Department of History

HTST 493.38/.89
HISTORY OF MEDICINE AND HEALTH CARE /
SELECTED TOPICS IN THE HISTORY OF MEDICINE
Fall, 2020

Instructor: Prof. Frank W. Stahnisch
Email: fwstahni@ucalgary.ca
Office Hours and Method: Mondays, 2:00-3:00 pm, and by appt.
(marcia.garcia@ucalgary.ca)/synchronous (Zoom(R))
Originally Scheduled Class Times: Mondays, 12:30-1:20 pm and Thursdays, 5:30-7:20 pm (outside med. exam periods / small-group sessions during med. exam periods take place at the same time)
Synchronous Class Times: All scheduled class hours (Zoom®) / Recording for students not in residence (due to Covid-19 situation).
Contact information: Office phone 403-210-6290 (answering machine)
403-220-2481 (administrative course coordinator: Marica Garcia)
Web: https://hom.ucalgary.ca/
Course librarian: nadine.hoffman@ucalgary.ca

Description: This course 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 course is basically divided into three parts:

- **The First Part** (Sept. to Nov. 2020) follows a lecture-based format, augmented by individual classes given by external faculty introducing topics of their scholarly expertise and in-depth interest. The Thursday workshops allow for more interactive discussion of respective themes and source material in a cooperative “Oslerian” atmosphere. After an introduction to some major themes, objectives, and sources of the history of medicine, it presents various pre-Modern areas of medicine by discussing topics from Ancient Medicine, such as the “Hippocratic Oath,” Renaissance Medicine and Science, or the History of Anatomy since the Time of the Greeks. It then moves on to exemplify a number of important topics from modern medicine in their genealogy: the revolution in scientific and laboratory medicine, medical education and specialization, the rise of pathology and genetic medicine, elderly patients, and the development of biomedical ethics. Three sessions are further devoted to historical and contemporary issues of Complementary & Alternative Medicine (CAM) to discuss this “parallel system”, present since the Medieval Ages, and its opposition to laboratory-based medicine. Further important modern influences are scrutinized, such as the “Flexner Report” and the history of the Canadian Health Care System, as well as the development of Aboriginal and Western Medicine in Canada.

- **The Second Part** (Nov. 2020 to Feb. 2021) is essentially student-run and starts with two classes on “Heroes, Rogues, and Charlatans,” in which the students present their own small group interactions with source material and medical writings featuring, for example, “great doctors,” “founders,” “cutting-edge technologies,” “social and scientific break-throughs,” as well as “medical malefactors,” “charlatans,” “outsiders,” or “economic crooks,” thus, questioning traditional positivistic or Whiggish trends in the historiography of medicine and science. At the beginning of January (which is essentially the first part of HTST493.39/.99), 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” for the medical and health care students.

- **The Third Part** (March, 2020) is a short but very intensive component of the course. In preparatory workshops, students will have the chance to again rehearse and discuss their preparation of talks, posters, and PowerPoint presentations etc. for the forthcoming History of Medicine Days (HMD) 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 18, 19 & 20, 2021. 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, and all other students who take HTST493.38/.98 as a credit course.
Learning Outcomes: (1) through lectures, discussions, presentations, and structured research, an academic forum will be provided for the appreciation of differences in the validation, construction, and contestation of forms of medical ways of knowing. The learning outcomes 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 evolution 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.


- 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.

Recommended Texts (these are the texts for the reading sessions, which are in the HSL and many are also available through open access and Hathi Trust® as well).
Assessment:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Oral presentation</strong> (15 min. individual presentation) “Heroes, Rogues, and Charlatans” (see below) – during class time via Zoom®</td>
<td>25%</td>
<td>on Thurs. Dec. 3, 2020, or Mon. Dec. 7, 2020</td>
</tr>
<tr>
<td>An annotated bibliography of their research topic (7 pp. 1.5-spaced: 4 pp. selected bibliographical references and 3 pp. detailed critical assessment of the lit.) – to be submitted by email (12 am)</td>
<td>45%</td>
<td>due on Mon. Dec. 7, 2020</td>
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<tr>
<td>plus active participation in the course &amp; adequate answers to questions – during class time via Zoom®</td>
<td>30%</td>
<td>throughout course</td>
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</table>

**Late Submissions Policy:** Late assignments will be subject to a 5% penalty per workday late.

**Participation:** Regular attendance, one in-class presentation, and thoughtful discussion demonstrating preparation for class constitute the participation grade.

**Assigned Reading:** All assigned reading can be found through the Health Sciences Library (such as JSTOR® and PubMed Central® databases / Taylor Family Digital Library, can be acquired through Inter-Library Loan, and can be made available by the instructor unless otherwise specified.

Suggestions for possible research topics and instructions for presentations can be obtained during the Preparatory Interviews or by making an office appointment. In addition, bibliographical material will be posted on the D2L website for the History of Medicine and Health Care course.

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 **Oct. 8, 2020**.

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 [https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf](https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.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.

**On-Line Instruction Statement:** Instruction occurs via synchronous online lectures and online discussions on Zoom®. PPT slides are used and are individually uploaded to “Desire2Learn” (D2L®) before each class (class times). The dates and times for all synchronous sessions are given below (~ already timetabled for this course). Students will find the following materials on D2L: ([https://d2l.ucalgary.ca](https://d2l.ucalgary.ca)).

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

Learning Technologies Requirements
UofC access to Zoom® and UofC access to D2L® are required and relied upon. A computer/laptop with a supported operating system is required, as well as current and updated web browsers with webcam (built-in or external) and a microphone and speaker (built-in or external or headset). Current antivirus and/or firewall software needs to be enabled; broadband internet connection is needed (this speaks against using a cellphone for this course).

Guidelines for Synchronous Sessions
Since the video conferencing tool Zoom® is used during course activities, students are asked to go online 10-15 min. before the beginning of classes and test her video and mike. The personal camera should be on, the mike muted during the lecture parts but unmuted during discussion periods. Students should find a quiet and individual space (room with the door shut) or a working cubicle in a library. Lecture-based sessions (indicated at the beginning of the class) will be recorded to offer access to students not in residence. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

For example: Zoom® is a video conferencing program that will allow us to meet at specific times for “live” and synchronous classes. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with her UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If the participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session).

Schedule: Course activities are planned as synchronous classes on Zoom®.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Due Dates</th>
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</table>
| Thurs, 10 Sept | **Thematic Course Introduction (Part I)**  
| Mon, 14 Sept   | **Thematic Course Introduction (Part II)**  
| Thurs, 17 Sept | **What Makes a Disease a Disease?**  
| Mon, 21 Sept   | **How to Choose, Refine, and Present your Topic**  
| Thurs, 24 Sept | **Library Introduction and Online Practicum re HoM Collection**  
| Mon, 28 Sept   | **Ancient Medicine I**  
| Thur, 1 Oct    | **Ancient Medicine II**  
| Mon, 5 Oct     | **Renaissance Medical Science: William Harvey**  
George Kimball, “William Harvey and His Methods”, *Studies in the* |           |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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</thead>
<tbody>
<tr>
<td>Mon, 12 Oct</td>
<td>THANKSGIVING DAY – NO CLASS!</td>
<td></td>
</tr>
<tr>
<td>Thurs, 15 Oct</td>
<td>Interview Days and Topic Assignment (Office Hours)</td>
<td>Students can bring material related to their research interests. Topic lists are also handed out. (30 min. for each student)</td>
</tr>
<tr>
<td>Mon, 19 Oct</td>
<td>Interview Days and Topic Assignment (Office Hours)</td>
<td>Students can bring material related to their research interests. Topic lists are also handed out. (30 min. for each student)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9-13 Nov</td>
<td><strong>READING WEAK – NO CLASSES!</strong></td>
<td></td>
</tr>
<tr>
<td>Mon, 30 Nov</td>
<td><strong>History of Complementary Medicine II</strong></td>
<td>Martin Dinges, “The Role of Medical Societies in the Professionalisation of Homeopathic Physicians in Germany and the USA”, in: <em>Culture, Knowledge and Healing: Historical Perspectives</em></td>
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</tbody>
</table>

Thurs, Dec 3
Heroes, Rogues, and Charlatans I

Mon Dec 7
Heroes, Rogues, and Charlatans II

Class Policies: During the online session, just like in our in-person classes, please be respectful with other class participants (during class times), and no hate speech is allowed. Consider Zoom a professional environment and act accordingly. This also pertains to periods when students are asked to type in the chat. Stay on topic, when the chat window is used for questions and comments that are relevant to the class. The chat window is not a place for socializing or posting comments that distract from the course activities. The instructor will need to sort through the information quickly to address students’ real questions/concerns about the course.

Departmental Grading System
The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.00</td>
<td>Outstanding performance</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.00</td>
<td>Excellent performance</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.70</td>
<td>Approaching excellent performance</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>3.30</td>
<td>Exceeding good performance</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>3.00</td>
<td>Good performance</td>
</tr>
<tr>
<td>Percentage</td>
<td>Letter Grade</td>
<td>Grade Point Value</td>
<td>Description</td>
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<tr>
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</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>2.70</td>
<td>Approaching good performance</td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
<td>2.30</td>
<td>Exceeding satisfactory performance</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td>2.00</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td>1.70</td>
<td>Approaching satisfactory performance.</td>
</tr>
<tr>
<td>56-59</td>
<td>D+</td>
<td>1.30</td>
<td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td>
</tr>
<tr>
<td>50-55</td>
<td>D</td>
<td>1.00</td>
<td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject.</td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0</td>
<td>Failure. Did not meet course requirements.</td>
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</tbody>
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**Program Advising and Student Information Resources:**

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see [https://arts.ucalgary.ca/current-students/undergraduate/academic-advising](https://arts.ucalgary.ca/current-students/undergraduate/academic-advising)
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see [https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising](https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising)
- For information on Registration Changes and Exemption Requests please see [https://www.ucalgary.ca/registrar/registration/appeals](https://www.ucalgary.ca/registrar/registration/appeals)

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

**Writing:**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in the History Student’s Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

**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. Please see *The History Student’s Handbook*. 
Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art’s associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K: Integrity and Conduct*, [https://www.ucalgary.ca/pubs/calendar/current/k.html](https://www.ucalgary.ca/pubs/calendar/current/k.html)

**Academic Accommodations:**

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services ([https://www.ucalgary.ca/access/](https://www.ucalgary.ca/access/)) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/pubs/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

**Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. No copyrighted reading 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 consult books on reserve at the library. For more information on the University of Calgary’s copyright policy, see [http://library.ucalgary.ca/copyright](http://library.ucalgary.ca/copyright).

**Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at [https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf](https://www.ucalgary.ca/pubs/policies/sexual-violence-policy.pdf)
Other Useful Information:
Please see https://www.ucalgary.ca/registrar/registration/course-outlines for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Campus Security and Safewalk (220-5333)

Department Twitter @ucalgaryhist

Fall 2020