

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

Prof. F.W. Stahnisch
Winter Term 2017

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

HSC – Health Sciences Centre / CCT – Clara Christie Theatre / G500 is opposite CCT – occasionally overflow theatres are used

CONTACT INFORMATION

Office hours: Monday 14:00-15:00 in Room 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) / 403-220-2481 (Teaching Assistant: Dr. Matthew
Oram / 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 Internet 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. 2017 to Feb. 2017) 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 second week of March, 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, 2017) 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 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 17-18, 2017. 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 the History and Philosophy of Science minor, 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 17, 2017**, or **Saturday March 18, 2017**
 - 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 Thursday, **April-20, 2017 (3D25-4, 4 p.m.)**: **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. 16, 2017** (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 Dr. Oram (TA) / Prof. Stahnisch's office.

COURSE CALENDAR

January, 2-6 BLOCKWEEK: NO CLASS!!

Mon, 9 Jan: Thematic Course Introduction / Film Sequence on the Polio Myelitis Epidemic (The Individual versus the Public Perspective in Medicine)

Christopher J. Ruddy, "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, 12 Jan: Eugenics, Tuskegee, and the Development of Biomedical Ethics

James Moore, "The Fortunes of Eugenics," in *Medicine Transformed. Health, Disease and Society in Europe 1800-1930*, ed. D. Brunton (Manchester: Manchester University Press, 2004), pp. 266-297; Thomas G. Benedek & John Erlen, "The Scientific Environment of the Tuskegee Study of Syphilis, 1920-1960," in *Perspectives in Biology and Medicine* 43 (1999), pp. 1-30.

Mon, 16 Jan: Aboriginal Healing Perspectives and the Gender Context

C. Graham-Cumming, "Health of the Original Canadians, 1867-1967", *Medical Services Journal of Canada* 23 (1967), pp. 115-166; Laurie Meijer-Dress, "Indian Hospitals and and Aboriginal Nurses: Canada and Alaska", *Canadian Bulletin of Medical History* 27 (2010), pp. 139-161.

Thurs, 19 Jan: "The Road to Wellville"

Anonymous, "Dr. John Harvey Kellogg", *The British Medical Journal* 4331 (1944), p. 64; Alice Ross, "Health and Diet in 19th-Century America: A Food Historian's Point of View", *Historical Archaeology* 27 (1993), pp. 42-56.

Mon, 23 Jan: History of Public Health

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, 26 Jan: Human Subject Experiments also in the Concentration Camp of Flossenbuerg – An Analysis and Comparison

Ruth R. Faden, Susan E. Lederer, Jonathan D. Moreno, "Us Medical Researchers, the Nuremberg Doctors Trial, and the Nuremberg Code. A Review of Findings of the Advisory Committee on Human Radiation Experiments," in *Journal of the American Medical Association* 276 (1996), pp. 2667-2671; Paul Weindling, "The Origins of Informed Consent: The International Scientific Commission on Medical War Crimes and the Nuremberg Code," in *Bulletin of the History of Medicine* 75 (2001), pp. 37-71.

Mon, 30 Jan: Motherhood and the Experience of Pregnancy in the 16th and 17th Centuries

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; Andrew Wear, “Medicine in Early Modern Europe, 1500-1700” in *The Western Medical Tradition 800 BC to 1800 AD* (Cambridge: Cambridge University Press, 1995), part I: pp. 215-273.

Thurs, 2 Feb: “One Flew Over the Cuckoo’s Nest”

Jason O’Neale Roach, “One Flew Over the Cuckoo’s Nest”, *British Medical Journal* 321 (2000), p. 457; Laura Hirshbein and Sharmalie Sharvananda, “History, Power and Electricity: American Popular Magazine Accounts of Electroconvulsive Therapy, 1940-2005”. *Journal of the History of the Behavioral Sciences* 44 (2008), pp. 1-15.

Mon, 6 Feb: 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.

Thurs, 9 Feb: A Historical Case Study from the History of Obstetrics and Gynaecology

James Low, “Caesarean section-past and present,” *Journal of Obstetrics and Gynecology Canada* 31 (2009), pp. 1131-1136; Lynne Tatlock, “Speculum Feminarum: Gendered Perspectives on Obstetrics and Gynecology in Early Modern Germany”. *Signs* 17 (1992), pp. 725-760.

Mon, 13 Feb: Modern Concepts of Epilepsy and their Relation to Public Health Applications

Diana P. Faber, “Jean-Martin Charcot and the Epilepsy/Hysteria Relationship,” *Journal of the History of the Neurosciences* 6 (1997), pp. 275-290; Stanley Finger, “Women and the History of the Neurosciences,” *Journal of the History of the Neurosciences* 11 (2002), pp. 80-86.

Thurs, 16 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.

February, 19-26 MID-TERM BREAK: NO CLASS!!

Mon, 27 Feb: Death and Dying in Indigenous Culture and Medicine

D. MacKinnon, "Music, Madness and the Body: Symptom and Cure," *History of Psychiatry* 17 (2006), pp. 9-21; M. Roseman, "The Pragmatics of Aesthetics: The Performance of Healing among Senoi Temiar," *Social Science and Medicine* 27 (1988), pp. 811-818.

Thurs, 2 March: Visualization Practices in the History of Medicine

Lisa Cartwright, "The Hands of the Projectionist". *Science in Context* 24 (2011), pp. 443-464; Frank W. Stahnisch, "The Language of Visual Representations in the Neurosciences – Relating Past and Future". *Translational Neuroscience* 5 (2014), pp. 78-90.

Mon, 6 Jan: History and the Future of Medicine

Stephen Lock, "Medicine in the Second Half of the Twentieth Century", in *Western Medicine: An Illustrated History*, ed. I. Loudon (Oxford: Oxford University Press, 1997), pp. 123-144; Timothy Lenoir, "Science and the Academy in the 21st Century: Does Their Past Have a Future in an Era of Computer-Mediated Networks?" in *Ideale Akademie: Vergangene Zukunft oder konkrete Utopie?*, ed. W. Vosskamp (Berlin: Akademie Verlag, 2002), pp. 113-129.

Thurs, 9 March: 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.

Mon, 14 March: 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.

Thurs, 16 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, 17 March: History of Medicine Days Conference (First Conference Day)

(2 full days of 16 hrs. in total) ~~All abstracts in the~~ *Abstracts in the History of Medicine Days* conference 2017 (provided by Prof. Stahnisch's office for all conference participants).

Sat, 18 March: History of Medicine Days Conference (Second Conference Day)

(2 full days of 16 hrs. in total) ~~All abstracts in the~~ *Abstracts in the History of Medicine Days* conference 2017 (provided by Prof. Stahnisch's office for all conference participants).

Thurs, 23 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, 30 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, MARCH 30, 2017

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, 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, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Departmental Twitter Handle @ucalgaryhist - For departmental updates and notifications

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. 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 (SS 656). Please include the following information on your assignment: course name and number, instructor, your name and 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:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) 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.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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.
- *Safewalk and Campus Security*: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

- *Freedom of Information*: <http://www.ucalgary.ca/legalservices/foip/foip-hia>
- *Emergency Evacuation Assembly Points*: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
- *Safewalk*: <http://www.ucalgary.ca/security/safewalk>
- *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 2017