

HISTORY OF MODERN MEDICINE

Winter 2012

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

Instructor: Laura Harkewicz

HSS 2302

lharkewicz@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 effects 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 take daily 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 is **one textbook** for the course: Roy Porter's *Blood and Guts, a short history of medicine*. For your convenience, copies of the text will be placed on library reserve – check at the SSH circulation desk for availability. Other **compulsory readings** for the course will be posted on Blackboard Learn . Please print out these readings for use.

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. **You may use any form of citation you wish; just be sure to be consistent and to make note of the style you are using.** I prefer the Chicago Manual of Style. For an online guide see: 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. Laptop use is a privilege. Please only use laptops for note taking, no web surfing, checking email etc. If we see these kinds of activities, use of laptops will be suspended. Also, no fiddling with phones, no earbuds.

It is your responsibility to check Blackboard Learn regularly for readings, announcements, or updates.

Attendance at lectures is required. A sign-in sheet will be passed round occasionally. We will also take attendance via occasional pop quizzes. If you are not present for these, and do not have an excused absence, you will be marked absent. You will be marked down for 2 or more unexcused absences. **For every 2 unexcused absences your final grade will be marked down by one level (e.g. A to A-, B+ to B, etc.) Four unexcused absences will bring your final grade down by one whole grade, etc.**

There will be a **take-home midterm** assignment. This assignment will be in the form of 3 separate response papers based on the weekly readings. 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, and 3) a critique of the author's argument. This will be **4 - 6 pages long, double spaced, in twelve point type**, with one to one and half inch margins. This assignment will count towards **45% of the final grade**. It will be due on Wednesday of fifth week (February 8). As you work with the weekly readings be sure to keep the midterm assignment in mind – you may even want to take notes that can help you with the assignment. More information on the midterm will be given later in the quarter.

The final will be one or two **take-home** essay questions where students will be expected to incorporate primary and secondary source readings into a longer narrative or narratives. Essays will be **5 - 7 pages long**, same format as above. The final will count towards the remaining **55%** of the grade. **The final will be due by our scheduled final time (March 23 by 11 am).**

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 Blackboard Learn 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. 1/9. Lecture 1: Introduction to the course - Disease through the ages
Blood and Guts, Ch. 1.

Wed. 1/11 Lecture 2: From Humoral medicine to Islamic hospitals
Blood and Guts, Ch. 2.

Fri. 1/13. Lecture 3: Medieval Medicine and the Renaissance Anatomy Theatre
Blood and Guts, Ch. 3.

Eighteenth century

SECOND WEEK

Mon. 1/16: Martin Luther King Jr. Day – No class

Wed. 1/18: Lecture 4: Enlightenment medicine
Letter of Mary Montague (1717), excerpt on Blackboard Learn.

Fri. 1/20. Lecture 5: The French Revolution and the Birth of the Clinic
Blood and Guts, Ch. 7.

The nineteenth century

THIRD WEEK

Mon. 1/23. Lecture 6: The Training of the senses and the stethoscope
Laennec, René: *On Mediate Auscultation* (1819), excerpt, on Blackboard Learn.

Wed. 1/25: Lecture 7: Public Health
No reading

Fri. 1/27: Lecture 8: The 1854 London Cholera Outbreak & Public Health Enforcement
Snow, John, *On the Mode of Communication of Cholera* (1824), excerpt, on Blackboard Learn . Johnson, Steven *The Ghost Map* (2006), excerpt, on Blackboard Learn.

FOURTH WEEK

Mon 1/30. Lecture 9: Medical education and the Making of a profession
Jex-Blake, Sophia (1872), *Medical Women*, excerpt, on Blackboard Learn.

Wed 2/1. Lecture 10: The laboratory
Blood and Guts, Ch. 4

Midterm Assignment posted on Blackboard Learn .

Fri. 2/3: Lecture 11: Germany and laboratory research
No reading.

FIFTH WEEK

Mon 2/6: Lecture 12: Ghastly kitchens
Bernard, Claude (1865), *An Introduction to the Study of Experimental Medicine*, excerpt, on Blackboard Learn.

Wed 2/8. Lecture 13: Surgery
Blood and Guts, Ch. 6

Midterm due.

Fri. 2/10. Lecture 14: Microbes
Excerpts from Report of the Seventh International Medical Congress, 1881, *British Medical Journal*, August 13th, 1881, on Blackboard Learn.

SIXTH WEEK

Mon 2/13: Lecture 15: The laboratory, medicine, and the world

No Reading

The twentieth century

Wed 2/15. Lecture 16: The industrial roots of drug production

Blood and Guts, Ch. 5.

Ehrlich, Paul (1908), *Experimental Researches on Specific Therapeutics*, excerpt, on Blackboard Learn.

Fri. 2/17: Lecture 17: Medicine and Imperialism

Cunningham, Andrew and Bridie Andrews (eds.) (1997) *Western medicine as contested knowledge*, on Blackboard Learn.

SEVENTH WEEK

Mon. 2/20: President's Day Holiday – No class.

Wed. 2/22: Lecture 18: Imperialism and WWI Medicine

No reading

Fri. 2/24 Lecture 19: Medicalization

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

EIGHTH WEEK

Mon. 2/27. Lecture 20: From Medicalization to Racial hygiene

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

Wed. 2/29 Lecture 21: Nazi Medicine and the Racial Hygiene Movement

No additional reading.

Fri. 3/2 Lecture 22: Medical Advances of WWII

No reading.

NINTH WEEK

Mon. 3/5. 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, on Blackboard Learn.

Wed. 3/7. Lecture 24: The End of Therapeutic Optimism

Blood and Guts, Ch. 8.

Fri. 3/9 Lecture 25: AIDS history, Prevention Campaigns, and the Search for a cure

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

TENTH WEEK

Contemporary Issues

Mon 3/12. Lecture 27: The Human Genome Project

Davies, Kevin (2002), *Cracking the genome: inside the race to unlock human DNA*, pp. 11-32, on Blackboard Learn.

Wed. 3/14 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, on Blackboard Learn.

Take-home final available on Blackboard Learn .

Fri. 3/16. Lecture 29: The Media and Health

“A Prescription for Fear,” *The New York Times Magazine*, 2/6/11 and
“Cardiopulmonary Resuscitation on Television,” *The New England Journal of Medicine* (June 13, 1996) both on Blackboard Learn .

Take-home final due by 11 am. March 23.