

University of Pennsylvania  
School of Nursing

**2009 SYLLABUS**

**Title:** N 324 (Cross listed with GSOC and HSOC)

Children's Health in the United States, 1750-2000

**Course Units:** 1 c.u., 3 hours lecture seminar per week

**Catalogue Description:**

This course explores the impact of historical ideas, events, and actors pertaining to the history of children's health care in the United States. Emphasis is placed on tracing the origins and evolution of issues that have salience for twenty-first century children's health care policy and the delivery of care.

**Placement:** Fall Semester

**Faculty:** Cindy Connolly PhD RN PNP  
[Cac1@nursing.upenn.edu](mailto:Cac1@nursing.upenn.edu)  
Office Hours TBA

**Pre-Requisites:** None

**Co-Requisites:** None

**Course Overview:**

The specific policies and actions surrounding what is "in the best interest of children's health" and who gets to make those decisions has always represented highly contested terrain in the United States. This course draws on primary and secondary sources to consider major themes and events related to children's health (broadly defined to encompass not just physical, but also emotional health and cognitive and social development) in the United States during the past 250 years. This seminar considers the following questions: In what ways have issues related to children's health been considered distinct from those surrounding adults? How has the idea of governmental responsibility for children's health changed over the past 200 years in the United States? What group (s) have historically claimed authority over children's health? How have children experienced illness? In what ways has children's health been used to legitimate professional and political action? How have children's health and illness been portrayed in film? In what ways do the answers to any of the questions change when the variables of race, ethnicity, social class, gender, and geographic region of the United States are introduced?

**Central Objective:**

This course draws on primary and secondary sources to consider major themes and events related to children's health (broadly defined to encompass not just physical, but also emotional health and cognitive and social development) in the United States during the past 250 years.

**Contributory Objectives:**

The student will analyze the historical processes influencing choices made regarding child health and social welfare policy.

The student will analyze why and how some solutions succeeded; others failed; and still others produced unanticipated consequences.

The student will examine and critique primary documents and secondary historical research.

**Teaching Methods:** Seminar discussion

**Evaluation Methods:**

Class Participation 20%  
 First Paper (7-8 pages) 25%  
 Second Paper (5-7 pages) 20%  
 Research Paper (12-15 pages) 35%

All papers must be submitted in hard copy.  
 Late papers will not receive full credit.

**Required Texts:**

Books Available for Purchase at the University of Pennsylvania Bookstore and on reserve at the Rosengarten Reserve in Van Pelt Library. All articles are posted on Blackboard.

Marie Jenkins Schwartz, Born in Bondage: Growing Up Enslaved in the Antebellum South (Cambridge, Mass: Harvard University Press).

Keith Wailoo and Stephen Pemberton, The Troubled Dream of Genetic Medicine: Ethnicity and Innovation in Tay-Sachs, Cystic Fibrosis, and Sickle Cell Disease (Baltimore: Johns Hopkins University Press, 2006).

Paul A. Offit, Autism's False Prophets: Bad Science, Risky Medicine, and the Search for a Cure, (New York: Columbia University Press, 2008).

**Weekly Topical Outline:**

Week 1:	Course Introduction and Overview
Week 2:	Syrups, Cordials, and Elixers for Children in Eighteenth and Nineteenth Century America
Week 3:	The Health of Enslaved Children in Antebellum America
Week 4:	Professionals and Institutions
Week 5:	Infant Mortality in the United States
Week 6:	The Politics of Children's Health
Week 7:	Children and the "White Plague"
Week 8:	Race, Ethnicity, and Post World War II Children's Health
Week 9:	Autism and Vaccines
Week 10:	Attention Deficit Hyperactivity Disorder
Week 11:	Children as Research Subjects
Week 12:	Individual Tutorials
Week 13:	Experiencing Illness as a Child: Polio
Week 14:	Children's Health in the Twenty-First Century: The Presence of the Past?

**Total Theory Hours:** 72 hours

**Total Clinical Hours:** 0 hours

**Class participation and preparation: 20%**

This seminar meets once a week for three hours. All students are expected to come prepared to discuss the readings for the week and it is suggested that students bring readings to class in order to be able to draw on them during class discussions. Each student (or groups of 2 depending on student number) will also help lead one seminar session. This will include preparing and submitting electronically to Cindy Connolly the day before class (by 5 PM) an agenda of discussion questions for the next day's seminar. Student(s) will convey and elaborate on that agenda in a 10 minute seminar-opening presentation (NO powerpoint please).

**First Paper: 25% Due October 21**

Choose TWO of the following primary documents (Posted on Blackboard under Midterm) and read them thoroughly. Develop a thesis statement based on how you think each document addresses one or more course themes and argue your point(s) in a 7-8 page paper. You will be judged on your ability to analyze the documents, the rigor of your arguments, and the clarity of your writing. Try to go beyond a description of the documents in order to consider their meaning.

I suggest you begin in the same way we did as a group when we practiced analyzing primary documents in class. Here are some questions to ask of the documents, but feel free to ask others if it seems appropriate: What else was happening in health care and in the United States (very broadly, ie pre US civil war, 1930s economic depression) when this document was written and how might this have impacted the way the document reads? Who crafted the document and why

might it have been written? What are its inherent biases, if any? (for example, a document can both conceal and reveal...is there anything that seems to have been deliberately omitted that you might have expected to find?). With an “official document,” in addition to the above considerations, is the “hoped for” outcome apparent? Hypothesize why the document might have been generated. Early annual reports from hospitals, for example, were often sent to wealthy citizens in an effort to obtain donations. What are the document’s strengths and weaknesses as a historical record? With a journal article, was it written by a health care professional such as a doctor or nurse, or a lay person? If written by a professional, who do you suspect is the intended audience, a fellow professional or lay person such as a parent? How might this impact the way the material is framed and discussed? For example, is the tone different when a doctor or nurse provides advice to parents in contrast to a lay person writing for parents? Can you discern any differences between the burgeoning professions of nursing and medicine based on differences in writing style and approach to similar topics?

Remember, you only need to do TWO documents. Trying to analyze or comment on all of the documents will NOT enhance your grade.

1. Lillian D. Wald, The House on Henry Street (New York: Henry Holt, 1915). Choose one of the following chapters: 4, 5, 6, 7, or 8.
2. Abraham Jacobi, Contributions to Pediatrics: Volume I ed. by William J. Robinson, (New York: Critic and Guide Company, 1909). Choose a chapter or 10-30 page section.
3. Julia C. Lathrop, “The Children’s Bureau,” American Journal of Sociology, 18 (1912): 318-30.
4. Standards of Child Welfare: A Report of the Children’s Bureau Conferences May and June 1919 (Washington: US Department of Labor, 1919). Chose a 10-30 page section.
5. S. Josephine Baker and Dorothy C. Kempf, A Child Health Survey of New York State (New York: New York State League of Women Voters, 1922). Choose a 10-30 page section.
6. Baby Week Campaigns, Washington: GPO, 1917). Choose a 10-30 page section.
7. Ales Hrdlicka, “Physical Differences between White and Colored Children,” American Anthropologist 11 (1898): 347-350.
8. Sarah Bessie Palmer, “The Floating Hospital of St. John’s Guild, New York City,” American Journal of Nursing 4 (1903): 104-109.
9. Mary A. Clarke, “The Babies’ Hospital of Philadelphia,” Trained Nurse and Hospital Review 49 (1912): 210-14.

### **Second Paper: 20% Due November 18**

This assignment is meant to be a 5-7 page experiential, meaning not research or thesis driven, paper.

Here is what you should do: Interview 2 people. One person should be between 40-65 years, and the second interviewee should be older than 65 years. Interview each person separately and ask each to remember an episode of childhood illness. Construct some questions ahead of time that reflect what you would like to know and make sure you ask them to each interviewee. Get both people to tell you as much as possible about the health experience. Make sure you identify each person's age during the illness episode as well as now (so you can calculate the year to which they are referring). Try and find out as much as possible regarding the length and type of illness and how it was treated, as well as positive and negative memories related to the event. I suggest you interview parents, grandparents, friends, neighbors, professors etc. Let me know if you cannot find someone for each category and I will find someone with whom you can speak.

Here is how you should report your findings: BRIEFLY introduce your interview subjects to the reader by providing information about current age, age during the illness event identified above, gender, race, and as much as you know about their socioeconomic background. Next, concisely summarize each person's experience and compare and contrast their experiences. For example, you will find that many older Americans contracted measles as a matter of course during their childhood. You'll also find that an ear or eye infection before the antibiotic age that began in the 1940s could debilitate a child for weeks and months. You might also identify how, based on your interviews, ideas about children's health, illness, and social welfare were similar to or different to one another at the 2 time intervals—as well as to today. Finally, talking to people about their current or past health is not as easy as it sounds. In the last page of the paper, reflect on the interviewing experience. Comment on any of the following questions that seem relevant: What was easy about the process? Was anything difficult? Did you take notes as the person spoke and was it difficult to do so while maintaining the flow of the interview? If you knew your subjects well, did that make the experience easier or harder and why?

### **Third Paper: 35% Due December 9**

This assignment is a 12-15 page research paper.

#### Suggested Procedures and Timetable:

By the middle of October, choose a time period, diagnosis, event, or person related to children's health in the United States between 1750-2000. Meet with me to explore possible research topics and to get advice. Depending on the topic, you might use a combination of primary and secondary sources. In late October and early November, locate and read material relevant to

your subject. Consider how what you are reading “fits” into the history of children’s health care and some reasons why. By November 11 (but it can certainly be earlier) students will turn in a 1-2 page annotated bibliography containing a description of at least 6 sources and how each will be used to address your thesis statement or research question. I suggest you outline your thoughts and ideas in writing for yourself by the middle of November and begin writing the narrative. Your resulting paper should have an introduction in which you define your topic and thesis for the reader. In subsequent pages you should build an argument that flows logically and leads the reader to your conclusion. You will be judged on your ability to evaluate the evidence that relates to your topic, the rigor of your arguments, and the clarity of your writing.

Hints: Wherever possible use active voice. Make sure you leave time to proofread your paper and use the resources available to you such as the **Penn Writing Center**.

Sample Ideas for Paper:

Perhaps you are interested in a particular disease, such as diphtheria and ask the question: “How was the new early 20<sup>th</sup> century diphtheria vaccine perceived by parents?” Among other secondary sources, you’d read Evelyn Maxine Hammonds, Childhood’s Deadly Scourge: The Campaign to Control Diphtheria in New York City, 1880-1930 (Baltimore: The Johns Hopkins University Press, 1999). Journals and other materials in the Van Pelt library and Biomedical library contain a wealth of information about the vaccine as well as its introduction to the public. Here are some questions you might consider as part of this topic, but there would be many others that could be generated as well: How did nurses locate at-risk children and convince parents to immunize their children? How did parents pay for the immunization? Other issue to consider might include differences in the way the vaccine was perceived according to parents’ race, class, or ethnicity. Finally, you might choose to focus on a particular location to focus your research such as New York City or Philadelphia. If you did so, you might then draw on newspaper accounts to learn more about the disease and vaccine in those locales.

**Topical Outline:****Week 1      September 9****Course Introduction and Overview**

Joseph M. Hawes and N. Ray Hiner, "Reflections on the History of Children and Childhood in the Postmodern Era," Anya Jabour (ed.), Major Problems in the History of American Families and Children, (Boston: Houghton Mifflin, 2005), pp 23-31.

Linda Gordon, "The Perils of Innocence, or What's Wrong with Putting Children First," Journal of the History of Childhood and Youth 1 (2008): 331-350.

**Week 2      September 16****Syrups, Cordials, and Elixers for Children in Eighteenth and Nineteenth Century America**

James Harvey Young, "'Even to a Suckling Infant': Nostrums and Children," Transactions and Studies of the College of Physicians of Philadelphia 1 (1979): 5-32.

Marilyn S. Blackwell, "The Republican Vision of Mary Palmer Tyler," Society for Historians of the Early American Republic, 12 (1992): 11-35.

Documents:

"Mrs. Winslow's Soothing Syrup for Children Teething," New York Times 29 November 1860.

Mrs. Winslow's Soothing Syrup advertisement

Mary Palmer Tyler, The Maternal Physician: A Treatise on the Nurture and Management of Infants From the Birth Until Two Years Old. Being the Result of Sixteen Years' Experience in the Nursery. Illustrated By Extracts From the Most Approved Medical Authors. By An American Matron, (1811; rep., New York 1972), 273, 278.

**Week 3      September 23**

**The Health of Enslaved Children in Antebellum America**

Marie Jenkins Schwartz, Born in Bondage: Growing Up Enslaved in the Antebellum South (Cambridge, Mass: Harvard University Press).

Documents: Choose a Selection from “Anthology of Voices of Children in Bondage” and come to class prepared to describe and discuss your selection in the context of Schwartz’s arguments.  
[http://www.digitalhistory.uh.edu/do\\_history/young\\_people/slavery.cfm](http://www.digitalhistory.uh.edu/do_history/young_people/slavery.cfm)

**Week 4      September 30**

**Professionals and Institutions**

Russell Viner “Abraham Jacobi and the Origins of Scientific Pediatrics,” Formative Years: Children's Health in the United States, 1880-2000 eds Alexandra Minna Stern and Howard Markel (Ann Arbor: University of Michigan Press, 2004). Pp 23-46.

Janet Golden in Children and Youth “Children’s Health: Caregivers and Sites of Care” pp 67-84

Kathleen W. Jones, “Sentiment and Science: The Late Nineteenth Century Pediatrician as Mother’s Advisor,” Journal of Social History 17 (1983): 79-96.

Cynthia Connolly, “Growth and Development of a Specialty: The Professionalization of Child Health Care,” Pediatric Nursing 31 (2005): 211-15.

Document:

New York Committee on Physical Welfare of School Children, “Physical Welfare of School Children: An Examination of the Home Conditions of 1,400 New York School Children Found by School Physicians to Have Physical Defects,” Publications of the American Statistical Association, 10 (1907): 271-316.

Rose MacGowan, “The Attitude of the Various Nationalities toward the Work of the School Nurse and School Doctor,” Pacific Coast Journal of Nursing 21 (August 1922): 490-492

**Week 5      October 7**

### **Infant Mortality in the United States**

Richard Meckel, "Racialism and Infant Death: Late 19<sup>th</sup> and Early Twentieth Century Sociomedical Discourses on African American Infant Mortality," in Migrants, Minorities and Health: Historical and Contemporary Studies eds. Lara Marks and Michael Worboys (London: Routledge, 1997): 70-92.

Sylvia D. Hoffert, "A Very Peculiar Sorrow: Attitudes Toward Infant Death in the Urban Northeast, 1800-1860," American Quarterly 39 (1987): 601-16

Jeffrey P. Brosco, "The Early History of the Infant Mortality Rate in America: 'A Reflection Upon the Past and a Prophecy of the Future,'" Pediatrics 103 (1999): 478-85.

#### Documents:

George B Mangold et.al, "Infant Mortality in American Cities," Annals of the American Academy of Political and Social Science 31 (1908): 184-92.

S. W. Newmayer, "The Warfare Against Infant Mortality," Annals of the American Academy of Political and Social Science 37 (1911): 288-98.

**Week 6      October 14**

### **The Politics of Children's Health**

Kriste Lindenmeyer, "The Origins of a Federal Bureau for Children, 1900-1912" A Right to Childhood : the U.S. Children's Bureau and Child Welfare, 1912-46 (Urbana : University of Illinois Press, 1997), pp 9-29.

Molly Ladd-Taylor, "Saving Babies and Sterilizing Mothers: Eugenics and Welfare Politics in the United States," Social Politics 4 (1997): 136-153.

Howard Markel and Janet Golden, "Successes and Missed Opportunities in Protecting our Children's Health: Critical Junctures in the in the History of Children's Health Policy in the United States," Pediatrics 115 (2005): 1129-33.

#### Documents:

"Senate Debates on Children's Bureau Bill, 1911-1912" Congressional Record 62 Cong., 2<sup>nd</sup> Session. In Robert H. Bremner, Children and Youth in America, vol. 2, 1866-1932 (Cambridge, MA: Harvard University Press, 1971), pp 764-70.

Report of S. 1172 in 2004. 108<sup>th</sup> Congress, Improved Nutrition and Physical Activity Act. (p 1-3, 6-8).

**Week 7      October 21**

**Children and the “White Plague”**

Cynthia Connolly, “Nurses: The Early Twentieth Century Tuberculosis Preventorium Movement’s “Connecting Link,.” Nursing History Review 1 (2002), 127-157.

Meghan Crnic and Cynthia Connolly, “They Can’t Help Getting Well Here:” Seaside Hospitals for Children in the United States, 1872-191,.” Journal of the History of Childhood and Youth 2 (2009): 220-233.

John Hutchinson, “The Junior Red Cross Goes to Healthland.” American Journal of Public Health. 87 (1997):1816-1823.

Robert A. Trennert, “The Federal Government and Indian Health in the Southwest: Tuberculosis and the Phoenix East Farm Sanatorium, 1909-1955,” The Pacific Historical Review 65 (1996): 61-84.

Documents:

“An Indian Boarding School Photo Gallery,  
[http://www.english.illinois.edu/maps/poets/a\\_f/erdrich/boarding/gallery.htm](http://www.english.illinois.edu/maps/poets/a_f/erdrich/boarding/gallery.htm)

“Assimilation Through Education: Indian Boarding Schools in the Pacific Northwest,”  
<http://content.lib.washington.edu/aipnw/marr.html>

““Kill the Indian, and Save the Man’: Capt. Richard H. Pratt on the Education of Native Americans”, Official Report of the Nineteenth Annual Conference of Charities and Correction (1892), 46–59. Reprinted in Richard H. Pratt, “The Advantages of Mingling Indians with Whites.” Americanizing the American Indians: Writings by the “Friends of the Indian” 1880–1900 (Cambridge, Mass.: Harvard University Press, 1973), 260–271.  
<http://historymatters.gmu.edu/d/4929/>

In class Primary Document films:

South Mountain, Pennsylvania, Children’s Hospital and Preventorium, 1927

Temple of Moloch, 1914

**Week 8      October 28****Race, Ethnicity, and Post World War II Children's Health**

Keith Wailoo and Stephen Pemberton, The Troubled Dream of Genetic Medicine: Ethnicity and Innovation in Tay-Sachs, Cystic Fibrosis, and Sickle Cell Disease (Baltimore: Johns Hopkins University Press, 2006).

Kriste Lindenmeyer, "The Federal Government and Children's Health," Children and Youth in Sickness and in Health: A Historical Handbook and Guide, eds Janet Golden, Richard A. Meckel, and Heather Munro Prescott, (Westport: Greenwood Press, 2004): 119-125.

Documents:

TBA

**Week 9      November 4****Autism and Vaccines**

Jeffrey P. Baker, "Mercury, Vaccines, and Autism: One Controversy, Three Histories," American Journal of Public Health 98 (February 2008): 244-53.

Paul A. Offit, Autism's False Prophets: Bad Science, Risky Medicine, and the Search for a Cure, (New York: Columbia University Press, 2008).

Documents:

TBA

**Week 10      November 11****Attention Deficit Hyperactivity Disorder**

Rick Mayes and Jennifer Erkulwater, "Medicating Kids: Pediatric Mental Health Policy and the Tipping Point for ADHD and Stimulants," Journal of Policy History 20 (2008): 309-343.

Irina Singh, "Not Just Naughty: 50 Years of Stimulant Drug Advertising," eds. Andrea Tone and Elizabeth Siegal Watkins, In Medicating Modern America: Prescription Drugs in History, (New York: New York University Press, 2007): 131-156.

Document:

M. Lauffer and E. Denhoff, "Hyperkinetic Behavior Syndrome in Children," Journal of Pediatrics 50 (1957): 463-475.

**Week 11      November 18****Children as Subjects in Research**

Susan E. Lederer, "Orphans as Guinea Pigs: American Children and Medical Experimenters, 1890-1930" In the Name of the Child: Health and Welfare, 1880-1940 ed. Roger Cooter, (London: Routledg, 1992): 96-124.

Leonard G. Glantz, "Nontherapeutic Research with Children: Grimes v Kennedy Krieger Institute" American Journal of Public Health 92 (2002) 1070-73.

Document:

2007 Senate Hearing 110-543, "Ensuring Safe Medicines and Medical Devices for Children."

**Week 12      November 25**

Individual Tutorials

**Week 13      December 2****Experiencing Illness as a Child: Polio**

Russell Viner and Janet Golden, "Children's Experience of Illness," in Medicine in the Twentieth Century eds. Roger Cooter and John Pickstone, (Amsterdam: Harwood, 2000): 575-687.

Daniel J. Wilson, "A Crippling Fear: Experiencing Polio in the Era Before FDR," Bulletin of the History of Medicine, 72 (1998): 464-95.

Documents:

Mary Phraner Warren and Don Kirkendall Bottom High to the Crowd (New York : Walker, 1973), pp 22-34, 53-66, 82-102.

Mark O'Brien, How I Became a Human Being, (Madison: University of Wisconsin Press, 2003), 7-30.

**Week 14      December 9****Children's Health in the Twenty-First Century: The Presence of the Past?**

Revisit Linda Gordon article from Week 1

In Class Analysis of Primary Documents TBA: I will choose and post articles from the popular press during Fall, 2009 related to child health.