Department of History

HTST 493.39/99
HISTORY OF MEDICINE AND HEALTH CARE II
/ SELECTED TOPICS IN THE HISTORY OF MEDICINE

Winter 2021

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))
Course Delivery: Online/synchronous
Synchronous Class Times: All scheduled class hours (Zoom®) / Recording of presentations by instructor for students not in residence (due to Covid-19 situation).
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)
Contact information: Office phone 403-210-6290 (answering machine) 403-220-2481 (administrative course coordinator: Marcia Garcia)
Web: https://hom.ucalgary.ca/nadine.hoffman@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.
Learning Outcomes: 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:

(1) to sketch in thematic blocks main subject lines pertinent to the evolution and status of modern medicine and health care in its cultural contexts;

(2) 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;

(3) to examine the changing role of “the healer” and the “patient” over time and in differing cultural and social contexts;

(4) 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;

(5) 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. 2021 to Feb. 2021) begins with lectures that continue themes that have been explored in the preceding course (HTST493.38/98) and that focus on major developments in the more recent history of medicine and health care. Furthermore, film clips (available through YouTube(R) or Archive.org etc.) 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.” 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, 2021) 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 nationwide 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 18-20, 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, 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.

**Reading Material:**
Students are requested to:


   
   
   ➢ *Medicine, Life and Function: Experimental Strategies and Medical Modernity at the Intersection of Pathology and Physiology*, by Frank W. Stahnisch (Bochum, Freiburg: Projektverlag, 2012) (relevant excerpts have been provided digitally through the Prism office through D2L course).
   
   ➢ 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>Method</th>
<th>Due Date</th>
<th>Weight</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar participation</td>
<td>Throughout whole course</td>
<td>20%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>2 pres. in-class and at HMD</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>
Grading Policies:
Grades will be awarded as letter grades. The latest version of the Chicago Manual of Style is used for this course. Late assignments will be subject to a 5% penalty per workday late.

Details on Methods of Assessment:

2. Students are also 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 **Thurs March 18, Friday March 19, or Saturday March 20, 2021**
- 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 **Monday April 12, 2020** (through D2L and copy by email): **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 **March 25, 2021**.

This seminar-style class will be conducted in an interactive discussion format on Zoom®. Classes will be predominantly student-led, and it is crucial that students do the readings ahead of time and attend class regularly. Part of the course grade, as detailed above, will depend upon regular class participation. Students will be required to write a 15-page essay (of about 4,000 words, excl. endnotes) on a topic related to the course, due at the last Monday during term time (April-12, 2021). This paper will count for 50 per cent of the final grade. Class participation will count for another 20 per cent and includes attendance and regular contributions to discussions. Two oral presentations – one in class and one at the History of Medicine Days Conference (either as an oral presentation or as a poster presentation) – are expected and will count for a total of 30 per cent of the final grade. The essential readings for this course will be available through the electronic collections in the Taylor Family Digital Library; more material will be offered through D2L.

Three books are required, which are available at the Med. Bookstore (curbside pick-up process), and some are digitally available through the TFDL library. Please include your name and ID number on all assignments and hand in your essays through the D2L site and per email to your
instructor (as reconfirmation). Note: It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission). Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the Freedom of Information and Protection of Privacy (FOIP) Act.

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

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

Academic Integrity Statement
For advice and guidance in writing essays, students are encouraged to read “The History Student’s Handbook” (https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook), which entails very useful general directions, tips, citation and formatting suggestions. Be sure to read the section on plagiarism carefully and observe that you give proper credit to the sources of your work. The policy at the UofC is that all allegations of plagiarism will be reported to the Associate Dean of Students who will rule on the allegations and apply the penalties in the course calendar. Academic dishonesty is a serious offence that can lead to a failing grade and/or expulsion from the UofC.

Learning Technologies Requirements:
Instruction occurs via synchronous online lectures and online discussions on Zoom®. Some PPT slides are used and are individually uploaded to “Desire2Learn” (D2L®). The dates and times for all synchronous sessions are given below (~ already timetabled for this course). The Zoom® session links will be found in the D2L course shell under “Communications,” together with all respective links to the online office hours closer to the begin of classes. In addition, Marcia Garcia will send out an email with Zoom® course links and office hours links prior to the beginning of classes.

Students will find the following materials on D2L: (https://d2l.ucalgary.ca).

- the course description
- selected PowerPoint presentations of the lectures and workshops
- discussion handouts of the Thursday workshops
- students’ presentation handouts
- library resource materials and internet links
- bibliography of additional readings for the individual sessions of the course

Page 5 of 14
On-Line Instruction Statement:
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 use is encouraged to enhance communication and discussions, 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. 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. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request. 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®.

Inclusiveness, Accommodation, and Classroom Conduct:
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their

Students seeking accommodation for transient illnesses (e.g., the “flu”) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the University Calendar: https://www.ucalgary.ca/pubs/calendar/current/index.html. Also see FAQs for Students: https://www.ucalgary.ca/registrar/registration/appeals.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Reading</th>
<th>Important Dates</th>
</tr>
</thead>
</table>
| Mon, Jan 11 | **Thematic Course Introduction / Film Sequence on the Polio Myelitis Epidemic (The Individual versus the Public Perspective in Medicine)**  
| Thurs, Jan 14 | **Eugenics, Tuskegee, and the Development of Biomedical Ethics**  
| Mon, Jan 18  | **Intersections between Religious and Cultural Values with the History of Public Health**  
| Thurs, Jan 21 | **“The Road to Wellville”**  
Anonymous, “Dr. John Harvey Kellogg”, The British Medical Journal 4331 (1944), | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs,</td>
<td>The Introduction of Critical Care Medicine at the ACH /</td>
<td></td>
</tr>
</tbody>
</table>
**Feb 11**  
**A Case Study from the History of Microbiology**  

**Term Break – No classes !!**

**Mon, Feb 22**  
**Early History of Brain Surgery and Localizationism**  

**Thurs, Feb 25**  
**The Health Professionals’ Roles in the History of Abortion in Alberta / An Exploration of the Structural Critique of the Health Care System by Norman Bethune**  

**Mon, Mar 1**  
**History and the Future of Medicine**  

**Thurs, March 4**  
**The Transition from Religious, Charity-Based Nursing Education to the Establishment of Secular Nursing Programs**  
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs, Mar 18</td>
<td><strong>History of Medicine Days Conference (First Conference Day)</strong>&lt;br&gt;(3 full days of 24 hrs. in total) All abstracts in the Binder of the History of Medicine Days conference 2021 (provided by Prof. Stahnisch’s office for all conference participants).</td>
</tr>
<tr>
<td>Fri, Mar 19</td>
<td><strong>History of Medicine Days Conference (Second Conference Day)</strong>&lt;br&gt;(3 full days of 24 hrs. in total) All abstracts in the Binder of the History of Medicine Days conference 2021 (provided by Prof. Stahnisch’s office for all conference participants).</td>
</tr>
<tr>
<td>Sat, Mar 20</td>
<td><strong>History of Medicine Days Conference (Third Conference Day)</strong>&lt;br&gt;(3 full days of 24 hrs. in total) All abstracts in the Binder of the History of Medicine Days conference 2021 (provided by Prof. Stahnisch’s office for all conference participants).</td>
</tr>
<tr>
<td>Thurs, Mar 25</td>
<td><strong>Medicine in Early Modern Europe (1st Small Group Session)</strong>&lt;br&gt;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 &amp; V. Nutton (Cambridge:</td>
</tr>
</tbody>
</table>

**Thurs, April 1**  
The Laboratory Revolution in Medicine (2nd Small Group Session)  

**Thurs, Apr 8**  
Interdisciplinary Approaches in the 20th Century: The Examples of Neuroscience, Molecular Genetics, and Public Health (3rd Small Group Session)  

/ Submission of Term Paper!

**Final Exam to be scheduled by registrar:** No.

**Note:** You must complete all assignments and exams, or a grade of F may be assigned at the discretion of the instructor. If you miss a required course component, please contact your
instructor as soon as possible.

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

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>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>
</tr>
</tbody>
</table>

Program Advising and Student Information Resources
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact Enrolment Services.
• Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the Registration Changes and Exemption Requests page.

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.

Plagiarism
Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see The History Student’s Handbook for more details, but to summarize, 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.

Academic Accommodations
Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities in the 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 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.
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 sexual violence policy.

Other Useful Information
Please see the Registrar’s Course Outline Student Support and Resources page 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
- Safewalk

Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

Winter 2021