History of Health and Healing

**THE BASICS:**

**Instructor:** Dr. Stéphane-D. Perreault (stephane.perreault@rdc.ab.ca)  
Office 1221, phone: 403.357.3694

**Office Hours:** Monday to Friday, 11:00-12:00  
Monday, 17:30-18:30, or by appointment.

**Class Times:** Monday, 18:30 to 21:30, room 2302

1. **Course Description** (from RDC Timetable):

This course is a survey of health traditions around the world in historical times. Topics include: spiritualistic traditions in healing, Indian, Chinese, and European scholarly medical traditions, the transition towards modern ideas about the body and healing, and holism, as well as relations among healing practitioners and social, cultural, and political attitudes and practices towards health and healing. 2.66 contact hours per week (3 credits). No prerequisites.

2. **Course Outcomes:**

At the end of this course, students should be able to:

- Express informed view points on major issues in the history of health and healing orally and in writing;
- Identify, examine, and correlate the influences of social, economic, political, religious, and scientific factors that shaped thinking about health and healing;
- Synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry;
- Critically assess scholarly articles and other historical writing based on context, bias, objectivity, evidence or reliability;
- Listen respectfully and/or demonstrate leadership in group discussions to achieve consensus, solve problems, and formulate positions;
- Assess research tools, sources and strategies and use them to investigate historical questions;
- Draw pertinent conclusions based on evidence derived from research;
- Communicate the results of one's readings and research in an effective manner using appropriate writing and oral means.
3. Reading Materials:


Additional readings posted on Blackboard.


These books are available at the Red Deer College bookstore. The Porter volume as well as the Blackboard readings are *required reading* as a considerable portion of this course will be based on discussion of these readings. The Alexander/Dixon guide is highly recommended as a handbook for historical research, especially for students who have never taken history at the post-secondary level.

4. Assessment of Learning:

This course is primarily based on the study of historiography. Students’ learning will rest on the analysis of texts in class; critical engagement with the material is essential. Assessment will be on-going and cumulative, hence attendance is essential for success. Here are the evaluations, their dates and respective values:

1. Quizzes (5% each, throughout semester) 20%
2. Final examination (Take-home; due Monday, April 14) 20%
3. Article Review (due Monday, February 24) 15%
4. Research Proposal (due Monday, February 3) 15%
5. Term Paper (due Monday, April 7) 25%
6. In-class participation and contribution to discussions 5%

There is a penalty of 10% per working day for late papers, and after five working days, the grade F is assigned. Extensions are only granted for documented medical reasons. The instructor will do his best to hand back graded assignments within two weeks of their submission. Assignments are due electronically through Blackboard (no papers will be accepted through email) by the end of the day on which they are due (23:59).

Grading System Used in this Course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>A+ 90-100</td>
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<tr>
<td></td>
<td>A 85-89.9</td>
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<tr>
<td></td>
<td>A- 80-84.9</td>
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<tr>
<td>Very good</td>
<td>B+ 76-79.9</td>
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<tr>
<td></td>
<td>B 73-75.9</td>
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<tr>
<td></td>
<td>B- 70-72.9</td>
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<tr>
<td>Good</td>
<td>C+ 66-69.9</td>
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<td></td>
<td>C 63-65.9</td>
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<tr>
<td></td>
<td>C- 60-62.9</td>
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<tr>
<td>Passable</td>
<td>D+ 55-59.9</td>
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<tr>
<td></td>
<td>D 50-54.9</td>
</tr>
<tr>
<td>Failure</td>
<td>F &lt;50</td>
</tr>
</tbody>
</table>

See also [RDC Grading Policy](#).
Detail of Evaluations:

4.1 Quizzes (20% of the final grade)
Quizzes evaluate students’ understanding of the class and reading materials. There will be four in-class quizzes, held every other week, in the last 45 minutes of class. Each quiz is worth 5% of the final grade. These take the form of a short essay of roughly one to two pages in length in answer to a question requiring synthesis of the readings, lectures, and class discussions.

4.2 Final Examination (20% of the final grade)
Questions for the final examination will be posted on Blackboard on the last day of classes, and answers are due on Blackboard a week later. The final examination covers the entire course and consists of a variety of short essay questions. Students are expected to synthesise and relate various elements of the course, drawing from lectures, class discussions, and readings.

4.3 Article Review (15% of the final grade)
As part of their research process, students will be required to use scholarly articles. Each student will choose one of the articles used for their research hand in a written review of the same article. This written report will assess the strength of the argument, situate that article within that particular author’s work, and evaluate its argumentation. In the end, the review should assess the historiographical importance of the article. It certainly can integrate comments made in class. The review is to be four pages long and needs to be supported by references to the article.

4.4 Research Assignment (40% of the final grade altogether)
Students must produce a research essay, which should develop an historical argument about a topic germane to the course material. The instructor will provide a selection of suggestions on Blackboard at the beginning of the course. The essay is to be roughly 12-15 pages in length (exclusive of title page, bibliography, and notes). It must be written according to scholarly standards. This term paper is due on the last day of classes, Monday, April 7.
4.4.1 Research Proposal and Bibliography (15% of the final grade)

The research proposal provides a head-start in the research process and allows the instructor to provide feedback to students on their research process. This assignment comprises two parts: a proposal section, and a list of resources (bibliography).

Proposal: State the topic chosen and situate it in the course material. This paragraph should include both a historical question and a tentative thesis statement. Following this paragraph, there should be a list of three or four sections of argument that will make up the paper, each of these should be expressed as a complete sentence.

Bibliography: Provide a list of resources, electronic and print, that will be used to research the topic and to develop the analysis.

The bibliography must be presented as an alphabetical listing of the primary and secondary sources that will be used in the project. It must be ANNOTATED, which means that the citation for each source should be followed by a brief description of how the researcher thinks this specific resource will be useful. The bibliography for the finished term paper will not be annotated.

The bibliography must conform to the specifications of *The Chicago Manual of Style* and include a variety of books (e-books or paper copies), historical encyclopedia articles, scholarly articles, and online resources. For a research project of this size, a minimum of fifteen resources will be necessary.

This is a working bibliography; it is likely to evolve as the researcher’s work progresses and from feedback received. It is not necessary to produce another bibliography before that included in the term paper unless feedback is desired.

More information will be provided about this specific assignment in the first week of class, and a style guide will be posted on Blackboard. This assignment will be submitted electronically on Monday, February 3.

Useful resources for this assignment from the Library:
- Libguide on the *Chicago Manual of Style* (16th edition)
- Libguide on Annotated Bibliographies

4.4.2 The Research Paper (25% of the final grade)

The essay must develop an historical argument about a question relevant to the course material. The essay is to be roughly 12-15 pages long, exclusive of the bibliography, or footnotes. Clear references must be provided for all material used in research. This must be done using footnotes. Any ideas and data that came from research must be traced back to their origin; failing this, the penalty for plagiarism will apply. The paper’s final bibliography (not annotated) should include all the works that were useful in writing the essay, even those to which explicit reference has not been made. The essay is to be submitted electronically through Blackboard by Monday, April 7.

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4.4.3 General Guidelines for Written Assignments:
The following guidelines should be used for each of the written assignments in this course. They are based on general practice in the historical profession.

- The name and student number of the author must clearly appear on the first page of every written assignment. No title page is necessary for online submissions.
- Assignments should be given a title to give an idea of its content to the reader. This should not simply be a general descriptor (such as “Term Paper”).
- All written assignments must be typed, double-spaced, using a legible 12-point font. Pages must be numbered.
- Papers are to be submitted electronically through Blackboard. No papers will be accepted through email. Printed copies will only be accepted in exceptional cases and only by prior agreement between student and instructor. Students encountering issues with Blackboard should contact the instructor and IT services.
- *The Chicago Manual of Style* constitutes the standard for bibliographical style. Students must use footnotes and not parenthetical or in-text references. Entries in a bibliography must be presented in alphabetical order of author’s last name. They should be single-spaced, skipping one line between entries. The Library provides a handy online style guide to *The Chicago Manual of Style*.
- Marking rubrics will be provided in advance for all written assignments. They will be made available through Blackboard.

5. Online resources:
Blackboard is the reference and source for subject-related material (the course content), including some additional articles to be used in class. It also contains assignment pages that give further instructions and the marking rubrics associated to the various steps of the research assignment. Where this course outline requires that students “submit electronically” a portion of the research assignment, it means that they have to upload it to Blackboard in the appropriate assignment page.

For all students, the Library has a series of “Libguides” that can prove invaluable tips on various aspects of the assignments for this and for other courses. Most of these “how-to” guides have been grouped under “Research Help” on the Libr ar y’s main page. Also, do not hesitate to explore the resources, including research databases. That can be found under “Find > A Subject > History”.

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6. Schedule of Classes and Readings:


January 27: The Religious Background. Quiz I.


February 17: Family Day. College Closed.

Feb. 18-21: Reading Week. No instructor office hours.


March 17: Paramedical Professions.

March 24: Caring for the Outcast. Porter, chapter 8.


Apr. 14: Final Examination Due
The fine print:

IMPORTANT DATES WINTER 2014

Jan. 6 Classes begin
Midterm feedback date for Full Year courses
Jan. 13 Last day to register or add/drop Winter courses
Last day to withdraw from Full Year courses and receive a WD
Feb. 17 Family Day. College closed
Feb. 18-21 Mid-Term Break
Mar. 3 Mid-term feedback date
Mar. 4 Emergency Response Day
Mar. 11 Perspectives with Nora Young (CBC Radio)
Mar. 14 Final exam schedule posted
Mar. 19 Last day to withdraw from Winter courses and receive a WD
Apr. 9 Last day of classes for Full Year and Winter term courses
Apr. 14-21 Final exams for Full Year and Winter term courses
Apr. 18 Good Friday. College closed
Apr. 28 Final grades posted

Course Outline:

It is the student’s responsibility to be familiar with the information contained in this course outline and to clarify any areas of concern with the instructor.

No changes will be made to this course outline without the consent of the class and the approval of the Chair of the Department of Humanities and Social Sciences.

STUDENT RECOGNITION OF PLAGIARISM*

Standards of Proof
Plagiarism can be judged to have occurred if the instructor has both the material presented by the student and the original source from which this material was taken.

Also, plagiarism can be judged to have occurred
• if the student is incapable of explaining the terminology or ideas in the submitted material
• if such terminology or ideas cannot be shown to originate in the works contained in the Bibliography, References, or Works Cited page accompanying the submitted material (or, for oral presentations, if the student cannot produce the notes or texts used to prepare his/her material).

Consequences: A student charged with plagiarism may
• be given a reduced mark or no mark (i.e., a grade of 0 or F) for the plagiarized assignment, or
• be assigned a Final Grade of F, or
• be expelled from the course and assigned a Final Grade of F.

In all of the above cases, the instance of academic dishonesty will be recorded on the student’s academic file.

PROCEDURE:
1. If an instructor discovers or suspects academic misconduct, the instructor provides evidence of the misconduct to the student and takes disciplinary action up to and including the assignment of a failing grade for the work involved in the misconduct.

2. If the instructor feels that the misconduct warrants more serious consequences, the Chair of the program is informed. The decision to remove the student from the course or to assign a failing grade in the course as a consequence of the misconduct may be taken by the Chair upon reviewing the evidence of the misconduct and determination that the violation warrants such action.

3. If the instructor and program Chair feel that the violation requires more significant action such as removal from a program or from the College, the evidence is presented to the Dean of the Division for a decision.

4. In each case, the decision and disciplinary action are communicated to the student in writing and a copy is provided to the Registrar who places it in the student’s file.

(*adapted from RDC’s policy on Student Misconduct: Academic and Non-academic - see section below on college policies)

College Policies:

Students should be familiar with what constitutes misconduct, as well as its consequences. This may include academic misconduct, the most common of which are plagiarism and cheating, or non-academic misconduct, where student behaviour is deemed unsafe or disruptive. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. Cheating involves attempts to obtain unsanctioned assistance in a formal academic exercise. Students should familiarise themselves with the Policy on Student misconduct: academic and non-academic. Penalties for such misconduct range from academic sanctions on assignments or a course to removal from the College.

Students should refer to the Student Appeal, Formal and Informal Resolution Process Policy should they have questions or concerns about the course outline that cannot be resolved with the instructor.

At all times, the Final Examinations Policy and Standard Practice will be followed.

This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Calendar for a list of excluded courses.

Classroom learning resources may be available to students in alternate formats.

A plagiarism detection tool may be used for this course.

The various RDC academic policies mentioned above can be found here.

Academic Resources on Campus:

Students should be aware that Personal Counselling, Career, Learning, and Disability Services are provided by RDC. Students must inquire about locations at the Information Desk. It is the student’s responsibility to discuss their specific learning needs with the appropriate service provider.

Learning Support (Library: 403.357.3629 help_learn@rdc.ab.ca)
• Learning Strategies (note-taking, studying and exam-writing strategies)
• Peer Tutoring (one-on-one tutoring by students)
• Writing Skills Centre (writingskills@rdc.ab.ca)
• Math Skills Centre (mathlearningcentre@rdc.ab.ca)
Disability Services (Library: 403.357.3629)
• Coordination of services (tutoring, alternate format text, note-taking etc.)
• Academic accommodations, including exam accommodations

Counselling and Career Centre (Room 1402: 403.343.4064)
Assistant Chair
Humanities and Social Sciences
Approved, December 20, 2013