

HIST 7640: Social History of Health and Medicine in Canada

Instructor: Esyllt Jones
Wednesday 8:30-11:30am
129 St. John's College

This course explores the history of health and health care in Canada, with a focus on the late 19th and 20th century. Topics will include colonization, infectious disease, and Aboriginal health; the evolution of medical and nursing professions; the emergence of the modern hospital; mental health, psychiatry and the asylum; cancer; alternative therapies; childbirth; eugenics and disability. Analytical categories of gender, race, ethnicity, class, and sexuality will run throughout the material.

Format

One 150-minute seminar per week. Seminars will focus on discussion but will also include short lectures, in-class writing, and student-led discussions. Students will be expected to lead or co-lead a seminar, participate fully in discussions, present their research to the seminar, and peer-critique a fellow student's research paper.

Required Texts

The following texts are mandatory reading for the course, and are available at the bookstore. The instructor will also make every effort to have these titles available on library reserve. Additional reading (articles) will be available electronically.

Denyse Baillargeon, *Babies for the Nation: The Medicalization of Motherhood in Québec, 1910-1970* (Waterloo: Wilfred Laurier Press, 2009).

William Bynum, *The History of Medicine: A Very Short Introduction* London: Oxford University Press, 2008.

Barbara Clow, *Negotiating Disease* (Kingston and Montreal: McGill-Queen's University Press, 2001).

James Daschuk, *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life* (Regina: University of Regina Press, 2013).

Erika Dyck, *Facing Eugenics: Reproduction, Sterilization and the Politics of Choice* (Toronto: University of Toronto Press, 2013).

Mona Gleason, *Small Matters: Canadian Children in Sickness and Health, 1900 to 1940* (Montreal-Kingston: McGill-Queen's University Press, 2013).

Mary Ellen Kelm, *Colonizing Bodies: Aboriginal Health and Healing in British Columbia, 1900-1950* (Vancouver: UBC Press, 1999).

Kathryn McPherson, *Bedside Matters: The Transformation of Canadian Nursing, 1900-1900* (Toronto: University of Toronto Press, 2003).

James E. Moran and David Wright, eds., *Mental Health in Canadian Society: Historical Perspectives* (Kingston and Montreal: McGill-Queen's University Press, 2006).

Myra Rutherdale, ed., *Caregiving on the Periphery: Historical Perspectives on Nursing and Midwifery in Canada* (Kingston and Montreal: McGill-Queen's University Press, 2010).

Assignments

Assignment	Length	Due Date	% of Final Grade
Historiography	2500-3000 words (10-12 pages)	November 26	20%
Reading Journal	2500-3000 words (10-12 pages)	January 7	15%
Research Proposal	1500-2000 words (6-8 pages)	Feb 4	10%
Research Essay FIRST DRAFT	6250-7500 words (25-30 pages)	March 13	n/a
Peer Review/Critique	Verbal, in seminar	March 18-April 1	15%
Participation		Ongoing	10%
Research Essay FINAL DRAFT	6250-7500 words (25-30 pages)	April 8	30%

Rules and Policies

Evaluation will be provided before the VOLUNTARY WITHDRAWAL date of **March 19, 2015**.

Grade Distribution:

A+ = 86+	C+ = 66-69
A = 80-85	C = 60-65
B+ = 76-79	D = 50 - 59
B = 70-75	F = 49 -

Late Penalties:

Students will be required to submit their written work on time, in class. Work that is not handed in to the instructor personally in class should be left with the receptionist in the main office of St. John's College. While Late papers will receive limited feedback. SHOULD STUDENTS REQUIRE EXTENSIONS, PLEASE DISCUSS IT WITH THE INSTRUCTOR IN ADVANCE OF THE DUE DATE, out of consideration for the instructor and the class.

It is particularly important to hand in the first draft of your research essay on time, to both the instructor and the fellow seminar participant who is critiquing your essay. If work is submitted late to the seminar, the quality of interaction and feedback on your essay is going to suffer, and therefore the quality of your final product will be lower. Late work is also detrimental to the seminar.

Academic Integrity:

All written work submitted for this course must be original. University policy on academic integrity will be enforced. Students are advised to consult the full description of academic integrity matters, including plagiarism and cheating, which can be found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar & Catalog of the University of Manitoba.

Grade Appeal:

Students who wish to appeal a grade given for term work must do so within TEN (10) working days after the grade for the term work has been made available to them.

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Seminar Conduct:

Upper year and graduate seminars are shaped by the quality and nature of student participation and interaction. Here are some things to keep in mind, and instructor expectations of you as a seminar participant.

This is a course that emphasizes and encourages class discussion. Think of the class as a forum for trying out new ideas, and not as a place where you have to get things "right." Our class sessions will revolve around group discussion of the readings assigned for that session, and ideas that arise from them. When you are reading class materials, ideas that may seem tangential might come to mind: don't be afraid to bring these to class too, to help broaden our discussions. Don't be surprised if lecture material gives a very different reading or interpretation of a subject from that of the assigned readings; or, if other students seem to have different understandings than your own. We are here to have debates about alternate interpretations, and are open to finding new ways of looking at things.

Each student will lead one seminar during the course of the year. Everyone is expected to prepare thoroughly for seminar discussion, completing the required reading and thinking of a few questions/themes for class discussion, in advance of our meeting. Seminar discussion and debate will be respectful of the individual and a spirit of engagement and learning. This applies to both students and the instructor. Individual students will not be allowed to dominate discussion, intimidate or deride others, or exclude any members of the group from full participation. Students are expected to be generous and considerate of the needs and opinions of others.