History 179A:
Historical Study of the Healing Arts:
Bodies and Health in the Early Modern World

Fall 2018
Royce Hall 190
T/Th, 3:30-4:45pm

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Office Hours: T/Th, 5pm-7pm, or by appointment.

Reader: Domale Dube Keys

Course Description
This course focuses on an emergent field of historical study: Atlantic medicine in the seventeenth and eighteenth centuries. It will entail learning about dynamic and often tragic episodes in the history of life and death. European conquest of the “New World” set the stage for a form of capitalism that flourished on the backs of enslaved people, constantly putting some bodies at risk while protecting others. Medicine was not immune to these developments. Throughout this quarter, we will probe how Western medicine, practiced in multiple corners of the Atlantic, reproduced complex systems of power with consequences for sickness, health, and healing. Through five themes, we will ask: How did medical knowledge travel from the Gold Coast to the Caribbean, to Europe and back to colonized peoples? Which Eurocentric values were imposed onto indigenous medical knowledge? How did indigenous medical traditions persist despite European conquest? How did this value system create and establish hierarchies in caring for the bodies of selves, neighbors, and strangers?
Asking these questions will also prompt us to explore the involved task of writing history. In particular, we will focus on the challenge of researching those for whom few traces survive. That challenge extends beyond discovering that our historical actors were illiterate or “unimportant.” It presents opportunities for making unexpected, insightful connections – connections often unimagined because of the Eurocentric limits of many an archive, and the white supremacy, misogyny, and class discrimination that have long shaped academic history. With these circumstances in mind, we will learn how to insert our contributions into an ongoing scholarly conversation responsibly. We will also encourage one another to define what it means to argue powerfully and make a meaningful difference in historical understanding. This ongoing reflection will help each of us answer the question: Why should we care about the history of early modern medicine now?

Course Objectives:
- Learn about the intellectual questions that matter to you.
- Think critically about the relationship between past and present – and to do so in writing, conversation, and public presentation.
- Develop historical perspective by building a working knowledge of the early modern world, and what it meant to live and die in an age of empire, before the concept of bacteria existed.
- Enhance your ability to read primary and secondary sources critically and bring spirited questions to the assumptions through which such material has been written.

This syllabus operates as a contract between you, me, Domale, and your fellow students. Please read this document carefully and consult it throughout the rest of the term – especially before you contact me with any questions.

Assignments and Evaluation:
Through a series of short assignments, you will have the opportunity to demonstrate your engagement with historical and historiographical material throughout this term. This course will cultivate three important skills:
(1) How you write – and, specifically, the careful building of an argument, from word selection to essay structure.
(2) Scholarly conversation. Think of scholarship itself as a conversation with more cerebral language thrown in for good measure. You will be asked to identify your conversational partners and to recognize how your perspective differs from theirs. The hallmarks of a good conversationalist include respectful, active listening, mindful response, and a good dose of humility. Expect to practice these qualities here.
(3) Public presentation. Compelling presentations don’t have to be fancy; they just need to be clear, informative, and audience-conscious. Practicing these skills will stand you in good stead, whether you choose to become a clinician, nurse, public health advocate, activist, academic, social media maven, data scientist, small business owner, comedian, or anything else you choose.

Below, I have broken down how these skills we be evaluated. Please note deadlines here and throughout this syllabus.

**Class Citizenship: 30%**
**Written Work: 70%**
Your Class Citizenship grade will be based on the following components:

- **Live in-class participation (33%)**: You will be evaluated on active participation in class throughout the term, including respectful engagement with everyone in our classroom. Repeated digital distractions – e.g. texting, messaging, Instagramming, Snaping in class, and laptop use for something other than course readings and notes – will negatively impact this portion of your grade.

- **One office-hour meeting (33%)**: You are required to make one office-hours appointment with me this term. This will be a great way for me to get to know you, and to be able to help you think through the intellectual questions to which you are most drawn. Please sign up by way of my GoogleCalendar.

- **8 Typeform survey responses (34%)**: A week prior to most course meetings, I will post a Typeform survey in which you will be invited to submit a casual but thoughtful 3-to-4-sentence response to the article or chapter we’ve read for that meeting. Through this module you will better understand both historical content and historiographical argument. Aim to answer these questions not simply to demonstrate that you have read, but, also, so you can get to know what stimulates your intellect, what means most to you. To receive full credit for this class module, you are required to have filled out 8 Typeform responses throughout the term. All students must submit a Typeform response for 10/23; the other seven can be in response to prompts during any other week. Again, to receive full credit, please submit your responses two days before the designated class meeting, by 8pm.

Your Written Work grade will be based on the following components:

- **Primary Source Analysis (15%), 3 pages**: Due on 10/18 at 8pm through our course website. Primary sources are the essential ingredients of historical inquiry. They allow us to begin understanding how our historical actors represented their life and times to themselves and each other. No historical document is a straightforward record of what happened. Word choice, visual representation, artifact production – all these communicate what was important to women and men who lived hundreds of years ago. As we investigate the past, it is also important to be mindful about our own predilections, including why we are drawn to one topic rather than another, or one object rather than another.

  For this assignment, you will choose to analyze one of three primary source documents, to be posted on our course website. It’s an opportunity to begin flexing your history-writing muscles: Who created this primary source? What does it say? What doesn’t it say? What social, political, cultural, or economic factors motivated the creation of this document? Do you think it’s a reliable primary source? And the big question that’s even more complex than it might at first seem: Why was this document created?

- **Final project proposal (15%), 5 pages, plus a 1-page bibliography**: Due 11/15 at 8pm through our course website. This narrative proposal is an opportunity to present how you’re thinking about the topic you will write about and what sources are helping you think about it. You’ll want to address the following questions: What is the central question you want to answer in this project? Why are you working on this question? Why is it worth working on? What is your preliminary thesis statement? What primary sources will you be using? What secondary sources will you be using? You should attach to this proposal a 1-page bibliography that includes
at least three secondary sources that have not been assigned for this course.

- **Final Project Pecha Kucha (20%):** To be presented in class on 12/6.

- **Final Project (50%), 10-12 pages:** Due on 12/14 by 8pm through our course website.

You have a choice between two kinds of final projects.

- A 10-12-page research paper that develops an argument about a history of 17th- or 18th-century medicine topic of your choice. This is your opportunity to contribute to this new field – to explore new terrain, map out new questions, and work out new answers. Use office hours, our Historical Research Interlude, our syllabus, and conversations about our course to begin mapping out an aspect of early modern medicine you want to investigate – and how you will investigate it.

  or

- An anthology of five primary sources – that you have discovered beyond your assignments – that illuminate a critical aspect/theme of 17th- and 18th-century Atlantic medicine. This will require a 5-page introduction to your anthology as a whole, which will argue for why these sources are important to the field, as well as a 1-2-page introduction for each of your five sources. You will also be required to provide a bibliography of secondary sources that will help readers learn more about your chosen sources.

☞ N.B.: Please format all written work with 1-inch margins and 12-point Times New Roman font.

**Extra credit:**

- **Committing to an extra office hours meeting.** This one meeting will boost your Citizenship grade by 1/3 (i.e. a B- would become a B).

- **Attending designated lectures on-campus and off-campus.** Throughout this term, I will announce lectures for which you can earn extra credit. In order to obtain that extra credit, you must provide documentation of yourself in the lecture hall – i.e. a photo of yourself and the speaker(s). This would boost your Citizenship grade by 1/3 (i.e. a B- would become a B).

- **2 additional Typeform responses.** You may submit 2 additional Typeform survey responses to boost your Citizenship grade by 1/3 (i.e. a B- would become a B).

For overarching class policies, please see the last section of this syllabus.

**Acknowledgements:**

A cadre of amazing people have made this syllabus so much stronger. I am delighted to thank them here. Shout outs to Asiroh Cham, MA (UCLA), Russell Johnson (UCLA), Marisa Méndez-Brady, MLS (UCLA), Dr. Kirsten Moore-Sheeley (Cedars-Sinai Medical Center / UCLA), Dr. Carolyn Roberts (Yale), and Dr. Jenna Tonn (Boston College). Thank you for all your wisdom!
Unit I: Why This Course Now?

9/27 – Introductions; Whys and Wherefores

Typeform question (due 9/25): Why are you taking this course? How do you understand the history of medicine at present?

10/2: Histories of Medicines, Then and Now

Required reading for 10/2:

Typeform questions (due 9/30): How does Charles Rosenberg revise Osler’s treatment of the history of medicine? In what sense might we think of William Osler’s document as a primary source?

10/4: The Politics of Medicine and Science with guest speaker Sophie Wang

- Sophie Wang is a co-founder and comic creator for *Free Radicals*, an activist collective dedicated to creating a more socially just, equitable, and accountable science. Her work and research explore how various media forms like science museum exhibitions and comics can be used to teach critical science histories and nurture justice in science and beyond.

Required reading for 10/4:

Typeform question (due 10/2): What does Wang’s comic help you understand better? How does her treatment of science and medicine help stimulate new questions about early modern medicine for you?

10/9 – Shifting Contexts, New Comparisons

Required reading for 10/9:

Typeform question (due 10/7): This week, we continue to refine our understanding of historiography. Lindeman’s book is essentially a textbook about early modern European medicine aimed at undergraduates learning about the subject for the first time. Gómez’s book is a monograph – i.e. a work of historical interpretation, mainly geared at academic historians. Half of our class will read Lindemann; the other will read Gómez. Those of you who read Lindemann: What’s the biggest takeaway from Lindemann that you would need to tell those who read Gómez? Those of you who read Gómez: What’s the biggest takeaway from Gómez that you would need to tell those who read Lindemann?
Unit II: Early Modern Bodies; or, the Humors Go West

10/11 – Temperaments, or Managing the Humors

Required reading for 10/11:

Typeform Question (due 10/9): How do Culpepper, Ruland, and Cole describe bloodletting? What do they emphasize? What do they seem to leave out?

10/16 – You are What You Eat, You are Where You’re From

Required reading for 10/11:

Typeform Question (due 10/14): How does Trapham’s writing on Jamaica’s climate relate to Tryon’s advice for good health?

10/18 – Skin and Complexion

Required reading for 10/18:
Typeform Question (due 10/16): How did early modern English men manage complexions that were different from theirs? How did they manage their own?

**PRIMARY SOURCE ANALYSIS DUE TODAY (10/18) AT 8PM.**

Unit III: Disease and Epidemic: Smallpox

10/23 – Smallpox in North America

Required reading for 10/23:

**Required Typeform Question (due 10/21):** Please prepare answers to these questions for our 10/23 class meeting. Much of Jones’s article, “Virgin Soils Revisited,” is a literature review – i.e. a reflection on what other historians have written on the topic of American Indians and smallpox. Ask yourself: What does Jones do for the scholarly conversation about the “Virgin Soils” thesis? How can you tell how Jones himself fits into the historical literature? *N.B.* You may wish to use these questions as templates to guide you throughout the rest of term with the secondary sources below, and the research you will do for your final projects.

10/25 – Smallpox in the Middle Passage

Required reading for 10/25:
- **Primary Source:** T. Aubrey, *The Sea-Surgeon, or the Guinea Man’s Vade Mecum. In which is laid down, The Method of curing such Diseases as usually happen Abroad, especially on the Coast of Guinea; with the best way of treating Negroes, both in Health and in Sickness* (London: John Clarke, 1739): “Ch. 1: Of Disease,” 1-17; “Chap. XI: Of the Negroes,” 102-109.
- **Secondary Source:** Sowande Mustakeem, “‘She must go overboard & shall go overboard’: Diseased bodies and the spectacle of murder at sea,” *Atlantic Studies* 8:3 (2011): 301-316.

Typeform Question (due 10/23): Go back to your notes on Charles Rosenberg’s “Framing Disease.” How has that secondary source informed your reading of our selections from Aubrey’s *Sea-Surgeon*?

**Historical Research, or, an Interlude with our UCLA Library Colleagues**
10/30 – The Presence of the Past: Visit to UCLA’s Louise M. Darling Biomedical Library Special Collections with Curator Russell Johnson
- Russell Johnson is Curator, History & Special Collections for the Sciences, at the Louise M. Darling Biomedical Library at UCLA. Johnson has overseen, enriched, and UCLA’s strong holdings in the history of medicine, developing its Baby Books collection, and as archivist for the Neuroscience History Archives. In 2009, Johnson was awarded Librarian of the Year by the Librarians Association of the University of California, Los Angeles.

Required reading activities for 10/30:
- Explore the Research Guide for the Louise M. Darling Biomedical Library - History and Special Collections for the Sciences: [http://guides.library.ucla.edu/library-special-collections/biomed](http://guides.library.ucla.edu/library-special-collections/biomed)
- Come to your session with two questions you’d like to ask about the collections.

Typeform Question (due 10/27): Why do you think a passage on reading books would have been important to include in an 18th-century guide to medical practice?

11/1 – Adventures in Historical Research with guest speaker Marisa Méndez-Brady
- Marisa Méndez-Brady is the Young Research Library’s Research Support Librarian for History and English. Her research centers on applying critical theory to library practices.

Required assignments and viewing for 11/1:
These exercises will help you develop your final project, so bring vim, vigor, and curiosity to them!
- Topic-Mapping:
  - Watch this video: [http://www.youtube.com/watch?v=jj-F6YVtsxI](http://www.youtube.com/watch?v=jj-F6YVtsxI)
  - Create a (handwritten!) topic map, based on the subject you wish to research for your final project.
  - Bring the topic map to class so that we can expand on it with some active learning exercises.
- Citation/peer review:
  - Watch this video: [https://www.youtube.com/watch?time_continue=2&v=h_0v3CKTCco](https://www.youtube.com/watch?time_continue=2&v=h_0v3CKTCco)
  - Come to class prepared to articulate what peer-reviewed research is, and why citations are a scholarly communication tool.

Unit IV: Sex and the Politics of Gender

11/6: Women, Men, and Anatomical Difference

Required reading for 11/6:

Typeform Question (due 11/4): What did you learn during our Special Collections visit? What didn’t you see? What would you like to know more about?
11/8 – Midwifery in New England

Required reading for 11/8:
• Martha Ballard’s Diary (online): 1 August 1787 – 31 August 1787: http://dohistory.org/diary/1787/07/17870731_txt.html. Please toggle back and forth between the digital transcription and pictures of each page in Ballard’s diary. (You can find the pictures in “View Image” in the upper-left hand side of each page.)

Typeform Question (due 11/6): How does Martha Ballard’s diary differ from Aristotle’s Masterpiece? Is there anything they have in common?

11/13 – Black Infant Mortality in the Eighteenth-Century Atlantic

Required reading for 11/13:
• Primary Source: A Physician in the West-Indies [James Grainger], An Essay on the More Common West-India Diseases; and the Remedies which that Country itself Produces. To which are added, Some Hints on the Management, &c. of Negroes (London: T. Becket and P. A. De Hondt, 1764): 7-18.

Typeform Question (due 11/11): This one’s a relative toughie: Compare Sasha Turner’s chapter on black infant mortality in the Caribbean to Laurel Thatcher Ulrich’s on midwifery in 18th-century Maine. What do these texts have in common? How do they depart from one another?

11/15 – Black Infant Mortality in Contemporary Los Angeles with guest speakers Priska Neely and Raena Granberry.

- Priska Neely is Senior Early Childhood Reporter at 89.3 KPCC. She covers issues facing children 0-5 and those who care for them, and the policies and research that shape early childhood.
- Raena Granberry is a mother and advocate for maternal and child health in Los Angeles. She was formerly Program Manager at Great Beginnings for Black Babies, Inc. whose mission is “to promote the healthy growth and development of babies, children, youth and families in communities of color[.]”

Required reading and listening (!) for 11/15:
• Center for Health Equity, Los Angeles County Health Agency: “Infant Mortality” factsheet.
• Priska Neely, “America’s Black Babies are Paying for Society’s Ills. What Will We Do to Fix It?,” LAist, 28 June 2018.

Typeform Questions (due 11/13): What about 18th-century Atlantic black infant mortality persists in our current circumstances of black infant mortality? What is different?

**FINAL PROJECT PROPOSAL DUE TODAY (11/15) BY 8PM**

11/20 & 11/22 – NO CLASS THIS WEEK.

I encourage you to take this time off to reflect on the historical roots of Thanksgiving. A few items to get you started:


**Unit V: Drugs from Far and Wide**

11/27 – The Drugs They Carried

*Required reading for 11/20:*


• **Primary Source:** John Hill, *A History of the Materia Medica: Containing ...* (1751): 671-673;


Either:


**Typeform Questions (due 11/18):** What sources do historians like Londa Shiebinger and Kalle Kanonoja, and a geographer like Judith Carney use in order to write histories of indigenous healers and medical practices?

11/29 – A Tale of Two Drugs; or, a Drug that Went Global, a Drug that Stayed Relatively Put

*Required reading for 11/22:*

• **Primary Source:** Henry Stubbe, “The Author’s judgment concerning Chocolata summarily delivered, as to its effects, and the ways of using it,” *The Indian Nectar, or a Discourse Concerning Chocolata...* (London: Andrew Crook, 1662): 121-168.


Typeform Questions (due 11/20): Why did chocolate go global? Why did Flower Fence stay relatively put? Why is it important to compare the difference?

Final Stretch!

Final Typeform Survey Question: Think about questions that this course has raised for you. Please submit them by 11/30.

12/4 – Your Last Questions!

12/6 – Final Project Pecha Kucha

• Each student will have one minute to present on her/their/his final project. What key take away from our course are you exploring through your final project? Why do you think that theme/topic is important for understanding the history of early modern medicine today?

• *If you choose to accompany your talk with a PowerPoint or Keynote presentation, please upload it to the course website by 5pm on 12/5.*

• The order of presentations will be alphabetical by last name.

12/14: FINAL PROJECTS DUE BY 8PM. PLEASE UPLOAD THESE TO YOUR DESIGNATED PIGEONHOLE ON THE COURSE WEBSITE.

Class Policies

*An Inclusive Community of Learners.* Throughout this class we will be learning about challenging, violent, and traumatizing subjects whose wounds still shape our 21st-century world. Co-creating a respectful, inclusive environment grounded in intellectual honesty is integral to our individual and collective welfare. Please help all of us maintain our curiosity, openness, and generosity by holding space for historically marginalized perspectives, experiences, and identities. Though disagreements may arise, these should be negotiated free of personal attack. Each of us should always show one another honor, respect, and dignity; we should keep the focus on meaningful intellectual engagement. We are all learners here.
Accessible Learning. I want your success in this course, and I look forward to working together to craft strategies that will help you – and all of us – thrive. We all learn in different ways. If there are accommodations you might need to succeed in this course, please consult directly with the Center for Accessible Education (CAE; https://www.cae.ucla.edu/). A CAE counselor will work with the student and academic department to provide reasonable academic accommodations. CAE counselors are located at A255 Murphy Hall and can also be reached at (310) 825-1501; or by emailing CAEintake@saonet.ucla.edu. Please do not request accommodations from me or our reader directly. All requests must be submitted through CAE.

Academic Integrity. From the Office of the Dean of Students: “As a student and member of the UCLA community, you are expected to demonstrate integrity in all of your academic endeavors. […] Academic dishonesty, includes, but is not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic misconduct.” https://www.deanofstudents.ucla.edu/Academic-Integrity.

Throughout all your written work, and even in class conversation, give credit where credit is due. As my colleague Dr. Carolyn Roberts says, “When in doubt, cite!”

Course Website. Please check the course website for PDFs of our reading, Typeform questions, as well as regular updates about our course. Thanks!

A Note Email and Office Hours. I will always strive to return your emails within 24 hours, but please wait until two full days have passed before following up. I do not answer course-related email on weekends.

Late Work. Late assignments will be docked a third of a letter grade per day (e.g. an A- paper turned in one day late will automatically be a B+.)

Digital Distractions. Please keep digital distractions to a minimum. Repeated texting, messaging, and laptop use for something other than course reading and note-taking will negatively affect your final participation grade. You will get the most out of this course if you come in with the intention of learning from all those who are participating in this course.