza," *Canadian Bulletin of Medical History* 21,1 (2004): 121-134.
- Mark Osborne Humphries, "The Horror at Home: The Canadian Military and the "Great" Influenza Pandemic of 1918," *Journal of the Canadian Historical Association*, 16 (2005): 235-260.

Thesis Statement:

- yet to be determined

### **Submitting Your Essay ---**

**Turnitin.com** – a commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

You must submit **a paper copy** of your research paper in class on the due date. In addition, you must submit **an identical electronic copy** to **Turnitin.com** which is available via the WebCT coursepage.

Please note that failure to submit your essay to turnitin.com will result in a 0 grade, even if a paper copy has been submitted. The **submission date of the paper copy of your essay** (not the turnitin.com date) will determine if a late penalty will be applied or not.

**Plagiarism** – Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf)

**Late Penalties** – Penalty for late essays is 2% each day after the due date. Essays are to be handed to the professor **in class** or **before the end of business of the due date**. Late essays can be submitted to the History Office located at SSC 4328 to be date stamped. Faxed and emailed essays are not acceptable. Essays slipped under professor's office door are also not acceptable. Extensions may be granted if legitimate circumstances are presented by the student to the professor well in advance of the due date. Poor work planning (such as "I have XX other papers due") is not grounds for an extension.

**Please note that after 7 days (one week past the due date), the assignment will not be accepted.**

Students needing accommodation should visit the Social Science Academic Counselling Office, Social Science Centre, Rooms 2105, 2114.

For medical accommodation, please see the Policy on Medical Illness ( [http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf) ) posted on the UWO Students Services website at <https://studentservices.uwo.ca/secure/index.cfm>

### **WebCT:**

This course utilizes WebCT <http://webct.uwo.ca/>. Students need to access the WebCT course site to view course announcements, assignment grades and relevant course material. For those students unable to access this course on WebCT, email the professor ([smckell@uwo.ca](mailto:smckell@uwo.ca)) your UWO userid name (what you use for your email, etc. at UWO) to verify that you are registered for this course.

## HIS 4205E - Seminar Meeting Topics & Schedule

### Fall Term 2011

- Sept 12 Course Introduction and Expectations
- Sept 19 Studying the History of Disease and Medicine: Background and Approaches
- Sept 26 Smallpox and Vaccination Debates
- Oct 3 Cholera and Sanitation \* [response paper due](#)
- Oct 10 Thanksgiving – no meeting
- Oct 17 Tuberculosis and Public Health
- Oct 24 Tropical Diseases: Yellow Fever and Malaria
- Oct 31 Polio and Cancer: Patient Experiences and Activism
- Nov 7 Influenza: Pandemics and Prevention \* [response paper due](#)
- Nov 14 Film Screening: *And the Band Played On*
- Nov 21 HIV-AIDS and the Construction of a Disease: The United States and Africa
- Nov 28 SARS: Making History or Repeating History? \* [take-home exam question distributed](#)
- Dec 5 Course Research Essay: Guidelines and Expectations \* [exam question due](#)

### Winter Term 2012

- Jan 9 Workshop #1 – Working with Primary Sources – Archival Material and Rare Books  
Location: Archives and Research Collections Centre (ARCC) in Weldon Library  
\* [Workshop #1 Blogs due Jan 11; Comments due by Jan 16](#)
- Jan 16 Disease and Technology: Innovation and Debate
- Jan 23 Disease and Public Health Campaigns
- Jan 30 Workshop #2 – Working with Primary Sources – Visual Material and Objects  
Location: TBA \* [Workshop #2 Blogs due Feb 1; Comments due by Feb 6](#)
- Feb 6 Disease and Medical Research (Part I): Innovation and Heroes
- Feb 13 Disease and Medical Research (Part II): Human Experimentation
- Feb 20 Reading Week – no meeting
- Feb 27 Disease and Politics (Part I): Organ Transplantation \* [Research Plan \(draft\) due](#) (all students)
- Mar 5 Disease and Politics (Part II): The HPV Vaccine
- Mar 12 Presentations: Group A \* [Research Plan due for Group A](#)
- Mar 19 Presentations: Group B \* [Research Plan due for Group B](#)
- Mar 26 Presentations: Group C \* [Research Plan due for Group C](#)
- Apr 2 Presentations: Group D \* [Research Plan due for Group D](#)
- Apr 9 Wrap- up \* [Research Essay due](#) (all students)

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your



own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)