

**Meeting Time and Location:** ONLINE

**Instructor:** Marjorie Foy, Ph.D.

**Office:** MHRA 3103

**Office Hours:** by appointment

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### **Course Description**

This course will examine the period of 1900 to 1945. This is a web-based course, so there are no scheduled class meetings. Even though, there are no scheduled class meetings, there are assignments with specific due dates. With an online course, due dates are strict as access to the assignment drops from the course menu and the submission window closes, so plan accordingly and stay apprised of all assignments and due dates. Because this is an online course, you will generally use email to contact me; I will respond to emails as quickly as possible, but I am not online all day long so do not expect an immediate response.

Although this course is open to all students, it is designed particularly for nursing students. Many of the events that usually take center stage in a history course will serve as the background for this course, and we will focus more on developments in medicine and healthcare. The intent is not to minimize the impact of the tumultuous events of the time period, like two world wars and major economic upheavals across the globe. Rather, the intent is to examine developments that nursing students want and need to know in the context of those events. For example, insulin was discovered as a treatment for diabetes in the early 1920s, but it did not become widely available until the 1940s, and in a most ironic twist the life-saving treatment changed diabetics' lives in unexpected and quite unwelcome ways. The economic, political, and social upheavals in the early twentieth century have had a direct impact on the marketing of insulin and on its role in the treatment of diabetes today.

In this course, we will also examine what scholars call "the epidemiological transition" of the twentieth century, when chronic diseases replaced contagious diseases as the biggest threat to the public's health. In addition, we will study the emergence of medical and surgical specialty fields; the rise of a medical research enterprise; and the changing nature of women's experiences with medicine. Throughout the course, we will pay close attention to the role of the state, or government, in health and healthcare, both here in the United States as well as in the rest of the world, because the first half of the twentieth century was a time of important developments in the connections between medicine, business, and government.

### **Assignments and Structure of the Course**

This course is divided into four units. Each unit is worth twenty-five (25) points: five (5) points for participation in Blackboard discussions, five (5) points for worksheet assignments, and fifteen (15) points for a three to five page end-of-unit essay. For Unit 3, instead of the end-of-unit essay, students will complete the online certification process for Protecting Human Research Participants through the National Institutes of Health (NIH).

Instead of marching students through a chronological series of events during the class, each unit focuses on a main topic. Hence, we will cover the time period again with each new

unit. Each unit includes a combination of online sites, videos, and/or reading assignments. These assignments will be accompanied by worksheets and questions posted on Blackboard. You will have to complete the worksheets and participate in the Blackboard discussions **before** the unit is finished. There will be no exceptions to this, so plan accordingly. If you do not participate before the unit is completed, you will not receive credit for that part of the unit.

In the Blackboard discussions, you can address the original question(s), comment on someone else's post, ask a relevant and thoughtful question of your own, or even introduce something that relates the topic of the unit to your nursing education. Be professional in your Blackboard behavior; treat this the same way that you would treat an assignment at work. Remember that you **are** being graded on this. You do not need to write an essay in your Blackboard posts, but simply saying something like, "Yes, I agree" is not sufficient to count as participation in a Blackboard discussion. Realize that five points across four units is twenty points of your total grade, and that is two letter grades!

Unit assignments:

1. Web-based material, such as a resource site, a podcast, or a video
2. Reading assignments
3. Worksheets (**5 points per unit**)
4. BB discussions (**5 points per unit**)
5. End-of-unit essay (**15 points per unit**)

Another note on Blackboard discussion posts: I will post questions for each unit and you have to respond in at least one of the question threads. Your response(s) will be graded from 1 to 5. I am not looking for an essay here, but definitely a response that shows me you have looked at the readings and have thought about the topic. Your responses must be professional, with correct grammar and spelling. You can disagree with someone, but be courteous and respectful. Also, do not abbreviate or use emoticons. When using information from a reading, podcast, video, etc. in your response, please specify what material you are talking about (and include page numbers if you quote directly from the readings).

## **COURSE SCHEDULE**

### Introduction:

August 18 to August 22

### Unit 1: Changing Ideas about Disease in the Twentieth Century:

August 25 to September 12

### Unit 2: Medical Specialization in an Age of Technology and Consumerism:

September 15 to October 10

### Unit 3: The Rise of a Medical Research Industry:

October 13 to November 7

### Unit 4: Women and Medicine:

November 10 to December 5