History 229 studies race and ethnicity as factors in American science and medicine. It explores the ways in which racial attitudes and the changing concept of “race” have affected not only the makeup of the scientific and medical communities but even the formulation and proof of scientific theories. It asks students to wrestle with the questions: is science objective? is science meritocratic? The course also aims to promote historical understanding of the obstacles and many levels of discrimination that people of color have faced in gaining entrance into, and recognition within, American science, medicine, nursing, and dentistry. Topics covered in History 229 include: the evolution of race as a scientific and medical concept; comparative history of how African Americans and European-American women made places for themselves within American medicine; the use of people of color as subjects of medical experiments; and biographies of some major African-American doctors and scientists.

As part of the larger UWM initiative called the “Undergraduate Research Experience,” section 001 of History 229 will be limited to twenty students and will focus on the methods as well as content of history. Students in section 001 will have an opportunity to reflect on the methods and tools that historians use to construct historical knowledge and to practice historical scholarship by researching and writing a ten- to twelve-page paper on a topic relevant to the course content. During the first part of the course students will complete two short analytical papers organized around the specific skills of analyzing primary and secondary sources. During the second half of the course, students will work step-by-step towards their final research papers.
As a History course, a General Education course in the Humanities, and a Cultural Diversity course, History 229 has multiple learning goals.

Students will acquire the ability or improve their ability to
- analyze texts, images, and data
- read primary and secondary sources carefully and critically
- understand how history is constructed by discussing the nature of primary and secondary sources
- understand history as a process as well as a product
- understand broad concepts such as race, ethnicity, gender, and class
- analyze and synthesize historical data (including specific texts, images, and events) into larger historical contexts
- use various types of evidence to construct an effective argument
- write a historical research paper in a literate and cogent manner.

Students will understand the role that science and medicine have played in constructing the concept of “race” and how that concept has changed over time.

Students will gain familiarity with some significant elements of science and medicine that have affected the life histories and life prospects of people of color, especially African Americans, in the United States.

Students will begin to understand the experiences of African Americans in American health care and science from 1800 to the 1960s (as dentists, doctors, experimental subjects, medical and science students, nurses, patients, scientists, etc.).

Students will appreciate and understand the perspectives and methodologies that African Americans have used to describe, explain, and evaluate their experiences with science and medicine.

Students will understand the comparative history of how African Americans and European-American women gradually made places for themselves within American medicine and science.
Required Readings

**Required Books**
Students will be required to read:


**Required Essays**
Students will be required to read a total of about a dozen scholarly articles and book chapters, which will be available through electronic reserve.

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**Summary of Course Requirements and Assignments**

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<th>Assignment</th>
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<tr>
<td>Short paper #1 (2 to 3 pages)</td>
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<td>Preliminary examination</td>
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<td>Short paper #2 (2 to 3 pages)</td>
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<td>Final paper updates</td>
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<td>Final research paper (10 to 12 pages)</td>
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<td>Attendance and participation</td>
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Highest possible total                  100 credits