

UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF HISTORY

COURSE OUTLINE – WINTER 2019

COURSE: HTST 493.39 *History of Medicine and Health Care II*
LEC 04 and LEC 05 (LEC 05 for undergraduate medical students only)

TIME & LOCATION: Monday 12.30-13.20, HSC 1405A (Foothills Campus)
Thursday 17.30-19.20, HSC G500 (Foothills Campus)

INSTRUCTOR: Dr. Lesley Bolton

OFFICE: SS 502 (Main Campus) and TRW 3E41 (Foothills Campus)

OFFICE HOURS: Monday 14.00-15.00 (TRW 3E41), Monday 10.00-11.00 and
Thursday 14.00-15.00 (SS 502), or by appointment.

TELEPHONE: 403 220 5612

E-MAIL: labolton@ucalgary.ca

ADMINISTRATIVE COURSE CO-ORDINATOR: Donna Weich
donna.weich@ucalgary.ca
403 210 9640

HISTORY OF MEDICINE WEBSITE: <http://hom.ucalgary.ca/>

REQUIRED TEXT

Roy Porter, *The Greatest Benefit to Mankind: A Medical History of Humanity* (New York: W. W. Norton and Company, 1999) ISBN 978-0-393-31980-4

OPTIONAL TEXT

William Bynum, *The History of Medicine: A Very Short Introduction* (Oxford: OUP, 2008) ISBN 978-0-19-921543-0

WEB-BASED MATERIAL

This course makes use of Desire2Learn (<http://d2l.ucalgary.ca>) and the History of Medicine and Health Care Program website (<http://hom.ucalgary.ca/>).

COURSE DESCRIPTION

A survey of the history of medicine and health care, particularly in Western societies (Europe and North America), from antiquity to the present, using a combination of chronological and thematic approaches. This is a continuation of the course begun in Fall 2018, but all new registrants are welcome; no prior knowledge is assumed or required. The course has two main elements to it:

- Lectures that focus primarily on developments in the history of medicine and health care in the 19th and 20th centuries; we will also make use of films and documentaries to help reflect on some of these themes.

- The development of a research topic of the student's own choice for presentation at the *University of Calgary History of Medicine Days Conference* in March (either as an oral platform project or poster platform project); there will be ample opportunity to rehearse and discuss the presentation in class. The same research topic can be used to fulfill the assessment requirements for the in-class presentation, the conference presentation, and the term paper. The *History of Medicine Days Conference* brings together undergraduate students from all over Canada, and from a wide range of disciplines, to present on a history of medicine topic; it is academically stimulating, but also a great social event and a lot of fun. There is also the opportunity of submitting your written term paper for publication in the Conference Proceedings (published with Cambridge Scholars Publishing).

COURSE REQUIREMENTS

Assessment	Date	Weight
Active Participation	Throughout the course and at the <i>History of Medicine Days Conference</i>	20%
1 st Presentation, in-class relating to research project (20-30 minutes)	Monday February 11, or Thursday February 14	15%
2 nd Presentation, refined and revised version of research project at <i>History of Medicine Days Conference</i> (10-12 minutes for oral platform project, 2-3 minutes for poster platform project)	Friday 22 nd March or Saturday 23 rd March (depending on final program)	15%
Term paper, ~15 pages (~4000 words excluding footnotes) on research project (or, another topic related to course if desired)	April 12, before 4.00 p.m.	50%

DESIRE 2 LEARN (D2L) HELP

Go to <http://elearn.ucalgary.ca/desire2learn/home/students> for Student Help and FAQ's about D2L. Troubleshooting tips and a tutorial are also available on this website.

POLICY WITH REGARD TO MISSED ASSIGNMENTS/ASSESSMENTS

Consult with the instructor as soon as possible after the missed assignment/assessment.

ELECTRONIC DEVICE POLICY

Respectful use of devices in class.

REGISTRATION

The last day to drop this course with a refund of fees is Thursday January 17.

Last day to register, add courses or change registration is Friday January 18.

The last day to withdraw from this course with no refund of fees is Friday April 12.

NOTE TO MD PROGRAM STUDENTS

There are no additional costs for taking this course, but you are required to register by Friday January 18 (the first class meeting is January 10). It is understood that there will be classes you cannot attend because of exams or special sessions.

COURSE TIMETABLE

This timetable may be subject to slight alteration depending on student research topics and presentation requirements. You will be informed in advance of any changes.

Required readings from the course textbook, *The Greatest Benefit to Mankind: A Medical History of Humanity*, are referred to as **Porter**.

The additional readings listed are highly recommended; they will enable you to contribute more to class discussions. I will provide copies where books are not readily available in our libraries.

Thursday January 10: Course Introduction/Film Sequence on the Poliomyelitis Epidemic (“A Paralyzing Fear: The Story of Polio in America”)

- ◆ **Porter 3-43, 710-718.**
- ◆ Jane McNaughton, “The Humanities in Medical Education: Context, Outcomes and Structures,” *Journal of Medical Ethics: Medical Humanities* 26 (2000): 23-30 (online).
- ◆ Gert Brieger, “The Historiography of Medicine,” in *Companion Encyclopedia of the History of Medicine*, edd. W. F. Bynum and Roy Porter (London and New York: Routledge, 1996), 24-44.
- ◆ Thoru Pederson, “Turning on a Dime: the 75th Anniversary of America’s March Against Polio”, *FASEB Journal* 27 (2013): 2533-2535.

Monday January 14: Library/Research Introduction

- ◆ Jacalyn Duffin, *History of Medicine: A Scandalously Short Introduction*, 2nd edition (Toronto: University of Toronto Press, 2010), 428-447.

Thursday January 17: Topic discussion; individual appointments available

- ◆ Have a look at some previous presentation topics in Lisa Petermann, Kelsey Lucyck and Frank W. Stahnisch (edd.), *The Proceedings of the 19th Annual History of Medicine Days Conference 2010: The University of Calgary Faculty of Medicine, Alberta, Canada* (Newcastle upon Tyne: Cambridge Scholars Publishing, 2013) (online).
- ◆ Also, check out topics from previous History of Medicine Days Conferences at History of Medicine and Health Care Program website, <http://hom.ucalgary.ca/>.

Monday January 21: The Making of the Modern Medical Profession I: Medical Schools, Hospitals, Research Institutions

- ◆ **Porter 348-388.**
- ◆ Florence Nightingale, “Notes on Hospitals”; George Orwell, “How the Poor Die”; Michel Foucault, “The Birth of the Clinic: An Archaeology of Medical Perception” in *Medicine and Western Civilization*, edd. David Rothman, Steven Marcus, and Stephanie Kiceluk (New Brunswick, NJ: Rutgers University Press, 1995), 360-364 and 368-379.

- ◆ Hilary Marland, "The Changing Role of the Hospital, 1800-1900" in *Medicine Transformed: Health, Disease and Society in Europe 1800-1930*, ed. Deborah Brunton (Manchester and New York: Manchester University Press, 2004), 31-60.
- ◆ Martin McKee, *Reducing Hospital Beds: What are the Lessons to be Learned?* (London: European Observatory on Health Systems and Policies, Report No. 6, 2004) (online).

Thursday January 24: The Making of the Modern Medical Profession II: Physicians and Allied Practitioners

- ◆ Zara Neale Hurston, "My Most Humiliating Jim Crow Experience"; Sara Lawrence Lightfoot, "Balm in Gilead: Journey of Healer" in *Medicine and Western Civilization*, ed. David Rothman, Steven Marcus, and Stephanie Kiceluk (New Brunswick, NJ: Rutgers University Press, 1995), 288-295.
- ◆ Deborah Brunton, "The Emergence of a Modern Profession?" in *Medicine Transformed: Health, Disease and Society in Europe 1800-1930*, ed. Deborah Brunton (Manchester and New York: Manchester University Press, 2004), 119-150.
- ◆ Edward Shorter, "The History of the Doctor-Patient Relationship" in *Companion Encyclopedia of the History of Medicine*, ed. W. F. Bynum and Roy Porter (London and New York: Routledge, 1996), 783-800.
- ◆ Laurie Meijer-Dress, "Indian Hospitals and the Aboriginal Nurses: Canada and Alaska," *Canadian Bulletin of Medical History* 27 (2010): 139-161 (online).

Monday January 28: The Making of the Modern Medical Profession III: Women in Medicine

- ◆ Elizabeth Blackwell, "The Influence of Women in the Profession of Medicine" in *Medicine and Western Civilization*, ed. David Rothman, Steven Marcus, and Stephanie Kiceluk (New Brunswick, NJ: Rutgers University Press, 1995), 282-287.
- ◆ Jennifer McPhail and Jennifer Zymantas, "Working in Northern Canada as a Nurse: The Life of Vera Roberts" in *Proceedings of the 2008 History of Medicine Days Conference*, ed. M. Stapleton, J Lewis and F. W. Stahnisch (Calgary, Faculty of Medicine: 2009) 361-368 (online).
- ◆ Maxine Rhodes, "Women in Medicine: Doctors and Nurses, 1850-1920" in *Medicine Transformed: Health, Disease and Society in Europe 1800-1930*, ed. Deborah Brunton (Manchester and New York: Manchester University Press, 2004), 151-179.
- ◆ Billie Hunter and Anne Borsay, "Nursing and Midwifery: An Uneasy Alliance or Natural Bedfellows" in *Nursing and Midwifery in Britain Since 1700*, ed. Anne Borsay and Billie Hunter (Basingstoke UK and New York: Palgrave MacMillan, 2012): 205-223.

Thursday January 31: History of Psychiatry I

- ◆ **Porter 493-524.**
- ◆ Philippe Pinel, "A Treatise on Insanity"; William Styron, "Darkness Visible: A Memoir of Madness" in *Medicine and Western Civilization*, ed. David Rothman, Steven Marcus, and Stephanie Kiceluk (New Brunswick, NJ: Rutgers University Press, 1995), 166-177, 198-205.

- ◆ Theodore M. Brown, “Mental Diseases” in *Companion Encyclopedia of the History of Medicine*, edd. W. F. Bynum and Roy Porter (London and New York: Routledge, 1996), 438-463.

Monday February 4: History of Psychiatry II (“The Snake Pit”/“One Flew Over the Cuckoo’s Nest”)

- ◆ Jan Goldstein, “Psychiatry” in *Companion Encyclopedia of the History of Medicine*, edd. W. F. Bynum and Roy Porter (London and New York: Routledge, 1996), 1350-1372.
- ◆ Laura Hirshbein and Sharmalie Sharvanda, “History, Power and Electricity: American Popular Magazine Accounts of Electroconvulsive Therapy, 1940-2005,” *Journal of the History of the Behavioural Sciences* 44 (2008): 1-15 (online).
- ◆ Jason O’Neale Roach, “One Flew Over the Cuckoo’s Nest,” *British Medical Journal* 321 (2000): 457.

Thursday February 7: History of Psychiatry III (“The Snake Pit”/“One Flew Over the Cuckoo’s Nest”)

- ◆ Josef Breuer and Sigmund Freud, “Studies on Hysteria” in *Medicine and Western Civilization*, edd. David Rothman, Steven Marcus, and Stephanie Kiceluk (New Brunswick, NJ: Rutgers University Press, 1995), 178-197.
- ◆ Leslie Fishbein, “The Snake Pit (1948): The Sexist Nature of Sanity,” *American Quarterly*, 31 (1979): 641-665 (online).
- ◆ Diana P. Faber, “Jean-Martin Charcot and the Epilepsy/Hysteria Relationship,” *Journal of the History of the Neurosciences* 6 (1997), 275-290 (online).

Monday February 11: Student Presentations

Readings to be assigned according to presentation topics

Thursday February 14: Student Presentations

Readings to be assigned according to presentation topics

Monday February 18: Reading Week, no class

Thursday February 21: Reading Week, no class.

Monday February 25: Traditional Medicine and Alternative/Complementary Medicine I

- ◆ **Porter 135-162.**
- ◆ Renate Wittern, “The Origins of Homeopathy in Germany,” *Clio Medica* 22 (1991): 51-63.
- ◆ F. W. Stahnisch & M. J. Verhoef, “The Flexner Report of 1910 and its Impact on Complementary and Alternative Medicine and Psychiatry in North America in the 20th Century,” *Evidence-Based Complementary and Alternative Medicine* 10 (2012): 1-10 (online)

Thursday February 28: Traditional Medicine and Alternative/Complementary Medicine II: (“The Road to Wellville”)

- ◆ **Porter 389-396.**
- ◆ Anonymous, “Dr John Harvey Kellogg”, *British Medical Journal* 4331 (1944): 64 (online).
- ◆ Alice Ross, “Health and Diet in 19th Century America: A Food Historian’s Point of View,” *Historical Archaeology* 27 (1993): 42-56 (online).
- ◆ M. J. Verhoef and L. R. Sutherland, “Alternative Medicine and General Practitioners. Opinions and Behaviour,” *Canadian Family Physician* 41 (1995): 1005-1011 (online).

Monday March 4: Public Health and State Medicine I

- ◆ **Porter 397-427.**
- ◆ Edwin Chadwick, “Report on the Sanitary Conditions of the Labouring Population of Great Britain” in *Medicine and Western Civilization*, edd. David Rothman, Steven Marcus, and Stephanie Kiceluk (New Brunswick, NJ: Rutgers University Press, 1995), 217-239.
- ◆ Deborah Brunton, “Dealing with Disease in Populations: Public Health, 1830-1880” in *Medicine Transformed: Health, Disease and Society in Europe 1800-1930*, ed. Deborah Brunton (Manchester and New York: Manchester University Press, 2004), 180-210.
- ◆ Stuart Meryn, “Ideology and Experience: Public Health Nursing and the Ontario Rural Child Welfare Project, 1920-1925,” *Canadian Bulletin of Medical History* 6 (1989): 113-131 (online).

Thursday March 7: Public Health and State Medicine II (“Sicko”)

- ◆ **Porter 628-667.**
- ◆ C. Graham Cumming, “Health of the Original Canadians, 1867-1967,” *Medical Services Journal of Canada* 23 (1967), 115-166.
- ◆ Vincente Navarro, “Why Some Countries Have National Health Insurance, others Have National Health Services, and the United States Has Neither,” *International Journal of Health Services* 19 (1989): 383-404.

Monday March 11: Public Health and State Medicine III

- ◆ **Porter 668-709.**
- ◆ “Hearings before the Senate Subcommittee on Health: Quality of Health Care - Human Experimentation” in *Medicine and Western Civilization*, edd. David Rothman, Steven Marcus, and Stephanie Kiceluk (New Brunswick, NJ: Rutgers University Press, 1995), 330-340.
- ◆ Deborah Brunton, “Access to Health Care, 1880-1930” in *Medicine Transformed: Health, Disease and Society in Europe 1800-1930*, ed. Deborah Brunton (Manchester and New York: Manchester University Press, 2004), 364-394.

Thursday March 14: Presentation Rehearsals and Discussion Workshop

Readings to be assigned according to presentation topics

Monday March 18: Presentation Rehearsals and Discussion Workshop

Readings to be assigned according to presentation topics

Thursday March 21: Presentation Rehearsals and Discussion Workshop

Readings to be assigned according to presentation topics

Friday March 22: *History of Medicine Days Conference*

(8 hours)

Saturday March 23: *History of Medicine Days Conference*

(8 hours)

Monday March 25: Guest Lecture, Dr. Paul Potter

- ◆ Paul Potter, *Short Handbook of Hippocratic Medicine* (Québec: Éditions du Sphinx, 1988).

Thursday March 28: Revue of Conference Experience

No assigned Readings

**Classes for this course officially end with the session on Thursday March 28,
following the *History of Medicine Days Conference***

Important Departmental, Faculty, and University Information

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

Department Twitter @ucalgaryhist

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	

Percentage	Letter Grade	Grade Point Value	Description
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	
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 2019