

HIST493.39 HISTORY OF MEDICINE AND HEALTH CARE II / SELECTED TOPICS IN THE HISTORY OF MEDICINE

Prof. F.W. Stahnisch
Winter Term 2018

Monday 12:30-13:20 & Thursday 17:30-19:20 (outside med. exam periods; Mon, 1405A & Thur, G500)
(small-group sessions during med. exam periods: TRW-3, Nightingale Rm.)

HSC – Health Sciences Centre / 1405A – in on the first floor/G500 is on the ground floor – occasionally overflow theatres are used

CONTACT INFORMATION

Office hours: Monday 11:00am-12:00 pm in 3E41, TRW Bldg., Dept. of Community Health Sciences,
3280 Hospital Drive N.W. (or by email appointment: fwstahni @ucalgary.ca)

Telephone: 403-210-6290 (Prof. F.W. Stahnisch) / 403-2220-2481 – Administrative Course
Coordinator: Donna Weich)

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Web: <https://www.hom.ucalgary.ca>

WEB-BASED MATERIALS (Access during term time)

This course makes use of Desire2Learn and the History of Medicine and Health Care program website: (<https://www.hom.ucalgary.ca>). Students will find the following materials on Desire2Learn: (<http://elearn.ucalgary.ca/desire2learn/>).

- the course description
- instructions for “assignments”/HOM “presentations”/HMD “presentations or posters”
- some selected PowerPoint presentations of the lectures and workshops
- some discussion handouts for the Thursday workshops
- library resource materials and links
- bibliography of additional readings for the individual sessions of the course

ABOUT THIS COURSE

This course (part two) is a survey of the history of medicine and health care, particularly in Western societies (Europe and North America), from antiquity to the present. Its general organization focuses on major topics rather than being chronologically based.

The aims are:

- ◆ to sketch in thematic blocks main subject lines pertinent to the evolution and status of modern medicine and health care in its cultural contexts;
- ◆ to examine the ways in which the body, health and disease were conceptualized in the past, and to situate the major shifts in medical knowledge and healing practice in the context of broader historical changes in Western societies;
- ◆ to examine the changing role of “the healer” and the “patient” over time and in differing cultural and social contexts;
- ◆ to track the development of some of the major institutional and societal frameworks of medicine and health care – embodied in areas of medical education, life science research, hospital design and health care provision;
- ◆ to analyze the ways in which human societies and their healers interacted in the face of medical challenges, both in differing times and parallel cultural evolutions.

The course is basically divided into two parts:

- **The First Part** (Jan. 2018 to Feb. 2018) begins with lectures that continue themes that have been explored in the preceding course (HTST493.38) and that focus on major developments in the more recent history of medicine and health care. Furthermore, valuable films are presented and discussed, which represent major developments in the history of medicine and health care in the 19th and 20th century. Also, documentary films and movie clips are shown and analyzed that describe modern problems and challenges in health care and public health, which are then traced back to their historical origins. The majority of the classes are student-run, since students will present their investigations and research from projects they have undertaken during the term. These include for example themes related to particular disciplinary histories, the place of modern medicine and health care, the relationship of public health and clinical medicine, biographies of laboratory researchers and influential doctors in the history of medicine. During the month of January, the first student presentations will start in class and continue until the last week of February, when the course part of “Selected Topics in the History of Medicine” will end with a featured lecture on the “History of I.V. Injection” – paired with practical exercises for the medical and health care students. Three intensive small group sessions, based on literature presentations, will feature topics from the history of medical science and physiology, the epistemology of medicine and the increasing diversification of interdisciplinary research and care approaches in modern biomedicine.

- **The Second Part** (March, 2018) is a short but very intensive component of the course. In two preparatory workshops, students will have the chance to again rehearse and discuss their preparation of talks, posters, and PowerPoint presentations etc. for the forthcoming nation-wide History of Medicine Days (HMD) conference in Calgary. All class members are requested to take part in this student-run conference, an intellectually intriguing, academically rich, and superb social event bringing together undergraduate medical and other students from interdisciplinary fields from all over Canada during March 2-3, 2018. All proposals for panel presentations (10-12 min.) and posters (3-5 min.) related to “Medicine and its Cultural Context” are eligible for selection into the program. This part ends with the submission of a research-based course paper for students from the History Department, the O’Brien Centre for the Health Sciences, as well as interested students from other programs (such as Science, Technology and Society, International Relations, Neuroscience, or Nursing) who take this course for credit.

COURSE REQUIREMENTS

Students are requested to:

1. Purchase the textbooks (Med. Bookstore: <http://www.calgarybookstore.ca/medical.asp>):
 - *The Western Medical Tradition 800 BC to 1800 AD*, eds. L. I. Conrad, M. Never & V. Nutton (Cambridge: Cambridge University Press, 1995)
 - *Medicine Transformed. Health, Disease and Society in Europe 1800-1930*, ed. D. Brunton (Manchester: Manchester University Press, 2004)
 - *Medicine, Life and Function: Experimental Strategies and Medical Modernity at the Intersection of Pathology and Physiology*, by Frank W. Stahnisch (Bochum, Freiburg: Projektverlag, 2012)
 - The required readings are extremely important; students will be asked questions about them during the course and in the small-group sessions.

2. And are required to complete the following assignments:
 - **1st oral presentation** (30 min. individual presentation) on the specific in-class research project: **15%**
 - **2nd oral presentation** (10-12 min. individual presentation) as the refined and revised ppt or poster presentation (poster and 2-3 min. presentation) from the nation-wide History of Medicine Days conference: **15%** - on **Friday March 2, 2018**, or **Saturday March 3, 2018**
 - One **final term paper**. The 15-page essay (of about 4,000 words, excl. endnotes), which students are required to write on a topic related to the course, is due on the last Monday of the lecture period (**April-9, 2018**): **50%**
 - plus **active participation** in the course and at the HMDs conference with **adequate answers** to questions: **20%**

Suggestions for possible **research topics** and instructions for presentations can be obtained during interview office appointments with the course instructor. In addition, bibliographical material will be posted on the website of the History of Medicine and Health Care Program.

It is imperative that all students pre-read for small-group discussion in class. Text assignments are given to the students who attend the small-group reading sessions – beginning **Feb. 8, 2018** (TRW, Nightingale Room).

The University of Calgary values **Academic Integrity**. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf for more information).

Course Timetable: This schedule might be altered to take into consideration instructors' time constraints and unforeseen situations. The students will be notified ahead of time through Prof. Stahnisch's office.

COURSE CALENDAR

Mon, 8 Jan: Thematic Course Introduction / Film Sequence on the Polio Myelitis Epidemic (The Individual versus the Public Perspective in Medicine)

Christopher J. Rutt, "The Middle-Class Plague: Epidemic Polio and the Canadian State", *Canadian Bulletin of Medical History* 13 (1996), pp. 277-314; T[au] Pederson, "Turning on a Dime: The 75th Anniversary of America's March Against Polio", *FASEB Journal* 27 (2013), pp. 2533-2535.

Thurs, 11 Jan: History of Paediatric Care

George Weisz: "Early Debates and The Bremen Guidelines", in *Divide and Conquer. A Comparative History of Medical Specialization* (Oxford: Oxford University Press, 2005), pp. 107-124; D. Baillargeon, "Quebec's physicians, infant mortality and nationalist politics, 1910-1940", *Canadian Bulletin of Medical History* 19 (2002), pp. 113-137.

Mon, 15 Jan: History and the Future of Medicine

Deborah Brunton ed., *Medicine Transformed. Health, Disease and Society in Europe 1800-1930* (Manchester: Manchester University Press, 2004), pp. 92-150; Frank W. Stahnisch, *Medicine, Life and Function: Experimental Strategies and Medical Modernity at the Intersection of Pathology and Physiology* (Bochum, Freiburg: Projektverlag, 2012), pp. 215-228.

Thurs, 18 Jan: The Early History of HIV/AIDS

Victoria A. Harden, "AIDS/Brooklyn; AIDS' Human Faces", *The Journal of American History* 82 (1995), pp. 164-168; Gregory M. Herek and Eric K. Glunt, "Aids-Related Attitudes in the United States: A Preliminary Conceptualization", *The Journal of Sex Research* 28 (1991), pp. 99-123.

Mon, 22 Jan: History of Military Medicine

Frank W. Stahnisch, "History of Military Medicine", in: Dennis Showalter D (ed.): *Oxford Bibliographies – Military History* (New York, Oxford University Press, 2013), pp. 1-32 (<http://www.oxfordbibliographies.com/view/document/obo-9780199791279/obo-9780199791279-0130.xml>); Moshe Feinsod, "Baron Larrey's Description of Traumatic Aphasia", *Journal of the History of Neuroscience* 3 (1994), pp. 45-52.

Thur, 25 Jan: Cold War Radiation Therapy

Angela N. H. Creager, "Radiation, Cancer, and Mutation in the Atomic Age", *Historical Studies in the Natural Sciences* 45 (2015), pp. 14-48; Alison Kraft, "Manhattan Transfer: Lethal Radiation, Bone Marrow Transplantation, and the Birth of Stem Cell Biology, ca. 1942-1961", *Historical Studies in the Natural Sciences* 39 (2009), pp. 171-218.

Mon, 29 Jan: "Sicko" (Film and Discussion)

Deborah Brunton, "Dealing with Disease in Populations: Public Health, 1830-1880," in *Medicine Transformed. Health, Disease and Society in Europe 1800-1930* (Manchester: Manchester University Press, 2004), pp. 180-210; Paul Weindling, "From Germ Theory to Social Medicine: Public Health, 1880-1930," *ibid.*, pp. 239-265.

Thurs, 1 Feb Scottish Enlightenment Influences on 18th-Century Medical Education and Practice

Robert D. Thornton, "The University of Edinburgh and the Scottish Enlightenment", *Texas Studies in Literature and Language* 10 (1968), pp. 415-422; John Henry, "Historical and Other Studies of Science, Technology and Medicine in the University of Edinburgh", *Notes and Records of the Royal Society of London* 62 (2008), pp. 223-235.

Mon, 5 Feb: History of Medical and Nursing Associations in Canada

Marion McKay, "Public Health Nursing in Early 20th Century Canada", *Canadian Journal of Public Health* 100 (2009), pp. 249-250; David Coburn, "Canadian Medicine: Dominance or Proletarianization?", *The Milbank Quarterly* 66, Supp. 2(1988), pp. 92-

Thur, 8 Feb: Medicine in Early Modern Europe (1st Small Group Session)

Andrew Wear, "Medicine in Early Modern Europe, 1500-1700" in *The Western Medical Tradition 800 BC to 1800 AD*, eds. L. I. Conrad, M. Neve & V. Nutton (Cambridge: Cambridge University Press, 1995), part I: pp. 215-273; Emma C. Spary, "Political, Natural, and Bodily Economies", in *Cultures of Natural History*, eds. N. Jardine, A. J. Secord & E. C. Spary (Cambridge, Cambridge University Press, 1996), pp. 178-196; Roy Porter, "The Eighteenth Century", in: Andrew Wear, "Medicine in Early Modern Europe, 1500-1700" in *The Western Medical Tradition 800 BC to 1800 AD* (Cambridge: Cambridge University Press, 1995), pp. 371-475.

Mon, 12 Feb: History of 19th and 20th-Century Oncology Treatments

Alberto Cambrosio et al., "Biomedical Conventions and Regulatory Objectivity: A Few Introductory Remarks", *Social Studies of Science* 39 (2009), pp. 651-664; Patrick Castel, "What's Behind a Guideline? Authority, Competition and Collaboration in the French Oncology Sector", *Social Studies of Science* 39 (2009), pp. 743-764.

Thur, 15 Feb: History of Invasive Diagnostics and Therapies (with Practicum for Medical and Health Science Students)

C. E. Bartecchi, "Intravenous Therapy: From Humble Beginnings to 150 years," *Southern Medical Journal* 75 (1982), pp. 61-64; J. E. Cosnett, "The Origins of Intravenous Fluid Therapy," *Lancet* 8641 (1989), pp. 768-771.

February, 18-25 READINGWEEK: NO CLASS!!

Mon, 26 Feb: Poster Discussion and Poster Presentation Rehearsals

William Osler, "A Note on the Teaching of Medical History", *British Medical Journal* 2167 (1902), p. 93; Martin Duke, "Medicine and the Arts," *Academic Medicine* 82 (2007), p. 881.

Thur, 1 March: Presentation Rehearsals and Power Point Discussion Workshop

Peter Cruse, "University of Calgary Students Keen to Revisit Medical History," *Canadian Medical Association Journal* 156 (1997), p. 628; Jock Murray, "(Rev. of) Proceedings of the 10th Annual History of Medicine Days, University of Calgary, W. A. Whitelaw, ed., Calgary: Faculty of Medicine, University of Calgary, 2001, 338 p.," *Canadian Bulletin of Medical History*, 20 (2003), p. 185f.

Fri, 2 March: History of Medicine Days Conference (First Conference Day)

(2 full days of 16 hrs. in total) All abstracts in the *Binder of the History of Medicine Days* conference 2016 (provided by Prof. Stahnisch's office for all conference participants).

Sat, 3 March: History of Medicine Days Conference (Second Conference Day)

(2 full days of 16 hrs. in total) All abstracts in the *Binder of the History of Medicine Days* conference 2016 (provided by Prof. Stahnisch's office for all conference participants).

Thurs, 8 March The Laboratory Revolution in Medicine (2nd Small Group Session)

Bob Frank, "The Telltale Heart: Physiological Instruments, Graphic Methods, and Clinical Hopes 1854-1914", in *The Investigative Enterprise. Experimental Physiology in Nineteenth-Century Medicine*, eds. W. Coleman & F. L. Holmes (Berkeley, Los Angeles, London: The University of California Press, 1988), pp. 211-290; Frank W. Stahnisch *Medicine, Life and Function: Experimental Strategies and Medical Modernity at the Intersection of Pathology and Physiology* (Bochum, Freiburg: Projektverlag, 2012), pp. 81-114; Deborah Brunton, "The Rise of Laboratory Medicine", in *Medicine Transformed. Health, Disease and Society in Europe 1800-1930*, ed. D. Brunton (Manchester: Manchester University Press, 2004), pp. 92-118.

Thur, 15 March Interdisciplinary Approaches in the 20th Century: The Examples of Neuroscience, Molecular Genetics, and Public Health (3rd Small Group Session)

Deborah Brunton, "Access to Health Care, 1880-1930", in *Medicine Transformed. Health, Disease and Society in Europe 1800-1930*, ed. D. Brunton (Manchester: Manchester University Press, 2004), pp. 364-394; Carl F. Craver, "The Making of a Memory Mechanism," *Journal of the History of Biology* 36 (2003), pp. 153-195; Paul Keating & Alberto Cambrosio, "The New Genetics and Cancer. The Contributions of Clinical Medicine in the Era of Biomedicine", in *History of Medicine and Allied Sciences* 56 (2001), pp. 321-352.

THE WINTER TERM COURSE OFFICIALLY CONCLUDES WITH THE END OF THE HISTORY OF MEDICINE DAYS AND THE FINAL SMALL GROUP SESSION, THURSDAY, 15 MARCH, 2018

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

Attention to history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on

common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	

Percentage	Letter Grade	Grade Point Value	Description
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

Winter 2018