

# HISTORY OF MODERN MEDICINE

## Spring 2011

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

**Instructor: Laura Harkewicz**  
**HSS 3045**  
**lharkewi@ucsd.edu**

Office hours: Mondays 1-3pm

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. History of 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. It will cover some basic facts and concepts, featuring three broad themes: 1) how medical knowledge was made, 2) technological contributions, and 3) the affects of existing philosophies, paradigms or political/social/cultural conditions. 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 a hospital, bringing a historical perspective to bear on topics such as the politics of pharmaceutical patents, the emergence of the new genetic determinism, and ways media representations of medicine and doctors inform our health care decisions.

There are **two textbooks** for the course: Roy Porter's *Blood and Guts, a short history of medicine* and the HISC 115 Course Reader for Spring 2011. For your convenience, copies of each text will be placed on library reserve – check at the SSH circulation desk for availability. There may be a few additional readings as well. These will be posted on WebCT.

As you read these texts, consider that you should not simply *read* them, but rather *use* them for historical research. For more information on how historical research is done see environmental historian William Cronon's informative site:

<http://www.williamcronon.net/researching/>. See especially his comments on the pleasures of note taking, making connections, reading critically, and arguing and telling stories. There are many citation manuals you may use as reference. I prefer the Chicago Manual of Style. For an online guide see: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

I encourage you to engage in informal learning: read local and national newspapers and other publications, watch television – especially PBS, but also medical dramas, and talk to others about what we are learning in class. These activities will keep you intellectually stimulated and informed of current debates over major medically-related issues. They will help you understand the dynamics of past historical changes. Bring your thoughts and ideas to lecture and share them with us during class.

## Learning Objectives

By the end of this course students should demonstrate:

- Mastery of the broad outlines of the history of scientific medicine
- The ability to identify the 3 course themes (noted above) in the readings and lectures
- An understanding of the difference between primary and secondary sources
- The ability to analyze primary sources in their written work
- An understanding of the issues at stake in writing the history of science
- Some improvement in their powers of expression
- A demonstrated grasp of scholarly citation technique

## Course Requirements

All electronic media must be switched off during lecture. No open laptops, no fiddling with phones, no earbuds. Experience the beautiful simplicity of pen and paper.

It is your responsibility to check WebCT regularly for any announcements or updates.

Attendance at lectures is required. A sign-in sheet will be passed round regularly.

**Attendance and participation count towards 15% of the final grade.**

**Response papers** on the week's readings are due Fridays of each week. No response papers are expected for weeks one, five (midterm assignment replaces) and ten. This means **7 response papers** are expected for the term. Each response paper should engage with **one reading** corresponding to one topic, i.e. the topic and reading for Monday's lecture OR Wednesday's lecture OR Friday's lecture. You may choose one of four forms for each response paper. The forms of response are: 1) a question prompted by the reading you would like to explore further, 2) one aspect of the reading you found interesting, 3) a critique of the author's argument, or 4) discussion of how the reading relates to the 3 broad course themes (how medical knowledge is made, technological contributions, and the affects of existing philosophies, paradigms or political/social/cultural conditions). These **should never be a summary** of the readings, but rather an engagement with the texts. You **may not** use the same form for each response paper. **You must use each form at least once.** Each response paper should be typed, **one-page**, double-spaced, 12 pt. type, with one to one and one half inch margins. The response paper must include reference to the reading you are discussing and the form of response you are using. These must be written in narrative form, with complete sentences and proper citation. Weekly response papers will be graded on a satisfactory/unsatisfactory basis, with the emphasis on making a satisfactory effort of engaging with a reading. Weekly response papers will count towards **25%** of the final grade.

There will be a **take-home midterm** assignment in which students will analyze three primary sources, in answer to several questions. This will be five to six pages long, double spaced, in twelve point type, with one to one and half inch margins. This assignment will count towards **30%** of the final grade. It will be due on Wednesday of fifth week (April 27).

There will be a **take-home final**, in which students will be expected to answer multiple choice questions about the readings and lectures. There will also be one or two essay questions where students will be expected to incorporate primary and secondary source readings into a longer narrative or narratives. Essays will be 3 - 5 pages long, same format as above. The final will count towards the remaining **30%** of the grade. **The final will be due by Monday, June 6 at 11 am**, which is our scheduled final time.

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.

### **Early modern medicine**

#### **FIRST WEEK**

**Mon. 3/28. Lecture 1: Introduction to the course - Disease through the ages**  
*Blood and Guts*, Ch. 1.

**Wed. 3/30. Lecture 2: From Humoral medicine to Islamic hospitals**  
*Blood and Guts*, Ch. 2.

**Fri. 4/1. Lecture 3: Medieval Medicine and the Renaissance Anatomy Theatre**  
*Blood and Guts*, Ch. 3.

## Eighteenth century

### SECOND WEEK

**Mon. 4/4. Lecture 4: Enlightenment medicine**

Letter of Mary Montague (1717), excerpt, in Course Reader.

**Wed. 4/6. Lecture 5: The French Revolution and the Birth of the Clinic**  
*Blood and Guts*, Ch. 7.

**Fri. 4/8. Lecture 6: The Training of the senses and the stethoscope**

Laennec, René: *On Mediate Auscultation* (1819), excerpt, in Course Reader.

**First Response Paper Due.**

## The nineteenth century

### THIRD WEEK

**Mon. 4/11: Lecture 7: Public Health**

No reading

**Wed. 4/13: Lecture 8: The 1854 London Cholera Outbreak & Public Health Enforcement**

Snow, John, *On the Mode of Communication of Cholera* (1824), excerpt, in Course Reader. Johnson, Steven *The Ghost Map* (2006), excerpt, in Course Reader.

**Fri. 4/15. Lecture 9: Medical education and the Making of a profession**

Jex-Blake, Sophia (1872), *Medical Women*, excerpt, in Course Reader.

**Response Paper Due.**

### FOURTH WEEK

**Mon. 4/18. Lecture 10: The laboratory**

*Blood and Guts*, Ch. 4

**Readings for Midterm Assigned.** (All from: Report of the Seventh International Medical Congress, 1881, *British Medical Journal*, August 13th, 1881, pp. 273-302, in Course Reader). **Assignment posted on WebCT.**

**Wed. 4/20: Lecture 11: Germany and laboratory research**

No reading.

**Fri. 4/22: Lecture 12: Ghastly kitchens**

Bernard, Claude (1865), *An Introduction to the Study of Experimental Medicine*, excerpt, in Course Reader.

**Response Paper Due.**

FIFTH WEEK

**Mon. 4/25. Lecture 13: Surgery**

*Blood and Guts*, Ch. 6

**Wed. 4/27. Lecture 14: Microbes**

No additional readings. Readings are those assigned for take-home midterm (Report of the Seventh International Medical Congress, 1881, *British Medical Journal*, August 13th, 1881, pp. 273-302, in Course Reader).

**Midterm due.**

**Fri. 4/29: Lecture 15: The laboratory, medicine, and the world**

No Reading

**No Response Paper Due.**

**The twentieth century**

SIXTH WEEK

**Mon. 5/2. Lecture 16: The industrial roots of drug production**

*Blood and Guts*, Ch. 5.

Ehrlich, Paul (1908), *Experimental Researches on Specific Therapeutics*, excerpt, in Course Reader.

**Wed. 5/4: Lecture 17: Medicine and Imperialism**

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

**Fri. 5/6: Lecture 18: Imperialism and WWI Medicine**

No reading

**Response Paper Due.**

## SEVENTH WEEK

### **Mon. 5/9. Lecture 19: Medicalization**

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

### **Wed. 5/11. Lecture 20: From Medicalization to Racial hygiene**

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

### **Fri. 5/13. Lecture 21: Nazi Medicine and the Racial Hygiene Movement**

No additional reading.

### **Response Paper Due.**

## EIGHTH WEEK

### **Mon. 5/16. Lecture 22: Medical Advances of WWII**

No reading.

### **Wed. 5/18. Lecture 23: The War on disease and therapeutic optimism**

Bush, Vannevar (1945), "Science, the Endless Frontier: a report to the President" pp. 231-239, excerpt, in Course Reader

### **Fri. 5/20. Lecture 24: The End of Therapeutic Optimism**

*Blood and Guts*, Ch. 8.

### **Response Paper Due.**

## NINTH WEEK

### **Mon. 5/23. Lecture 25: Early AIDS history**

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

### **Wed. 5/25. Lecture 26: AIDS Prevention Campaigns and the Search for a cure**

No reading.

### **Contemporary Issues**

### **Fri. 5/27. Lecture 27: The Human Genome Project**

Davies, Kevin (2002), *Cracking the genome: inside the race to unlock human DNA*, pp. 11-32, in Course Reader.

### **Last Response Paper Due.**

TENTH WEEK

**Mon. 5/30. Memorial Day, no class.**

**Wed. 6/1. Lecture 28: The Decade of the Brain**

Micale, Mark (2000), "The Psychiatric Body" in Pickstone, John and Cooter, Roger, (eds.) *Medicine in the Twentieth Century*, pp. 337-345, in Course Reader.

**Take-home final available on WebCT.**

**Fri. 6/3. Lecture 29: The Media and Health**

Possible reading to be announced – available on WebCT.

**Take-home final due by 11 a.m. Monday, June 6.**