

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 2450OL/HIST 2450OL – EVOLUTION OF HEALTH AND ILLNESS CARE
Course Outline – Fall, 2020

INSTRUCTOR: Erin Spinney, PhD
OFFICE HOURS: I will hold online office hours on Monday from 10:00 to noon.
E-MAIL: erin.spinney@uleth.ca
CLASS: Online
COURSE HASHTAG: #HLSC2450



"Dr. Norman Bethune, Dr. Arthur Vineberg and Dr. P. Perron assisting Dr. Edward Archibald in an operation at the Royal Victoria Hospital."

Date: 1933

Place: Montréal, Quebec

Credit: National Film Board of Canada. Photothèque / Library and Archives Canada / PA-160591

http://collectionscanada.gc.ca/our1/res.php?url_ver=Z39.88-2004&url_tim=2016-08-27T18%3A54%3A31Z&url_ctx_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Actx&rft_dat=3192135&rft_id=info%3Aid%2Fcollectionscanada.gc.ca%3Apm&lang=eng

COURSE DESCRIPTION:

Welcome to HLSC 2450 OL/HIST 2450 OL – Evolution of Health and Illness Care!

Over the next twelve weeks we will explore the evolution of health and illness care in Canada over four centuries, with an emphasis on the twentieth century. We will explore the historical development of medicine, nursing, social work, pharmacy and public health as interrelated yet distinct spheres of practice. We will also look at how particular historical events and movements, such as the Spanish Flu epidemic, World Wars I and II and the modern hospital movement, helped to shape how Canadians perceive and provide illness and healthcare.

Prerequisite(s): One course (3.0 credit hours) in History, Nursing, or Health Sciences

COURSE OBJECTIVES:

This course is designed to meet a number of objectives.

A. Students will develop a working knowledge of the main trends and events in the history of health and illness care in Canada. This will include learning about:

- the complex interaction between health, illness and social change;
- people's understanding of health and illness;
- the impact of epidemics, colonization and war on the evolution of health and illness care in Canada;
- the emergence of the modern hospital;
- the evolution of the health professions;
- the changing role of the state in the provision of health services;
- the intersection of race, class, gender, religion and ethnicity with the politics of health care delivery.

B. Students will strengthen their research, writing and analytical thinking skills which can be applied in multi-disciplinary work. Students in HLSC 2450/HIST 2450 will:

- gain a clearer perspective on the nature of history;
- learn how to apply historical knowledge to critically analyze contemporary issues in health and health care;
- differentiate between primary and secondary sources in historical research;
- select appropriate sources for research in a particular topic and defend the choice of those materials;
- discuss, analyze and critique scholarly work;
- improve their ability to formulate arguments and express ideas in clear and concise ways.

COURSE FORMAT:

This is designed to be a completely online course, accessible through Moodle. You do not need to go onto the University of Lethbridge campus at any point in order to participate. You will need regular and reliable access to the internet. You should also have access to a university-quality library to do research for course assignments, but otherwise you can take this course from anywhere in the world. This online course is paced. **Required readings will be provided online within Moodle.**

Learning is an active process and you will get the most out of your learning experience if you participate in dialogue with other students. In online learning, the instructor assists students to critically engage with the material and topic and facilitates dialogue between students.

COMMUNICATION:

The best way to communicate with me is by email (erin.spinney@uleth.ca). I will try to return emails within 24 hours. My online office hours are on Mondays from 10:00 to noon. During these set "office hours" I will be online and will respond to emails. If you have specific questions about general aspects of the course, chances are that others will have the same questions, so please post these questions on the "General Questions Forum" located on Moodle. I will also be available to meet by Zoom during my office hours. However, you must make an appointment to meet with me via Zoom in advance. I prefer that you first address your questions via email, and we can decide together if a Zoom meeting is required for further clarification of your question/s.

If you are having difficulties with any of the assignments, please contact me before the assignment due date. If there is a valid reason why you cannot complete an assignment before it is due, I would be happy to discuss this with you before the assignment due date.

ZOOM STATEMENT:

Guidelines for using Zoom:

The following statements are guidelines for using Zoom and are intended to enhance your learning experience. To make this a good experience, we rely on you.

When attending web-based sessions:

- Wear a headset/earbuds so that you can hear clearly and be heard clearly. This will also cut out echo effects, or audio feedback problems
- Ensure that you are in a quiet location and won't be disturbed.
- Connect your device to a "wired" network connection for faster speeds and better results.
- If using wireless, be aware of issues such as wireless interference (microwaves) or crowded public hot spots that may reduce your connection speed.
- If people freeze up, please just wait a moment for the connection to resume. Typically, these are intermittent problems and will fix themselves.

Please review the PowerPoint slide deck for Zoom. If you encounter difficulties, please contact the IT Solutions Centre at help@uleth.ca

Recording of Zoom sessions/classes:

Please be aware that sessions/classes may be recorded. If classes are recorded, the instructor will let students know that the session/class is being recorded by saying: "this class will be recorded today." Students uncomfortable with the recording can choose to turn off their video and microphone.

The instructor will be available after the lecture or via email to answer any questions students who were not comfortable asking questions during the recording. Recordings will be available for students to review at a time that is convenient to them.

Zoom keeps the recordings on their servers as well and have access to them should they choose.

Protection of Privacy – Any personal information you may share during this class/session is collected under the authority of Section 33(c) of the Alberta *Freedom of Information and Protection of Privacy Act* ("Act") and will be protected under Part 2 of the Act. If you have any inquiries regarding the collection of your personal information, please direct those inquiries to: FOIP Coordinator, University of Lethbridge, 4401 University Drive West, Lethbridge, AB T1K 3M4, telephone (403) 332-4620, email foip@uleth.ca.

ASSIGNMENTS:

Please carefully read through the course activities and requirements described below. If you have any questions after reading the description, please post them in the General Questions Forum on Moodle, as it is likely that others will have the same question.

Note: It is your responsibility for knowing the due dates and submitting assignments on time. Please refer to specific assignments for further information on due dates. If you wish to request an extension, it is your responsibility to contact the instructor prior to the assignment due date. Students must keep a copy of any work that is submitted

Discussion Forum Participation (40%)

This course is divided into twelve units, with each unit corresponding to a specific topic. There are assigned readings for every unit. The readings for each unit are posted online as documents or hyperlinks within each unit. The class discussions for each unit are based on the assigned readings.

For each unit, students are required to submit responses to discussion questions posted by the instructor in an online forum specific for each unit. Students are also expected to read and respond to the discussion question responses submitted by other students. Students should interact with other forum responses just as if they would talk to each other in a small classroom discussion.

Each student is required to submit or “post” at least two forum responses for each unit. These forum posts must be substantive, not simply one-sentence responses. One of the forum discussion responses is to be roughly 250-400 words and is to directly engage a discussion question posted for the unit. Please note that the instructor will typically provide more than one discussion question for each unit and students can choose which question they wish to respond to. Sometimes students will be assigned different readings (instructions will be posted for each unit). You are expected to state the author’s argument concisely and also discuss how the article relates to the question posted by the instructor in a way that other students who may not have read the reading can understand. Students should be able to relate their assigned reading to the readings that other students have read. Students may also relate the readings to their own experience with the healthcare system or to contemporary articles/issues in healthcare. Please use parenthetical citations for forum posts.

Since this is designed to be a discussion forum, the second required post per unit does not have to be a direct response to the discussion questions posted by the instructor, but rather may be a response to another person’s post. While there isn’t a specific word count required for these responses, these posts should be more than simply a one sentence response or simple agreement, but should critically engage both the posted discussion question, and the response. These interactions should ideally open up another way of thinking and advance a discussion or take it to a different direction, just as a new idea would if we were sitting around a table talking in person. This forum is intended to foster scholarly discourse and the respectful exchange of ideas. All communications and online interactions should be of constructive and collegial nature. This does not mean you cannot disagree with your peers, but please respond to postings with which you disagree in an objective, respectful manner. Do not make insulting remarks or attack another student.

The goal is not merely to submit the required number of words; the goal is to answer the questions and engage in dialogue with one another. Forum responses will be graded for quality rather than quantity. I am looking for thoughtful engagement of the readings both in your response to the instructor’s questions as well as in your response to other students’ responses.

The instructor will monitor forums and make comments as needed.

Due Dates: At least one of the forum posts must be made prior to **midnight on the third day** we begin a new unit, as this will allow others to read and respond to your post. You may submit your post ahead of the unit start date. However, the forums for each unit will be closed at midnight on the date we complete a unit. Grades will not be issued for late discussion question responses.

Grading: If students demonstrate that they have read the text and/or the relevant primary source material(s) and the instructor’s introductory comments, have answered the basic question, and are respectful of their peers, their post will be considered satisfactory (in terms of a letter grade, this would be the equivalent of a “C”). If they have worked harder and pushed the question beyond the basics, showing more effort and therefore more insight, and have clearly identified the author’s argument, their post will be considered good (equivalent of a “B”). For student responses that go even beyond this in terms of effort, insight, and consideration of the responses of other students, posts will be considered outstanding (equivalent of an “A”). These posts may also relate the readings to personal experiences with the health care system or contemporary issues in health care in Canada. Outstanding forum posts should also be free of grammatical or spelling errors and be expressed in a clear and succinct manner, with a logical flow of ideas, arguments and conclusions. If I have deemed a forum response not satisfactory (letter grade equivalent to a “D”) I will contact the student individually to let them know why and make suggestions on how to improve their responses in the future. Late posts will not receive a grade. This information has also been formatted into a rubric available on Moodle.

Note: The content of all forums is private and not for public consumption. Breaches will not be tolerated. This course has a Twitter hashtag which you can use to post your own thoughts about the readings or course materials and/or relevant readings or sources that you may come across in newspapers or other online sources during the course of HLSC/HIST 2450. However, please do not share information that other students/the instructor have posted in the forum. This information is private and not for public knowledge.

Bonus Marks: I will award 1% - 2% bonus marks (depending on the quantity and quality of tweets) to a student's forum discussion grade for students who tweet about the readings/course topics using the course Twitter hashtag #HLSC2450. This can involve tweeting about the assigned readings, about the unit topic in general, about things you are learning in the course, about the ways in which history informs contemporary health policy/healthcare, about contemporary issues in Canadian health care that you relate to the course content. The purpose of this activity is to allow students to engage with social media in a way that fosters public knowledge about the history of health care, to think critically about the way history informs contemporary issues in health care in Canada and to learn to write brief and concise statements about topics/readings. If you are NOT able to create a twitter account, but would like to obtain bonus marks, you must present an alternate activity to me for review that relates to the course material and involves public engagement (perhaps writing a blog post, etc.).

5 Quizzes (20%)

Weekly quizzes will be made available prior to the start of each unit (except for the first unit) and will provide students with the opportunity to reflect on the content of the required readings and the instructor's introductory comments for that unit. These quizzes can include multiple-choice questions, short answer questions and/or identification questions. Identification questions will ask students to describe the significance of a term (e.g. Florence Nightingale) and answer "who, what, where, why, when and significance" in relation to the term. Each quiz is open book. Quizzes are to be completed individually. A quiz will be posted for each unit. Students are only required to take 5 quizzes (each quiz is worth 4%). Students can choose which five of the eleven quizzes they wish to take. Students are not always assigned the same readings, so the quizzes will be general enough that all students will be able to answer the questions (or they will be based only on the common reading). For example, a short-answer question may ask: "What was the author's argument in the assigned reading that you read for this week?" Quizzes will vary in length depending on the type of question. For example, a student might be asked to answer 6 multiple choice questions one week and respond to 1 short-answer question another week. If a student takes more than 5 quizzes, I will mark the first 5 quizzes. The quizzes should be taken before midnight on the third day of the unit. The instructions for each unit will remind students what date they need to complete the quiz by. I will remind students frequently to remember to take five of the eleven quizzes during the course.

Photograph Analysis (40%)

This assignment, due on November 23, is a maximum 6-page, double-spaced, Times New Roman font, critical analysis of ONE of the twelve photographs that are attached to the twelve units on the course page and the instructor's selection of that photograph. You must choose one of the photographs that is attached to one of the units. All of the photographs come from the Library and Archives Canada website and the information/link is provided below the photograph. Your paper should include a close reading of the photograph and your thoughts on why the instructor might have chosen it for that particular unit. Does the photograph represent the unit topic well? Does it misrepresent the unit topic? In addition, you should be critical of the instructor's selection of the photograph. What are the problems with using the photograph as a visual representation of the unit topic? Your analysis should be informed by the course readings and material posted by the instructor. You should relate the photograph to the readings for that unit, but you may also draw on readings from other units. You are not required to draw on non-course readings, but you may do so if you wish. You may find that you can make a stronger argument by consulting other sources/readings. Your analysis of the photograph as a representation of the unit topic/material should also include a close reading of the photograph. What does the photograph tell us about health, professional roles, gender, race, perceptions of health/medicine? What do we know about the subject of the photograph or about the photographer? Your paper must have a well-argued thesis, stated in the first paragraph of your paper. Different interpretations of the photographs are possible, so you must provide specific evidence to support your interpretation. Papers will be marked for grammar and style as well as argument and analysis. More information on this assignment will be posted on Moodle.

Assignment	Total Value	Due
Discussion Forum Participation	40%	Weekly
5 Quizzes	20%	Before midnight on the third day of the unit (students may choose which 5 out of 11 quizzes they wish to take)
Photograph Analysis (max. 6 pages)	40%	November 23, 2020
Total	100%	

All assignments should be completed and/or submitted within Moodle.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002 (updated June, 2018).

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.00	95 - 100	C+	2.30	71 - 74.99
A	4.00	91 - 94.99	C	2.00	67 - 70.99
A-	3.70	87 - 90.99	C-	1.70	63 - 66.99
B+	3.30	83 - 86.99	D+	1.30	59 - 62.99
B	3.00	79 - 82.99	D	1.00	55 - 58.99
B-	2.70	75 - 78.99	F	0.00	0 - 54.99

SYSTEM REQUIREMENTS:

This course uses the courseware Moodle (<https://moodle.uleth.ca/>). If you are having difficulty with Moodle, please check the page "Moodle Answers" at <http://www.moodleanswers.com/>. If you cannot find an answer, please call the Teaching Centre at 403-382-7146.

You will be provided with links to videos and documents on the internet. If you are having difficulty with your internet access or with opening course files please call the IT Solutions Centre at 403-329-2490.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment : <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

COURSE SCHEDULE:

Week	Dates	Topic
1	Sept. 9 – 15	Framing Health and Illness: The Case for History
2	Sept. 16 – 22	Indigenous Health & Colonial Medicine
3	Sept. 23 – 29	From Cholera to Zika: Containing and Preventing Epidemics
4	Sept. 30 – Oct. 6	Care Providers and Caregiving to the End of the Nineteenth Century
5	Oct. 7 – 13	The Rise of Scientific Medicine & the Transformation of the Hospital
6	Oct. 14 – 20	Medical Professionalization
7	Oct. 21 – 27	Public Health: From Germ Theory to Social Theory
8	Oct. 28 – Nov. 3	Professional Nursing: Gender, Race, Class
9	Nov. 4 – 17	Medicine During (and After) Times of War
	Nov. 9 – 14	Fall Reading Week
10	Nov. 18 – 24	Women's Health and the Medicalization of Childbirth Photograph Analysis due Monday November 23
11	Nov. 25 – Dec. 1	The Problem of Access and the Birth of Medicare
12	Dec. 2 – Dec. 8	Paying for Health Care in Canada

COURSE READINGS:**Unit 1: Framing Health and Illness: The Case for History (Sept. 9 – 15)**

Instructions: Please read all of the assigned readings for this week. After you have read the assigned readings, post a response to one of the instructor's forum questions and a response to a peer. Please see the information above on the guidelines for and the grading of forum responses. Post your two posts (one to a question and one to a peer) by midnight on September 15. Please also introduce yourself to your classmates!

Secondary Sources

Kelm, M. (1998). Introduction. In M. Kelm, *Colonizing bodies: Aboriginal health and healing in British Columbia, 1900-50* (xv-xxiii). Vancouver: UBC Press.
(9 pages)

Shaban, H. (2014, August). How racism creeps into medicine: The history of a medical instrument reveals the dubious science of racial difference. *The Atlantic*, Retrieved from <https://www.theatlantic.com/health/archive/2014/08/how-racism-creeps-into-medicine/378618/> (2 pages)

Smith, K. (2016, February). Recovery and reflection: The role of history in nursing education. *Journal of Humanities Rehabilitation*, Retrieved from https://scholarblogs.emory.edu/journalofhumanitiesinrehabilitation/files/2016/12/JHR_Fall_2016_Smith-2.pdf (6 pages)

Roberts, D. (2015, November). The problem with race-based medicine. TEDMED, Retrieved from https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine (14 minutes 30 seconds)

Unit 2: Indigenous Health & Colonial Medicine (Sept. 16 – 22)

Instructions: If your last name begins with A-J, read the primary sources and the chapter by Lux. If your last name begins with K-Z, read the primary sources and the article by Mosby. After you have read the assigned readings, post your first response by midnight on September 18 and post your second response at some point before midnight on September 22. If you decide to take the quiz this week, please do so before midnight on September 18.

Primary Sources:

Truth and Reconciliation Commission of Canada. (2015). Medical attention: 'We never saw anybody.' In *The Survivors Speak: A Report of the Truth and Reconciliation Commission of Canada* (177-182). http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Survivors_Speak_2015_05_30_web_o.pdf (6 pages)

Strongeagle, W. (1962). "Why I Became a Nurse," *The Indian News* 6, no. 2, p. 4. (2 minutes)

Secondary Sources

Lux, M. (2017). "Indian Hospitals in Canada," *The Canadian Encyclopaedia*, <https://www.thecanadianencyclopedia.ca/en/article/indian-hospitals-in-canada>. (5 minutes)

Lux, M. (2016). Making Indian hospitals. In M. Lux, *Separate beds: A history of Indian hospitals in Canada, 1920s-1980s* (19-46) (27 pages)

Mosby, I. (2013). Administering colonial science: Nutrition research and human biomedical experimentation in Aboriginal communities and residential schools, 1942-1952. *Histoire sociale/Social History* 46 (91), 145-172. **(17 pages)**

Unit 3: From Cholera to Zika: Containing and Preventing Epidemics (Sept. 23 – 29)

Instructions: Everyone should explore the website *In Quarantine: Life and Death on Grosse Île, 1832-1937* (link provided in Moodle). If your last name starts with A-J, read the article by Ambrose and the article by Humphries. If your last name starts with K-Z, read the article by Ambrose and the article by MacDougall. After you have read the assigned readings, post your first forum response before midnight on September 25 and post your second response at some point before midnight on September 29. If you decide to take the quiz this week, please do so before midnight on September 25.

Primary Source:

Explore the website: *In Quarantine: Life and Death on Grosse Île, 1832-1937*.
<http://www.collectionscanada.gc.ca/grosse-ile/021023-5000-e.html> **(5 minutes)**

Secondary Sources:

Ambrose, L. (2005). Quarantine in Question: The 1913 Investigation at William Head, B.C. *Canadian Bulletin of Medical History* 22(1), 139-153. **(14 pages)**

Humphries, M. O. (2013). Establishing the grand watch: Epidemics and public health, 1832-83. In M. O. Humphries, *The Last Plague: Spanish Influenza and the Politics of Public Health in Canada* (11-32). Toronto: University of Toronto, 2013. **(20 pages)**

MacDougall, H. (2006). From Cholera to SARS: Communicable disease-control in Toronto, 1832-2003. In J. Duffin & A. Sweetman (Eds), *SARS in context: Memory, history, policy* (pp. 79-103). Montreal: McGill-Queen's University Press. **(24 pages)**

Unit 4: Care Providers and Caregiving to the End of the Nineteenth Century Sept. 30 – Oct. 6

Instructions: Everyone should read all of the assigned readings and the instructor's introductory comments. After you have read the assigned readings, post your first response before midnight on October 2 and your second response before midnight on October 6. If you decide to take the quiz this week, please do so before midnight on October 2.

Primary Sources

"A saving to taxpayers." (1925). *St. Joseph's Hospital, 1875-1925*, 2. **(1 minute)**

"24 miles with hemorrhage." (1931). *Field at Home* XII (2), 7. **(1 minute)**

Secondary Sources:

Burnett, K. (2009). The healing work of Aboriginal women in indigenous and newcomer communities. In J. Elliott, M. Stuart and C. Toman (Eds.), *Place and Practice in Canadian Nursing* (40-52). Vancouver: UBC Press. **(12 pages)**

Violette, B. (2005). Healing the body and saving the soul: Nursing sisters and the first Catholic hospitals in Quebec (1639-1880). In C. Bates, D. Dodd, and N. Rousseau (Eds.), *On All Frontiers: Four Centuries of Canadian Nursing* (57-71). Ottawa: University of Ottawa Press. **(14 pages)**

Unit 5: The Rise of Scientific Medicine & the Transformation of the Hospital (Oct. 7 – 13)

Instructions: Everyone must read the primary source. If your last name starts with A - J, you should read the Cortiula reading and the Young reading. If your last name starts with K - Z, read the Gagan reading. After you have read the assigned readings, post your first response before midnight on October 9 and your second response before midnight on October 13. If you decide to take the quiz this unit, you should do so by midnight on October 13.

Primary Sources:

Hospital for Sick Kids. (1909). Toronto. Link provided on Moodle.

Secondary Sources:

Cortiula, M. (1989). "Social Class and Health Care in a Community Institution: The Case of Hamilton City Hospital." *Canadian Bulletin of Medical History* 6, 133-145. **(12 pages)**

Gagan, D. (1989). "For patients of moderate means": The transformation of Ontario's public general hospitals, 1880-1950. *Canadian Historical Review* 70 (2), 151-179. **(28 pages)**

Young, J. (1992). 'A necessary nuisance': Social class and parental visiting rights at Toronto's Hospital for Sick Children, 1930-1970. 85-103. In D. Naylor (Ed.), *Canadian Health Care and the State: A Century of Evolution* (85-103). Montreal: McGill-Queen's University Press. **(18 pages)**

Unit 6: Medical Professionalization (Oct. 14 – 20)

Instructions: If your last name starts with A-J, watch the video, read the primary source, read the instructor's introductory comments and read the chapters by Adams. If your last name starts with K-Z, read the primary source, read the instructor's introductory comments and read the chapters by Malleck and De La Cour/Sheinin. After you have read the assigned readings, post your first response by midnight on October 16 and your second post by midnight on October 20. If you decide to take the quiz this week, please do so before midnight on October 16.

Secondary Sources:

Watch the video clip: *Heritage Minute: Jenny Trout*. Link provided on Moodle. **(1 minute)**

Adams, T. L. (2012). The rise and fall of osteopathic medicine in Ontario, 1900-1930s. *Histoire Sociale/Social History* 45 (89), 51-79. **(28 pages)**

De La Cour, L. and Sheinin, R. (1990). The Ontario Medical College for Women, 1883-1906. In M. G. Ainley (Ed.), *Despite the Odds: Essays on Canadian Women and Science* (112-120). Montreal: Vehicule Press. **(8 pages)**

Malleck, D. (2004). Professionalism and the boundaries of control: Pharmacists, physicians and dangerous substances in Canada, 1840-1908. *Medical History* 48 (2), 175-98. **(23 pages)**

Unit 7: Public Health: From Germ Theory to Social Theory (Oct. 21 – 27)

Instructions: Everyone should watch the video, read the webpage and read the articles by Gleason and Stuart. Post your first response by midnight on October 23 and your second response by midnight on October 27. If you decide to take the quiz this week, please do so before midnight on October 23.

Primary Sources:

Public Health Nursing in Manitoba. (1921). University of Manitoba Archives & Special Collections.
Retrieved from: <https://www.youtube.com/watch?v=olj9CFGETcw&feature=youtu.be> (7 minutes 40 seconds)

Blanche, S. (1915). Medical inspection in rural schools. *The Canadian Nurse* 11(4), 193-4.
Retrieved from <https://archive.org/stream/thecanadiannurse11cnanuoft#page/n149/mode/2up>

Secondary Sources:

Gleason, M. (2002). Race, class, and health: School medical inspection and 'healthy' children in British Columbia, 1890 to 1930. *Canadian Bulletin of Medical History* 19, 95-112. (17 pages)

Stuart, M. (1992). 'Half a loaf is better than no bread': Public health nurses and physicians in Ontario, 1920-1925. *Nursing Research* 41 (1), 21-27. (6 pages)

Unit 8: Professional Nursing: Gender, Race, Class (Oct. 28 – Nov. 3)

Instructions: Everyone should read all of assigned readings and the instructor's introductory comments. Post your first response by midnight on October 30 and your second response by midnight on November 3. If you decide to take the quiz this week, please do so before midnight on October 30.

Primary Source:

1. Listen to Frank Graham talk about his experiences as a male nursing student in Nova Scotia in the 1930s (link provided on Moodle).
2. Listen to Donna Smith talk about her experience as one of the first Black nurses to apply to nursing schools in New Brunswick and Nova Scotia in the 1940s/1950s (link provided on Moodle).
3. Halifax Infirmary School of Nursing Regulations, 1938. Retrieved from:
http://forms.msvu.ca/library/tutorial/nhdp/HIN/HIN_17.htm (1 page)

Secondary Sources:

Flynn, K. (1996). Beyond the glass wall: Black Canadian nurses, 1940-1970. *Nursing History Review* 17: 129-152. (23 pages)

McPherson, K. (2003). The case of the kissing nurse': Femininity, sexuality, and Canadian nursing, 1900-1970. In K. McPherson, C. Morgan and N. M. Forestell (Eds.), *Gendered Pasts: Historical Essays in Femininity and Masculinity* (179-198). Toronto: University of Toronto Press. (16 pages)

Unit 9: Medicine During (and After) Times of War (Nov. 4 – Nov. 17)

Instructions: If your last name starts with A-J, read the primary sources, watch the video and read the chapter by Heap. If your last name starts with K-Z, read the primary sources, watch the video and read the article by Humphries. Post your first response by midnight on November 6 and your second post by midnight on November 17. If you decide to take the quiz this week, please do so before midnight on November 6.

Primary Source:

MacInnes, M. (1917). Shell shock. *The Canadian Nurse*, 13(1), 720-722.
Retrieved from <https://archive.org/stream/thecanadiannurse13cnanuoft#page/n15/mode/2up/search/shell> (3 pages)

Hoerner, S. (1915, June 4). [to Mollie]. Library and Archives Canada. Retrieved from: <http://www.bac-lac.gc.ca/eng/discover/military-heritage/first-world-war/canada-nursing-sisters/Pages/item.aspx?PageID=173> (1 paragraph)

Take a look at the website on the Canadian Army Medical Corps. Link provided in Moodle. (5 minutes)

Secondary Sources:

Watch video: *Heritage Video: Nursing Sisters* (link provided on Moodle). (1 minute)

Heap, R. (2000). 'Salvaging war's waste': The University of Toronto and the 'physical reconstruction' of disabled soldiers during the First World War. In E. Montigny and L. Chambers (Eds.), *Ontario Since Confederation: A Reader* (214-234). Toronto: University of Toronto Press. (20 pages)

Humphries, M. (2010). War's long shadow: Masculinity, medicine, and the gendered politics of trauma, 1914– 1939. *Canadian Historical Review* 91 (3), 501-531. (30 pages)

November 9-14 Fall Reading Week

Unit 10: Women's Health and the Medicalization of Childbirth (Nov. 18 - 24)

Instructions: Everyone should watch the video and read the assigned readings. Post your first response by midnight on November 20 and your second response before midnight on November 24. If you decide to take the quiz this week, please do so before midnight on November 20.

Secondary Sources:

Historica Canada, "Heritage Minutes: Midwife." Available at: <https://www.historicacanada.ca/content/heritage-minutes/midwife> (1 minute)

"The surprising factor behind a spike in C-sections." Harvard Chan: This Week in Health (July 27, 2017). (21:29 minutes)

Carson, G. and Levinson, W. (2017, June). "Too many medical procedures on women aren't necessary." *New York Times*. Retrieved from <https://www.thestar.com/opinion/commentary/2017/06/25/too-many-medical-procedures-on-women-arent-necessary.html> (1 page)

Feldberg, G. (2003). On the cutting edge: science and obstetrical practice in a women's hospital, 1945-1960. In G. Feldberg, M. Ladd-Taylor and K. McPherson (Eds.), *Women, Health and Nation: Canada and the United States since 1945* (123-143). Montreal: McGill-Queen's University Press. (20 pages)

Werner, H. and Waito, J. (2008). 'One of Our Own': Ethnicity politics and the medicalization of childbirth in Manitoba. *Manitoba History* 58 (2), 2-10. (8 pages)

Unit 11: The Problem of Access and the Birth of Medicare (Nov. 25 – Dec. 1)

Instructions: Everyone should read the instructor's introductory comments, read the primary source by Middleton and the article by Houston/Massie. Post your first response by midnight on November 27 and your second response by midnight on December 1. If you decide to take the quiz this week, please do so before midnight on November 27.

Primary Source:

Middleton, F. (1930, July). The municipal doctor scheme in Saskatchewan. *Canadian Public Health Journal* 21(7), 325-327. (3 pages)

Secondary Sources:

Houston, S. and M. Massie. (2009). Four precursors of Medicare in Saskatchewan. *Canadian Bulletin of Medical History* 26 (2), 379-393. **(14 pages)**

Unit 12: Paying for Health Care in Canada (Dec. 2 – Dec. 8)

Instructions: Everyone should watch the video, read the primary source and read the chapter by Finkel. Post your first response by midnight on December 4 and your second response by midnight on December 8. If you decide to take the quiz this week, please do so before midnight on December 4.

Primary Source:

Watch this video: Close-Up: The Saskatchewan Doctors' Strike, part one (1962, July). Canadian Broadcasting Corporation. Retrieved from: <http://www.cbc.ca/player/play/1809474801/>
(31 minutes)

Kelly, A.D. (1962, November). Viewpoint: The Saskatchewan situation: One man's view. **Canadian Medical Association Journal** 87, 1113-1118. **(6 pages)**

Secondary Sources:

Finkel, A. (2006). The Medicare debate, 1945-80. In A. Finkel, *Social Policy and Practice in Canada: A History* (169-192). Waterloo: Wilfrid Laurier Press. **(23 pages)**