

HISC115

History of Modern Medicine

The history of scientific medicine from the anatomy theatre to the human genome project and beyond

Instructor: Cathy Gere

HSS 4040

cgere@ucsd.edu

858 534 6051

MAKING MODERN MEDICINE

In the last few decades, medicine and the life sciences have become the locus for some of society's most extravagant hopes and acute anxieties. Making Modern Medicine is aimed at students who would like to uncover the history behind the headlines and take the 'longer view' of some of these questions. We will investigate the origins of aspects of contemporary life familiar to us all, from the vitamins we swallow down with breakfast to giving birth in hospital, bringing a historical perspective to bear on topics such as the storms over American health care reform, the politics of pharmaceutical patents and the emergence of the new genetic determinism.

The textbook for the course is Roy Porter's *Blood and Guts, a short history of medicine*. In addition there will be some primary source readings on the WebCT site. Lecture notes will be posted on WebCT, and the lectures will be podcast.

Learning Objectives

By the end of this course students should demonstrate:

1. mastery of the broad outlines of the history of scientific medicine;
2. an understanding of the difference between primary, secondary, and tertiary sources;
3. the capacity to analyze primary sources in their written work;
4. an understanding of the issues at stake in writing the history of science;
5. some improvement in their powers of expression;
5. a demonstrated grasp of scholarly citation technique.

Course Requirements

Attendance at lectures is required. A sign-in sheet will be passed round on random occasions and comprehension quizzes will occasionally be set based on that week's lectures. Attendance and participation count towards 20% of the final grade.

There will be a take-home midterm in which students will analyze three primary sources, in answer to three questions. This will be five to eight pages long, double spaced, in twelve point type, with one to one and half inch margins. This will count towards 30% of the final grade.

There will be a take-home final, in which students will be expected to incorporate primary and secondary source readings into a longer narrative or narratives. This will

be nine to fifteen pages long, same format, and will count towards the remaining 50% of the grade.

Students are required to comply with the academic integrity rules of this university, and will be required to turn in an electronic copy of their take-home exams to turn-it-in.com, the plagiarism software on the WebCT site. Anyone found to be in violation will be reported to the academic integrity office, with no exceptions.

A note to my students: I get asked to write many letters of recommendation. I only write them for students who excel in my classes, and who make themselves known to me, by visiting my office hours and/or participating in class discussions.

Course Outline and Readings

The class is organized chronologically: first week will be devoted to early modern medicine; week two to the eighteenth century; weeks three, four and five to the nineteenth century; weeks six, seven, eight and nine to the twentieth century. In tenth week we will be discussing contemporary issues.

1.

Introduction to the course: disease through the ages

Blood and Guts, Ch. 1.

Early modern medicine

FIRST WEEK

2.

Humoral and other medicines

Blood and Guts, Ch. 2.

3.

The Islamic Hospital and the Renaissance Anatomy Theatre

Blood and Guts, Ch. 3.

Eighteenth century

SECOND WEEK

4.

Enlightenment medicine

Blood and Guts, Ch. 7.

5.

The Paris Hospital and the stethoscope

Laennec, René: *On Mediate Auscultation*, excerpts, in *Source Book of Medical History*, pp. 313-330.

The nineteenth century

THIRD WEEK

6. Public Health and Sanitary police

7. Medical education

Jex-Blake, Sophia, (1872). *Medical Women*, pp. 5-37.

FOURTH WEEK

8. The laboratory

Blood and Guts, Ch. 4

9. Ghastly kitchens

Bernard, Claude, (1865), *An Introduction to the Study of Experimental Medicine*, pp. 5-26.

FIFTH WEEK

10. Surgery

Blood and Guts, Ch. 6

11. Microbes

Pasteur, Louis (1881) *An Address on Vaccination in Relation to Chicken Cholera and Splenic Fever*

The twentieth century

SIXTH WEEK

12. The industrial roots of drug production

Blood and Guts, Ch. 5.

Paul Ehrlich *Experimental Researches on Specific Therapeutics*, pp. 1-15.

13. Imperial Medicine and WWI

Cunningham, Andrew and Bridie Andrews (eds.). 1997. *Western medicine as contested knowledge*, pp. 1-15.

SEVENTH WEEK

14. Medicalization

Van De Velde, T. H. (1930) *Ideal marriage: its physiology and technique*, pp.11-19.

15. Racial hygiene

Proctor, Robert, (1988), *Racial Hygiene: Medicine under the Nazis*, pp. 177-222.

EIGHTH WEEK

16. WWII and the war on disease

Bush, Vannevar, (1945), 'Science, the Endless Frontier: a report to the President' pp. 231-239

17. Medical nemesis

Blood and Guts, Ch. 8.

NINTH WEEK

18. AZT and the new therapeutic optimism

Shilts, Randy, (1987), *And the Band Played On: Politics, People and the AIDS Epidemic*, pp. 53-69

19. Thanksgiving, no class

Contemporary Issues

TENTH WEEK

20. Human Genome Project and the Decade of the Brain

Micale, Mark. 'The Psychiatric Body' in Pickstone, John and Cooter, Roger, (eds.) *Medicine in the Twentieth Century*, pp. 337-345.

21. Health Care reform

Class discussion, no reading