

Wellesley College Women's and Gender Studies Department
WGST 220 FALL 2015

AMERICAN HEALTH CARE HISTORY
in GENDER, RACE and CLASS PERSPECTIVE

Susan M. Reverby

Class: Wednesday 2:15-4:45 p.m.

Office: FND 422B, x2535; Department office, x2538

Office Hours: Monday 11:00-12:30 am, Wednesday 1:30-2:15pm
and by appointment

CONSIDER

"Most of all I think of how important it is for us to share with each other the powers buried within the breaking silence about our bodies and our health, even though we have been schooled to be secret and stoical about pain and disease. But that stoicism and silence does not serve us nor our communities, only the forces of things as they are." Audre Lorde, *A Burst of Light: Living with Cancer*, 1988.

"I used to be a doctor. Then I became a provider. Now I am a vendor." Dr. Reuben Mokotoff, 85, Cardiologist in private practice, 1998

"Doc, I have an earache.

2000 BC *Here, eat this root.*

1000 BC *That root is heathen, say this prayer.*

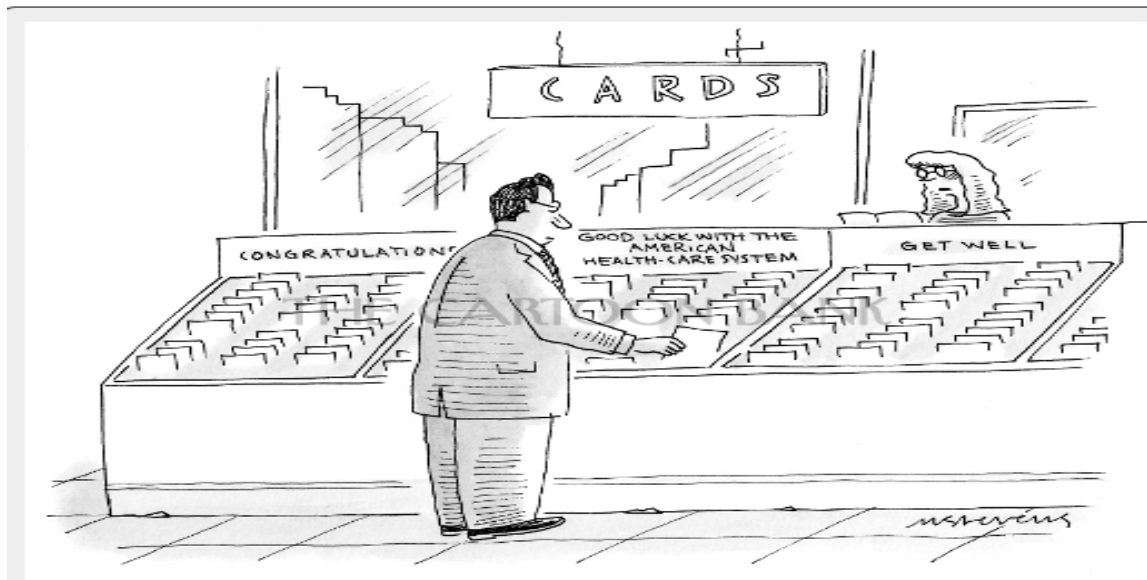
1850 AD *Prayer is superstition, drink this potion.*

1930 *That potion is snake oil, swallow this pill.*

1970 *That pill is ineffective, take this antibiotic.*

2000 *That antibiotic is artificial, here, eat this root."*

Anon. "History of Medicine," circulating on the Internet, 1997-98, Jacalyn Duffin, *History of Medicine* (Toronto: University of Toronto Press, frontispiece)



INTRODUCTION

Traditional American medical history focused on the march of science and the ideas of the "great doctors" that were assumed to have led to the improvement in medical care and the "conquering" of disease. More recently, historians have looked to other complex explanations to explore the relationship between the health care system and the rest of society. This course examines these relationships through the lens of gender, race, sexuality and class. It is concerned with exploring how gender, science, medicine, class and race constitute one another over time in the American context. This is not a course in "doctor-bashing." This is about trying to understand some of the historical problems within the American health care system. The course is focused on topics that change every year.

COURSE REQUIREMENTS

REQUIRED BOOKS on sale at the bookstore:

Jennifer Brier, *Infectious Ideas* (Chapel Hill: University of North Carolina Press, 2009).

Ernest Drucker, *A Plague of Prisons: The Epidemiology of Mass Incarceration in America* (New York: New Press, 2013).

Barbara Gurr, *Reproductive Justice: The Politics of Health Care for Native American Women* (New Brunswick: Rutgers University Press, 2015).

Heather Munro Prescott, *The Morning After: A History of Emergency Contraception in the United States* (New Brunswick: Rutgers University Press, 2011).

Susan M. Reverby, *Examining Tuskegee* (Chapel Hill: University of North Carolina Press, 2009).

Johanna Schoen, *Choice and Coercion* (Chapel Hill: University of North Carolina Press, 2005.)

There will also be required reserve reading for many of the classes. There is a class conference and e-reserves for the readings that are not in the required books in Sakai.

Do not panic over the size of the books or the length of the reading list. We will divide some of the readings up, or add others. A course syllabus is similar to driving directions. It is a guide on how to get somewhere; however, if we decide we want to take a side trip we have that option. Other suggestions for readings will be made regularly in class. Please be prepared to share your ideas for other resources. Please also add readings or articles you find along the way you think will be of interest to your classmates.

REGULAR ATTENDANCE AND PARTICIPATION is essential. You will be expected to stay current on the reading assignments and to contribute to the class discussion.

WRITING ASSIGNMENTS for the course will take several different forms. Detailed explanations will be given in class, in handouts, and on the class conference. In brief, you will be asked to do the following:

1) Reading Critique. Each student will be responsible for leading, in part, the class discussion during one week of the course. After you lead the discussion, you will write a short paper (5-8 pages) on that week's readings and class discussion. Your assignment will be chosen during the second meeting of the course.

This paper, due one week after the assigned class, will consist of a careful analysis and criticism of the required reading and reports on the classroom discussion, i.e. did the discussion change your thinking on the topic, or did the other students seem to interpret the reading differently, etc. Considering the discussion in class and students' comments/questions is as important to your paper as your analysis and reaction to the readings. Do not forget this part. I will return the paper to you if you do not include it.

2) Reading Concerns. Each week you will be expected to write at least one paragraph and bring it with you to class, printed out. You will be asked to speak to the concerns in the classroom, and listen to how your classmates respond to the question. It will also be shared with those writing the report for that week. If you cannot get to printer, then you can read your concerns to the class and send it to the students leading the discussion within 24 hours of the class meeting. I will be asking those who write up the weekly classes to keep track of who handed in their questions, and who did not.

3) Historical book review. You will be asked to pick one secondary book relevant to the broad issues of the course. You need to check the book with me before you write your review (between 5- 8 pages). If possible, the book should be on a topic we are not covering. This review should be a critique of the book, not merely a summary of its arguments. I will provide assistance for finding appropriate books both through bibliographies and on-line searching. There will be a more descriptive handout for this assignment.

4) Final Term Paper. This paper will be an essay/review with two parts on both an historical and current policy issue. You will need a section that discusses the research process itself, what you found, what could and could not be found. The second part of the paper will be short essay on the key issues on this topic. All topics have to be cleared first with me. There will be a handout with more information. Check the syllabus for the various due dates for this assignment during the semester. The final paper should be about 8-10 pages long. We will also meet with the Women's and Gender Studies library specialist to get help on this paper.

GRADES will be calculated as follows: class discussion leading and reading critique-- 30%, book review-- 20%, class participation/questions handed in/timely progress reports--20%, final paper -- 30%. Extra credit will be given to students who post news relevant to the course issues on the class conference regularly. Late papers will result in a lowering of the grade. Comments will be limited on papers that come in off the regular schedule. All papers have to be sent to me electronically and in the dropbox of Sakai. If your paper is late you have fill in the late paper form attached to the syllabus and put it in the dropbox the day the paper is due. You must notify me by email when the late paper arrives in the dropbox. Always keep a copy of your papers.

Each student should expect to meet with me at least once outside of class to discuss research paper topics, review book choices, general progress or concerns, etc. Only papers that receive a C or lower can be re-written, after we meet to discuss the re-writing if you want to do this. Grades can also go down as well as up in a rewrite. Unexcused incompletes will not be given except under dire emergencies. Comments will not be given on the final paper unless you ask for them specifically.

GRADING is based on the Wellesley College, Articles of Government, ARTICLE VII. Section I. Grading System

" 1. Grade A is given to students who meet with conspicuous excellence every demand which can fairly be made by the course.

2. Grade B is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some of the following: organization, accuracy, originality, understanding, and insight.

3. Grade C is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

4. Grade D is a passing grade. There is no grade of D+ or D.

5. Grade E is a condition given when a student who has completed all of the in term work for a course at a passing level receives a failing grade on the final examination or final paper. ...Grade F denotes failure and a loss of credit for the course. "

WHAT TO CALL ME/WHAT I CALL YOU. Students are often uncertain what to call their professors. I will answer to any of the following: Professor, Professor Reverby, Susan, and Ms Reverby. I am aware that some of you are uncomfortable using first names with faculty, while others find it normative. I defer to whatever will facilitate our communications. I will make a valiant effort to learn your names and connect them to your faces. If you speak in class or come to see me, this makes it easier. If I never hear from you and you do not tell me your name several times, it will take me longer to figure out who you are. I will call you by whatever name you tell me to. Have pity on my aging brain. I promise I will recognize your face, and your name, just not both of them together for a while. Let me know what pronoun I should use with you as well.

LAPTOPS. The students who surf the web, their email or social media accounts, or texts during class on their laptops because Wi-Fi is available have increasingly concerned me. I decided that students *may* bring a laptop to class if taking notes this way and referencing the readings assists learning. You must listen to the class lectures/discussions and not just disappear into the notes, or the making of other lists or projects. If you are shoe shopping, the student next to you sees it and will tune out as well. I know you think you can multi-task, but actually you are not paying attention. I will see it as a violation of the code of this classroom, however, if I see you, or another student sees you, using the laptop in inappropriate ways. I know this is really hard and we will discuss it. I am sympathetic to the temptations.

CELL PHONES. We all forget sometimes to shut them off before class. I will remind you this once to do it. Please consider shutting them off part of classroom decorum and the creation of a learning environment. If there is some emergency in your life that requires your needing to be notified during class, please let me know. I left mine on when my daughter was in labor. It should be of that caliber of concern.

SPEAKING IN CLASS. I am well aware that for some of you speaking in class is a near death experience, but for others it is like breathing. I am very sympathetic to both positions. However, since we are going to be learning from one another, it is really important to try and have your voice heard. I will work with you in anyway to make this possible. That is why in part I am asking you to bring questions to class with you every week.

TOPICS AND ASSIGNMENTS: Readings on reserve will be marked with an asterisk. Readings for each class are listed **under** the date. Various assignment due dates are listed here.

PART I CATEGORIES AND WAYS OF THINKING

September 2 Introduction: Beyond "the Great Doctors"

Film in Class: "Unnatural Causes: Is Inequality Making us Sick?"

September 9 Is it Race? Is it Place? Is it Gender? Is it Sexuality? How do we know?

Everyone should read the first three articles/book chapter (Drucker, Johnson/Stutzmann, Braun) and the last two (Metzel/ Hansen and Brooks). Then pick at least one of the others and come to class ready to discuss them.

Ernest Drucker, *A Plague of Prisons: The Epidemiology of Mass Incarceration in America* (New York: New Press, 2013), pp. 1-18.

*Roswell H. Johnson and Bertha Stutzmann, "Wellesley's Birth-Rate," *The Journal of Heredity* 6 (June 1915): 250-253.

*Lundy Braun, et. al, "Racial Categories in Medical Practice: How Useful are They?" *PLOS Medicine* 4 (September 2007): 1423-1428

*Timothy Caulfield et.al., "Race and Ancestry in Biomedical Research: Exploring the Challenges," *Genome Medicine* 1 (January 2009): 1-8.

*Thomas LaVeist et. al, "Place Not Race: Disparities Dissipate in Southwest Baltimore When Blacks and Whites Live Under Similar Conditions," *Health Affairs* (October 2011): 1880-1887.

*Ellen Annandale and Anne Hammarstrom, "Constructing the 'Gender-Specific Body': A Critical Discourse Analysis of Publications in the Field of Gender-Specific Medicine," *Health* 15 (2010): 571-587.

*Krista Scott-Dixon, "Public Health, Private Parts: Feminist Public-Health Approach to Trans Issues," *Hypatia* 24 (Summer 2009): 33-55.

*Jonathan M. Metzler and Helena Hansen, "Structural Competency: Theorizing a New Medical Engagement with Stigma and Inequality," *Social Science & Medicine* 30 (2013): 1-8.

*Katherine C. Brooks, "A Piece of my Mind: A Silent Curriculum," *Journal of the American Medical Association* 313 (May 19, 2015): 1909-1910.

How might we think about the intersectionality of race/class/gender/sexuality and place? How are we supposed to think about the relationship between the biological and the social/economic/cultural? Consider will education and "cultural sensitivity training" be the answer? What are the structural problems at work here?

Film in Class: Out of the Rural

*****Look at the syllabus and come to class prepared to select your readings and class paper topic. I will try and give everyone their first choice or two if possible.**

PART 2 SOME OF THE TRADITIONAL ISSUES/NEW AND OLD WAYS OF THINKING

September 16 Birth Control Before and After the Griswold Decision of 1965: The Politics of the State, Eugenics and Privacy

*Alexander Sanger, "Eugenics, Race and Margaret Sanger Revisited," *Hypatia* 22 (Spring 2007): 210-217.

"Reproductive Rights After Griswold Panel Discussion," American Association for the History of Medicine 90th Annual Meeting, Sigerist Circle, April 30, 2015, New Haven, CT. access at <http://www.ctn.state.ct.us/ctnplayer.asp?odID=11494> (This is a two-hour presentation. Try and listen to several of the speakers who tell the story of the Griswold decision from differing perspectives: historians, witnesses, lawyers, and journalists).

Heather Munro Prescott, *The Morning After: A History of Emergency Contraception In the United States* (New Brunswick: Rutgers University Press, 2011).

*Warren Richey, "Hobby Lobby 101: Explaining the Supreme Court's Birth Control Ruling," *The Christian Science Monitor*, July 10, 2014, access at <http://www.csmonitor.com/USA/Politics/DC-Decoder/2014/0710/Hobby-Lobby-101-explaining-the-Supreme-Court-s-birth-control-ruling>

Consider whether the dichotomy between birth control as women's control or control of women makes sense to you. How do class and race issues affect the discussions? Do you think birth control raises a different kind of problem for your generation? How do the positions shift over time, and what do the readings suggest are the reasons? Are you surprised this is still an issue?

September 23 Reproductive Rights/Reproductive Justice: What are the Issues?

Johanna Schoen, *Choice and Coercion*, pp. 1-74.

Barbara Gurr, *Reproductive Justice: The Politics of Health Care for Native American Women* (New Brunswick: Rutgers University Press, 2015), 1-87

*Jennifer Nelson, "'An Instrument of Genocide' The Black Nationalist Campaign against Birth Control," in *Women of Color and the Reproductive Rights Movement* (New York: NYU Press, 2003), pp. 85-112, 204-209.

*Planned Parenthood History

<http://www.plannedparenthood.org/about-us/who-we-are/history-and-successes.htm>

Think about the differences among "choice," reproductive rights and reproductive justice. Is genocide the right term to be using? What does it explain, or obscure? How much of this history is new to you? Or had you heard about these debates before? What do you think your generation now can add to this?

September 30 Giving Birth, Controlling Birthing

*Judith Walzer Leavitt, "'Science' Enters the Birthing Room: Obstetrics in America since the 18th Century," *Journal of American History* 70 (1983): 281-304 and reprinted in Judith W. Leavitt and Ronald L. Numbers, Ed. *Sickness and Health in America*, 2nd edition (Madison: University of Wisconsin Press, 1995)

Barbara Gurr, *Reproductive Justice: The Politics of Health Care for Native American Women* (New Brunswick: Rutgers University Press, 2015), 91-111

*Mary Barger, "Midwifery Practice: Where Have we Been and Where are we Going?" *Journal of Midwifery and Women's Health* 50 (March-April 2005): 87-90.

*Theresa Morris, *Cutting it Out: The C-Section Epidemic in America* (New York: NYU Press, 2013), pp. 135-174

*Mariah Sixkiller, "Why I am a Birth Feminist," *The Daily Beast*, July 26, 2015, <http://www.thedailybeast.com/articles/2015/07/26/why-i-am-a-birth-feminist.html> and read the comments

*Judith Leavitt, "Under the Shadow of Maternity: American Women's Responses to Death and Debility Fears in Nineteenth-Century Childbirth," *Feminist Studies* 12 (Spring 1986): 129-54.

How do women gain control over the birthing process? What makes a difference? How have the new technologies changed things? What counts as control? What does the historical perspective suggest about the issues to be concerned about? Where do you see the levers for change? Does it matter who does the delivery? What do you see as the contemporary issues for birthing? Is death something you think about when it comes to childbirth?

*Film Choices: All *my Babies* or *Mama Sherpas* on Sakai. Please note that both films have very graphic birthing scenes, one from the 1950s and the other from the 2010s. Just be prepared. I will explain the differences before the class.

****Class discussion of research paper**

October 7 Abortion, the Law and the Discourse on the Fetus/Women

*Leslie Reagan, "Introduction" and "An Open Secret," in *When Abortion was a Crime* (Berkeley: University of California Press, 1997), pp. 1-45, 259-274.

*Rosalind Pollack Petchesky, "Introduction," in *Abortion and Women's Choice* (Boston: Northeastern University Press, 1990, 2nd edition), pp. 1-24.

*Johanna Schoen, "Living Through Some Giant Change: The Establishment of Abortion Services" and "'To Protect the Lives of American Babies,'" in *Abortion after Roe* (Manuscript copy, Forthcoming 2015)

*Jennifer Lee and Cara Buckley, "For Privacy's Sake, Taking Risks to End Pregnancy," *New York Times*, www.nytimes.com, January 5, 2009.

Film in Class: "Jane"

Why does abortion become such a crucial issue for women and for American politics? What happens in different illegal and legal eras? How does this history complicate what you thought you knew? How has the technology affected the discourse? What can and cannot be talked about in public and in politics? Should there have been other language than pro-choice, pro-life, anti-abortion? Who gets to pick the political terms?

****Book Reviews due for students with last names beginning with A-K.**

October 14 Eugenics and Sterilization

Johanna Schoen, *Choice and Coercion*, pp. 75-138, 197-251.

Barbara Gurr, *Reproductive Justice: The Politics of Health Care for Native American Women* (New Brunswick: Rutgers University Press, 2015),

*Elena R. Gutierrez, "Policing 'Pregnant Pilgrims': Situating the Sterilization Abuse of Mexican-Origin Women in Los Angeles County," in *Women, Health and Nation*, ed. Georgina Feldberg et. al., (Montreal: McGill-Queen's University Press, 2003), pp. 379-403.

*Jennifer Nelson, "Race, Class and Sexuality: Reproductive Rights and the Campaign for an Inclusive Feminism," pp. 133-178, pp. 214-218.

- *"Statement of Joseph Levin, Mr. and Mrs. Relf, and Warren M. Hern, *Quality of Health Care: Human Experimentation*, 1973, *Hearings before the Subcommittee on Health of the Committee on Labor and Public Welfare*, 93rd Congress, 3: 1496-1513.
- *Jael Silliman et.al., "Women of Color and Their Struggle for Reproductive Justice," in *Undivided Rights: Women of Color Organize for Reproductive Justice* (Boston: South End Press, 2004), pp. 1-24.



*Jonathan Chernoguz, "California Set to Prohibit Sterilization of Prisoners," *Biopolitical Times*, July 24, 2014, access <http://www.biopoliticaltimes.org/article.php?id=7936>

*A short history of Eugenics, access <http://www.eugenicsarchive.org/> and read through the short essays.

Should the state have any power over reproduction? Was all sterilization eugenic, racist and sexist? How might women have used the state for their own ends? Does a focus on sterilization change the way you think about reproductive politics?

October 21 Cancer, Class, Race and Gender: Some of the Controversies

- *Robert Aronowitz, "Screening" for Prostate Cancer in New York's Skid Row: History and Implications," *American Journal of Public Health*, 104 (January R. 2014): 70-76.
- *Keith Wailoo, "Introduction" and "White Plague," *How Cancer Crossed the Color Line* (New York: Oxford University Press, 2011), pp. 1-39, 183-185.
- *Barbara Ehrenreich, "Welcome to Cancerland," *Harpers Magazine*, November 2001, pp. 43-54
- *Richard Knox, "HPV Vaccine: The Science Behind the Controversy," September 19, 2011, NPR, access at <http://www.npr.org/2011/09/19/140543977/hpv-vaccine-the-science->

[behind-the-controversy](#), and make sure you read the comments as well.

*Rema Nagarajan, "Row over Clinical Trial as 254 Indian Women Die," *The Times of India*, April 21, 2014, access at

<http://timesofindia.indiatimes.com/india/Row-over-clinical-trial-as-254-Indian-women-die/articleshow/34016785.cms>

*U.S. Preventive Task Force 2009 Recommendations,

<http://www.ahrq.gov/clinic/USpstf/uspsbrca.htm>.

*Barron Lerner, "Breast Cancer Paradox," *Newsday*, November 29, 2009, p. A39.

*Ellen Goodman, "A Tone Deaf Message on Mammograms," *Boston Globe*, November 29, 2009, p. 11.

*Lundy Braun, Jennifer Tsai and Laura Ucik, "Racial and Ethnic Differences in Breast Cancer Diagnosis and Survival," *Journal of the American Medical Association* 313 (April 14, 2015): 1475-1476.

What is the line between prevention and treatment? How does race/gender/class/lower resourced areas affect what happens? How do we balance "science" with anecdotes and clinical judgment?

Women's and Gender Studies Department Annual Domna Stanton Lecture, October 22, 2015 at 4:30pm, place to be announced

Evelyn Nakano Glenn, Asian American Studies and Ethnic Studies Department, University of California Berkeley

"Foundational Violence: U.S. Settler Colonial Articulations of Race, Gender, and Sexuality"

Part 3 CREATING OTHER BODIES: CATEGORIES, INSTITUTIONS AND EXPERIMENTATION

October 28 Disease, Experimentation, Racialization and the "Other"

*Jennifer Seltz, "Complicating Colonial Narratives: Medical Encounters around the Salish Sea, 1853-1878," in Laurie B. Green, John McKiernan-Gonzalez and Martin Summers, eds. *Precarious Prescriptions: Contested Histories of Race and Health in North America* (Minneapolis: University of Minnesota Press, 2014), pp. 23-42.

*Martin Summers, "Diagnosing the Ailments of Black Citizenship: African American Physicians and the Politics of Mental Illness, 1895-1940," *Ibid.*, pp. 91-114.

*Natalia Molina, "Borders, Laborers and Racialized Medicalization: Mexican Immigrants and U.S. Public Health Practices in the Twentieth Century," *Ibid.* pp. 167-184.

*Jason F. Glenn, "Making Crack Babies: Race Discourse and the Biologization of Behavior," *Ibid.*, pp. 237-261.

*Marie Jenkins Schwartz, "Gynecological Surgery," *Birthing a Slave: Motherhood and Medicine in the Antebellum South* (Cambridge: Harvard University Press, 2006): 227-256, 371-377.

*L.L. Wall, "The Medical Ethics of J. Marion Sims," *Journal of Medical Ethics* 32 (2006): 346-350.

How does disease create the "other?" Think about how you might see colonial/tropical medicine as different from global health concerns. Should J. Marion

Sims be seen as the “father of gynecology?” What about Betsy, Lucy and Anarcha? Did he help them, or not? Is this even the right question?

****Book reviews due for students with last names beginning with L-Z.**



November 5 What Happened in Tuskegee and Guatemala?

Susan M. Reverby, *Examining Tuskegee*, Everyone reads chapters 1 and Epilogue, pp. 1-110, and then pick one chapter in Parts II and III.

*Susan M. Reverby, “‘Normal Exposure’ and Inoculation Syphilis: A PHS ‘Tuskegee’ Doctor in Guatemala, 1946-1948,” *Journal of Policy History* 23 (January 2011): 6-28.

*Carl Elliott, “The Best-Selling, Billion-Dollar Pills Tested on Homeless People,” *Matter*, July 28, 2014, access at <https://medium.com/matter/did-big-pharma-test-your-meds-on-homeless-people-a6d8d3fc7dfe>

Why would these experiments happen? How do we explain them from multiple perspectives? What should be done when they happen, if they happen? How do we prevent them from happening?

**** One page statement of research plans for final paper due**

Make sure you have discussed your research plans with me in person

Part 4 MAKING CHANGE, FACING THE FUTURE

November 12 DES: Building an Embodied Women's Health Movement and Activism

*Susan E. Bell, "Gendered Medical Science: Producing a Drug for Women," *Feminist Studies* 21 (Autumn 1995): 469-500.

*Susan E. Bell, "Power, Knowledge and DES," from *DES Daughters* (Philadelphia: Temple University Press, 2009), pp. 120-146, 193-195

* Susan M. Reverby, "Thinking through the Body and the Body Politic: Feminism, History and Health-Care Policy in the United States," in *Women, Health and Nation*, ed. Georgina Feldberg et. al., (Montreal: McGill-Queen's University Press, 2003), pp. 404-420.

*Susan Reverby, "Health/PAC and the Uncertainty Principle," *Health/PAC Bulletin* 23 (Summer 1993): 10-12.

**Film in Class: "A Healthy Baby Girl"

How does womanhood relate to the development of DES? Was this a tragedy or a conspiracy? Do women become more than the victims of blinded medical science and rapacious drug companies? How does DES lead to an embodied women's health movement? What is the relationship between the body and the body politic?

November 19 What Can be Done: Politics of the Responses to AIDS

Jennifer Brier, *Infectious Ideas* (Chapel Hill: University of North Carolina Press, 2009).

Ernest Drucker, *A Plague of Prisons: The Epidemiology of Mass Incarceration in America* (New York: New Press, 2013), pp. 19-37.

*Carrie Davis, "Realness and What That Means to Address Trans Poverty," The Transgender Center, March 14, 2014

How do we link memories of the body to the body politic? How do emotions get organized into political efforts? How do sexuality, race, gender and class clash or not in the AIDS crisis in the United States?

** **One to two page research project progress reports due**

November 26 Thanksgiving Break

December 3 Violence, Incarceration and Public Health

*Mark L. Rosenberg, "Introduction," Mark L. Rosenberg and Mary Ann Fenley, eds. *Violence in America: A Public Health Approach* (New York: Oxford University Press, 1991), pp. 1-12. Access as an ebook in Wellesley Library, <http://0-site.ebrary.com.luna.wellesley.edu/lib/wellesley/reader.action?docID=10086825&ppg=20>

*CDC, "The Public Health Approach to Violence Prevention," 2015, read their one page summary and the two page PDF, access at <http://www.cdc.gov/violenceprevention/overview/publichealthapproach.htm>

Ernest Drucker, *A Plague of Prisons: The Epidemiology of Mass Incarceration in America* (New York: New Press, 2013), finish.

Given more awareness of violence in American life, does a public health approach make sense? How does thinking about incarceration through the eyes of an epidemiologist help? Are these two concerns related? What are its implications?

GUIDE TO READING

There is always too much to read in almost every Wellesley course, and certainly in one that requires you to learn a good deal of history. I do not give quizzes. I do not give multiple guess or true false exams. You do not have to memorize time lines or facts. I want you to get the big ideas and then understand how the evidence backs then up. I hope you will come to see how historians marshal evidence and create an analytic argument. I expect you to learn how “to read” a primary document and use it as evidence. I will be dividing up the readings for each class so not everyone will be reading the same thing or everything. I do know you have other courses and a life outside of my course. Nevertheless, you get out what you put into a course and this is a short guide to how to do this.

What follows is my edited version of my colleague Martha Jane Brazy (History Department and Women’s Studies Program, University of South Alabama) guide to her students called the ICE system. (Her words are in quotes.) Some of this may be obvious to you. Others may just need this as a reminder. If you have any questions please talk to me about them.

“Ideas, Concepts, Examples—don’t fear reading or writing!!

When reading a book or taking notes, DON’T try to remember everything---its impossible, so ICE it instead: Look for IDEAS and CONCEPTS the author is trying to get across and what EXAMPLES the author uses to prove the ideas of concepts.”

“Use notes in the margins,” or in your notebook or on your computer to note:

“Ideas and themes that resonate with you” and reflect what we have been discussing in class.

“What is the main point the author is trying to make in this section and what is the best example that the author uses to make the point.” When you are reading the textbook (*Through Women’s Eyes*) in particular, look for the “main point” in each “section.”

“Write down what questions the reading, lecture or discussion sparks within you.” My system for doing this is to differentiate my notes of the reading/document from my comments either by using brackets [] to contain my commentary, bolding my thoughts, changing the font, or using post-it markers on differing pages. Do whatever works for you. Sometimes using the kind of paper that allows for dividing line down the page with room for your comments on the left and the notes on the right also works. This is known as the Cornell system of note taking and was taught to me as an undergraduate. See

<http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html> for an explanation of how this works.

“Be aware of the connections between the historical events and contemporary events and culture. What are the connections?” Do remember, however, that the key to understanding history is to not apply our contemporary beliefs on the past. I will discuss this more in class. Happy Reading!

WOMEN'S and GENDER STUDIES DEPARTMENT
WELLESLEY COLLEGE

LATE PAPER NOTICE
WGST 220
Susan M. Reverby

NAME OF STUDENT

DUE DATE FOR PAPER

EXPECTED DATE FOR LATE PAPER

STUDENT CELL PHONE NUMBER