**HIST 300: Women, Gender and Health in US History**

**Fall 2019**

**Tues. and Thurs. 10-11:15 a.m.**

**Room HUM327**

**Kimberly Jones**

**Office: HUMA 327**

**Office Hours: Wednesday 10 a.m. to 11 a.m. or by appointment**

**Email: kvj2@rice.edu**

**Course Description**

Concerns over health have inspired lengthy debates in American society as politicians, physicians, male and female citizens have invoked gendered identities to shape citizen rights, science and medical theories, public healthcare, and racial identities. Understanding the connections between gender and health reveal the nature of power and resistance as a dance performed on women’s bodies since early America. In this course we will ask: how have gendered identities of men and women shaped the experiences in health and medicine in the United States. In what ways has the divisions of genders by race, class and ethnicity challenged the ability to exert influence over health? How has public health and medicine been shaped by gendered health concerns? The course will follow the chronological development of United States from the colonial era to the present to examine the culture of health while incorporating topics on politics, law, and immigration. We will also examine themes of violence, sex, and procreation. As an upper level course student need to have general knowledge of American history to fully engage with the material and themes of the course.

**Learning Objectives**

1. Explain the change in women’s historical experience in health and medicine overtime. In interactions between women and the state apparatus, women.
2. Explain gender as a factor in US historical development in public health.
3. Discuss how women of different class, race, backgrounds shaped their medical experiences through the distinct narratives about their female experience.

**Course Grading**

* Attendance and Participation (20%)
	+ Attendance and participation are essential for success in this course. Students are expected to arrive promptly to class and be prepared to discuss assigned readings. Students who are absent will need to notify me before or after their return to avoid attendance and participation point loss. No unexcused absences are permitted. Class participation will be determined by the students understanding of the text and engagement in discussion.
* Short Papers (30%)
	+ Students will need to complete three short papers on the days indicated on the syllabus. Prompt for the short papers will be available through Canvas in the folder for the assigned week. Students are expected to answer the question thoroughly and should not exceed two pages. A printed copy of their paper needs to be turned in on the days indicated on the syllabus.
* Midterm and Final Exams (50%)
	+ Questions for the midterm and final exam will be posted a week before the due date on Canvas. Instructions for the length of the exams will be provided within the exam questions. Students are to turn in their exams on the date and time indicated on the syllabus via email.

**Course Requirements and Classroom Expectations**

Students are to be respectful during class discussions.

No recorders are allowed in the classroom, unless accommodation have been arranged. Students are expected to have read before the discussion.

**Required Readings**

Required Books:

* Lepore, Jill. *Book of Ages: The Life and Opinions of Jane Franklin*. Vintage, 2014.
* Owens, Deirdre Cooper. *Medical Bondage: Race, Gender, and the Origins of American Gynecology*. University of Georgia Press, 2017.
* Downs, Jim. 2012. *Sick from Freedom: African American Illness and Suffering during the Civil War and Reconstruction.* Oxford University Press.
* Leavitt, Judith Walzer. *Women and Health in America: Historical Readings*. Madison: Univ of Wisconsin Press, 1999.

Additional articles and chapters provided through Canvas

**Policies**

Students with a disability are encouraged to contact me and the Disability Support Service in the Ley Student Center to arrange specific accommodations.

**Rice Honor Code**

The Rice University Honor Code will be abided to within the classroom. Plagiarism will not be tolerated.

**Course Schedule**

**Week 1**

**(8/20, 8/22)**

Course Introduction

Week’ Questions: How do historians write about women and gender and why is it important? How do definitions of race and gender shape encounters between women and medicine? What was the role gender in the defining of race?

Readings:

* Boydston, Jeanne. 2008. “Gender as a Question of Historical Analysis.” *Gender & History* 20 (3): 558–83.
* Martin, Emily. “Medical Metaphors of Women’s Bodies: Menstruation and Menopause.” In *The Woman in the Body: A Cultural Analysis of Reproduction*, 27–53. Boston: Beacon Press, 1992.
* Schiebinger, Londa. “Theories of Gender and Race.” In *Nature’s Body: Gender in the Making of Modern Science*, 143–83. New Brunswick: Rutgers University Press, 2004.

Supplemental Readings:

* Higginbotham, Evelyn Brooks. “African-American Women’s History and the Metalanguage of Race.” *Signs* 17, no. 2 (1992): 251–74.

**Week 2**

**(8/27, 8/29)**

Week’s Questions: What do women’s experience in health and medicine teach us about colonial America?

Readings:

* Lepore, Jill. *Book of Ages: The Life and Opinions of Jane Franklin*. Vintage, 2014. (preface, 18-57, 67-83)
* Leavitt, Judith Walzer. “Childbirth Practices Among Native American Women of New England and Canada, 1600-1800.” In *Women and Health in America: Historical Readings*, 38–47. Madison: Univ of Wisconsin Press, 1999.

Supplemental Readings:

* Lepore, Jill. *Book of Ages: The Life and Opinions of Jane Franklin*. Vintage, 2014. (130-144, 151-158)

**Week 3**

**(9/3, 9/5)**

Week’s Questions: How does race change women’s gendered health and medical experiences in colonial America?

Readings:

* Foster, Thomas A. “The Sexual Abuse of Black Men under American Slavery.” In *Sexuality and Slavery: Reclaiming Intimate Histories in the Americas*, edited by Daina Ramey Berry and Leslie M. Harris, 124–44. Athens: University of Georgia Press, 2018.
* Millward, Jessica. “Wombs of Liberation: Petitions, Laws, and the Black Woman’s Body in Maryland, 1780-1858.” In *Sexuality and Slavery: Reclaiming Intimate Histories in the Americas*, edited by Daina Ramey Berry and Leslie M. Harris, 88–108. Athens: University of Georgia Press, 2018.
* Jennifer Morgan, “'Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770,” William & Mary Quarterly 54 (Jan. 1997), 167-92.

Supplemental Reading:

* Leavitt, Judith Walzer. “Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village.” In *Women and Health in America: Historical Readings*, 12–37. Madison: Univ of Wisconsin Press, 1999.

**Week 4**

**(9/10, 9/12)**

Week’s Questions: How was gender difference in health defined as a scientific and medical reality and under whose authority?

Readings:

* Brandt, Susan. “‘Getting into a Little Business’: Margaret Hill Morris and Women’s Medical Entrepreneurship during the American Revolution.” *Early American Studies: An Interdisciplinary Journal* 13, no. 4 (October 30, 2015): 774–807.
* Smith-Rosenberg, Carroll, and Charles E. Rosenberg. “The Female Animal: Medical and Biological Views of Woman and Her Role in Nineteenth-Century America.” In *Women and Health in America: Historical Readings*, edited by Judith Walzer Leavitt, 111–30. Madison: Univ of Wisconsin Press, 1999.

Supplementary Readings:

* Diggs, Marylynne. “Romantic Friends or a ‘Different Race of Creatures’? The Representation of Lesbian Pathology in Nineteenth-Century America.” *Feminist Studies* 21, no. 2 (1995): 317–40.

**Week 5**

**(9/17, 9/19)**

Week’s Questions: What defined women’s health in the era of slavery?

Readings:

* Owens, Deirdre Cooper. *Medical Bondage: Race, Gender, and the Origins of American Gynecology*. Athens: University of Georgia Press, 2017. (1-73)

Supplemental Reading:

* Garfinkle, Susan. “‘This Trial Was Sent in Love and Mercy for My Refinement’: A Quaker Woman’s Experience of Breast Cancer Surgery in 1814.” In *Women and Health in America: Historical Readings*, edited by Judith Walzer Leavitt, 68–90. Madison: Univ of Wisconsin Press, 1999.

**Week 6**

**(9/24, 9/26)**

Week’s Questions: What defined women’s health in the era of slavery? How did the experiences with the medical community define gender and race through labor?

Readings:

* Owens, Deirdre Cooper. *Medical Bondage: Race, Gender, and the Origins of American Gynecology*. University of Georgia Press, 2017. (89-107)

Supplemental Reading:

* Tunc, Tanfer Emin. “The Mistress, the Midwife, and the Medical Doctor: Pregnancy and Childbirth on the Plantations of the Antebellum American South, 1800–1860.” *Women’s History Review* 19, no. 3 (July 1, 2010): 395–419.

**Week 7**

**(10/1, 10/3)**

Week’s Questions: What defined women’s health in the late 19th century?

Readings:

* Valenčius, Conevery Bolton. "Gender and the Economy of Health on the Santa Fe Trail." Osiris, 2nd Series, 19 (2004): 79-92.
* Tsang, Tiffany Lee. 2015. “‘A Fair Chance for the Girls’: Discourse on Women’s Health and Higher Education in Late Nineteenth Century America.” American Educational History Journal 42 (2): 137–50.

Supplemental Reading:

* Lunbeck, Elizabeth. “‘A New Generation of Women’: Progressive Psychiatrists and the Hypersexual Female.” In *Women and Health in America: Historical Readings*, edited by Judith Walzer Leavitt, 229–50. Madison: Univ of Wisconsin Press, 1999.

**Week 8**

**(10/8, 10/10)**

Weekly Questions: What defined the conditions of how women experienced the Civil War and health outcomes related to the conflict?

Readings:

* Wells, Cheryl A. “Battle Time: Gender, Modernity, and Confederate Hospitals.” *Journal of Social History* 35, no. 2 (2001): 409–28.
* Downs, Jim. 2012. Sick from Freedom: African-American Illness and Suffering during the Civil War and Reconstruction. Oxford University Press. (120-145)

Supplemental Reading:

* Hodes, Martha, ed. “’Not That Sort of Women’: Race, Gender, and Sexual Violence during the Memphis Riot of 1866”.” In *Sex, Love, Race: Crossing Boundaries in North American History*, 267–93. New York: NYU Press, 1999.

**Week 9**

**(10/15, 10/17)**

* Weekly Questions: What did the Civil War Mean for Women? Gone with the Wind (Film)

Readings:

* Blight, David W. *Race and Reunion*. Cambridge: Harvard University Press, 2001. (1-5)
* Whites, LeeAnn. “You Can’t Change History by Moving a Rock: Gender, Race, and the Cultural Politics of Confederate Memorialization.” In *The Memory of the Civil War in American Culture*, edited by Alice Fahs and Joan Waugh, 21–36. Chapel Hill: The University of North Carolina Press, 2004.

Supplemental Reading:

* Matt, Susan J. “Home, Sweet Home.” Opinionator (blog), April 19, 2012. <https://opinionator.blogs.nytimes.com/2012/04/19/home-sweet-home/>.
* Jordan, Brian Matthew. 2011. “‘Living Monuments’: Union Veteran Amputees and the Embodied Memory of the Civil War.” Civil War History 57 (2): 121–52.

**Week 10**

**(10/22, 10/24)**

Weekly Questions: How did women use gender and public health reform to move into the public sphere?

Readings:

* Reagan, Leslie J. “‘About to Meet Her Maker’: Women, Doctors, Dying Declarations, and the State’s Investigation of Abortion, Chicago, 1867-1940.” In *Women and Health in America: Historical Readings*, edited by Judith Walzer Leavitt, 269–92. Madison: Univ of Wisconsin Press, 1999.
* Connelly, Mark Thomas. *The Response to Prostitution in the Progressive Era*. Chapel Hill: The University of North Carolina Press, 2011. (67-90)

Supplemental Reading:

* Bittel, Carla Jean. “Science, Suffrage, and Experimentation: Mary Putnam Jacobi and the Controversy over Vivisection in Late Nineteenth-Century America.” *Bulletin of the History of Medicine* 79, no. 4 (2005): 664–94.

**Week 11**

**(10/29, 10/31)**

Weekly Questions: What characterized women’s health in the twentieth century?

Readings:

* Jensen, Kimberly. “Uncle Sam’s Loyal Nieces: American Medical Women, Citizenship, and War Service in World War I.” In *Women and Health in America: Historical Readings*, edited by Judith Walzer Leavitt, 540–56. Madison: Univ of Wisconsin Press, 1999.
* Leavitt, Judith Walzer. “Gendered Expectations: Women and Early Twentieth Century Public Health.” In *Women and Health in America: Historical Readings*, edited by Judith Walzer Leavitt, 612–34. Madison: Univ of Wisconsin Press, 1999.

Supplemental Reading:

* Wolcott, Victoria W. *Remaking Respectability: African American Women in Interwar Detroit*. Chapel Hill: The University of North Carolina Press, 2001. (11-48)

**Week 12**

**(11/5, 11/7)**

Weekly Questions: How did social conditions in America influence how women and women’s health were perceived?

Readings:

* Smith, Susan L. *Sick and Tired of Being Sick and Tired: Black Women’s Health Activism in America, 1890-1950*. Philadelphia: University of Pennsylvania Press, 1995. (149-167)
* Solinger, Rickie. *Pregnancy and Power: A Short History of Reproductive Politics in America*. New York: NYU Press, 2007. (131-162)

Supplemental Reading:

* Smith, Susan L. “White Nurses, Black Midwives, and Public Health in Mississippi, 1920-1950.” In *Women and Health in America: Historical Readings*, edited by Judith Walzer Leavitt, 444–58. Madison: Univ of Wisconsin Press, 1999.

**Week 13**

**(11/12, 11/14)**

Weekly Questions: How did women experience the women’s health movement?

Readings:

* Solinger, Rickie. “‘A Complete Disaster’: Abortion and the Politics of Hospital Abortion Committees, 1950-1970.” In *Women and Health in America: Historical Readings*, edited by Judith Walzer Leavitt, 659–80. Madison: Univ of Wisconsin Press, 1999.
* Washington, Harriet A. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. Doubleday, 2006. (189-215)

Supplemental Reading:

* Davis, Angela Y. “Outcast Mothers and Surrogates: Racism and Reproductive Politics in the Ninties.” In *The Angela Y. Davis Reader*, edited by Joy James, 210–21. Malden: Blackwell Publishing, 1998.

**Week 14**

**(11/19, 11/21)**

Weekly Questions: How are the reproductive rights of women a reoccurring issue in America?

Readings:

* Beth Bailey. “Prescribing the Pill: Politics, Culture, and the Sexual Revolution in America’s Heartland.” *Journal of Social History* 30, no. 4 (1997): 827–56.

* Nelson, Jennifer. *Women of Color and the Reproductive Rights Movement*. New York: NYU Press, 2003. (133-190)

Supplemental Reading:

* Solinger, Rickie. *Pregnancy and Power: A Short History of Reproductive Politics in America*. New York: NYU Press, 2007. (209-254)

**Week 15**

**(11/26, 11/28)**

Weekly Questions: What are the current concerns on women and health in America?

Readings:

* Roberts, Dorothy. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage, 1998. (246-293)
* Zuckerman, Diana. “When Will Presidential Candidates Ask, ‘What Do Women Want in Health Care?’” *National Center for Health Research* (blog), April 28, 2016. <http://www.center4research.org/will-presidential-candidates-ask-women-want-health-care/>.
* Salcedo, Cristina. “Returning to Roe: The Renewed Promise of Whole Woman’s Health.” *Loyola of Los Angeles Law Review* 50, no. 3 (March 2019): 297–312.

Supplemental Reading:

* Martin, Nina. “Black Mothers Keep Dying After Giving Birth. Shalon Irving’s Story Explains Why.” *NPR.Org* (blog). Accessed May 7, 2019. <https://www.npr.org/2017/12/07/568948782/black-mothers-keep-dying-after-giving-birth-shalon-irvings-story-explains-why>.