**Course Code:** HIST 2601Y  
**Course Title:**  
**2012-13 (FA)**  
Oshawa

**Instructor:** Mandy Hadenko-Hodgkinson  
**Email:** mandyhadenko@trentu.ca  
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**Campus:** Oshawa - Conlin  
**Office Location:** TBA  
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**Course Description:**

Between 1800 and 1950, innumerable medico-scientific ‘discoveries’ altered health and medical knowledge in fundamental ways, as scientists and health practitioners revealed that invisible microbes, poverty, sanitation, nutrition, and the environment caused morbidities and mortality. We examine how this knowledge changed the meanings and experiences of health, disease, illness, and suffering.

**Course Format:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture (2 hours)</td>
<td>Tuesday</td>
<td>6:30-8:30pm</td>
<td>ERC 2056</td>
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<tr>
<td>Tutorial (1 hour)</td>
<td></td>
<td>4:30-5:30pm</td>
<td>J127</td>
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<td></td>
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<td>5:30-6:30pm</td>
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<tr>
<td></td>
<td></td>
<td>8:30-9:30pm</td>
<td>J126</td>
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**Learning Outcomes:** I have developed the course to address several learning outcomes. By the end of the course a successful student should:

1. Have a general understanding of key medical history events within the timeframe of the course.
2. Understand how medical historians use race, class, and gender as key analytical categories of analysis.
3. On an international level, understand that government responses to health care and health care delivery have been historically, both geographically and time sensitive.
4. Be able to interact with the readings each week academically and to build critical thinking skills - in addition to applying these skills to key written assignments.
5. Be able to reflect on their own interactions with the Canadian health care system with a broader understanding of how medicine and medical understandings of disease have changed over time.

Course Evaluation:

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Participation</td>
<td>20%</td>
<td>weekly</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>10%</td>
<td>Assigned week</td>
</tr>
<tr>
<td>Response Paper</td>
<td>15%</td>
<td>October 2</td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>5%</td>
<td>October 16</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>November 20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>TBA</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
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Seminar participation (20%)

Participation in seminars and the completion of seminar activities are the basis of the participation grade. In seminars, you will discuss the weekly readings and relate them to course themes. You are expected to attend lectures and seminars every week having read the assigned articles and you should be prepared to discuss them critically. You must bring the readings with you each week, along with your notes, as you will need to reference them in tutorial. Your grade will be based on attendance and the quality of your tutorial discussion.

Class Presentation (10%)

Your first task is to read, evaluate and compare the assigned readings for the week. You must be able to demonstrate that you are reading assigned texts actively and critically. This will be your opportunity to practice presenting and analyzing course material. Lastly, the goal of this assignment is for you to provide a thoughtful and creative presentation on the week’s theme. You are welcome to bring a hand-out (max one page) for everyone, or bring a primary source document key to your week’s theme (i.e. historical photo, film, or written document).

Your presentation can be no longer than 5 minutes. You will be asked to hand in your presentation notes after you have finished your presentation.

DUE: ASSIGNED WEEK
Response Paper (15%) – Typhoid Mary – Victim or Villain?

After watching the film, *Typhoid Mary: The Most Dangerous Woman in America*, the week before, you are required to write a response paper arguing whether or not you believe that Mary Mallon was a victim or villain. This paper should be between 3-5 pages in length, double-spaced, and follows the Chicago Manual of Style.

**DUE: October 2**

Paper Proposal (5%)

It is important that you start thinking about your research paper early in the term. You are required to hand in a paper proposal, an important element of the assignment, by **October 16**. Your research proposal should include a brief outline of your topic and question you will be exploring in your paper, in addition to an annotated bibliography consisting of at least 5 secondary sources and 1 primary source. Your final paper will NOT be accepted if you have not completed this element of the assignment.

Research Paper (25%) (8-10 pages)

The essay, the topic of which will be determined individually for each student via the paper proposal due on **October 16**, should be 8-10 pages in length, typed and double spaced. It is required that students use proper footnoting and that the paper explore a topic and answer a question related to the timeframe and focus of the course.

**PAPER DUE: November 20**

Final Exam (25%)

There will be multiple choice, identifications, essay type questions, and your answers should be based on material from lecture and tutorials. It is a closed book test.

**University Policies**

**Academic Integrity:**
Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent’s Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).
Access to Instruction:
It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (Trent University in Oshawa, Thornton Campus room 101, phone 905-435-5100, disabilityservices@trentu.ca). Complete text can be found under Access to Instruction in the Academic Calendar.

Required Texts: All articles can be found via the Trent University Bata Library e-resource.

LearningSystem/Blackboard: Blackboard is utilized in this course to post notices and information regarding assignments. You will need to visit this regularly.

Week-by-week schedule:

Week 1
– Sept 11 - Introduction to course - Defining “public health”: historical perspectives

Week 2
- Sept 18 - Public Health, Water, TB and Sanitation

FILM: Her Own Fault

Week 3
– Sept 25- Contagion and Public Health – Who is Typhoid Mary?
FILM: Typhoid Mary
Week 4
- October 2 – Public Health Campaigns

“Typhoid Mary” RESPONSE PAPER DUE

Week 5
- October 9 – Medical Education – Influences of Race, Class, and Gender

Week 6
- October 16 – Impact of Insulin and Vaccinations on Public Health

READING WEEK – October 22-26

Week 7
- October 30 - Aboriginal Public Health

Week 8
- November 6 - Keepers of Public Health? Mothers and Nurses.

Week 9
- November 13 - Public Health and VD


Week 10
November 20 – Ethics and Public Health Part 1 – Nazi Medicine

PAPER DUE

Week 11
- November 27 - Ethics and Public Health Part 2 – Race and Disease

FILM - The Deadly Deception (1993).

Week 12
- December 4 - Exam Review
Course Policies:
Submitting Assignments and Late Penalties: All assignments should be handed in to me, in person, in lecture or tutorial. Assignments for this course must be double spaced, in 12-point font, and with standard margins. You may double side the pages to save paper. All assignments require a bibliography and footnotes that follow the Chicago Manual of Style. Sample citations can be found here: [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Late assignments will be penalized 2% per weekday. If you are late handing in an assignment due to a sudden illness or emergency, please contact me and be prepared to provide documentation to support your reason for handing it in late (i.e. a doctor’s note).

Email Protocol: I am happy to respond to questions over email, however, please make sure that the answer to your question does not exist in the course syllabus or on the course website before you email me. I try to reply to emails within 48 hours. If you have not heard back from me within 48 hours, please do email me again. Please include “HIS2601” in the subject line of all emails, as well as a reference to your query, i.e. “question about a source for the second assignment.” Please write to me from your trentu email address, and please be sure to include your full name in your email to me.

Course Goals:
As a second year course, History 2601 is intended to introduce students to the subject of public health and medicine and related historical debates, interpretations, methodologies, and intersections with other disciplines. Students will be encouraged to conduct independent research and gather, review, evaluate, and interpret evidence; explore different approaches to problem solving while critically assessing the ideas of other historians; formulate original historical arguments in a critical and analytical fashion; and communicate the results of their studies orally and in writing. Students will be encouraged to develop their written and oral communication skills through research essays, class discussion, and class presentations, and additionally developing their critical thinking and ability to conceptualize. Students on completing the course successfully should understand the basic conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge.