



History 165.3 (01) Summer 2016
History Matters: Health and Disease in the Early Modern British Atlantic
Monday-Friday 1:00-3:50pm Arts 108

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Course Hashtag: #hist165 also see: #histmed, #earlymodern

Course Description, Textbooks, and Grading

Welcome to History 165! Like other courses in the History Matters Health and Disease series this course examines how historians have understood the complex relationship between health, society and historical change. Health is used as vehicle for understanding political, social and cultural change throughout the early modern period c. 1500-1800. Topics include understandings of health and disease, medical treatments, and epidemic and endemic diseases such as yellow fever, malaria, smallpox, and syphilis. The course considers the effects of Columbian disease exchange on the development of the early British Empire in the Atlantic World, the growth of the slave trade, and Settler-Indigenous interactions.

Prerequisites: None.

Note that a maximum of nine credit units of 100-level History classes may be taken for credit. Only six of these credit units may count toward a History major or minor. The remaining three credit units will count as a junior elective in Requirement 7.

Required Textbooks

Rampolla, M. *A Pocket Guide to Writing in History*, 8th ed. Boston and New York: Bedford/St. Martins, 2015.

Textbooks are available from the University of Saskatchewan Bookstore:
<http://bookstore.usask.ca>

Other Readings: All other readings are either available online through the Library website (library.usask.ca) or are on posted on Blackboard.

Supplementary Resources and study aids will be posted to the Blackboard page for this class.

Grading

Assignment	Due Dates	Grade Percentage
Primary Source Analysis (3 pages double spaced)	June 3	10%
Research Plan and Bibliography (1 page)	June 6	5%
Research Paper (6-7 pages double spaced)	June 17	25%
Seminar Participation	ongoing	15%
Midterm	June 8	15%
Final Exam	June 20	30%

In order to qualify for a passing grade all assignments and exams must be completed.

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Learning Outcomes and Course Objectives

This course is designed to help students:

- Develop and demonstrate a knowledge of medical thought and practice and its influence over major events, ideologies, and people that shaped the military/diplomatic, political, social, intellectual/cultural, and economic history of Early Modern Britain
- Demonstrate a knowledge of historical processes that shaped the medical history of the British Atlantic (ideologies, technologies, militarization, and environmental factors)
- Analyze and effectively use primary and secondary historical sources in class, research, and writing
- Improve and sharpen verbal and written communication, reading, note-taking, and study skills
- Understand the changing physical and political geography of the British Isles and the first British empire

History 165 is a “History Matters” course which promotes the following learning objectives:

Students will engage HISTORICAL THINKING and be able to:

- Demonstrate a working knowledge of what historians typically mean by “historical thinking,” focusing on concepts such as chronology, cause and effect, context, contingency, continuity and change, and historical significance.
- Acknowledge the historian as a creator of evidence-based interpretations and as part of a scholarly community rather than as a transmitter of facts or “fixed” knowledge.
- Recognize the potential for historical understanding to serve as the basis of ethical action and critical judgment in the world.

Students will examine HISTORICAL EVIDENCE and be able to:

- Identify, locate, evaluate, analyze, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or museum collections, in the University Library, and in local archives (where appropriate).
- Explain the ethical dimensions involved in the evaluation of evidence and the production of historical knowledge.

Students will use HISTORICAL ARGUMENTATION to:

- Compare, contrast, and analyse historical arguments by looking, for example, at journal articles or monographs; at how historians link evidence to argumentation; and at the different approaches historians have taken toward topics under study.
- Practice using evidence to develop their own historical arguments.

Students will learn HISTORICAL WRITING & COMMUNICATION SKILLS and

- Apply their knowledge of what constitutes well-grounded historical analysis in a variety of forms: class discussions, oral presentations, and regular writing assignments, including one essay of at least 1500 words (about six pages)
- Demonstrate mastery of the mechanics of a good history paper, including effective thesis questions and statements as well as proper grammar, style, citation practices, and formatting.
- Practice academic honesty.

Class Format and Policies

Lectures, Attendance, and Reading

You are expected to attend 18 hours of lectures and 3 hours of seminar each week. Lectures introduce the main themes of the class, disseminate course content, and provide detailed information about assignments and exams. Due to the compressed nature of a full-term class into a three-week time frame attendance at lectures and seminar is integral to your success and attendance will be taken. PowerPoint slides from the lectures will be posted on Blackboard each day following the lecture.

Typically, the last hour of each day will be reserved for in-class participation in the form of seminar. Discussion of, and engagement with, readings of primary and secondary sources is a key component of doing history at the university level. Seminars are designed to help students develop critical thinking and analytical skills while fostering a greater understanding of course themes. **Students are expected to have read, and come to seminar prepared to discuss the assigned reading.** Informal reading responses may be collected to assist in assessing student engagement with the reading material. Seminars are also a space of hands-on learning of historical methods and tools to help students gain the skills to complete their written assignments.

Participation will be assessed on both the quantity and quality of contributions. You **must** contribute once every seminar to earn a Satisfactory (60-69%) grade. High quality, thoughtful, contributions will earn a Good (70-80%), Excellent (80-90%), or Exceptional (90-100%) grade. Please see the "University of Saskatchewan Grading System" on pages 8-9 for more information on the grading scheme.

The assigned readings provide chronological and political background of events and are essential to an adequate understanding of this course. The readings are designed to supplement the lectures that will feature thematic examinations of individual countries,

social, cultural, medical, and political developments and movements. Successful exam answers will require reference to the assigned primary and secondary reading material.

Class Recordings and Copyright

If you wish to record the lectures you must receive permission from the instructor. Pictures are not permitted in this class. All lecture materials, including lecture slides, are under the intellectual copyright of the instructor unless otherwise indicated.

Email Etiquette

Students are strongly encouraged to **check their university e-mail daily**.

Announcements about readings, upcoming assignments, and last minute class changes will be conveyed by e-mail.

I will also check my e-mail regularly Monday-Friday during business hours 8am-6pm. For very quick questions, or further discussion outside class, I'm available on Twitter. Please use the hashtag #hist165. I will reply to your e-mail within 24 hours (excluding weekends). If I have not replied to your e-mail after this time please send me another e-mail in case the first went astray. In your e-mail ensure that **Hist 165 is in the subject line**, that **you include a proper salutation**, and **sign your full name**. E-mail *must* be sent from your university account; non-university account e-mail may end up in my junk folder and go unanswered.

Academic Honesty

Departmental Policy on Plagiarism

It is important that students read and understand the University's regulations governing academic misconduct, which apply to all University courses. Plagiarism is one of 23 examples of misconduct that are outlined in these regulations. Because it concerns the use of sources in the production of one's own work (term essays, prepared in-class essays, take-home exams, book reviews, historiographic overviews, artistic or historical reproductions, and any other written requirements), a clear understanding of plagiarism is particularly important in History and CMRS courses, where such work often constitutes an important component of the course. Accordingly, every student must understand the distinction between plagiarism and the legitimate use of external sources. As stated in the University's regulations:

"Plagiarism is the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of Plagiarism are:

(i) The use of material received or purchased from another person or prepared by any person

other than the individual claiming to be the author.

(ii) The verbatim use of oral or written material without adequate attribution.

(iii) The paraphrasing of oral or written material of other persons without adequate attribution."

It is also unethical to submit the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes.

If your instructor believes that plagiarism or any other type of academic misconduct has occurred, s/he will follow the University regulations governing these matters, which are available at:

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

Integrity Defined (From the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

Assignments and Exams

Late Penalties and Extensions

The **penalty for late assignments is -10% the first day late, with additional deductions of - 2% per day thereafter, including weekends.** You will receive the daily penalty at midnight each day. Assignments may be submitted by e-mail to stop the late clock, but a paper copy must be submitted by the next business day. Please use the HumFA drop box on the 5th floor (across from the elevators) to pass in paper copies not submitted in class where it will be date-stamped. **Do not slide papers under my office door.**

Extensions will only be granted for documented medical or family emergencies. Please consult with me as soon as possible if you have a medical or family emergency. **Remember to back up your work, as failures with technology will not result in an extension.**

Primary Source Analysis

Using Wear's "Setting the Scene," as a baseline to understand early modern medicine, analyse the Adair source below; specifically examining either the differences or similarities between medical thought in the 17th and late-18th centuries respectively as found in Adair's definition of health.

Available through *Eighteenth Century Collections Online*:

James Adair, *An Essay on Regimen, for the preservation of health, especially of the indolent, studious, delicate and invalid* (London, 1799) p. 5-7 (images 69-71)

This assignment must be 3 pages double-spaced 12-point **Times New Roman font**. A title page with your name, class, title, date, and student number, must accompany your paper but is not included in your page count. **You must attach the completed short assignment checklist to the end of your assignment. Failure to do so will result in a loss of 5 %.** The checklist is available from the 'Primary Source Analysis' folder on Blackboard. This assignment is due **June 3rd at the start of class**.

Research Plan and Bibliography

This assignment will contain the specific research question you will seek to answer/argue in your research paper and a list of sources (five secondary and one primary) in proper bibliographic format. The purpose of this assignment is to receive early feedback and assistance on your research paper. It should contain a separate title page.

Research Paper

For your research essay you may choose a topic from the topic list on my office door or craft your own in consultation with me (no later than June 3rd). You must use a minimum of five secondary, and one primary source. Due to historiographical developments in the field of medical history, secondary sources should have been published post-1980 (depending on the topic chosen earlier sources may be used with permission). The course readings may be used as additional sources but will not be counted against the five-source requirement. A sign-up sheet is available on my office door. Only one student may sign up for a particular topic.

This assignment is intended to develop your historical writing and research skills, as well as the development of an argumentative essay and thesis. Like the other

assignments your paper must include a separate title page. Your paper should 6-7 pages, 12-point **Times New Roman** font, double-spaced and should include page-numbers. Your paper is **due June 17th**. **You must attach the completed assignment checklist available on Blackboard to your submission. Failure to do so will result in a loss of 5%.**

Midterm Exam

An in-class midterm will be held on **Wednesday June 8th**. This exam will cover the first half of the course and will consist of multiple choice, short answer, and an essay question based on the lectures and course readings. A more detailed midterm exam information sheet will be posted to the 'Midterm Exam Resources' folder on Blackboard.

Final Exam

The final exam will allow students to demonstrate the breadth and depth of their knowledge of the whole course. It will consist of multiple choice and short answer questions drawn primarily from the second half of the course. The essay question will be thematic and cover the entire course. Other components may be added to the final exam at the instructor's discretion through consultation with the class. A more detailed final exam information sheet will be posted to the 'Final Exam Resources' folder on Blackboard. This will be a three-hour written exam during the Spring and Summer Term 1 exam period on **June 20th**.

Midterm and final examinations must be written on the date scheduled. In the case of a missed exam for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam *may* be given. Final examinations are scheduled by the University and may be any time during the examination period. Students should avoid making prior travel, employment, or other commitments during the examination period (June 20-22). Please consult all examination policies and procedures: <http://www.usask.ca/calendar/exams&grades/examregs/>

University of Saskatchewan Grading System (For Undergraduate Courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyse and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

See also the Academic Courses Policy on Class Delivery, Examinations, and Assessment of Student Learning: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

Where to Find Help

Writing Help

Students are encouraged to come to office hours for help with assignments, choosing essay topics, and any concerns. Writing help is also available from Student Learning Services on the first floor of the Murray Library (Rm 142). SLS also offers an online tutoring service where essays and assignments will be looked over by tutors and feedback given electronically (<http://library.usask.ca/studentlearning/academic-help/writing-help.php#OnlineTutoring>). This process can take up to 72 hours so please keep assignment deadlines in mind when using these services.

Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://www.students.usask.ca/disability/>, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Course Schedule

Week One:

Monday May 30: Course Introduction

Hands-On History: Doing Early Modern History

Tuesday May 31: The British Atlantic World

Hands-On History: Using and Evaluating Primary Sources

Wednesday June 1: Early Modern Medicine

Seminar Reading: Andrew Wear, "Setting the Scene," in *Knowledge and Practice in English Medicine, 1550-1680*, 11-45 (Cambridge: Cambridge University Press, 2000).

Thursday June 2: The Medical Marketplace

Hands-On History: Evaluating Secondary Sources

Friday June 3: Changes in Medical Theory and Understandings of the Body

Seminar Reading: Wendy Churchill, "The Medical Practice of the Sexed Body: Women, Men, and Disease in Britain, circa 1600-1740," *Social History of Medicine* 18(1) (2005): 3-22.

Primary Source Analysis Due

Week Two:

Monday June 6: Symptoms, Diseases, and Classifications

Hands-On History: Changing your Research Question into a Thesis
Research Plan and Bibliography Due

Tuesday June 7: Women Healers and Domestic Medicine

Seminar Reading: Elaine Leong, "Making Medicines in the Early Modern Household," *Bulletin of the History of Medicine* 82(1) (2008): 145-168.

Wednesday June 8: Midterm Exam

Thursday June 9: The Columbian Exchange

Seminar Reading: Mary Dobson, "Mortality Gradients and Disease Exchanges: Comparisons from Old England and Colonial America," *Social History of Medicine* 2(3) (1989): 259-297.

Friday June 10: Pharmacology: New Drugs and New Diseases

Hands-On History: Writing an Argumentative History Essay

Week Three:

Monday June 13: Hospitals and Treating the Poor

Hands-On History: Citing Your Paper

Tuesday June 14: Medicine in the West Indies

Seminar Reading: Trevor Burnard, "'The Countrie Continues Sicklie': White Mortality in Jamaica, 1655-1780," *Social History of Medicine* 12(1) (1999): 45-72.

Wednesday June 15: Military and Naval Medicine and Empire

Hands-On History: Common Mistakes in Essays and How to Fix Them

Thursday June 16: Race, Slavery, and Medicine

Seminar Reading: Sean Morey Smith, "Seasoning and Abolition: Humoural Medicine in the Eighteenth-Century British Atlantic," 36(4) (2015): 684-703.

**Friday June 17: Environmental Medicine and Exam Review
Research Paper Due**

Week Four:

Monday June 20: Final Exam 2:00pm Room Arts 106