

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**HLSC 2450OL/HIST 2450OL – EVOLUTION OF HEALTH AND ILLNESS CARE**  
**Course Outline – Fall, 2017**

**INSTRUCTOR:** Lydia Wytenbroek, BScN, BA, MA, RN  
**OFFICE HOURS:** I will hold online office hours on Mondays from 10:00-11:00 a.m. and Tuesdays from 16:00-17:00.  
**E-MAIL:** [lydia.wytenbroek@uleth.ca](mailto:lydia.wytenbroek@uleth.ca)  
**SKYPE ID:** [lydia.wytenbroek@uleth.ca](https://www.skype.com/people/lydia.wytenbroek@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=239.88-2004&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%3Apan&lang=eng](http://collectionscanada.gc.ca/our1/res.php?url_ver=239.88-2004&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%3Apan&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 ([lydia.wytenbroek@uleth.ca](mailto:lydia.wytenbroek@uleth.ca)). I will try to return emails within 24 hours. My online office hours are on Mondays from 10:00-11:00 and Tuesdays from 16:00-17:00. 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 Skype during my office hours. However, you must make an appointment to meet with me via Skype in advance. I prefer that you first address your questions via email and we can decide together if a Skype 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.

## 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, **except for Unit 1** (Only one discussion post is required for this unit. More information will be provided within Moodle. For this unit, you must submit your response by midnight on the last day of the 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 the discussion question posted for the unit. Please note that the instructor will typically provide more than one discussion question for each unit and students do not have to submit responses for all the questions. 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 first 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. All of the questions will be visible at the start of the course. 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.

**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% - 3% 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 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.

#### **4 Quizzes** (10%)

Weekly quizzes will be made available prior to the start of each 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 (i.e. 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 4 quizzes (each quiz is worth 2.5%). Students can choose which four of the twelve 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. 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 4 quizzes, I will mark the first 4 quizzes. The quizzes should be taken before midnight on the first day of the unit. I will remind students frequently to remember to take four of the twelve quizzes during the course.

#### **Photograph Analysis** (30%)

This assignment, due on November 10, is a maximum 5 page 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.

### **Short Summary Essay** (20%)

The short summary essay (maximum 3 pages) is due the last day of class. Students must write a short summary essay in response to one of the essay questions that the instructor will post on Moodle. This essay is to be argumentative and will require you to draw on the course readings. The purpose of this essay is to have you reflect on the readings as a whole and to make connections between the readings from different units. More instructions will be posted in Moodle.

<b>Assignment</b>	<b>Total Value</b>	<b>Due</b>
Discussion Forum Participation	40%	Weekly
4 Quizzes	10%	Before midnight on the first day of the unit (students may choose which 4 out of 12 quizzes they wish to take)
Photograph Analysis (max. 5 pages)	30%	November 10, 2017
Short Summary Essay (max. 3 pages)	20%	Last day of class
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.

<b>Letter</b>	<b>GPA</b>	<b>Percent</b>	<b>Letter</b>	<b>GPA</b>	<b>Percent</b>
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

### **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](http://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](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

#### COURSE SCHEDULE:

Week	Dates	Topic
1	Sept. 6 – 11	Framing Health and Illness: The Case for History
2	Sept. 12 – 17	Indigenous Health & Colonial Medicine
3	Sept. 18 – 24	From Cholera to Zika: Containing and Preventing Epidemics
4	Sept. 25 – Oct. 1	Care Providers and Caregiving to the End of the Nineteenth Century

Week	Dates	Topic
5	Oct. 2 – 8	The Rise of Scientific Medicine & the Transformation of the Hospital
6	Oct. 10 – 15	Medical Professionalization
7	Oct. 16 – 22	Public Health: From Germ Theory to Social Theory
8	Oct. 23 – Oct. 29	Professional Nursing: Gender, Race, Class
9	Oct. 30 – Nov. 5	Medicine During (and After) Times of War
10	Nov. 6 – 10	Women's Health and the Medicalization of Childbirth
	Nov. 11 – 17	<b>Fall Reading Week</b>
11	Nov. 20 – 26	The Problem of Access and the Birth of Medicare
12	Nov. 27 – Dec. 3	Paying for Health Care in Canada

## COURSE READINGS:

### Unit 1: Framing Health and Illness: The Case for History (Sept. 6 – 11)

**Instructions:** Please read all of the assigned readings for this week. After you have read the assigned readings, you may take the quiz (if you choose this as one of your four quizzes) and post a response to one of the instructor's forum questions. Please see the information above on the guidelines for and the grading of forum responses. Post your first response by midnight on September 11.

**Note:** You are only required to submit one forum post for this unit. Your post should be a response to one of the questions posed by the instructor (although you may also consider the comments of your peers in your forum response if you wish). You can respond to your peers if you wish, but this is not a requirement!

#### 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](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](https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine) (14 minutes 30 seconds)

## Unit 2: Indigenous Health & Colonial Medicine (Sept. 12 – 17)

**Instructions:** If your last name begins with A-J, read the primary source, the instructor's introductory comments and the chapter by Lux. If your last name begins with K-Z, read the primary source, the instructor's introductory comments and the article by Mosby. After you have read the assigned readings, post your first response by midnight on September 12 and post your second response at some point before midnight on September 17. If you decide to take the quiz this week, please do so before midnight on September 12.

### Primary Source:

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](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Survivors_Speak_2015_05_30_web_o.pdf) (6 pages)

### Secondary Sources

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. 18 – 24)

**Instructions:** Everyone should explore the website *In Quarantine: Life and Death on Grosse Île, 1832-1937* (link provided in Moodle). Everyone should read the chapters by Humphries and Quiney and the instructor's introductory comments. After you have read the assigned readings, post your first forum response before midnight on September 18 and post your second response at some point before midnight on September 24.

### 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:

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)

Quiney, L. (2012). 'Rendering valuable service': The politics of nursing during the 1918-19 influenza crisis. In E. Wynne and M. Fahrni (Eds.), *Epidemic Encounters: Influenza, Society, and Culture in Canada, 1918-1920* (48-69). Vancouver: UBC Press. (20 pages)

#### Unit 4: Care Providers and Caregiving to the End of the Nineteenth Century (Sept. 25 – Oct. 1)

**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 September 25 and your second response before midnight on October 1.

##### 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)**

Duffin, J. (1993). Medical knowledge in diagnosis: Physical signs at the bedside. In J. Duffin, *Langstaff: A Nineteenth-Century Medical Life* (59-72). Toronto: University of Toronto Press. **(13 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. 2 – 8)

**Instructions:** If your last name starts with A-J, read the primary source, the instructor's comments and the article by Gagan. If your last name starts with K-Z, read the primary source, the instructor's comments, the chapter by McPherson and the chapter by Young. After you have read the assigned readings, post your first response before midnight on October 2 and your second response before midnight on October 8.

##### Primary Sources:

Robert, C. (1897, April 21). [Address to the Victorian Order of Nurses]. CIHM 01949. Retrieved from Early Canadiana Online, produced by Canadiana.org:  
<http://eco.canadiana.ca.ezproxy.alu.talonline.ca/view/ocihm.01949>

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

##### Secondary Sources:

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)**

McPherson, K. (2005). The Nightingale Influence and the Rise of the Modern Hospital. In C. Bates, D. Dodd, and N. Rousseau (Eds.), *On All Frontiers: Four Centuries of Canadian Nursing* (73-88). Ottawa: University of Ottawa Press. **(11 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. 10 – 15)

**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 10 and your second post by midnight on October 15.

Primary Source:

"Hon. Dr. Helmcken's Address." (1891). In *Inauguration of the Training School for Nurses*, 68-74. Victoria: Royal Jubilee Hospital. CIHM: 15949. Retrieved from Early Canadiana Online, produced by Canadiana.org: <http://eco.canadiana.ca.ezproxy.alu.talonline.ca/view/oocihm.15949>

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. 16 – 22)**

**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 16 and your second response by midnight on October 22.

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>

Explore the primary sources found on this website: Public Health Nurses: Bringing Health Home. Archives of Ontario. Retrieved from: [http://www.archives.gov.on.ca/en/explore/online/health\\_promotion/health\\_home.aspx](http://www.archives.gov.on.ca/en/explore/online/health_promotion/health_home.aspx) **(5 minutes)**

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. 23 – 29)**

**Instructions:** Everyone should read all of assigned readings and the instructor's introductory comments. Post your first response by midnight on October 23 and your second response by midnight on October 29.

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 African-Canadian nurse Donna Smith talk about her experience applying 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](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 (Oct. 30 – Nov. 5)**

Instructions: If your last name starts with A-J, read the instructor's introductory comments, the primary sources, watch the video and read the chapter by Heap. If your last name starts with K-Z, read the instructor's introductory comments, the primary sources, watch the video and read the article by Humphries. Post your first response by midnight on October 30 and your second post by midnight on November 5.

#### Primary Source:

MacInnes, M. (1917). Shell shock. *The Canadian Nurse*, 13(1), 720-722.  
 Retrieved from <https://archive.org/stream/thecanadiannurse13cnaunoft#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>

Read Nursing Sister Clare Glass's June 7, 1915 diary entry at link provided on Moodle. (1 paragraph)

#### 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)

### **Unit 10: Women's Health and the Medicalization of Childbirth (Nov. 6 - 10)**

**Instructions:** If your last name starts with A-J, watch the video, read the instructor's comments and read Carson/Levinson, Baillargeon and Werner/Waito. If your last name starts with K-Z, watch the video, read the article by Carson/Levinson, Feldberg and Werner/Waito. Post your first response by midnight on November 6 and your second response by midnight on November 10.

#### Secondary Sources:

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

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>

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)**

Baillargeon, D. (1994). Care of mothers and infants in Montreal between the wars: The visiting nurses of Metropolitan Life, Les Gouttes de lait, and Assistance maternelle. In D. Dodd and D. Gorham (Eds.), *Caring and Curing: Historical Perspectives on Women and Healing in Canada* (163-181). Ottawa: University of Ottawa Press. **(18 pages)**

### **Unit 11: The Problem of Access and the Birth of Medicare (Nov. 20 - 26)**

**Instructions:** Everyone should take a look at the website and read the article by Houston/Massie and Ostry. Post your first response by midnight on November 20 and your second response by midnight on November 26.

#### 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)**

Ostry, A. (2009). The foundations of national public hospital insurance. *Canadian Bulletin of Medical History* 26 (2), 261-281. **(20 pages)**

### **Unit 12: Paying for Health Care in Canada (Nov. 27 – Dec. 3)**

**Instructions:** Everyone should watch the video and read the primary source and the chapter by Finkel. Post your first response by midnight on November 27 and your second response by midnight on December 3.

#### 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)**