

African Diaspora, Women, and Medicine
Spring 2025 3 Credits
African American Studies Program – University of Florida
Dr. Alyssa Cole

Class Days/Time: M.W.F. Block 4 10:40 – 11:30

Class Location: LIT 0127

Office Hours: MW 9:30 – 10:30 & by appt.

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Office: 1012C Turlington

Course Description: This course examines major themes in African American history from the early seventeenth century to the late twentieth century. This period covers several pivotal moments in African American history, including 1619, the first year Africans landed on Virginian soil, the Middle Passage, the development and eventual dissolution of the Atlantic slave trade, and the Civil War. While covering the broad expanse of African American medical history, this course will also examine the history of African and African American healing traditions and medicine, beginning in West Africa and ending in the U.S. Students will engage in discussions over health equity and access, as well as medical experimentation. Additionally, we will examine the role of women in ethnomedical traditions, paying special attention to how women scholars have interpreted and presented these crucial histories.

Course Objectives:

1. Explore the diverse history of African Americans in the United States and abroad
2. Describe major themes in African American history and the history of medicine before the twenty-first century
3. Interpret documents and other forms of evidence in their historical context
4. Formulate and support historical questions
5. Employ multiple forms of evidence and articulate a well-structured historical argument
6. Conduct original research and develop a substantial research paper
7. Engage in an ongoing process of writing and revision and report orally on research

Required Books:

Sean Morey Smith and Christopher Willoughby, *Medicine and Healing in the Age of Slavery*

Harriet Washington, *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*

Requirements and Evaluation of Grades:

<u>Assignment</u>	<u>Due Dates</u>	<u>Points</u>
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Primary Source Essay 1	3/14	15%
Reading Responses		10%
Participation		25%
Journals		25%
Final	4/28	25%
		100%

<u>GRADE/POINT SCALE</u> Grading Scale Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

REQUIREMENTS AND EVALUATION

Participation: In this course, several components will contribute to your participation grade. These components include:

1. Participation in class discussions. Please come to class prepared to talk about the reading for the day. Be ready to engage in respectful dialogue with your peers.
 - a. For each reading, students will prepare a question, comment, and quote. What questions did you have when you were reading the material for the day? For your comment, did the material make you think of anything you already knew? Or can you draw connections to other classes you have taken? Select a quote from the reading that you think summarizes the overall point or the most important content. Reading responses are to be completed prior to the beginning of the class. In class, you will share your prepared comments, and you will submit them in writing to the professor at the end of each class period. **Reading responses are required for each reading unless otherwise indicated by the professor.**
2. Professionalism in the classroom and the academic program.
3. Regular (on time) attendance. Regularly coming to class late is disrespectful to your peers and your professor. It is a distraction to the person presenting. Please respect the classroom by arriving on time and ready to work. The classroom door will be locked daily within 5 minutes of the class start time. Failure to arrive on time will count as an unexcused absence. More than two unexcused absences will result in a letter grade

deduction for each additional absence at the end of the semester. Excused absences must be verified following university procedures.

4. Timely completion of course readings and assignments. Late assignments are not accepted in this course. Failure to complete the reading will result in a deduction from your participation grade.
5. Included in your participation grade will be a presentation of an assigned chapter during the semester. This presentation will comprise 5% of your participation grade. Your presentation should include the following elements:
 - a. Brief introduction of the author
 - b. Synopsis of the chapter, including the author's argument
 - c. 4 discussion questions to pose to the class
 - d. A visual element - Canva, powerpoint, google slides, etc.

Journals: Each week, students will work on their final museum exhibit project. The topic will vary each week, so be sure to review the requirements posted on Canvas. Journals are due by 11:59pm each day that they are assigned. Students will complete ten journals by the end of the semester.

Primary Source Essay 1: The purpose of this assignment is to critically analyze four primary sources from this section's readings and write a four-page essay (4 FULL pages). The first page of your essay should be an introduction paragraph with your thesis and the documents' historical context. Essays should be written in 12-point, Times New Roman Font, double-spaced.

1. **Introduction:** Begin with an introduction that provides an overview of your research question, explains the significance of your topic, and presents your thesis statement. Your introduction should be clear, concise, and engaging and should set the stage for the rest of your paper.
2. **Background and Context:** Provide some background and context for your research question. This could include an overview of key historical events, figures, and trends that are relevant to your topic, as well as an explanation of how your research question fits within the broader context of African American history. This section should be brief and concise.
3. **Analysis and Discussion:** Present a well-supported argument in favor of your thesis statement. Use evidence (your four chosen primary sources) from your research to support your claims and provide a detailed analysis of the historical context and significance of your topic.
4. **Conclusion:** End with a conclusion that summarizes your main argument and key findings and explains the broader implications of your research for our understanding of African American history. Write a fully developed conclusion.

Upload your primary source essay to Canvas on Friday, March 14, 2025 by 11:59 pm.

Final Museum Exhibit Project: For your final project, you will create a museum exhibit on a topic of your choice that is related to the course content. Additional details are located on Canvas, including the assignment handout. **Due Date – April 28, 2025.**

COURSE OUTLINE

Week 1:

Monday, January 13: Introduction to Course, Syllabus

Wednesday, January 15: African history, Black Studies, and the history of medicine

Friday, January 17: Journal 1 Research due by 11:59pm. In class primary source analysis.

Week 2:

Monday, January 20: **Holiday – NO CLASS**

Wednesday, January 22: “Introduction: Healing and the History of Medicine in the Atlantic World” in *Medicine and Healing* by Morey and Willoughby – **Reading Response (RR)**

Friday, January 24: Journal 2 Research due by 11:59pm. In class primary source analysis.

Week 3:

Monday, January 27: “Zemis and Zombies: Amerindian Healing Legacies on Hispaniola” in *Medicine and Healing* by Morey and Willoughby - **RR**

Wednesday, January 29: “Poisoned Relations: Medical Choices and Poison Accusations within Enslaved Communities” in *Medicine and Healing* by Morey and Willoughby - **RR**

Friday, January 31: Journal 3 Research due by 11:59pm.

Week 4:

Monday, February 3: “Blood and Hair: Barbers, Sangrados, and the West African Corporeal Imagination in Salvador de Bahia, 1793-1843” in *Medicine and Healing* by Morey and Willoughby - **RR**

Wednesday, February 5: “Examining Antebellum Medicine through Haptic Studies” in *Medicine and Healing* by Morey and Willoughby - **RR**

Friday, February 7: Journal 4 Research due by 11:59pm

Week 5:

Monday, February 10: “Unbelievable Suffering: Rethinking Feigned Illness in Slavery and the Slave Trade” in *Medicine and Healing* by Morey and Willoughby - **RR**

Wednesday, February 12: “Medicalizing Manumission: Slavery, Disability, and Medical Testimony in Late Colonial Columbia” in *Medicine and Healing* by Morey and Willoughby - **RR**

Friday, February 14: **Meet in AFA Conference Room – Turlington 1012.** Annual Douglass Day Transcription event. Journal 5 due by 11:59pm

Week 6:

Monday, February 17: “A Case Study in Charleston: Impressions of the Early National Slave Hospital” in *Medicine and Healing* by Morey and Willoughby - **RR**

Wednesday, February 19: “From Skin to Blood: Interpreting Racial Immunity to Yellow Fever” in *Medicine and Healing* by Morey and Willoughby **RR**

Friday, February 21: Journal 6 due by 11:59pm

Week 7:

Monday, February 24: “Black Bodies, Medical Science, and the Age of Emancipation” in *Medicine and Healing* by Morey and Willoughby - **RR**

Wednesday, February 26: “Epilogue: Black Atlantic Healing in the Wake” in *Medicine and Healing* by Morey and Willoughby – **RR**

Friday, February 28: Journal 7 due by 11:59pm

Week 8:

Monday, March 3: Documentary – Dr. Deirdre Cooper Owens – “How the Exploitation of Enslaved Women Created Gynecology”
<https://www.youtube.com/watch?v=TMFkbvpZSuU&t=509s>

Wednesday, March 5: Documentary

Friday, March 7: Journal 8 due by 11:59pm.

Week 9

Monday, March 10: “Introduction: The American Janus of Medicine and Race” in *Medical Apartheid* by Harriet Washington. **RR**

Wednesday, March 12: Chapter 1, “Southern Discomfort: Medical Exploitation on the Plantation” in *Medical Apartheid* by Harriet Washington. **RR**

Friday, March 14: Journal 9 due by 11:59pm. **Upload your primary source essay to Canvas on Friday, March 14, 2025 by 11:59 pm.**

Week 10:

Monday, March 24: Chapter 3 in *Medical Apartheid* by Harriet Washington. **RR**

Wednesday, March 26: Chapter 4 in *Medical Apartheid* by Harriet Washington. **RR**

Friday, March 28: Journal 10 due by 11:59pm.

Week 11:

Monday, March 31: Chapter 6 in *Medical Apartheid* by Harriet Washington. **RR**

Wednesday, April 2: Chapter 7 in *Medical Apartheid* by Harriet Washington. **RR**

Friday, April 4: Independent Research

Week 12:

Monday, April 7: Chapter 8 in *Medical Apartheid* by Harriet Washington. **RR**

Wednesday, April 9: Chapter 9 in *Medical Apartheid* by Harriet Washington. **RR**

Friday, April 11: Independent Research

Week 13:

Monday, April 14: Final Presentations

Wednesday, April 16: Final Presentations

Friday, April 18: Independent Research

Week 14:

Monday, April 21: Final Presentations

Wednesday, April 23: Final Presentations

Friday, April 25: Reading Day

Final Due April 28, 2025

Course Policies

ATTENDANCE POLICY (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>): “Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.” Please see the UF policies on acceptable reasons for absences and UF’s Illness Policies (<https://shcc.ufl.edu/forms-records/excuse-notes/>). “The university recognizes the right of the instructor to ... require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class.”

I will provide make-up work for documented and approved absences, usually to be

completed within one week of the missed assignment.

Missed work due to technology problems will be reviewed on a case-by-case basis, but completing work at least one hour before the deadline is the best way to accommodate challenges.

For issues with technical difficulties for Canvas, please contact the UF Help Desk, 24 hours a day, 7 days a week (<https://it.ufl.edu/helpdesk/>)

- (352) 392-HELP (4357)
- helpdesk@ufl.edu
- Walk-in: The Hub, 1765 Stadium Road

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students

with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. To get started with the Disability Resource Center: <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY POLICY ON ONLINE COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UNIVERSITY POLICY ON ACADEMIC CONDUCT: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the

University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. UF’s Conduct Code: <https://sccr.dso.ufl.edu/process/student-conduct-code/> . If you have any questions or concerns, please consult with the instructor in this class.

AI USE POLICY: AI-generated content for this class refers to text generated by artificial intelligence in response to your prompting. Students are **NOT ALLOWED** to use AI-generated content in their discussion posts or reply posts for their journal entries, primary source analyses, essays, final, or any additional written assignment. Use of AI-generated content is considered to be in violation of UF’s Academic Conduct policy.

CLASS DEMEANOR: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats, and in person discussions.

CAMPUS RESOURCES:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273- 4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

Rubric for Assessing Student Participation

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (<70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

