



## Department of History

### **HIST493.39/HTST493.99 HISTORY OF MEDICINE AND HEALTH CARE II / SELECTED TOPICS IN THE HISTORY OF MEDICINE**

Winter Term 2020

Prof. F.W. Stahnisch

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

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

#### **CONTACT INFORMATION**

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

**Telephone:** 403-210-6290 (Prof. F.W. Stahnisch) / 403-220-2481 – Administrative Course  
Coordinator: Donna Weich)

**E-mail:** [fwstahni@ucalgary.ca](mailto:fwstahni@ucalgary.ca) / [donna.weich@ucalgary.ca](mailto:donna.weich@ucalgary.ca)

**Web:** <https://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://hom.ucalgary.ca/>). Students will find the following materials on Desire2Learn: (<http://elearn.ucalgary.ca/d2l/>).

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

#### **ABOUT THIS COURSE**

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

The **objectives of the course** 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. 2020 to Feb. 2020) 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 19<sup>th</sup> and 20<sup>th</sup> century. Also, documentary films and movie clips are presented 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 findings 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 first 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. Four 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, 2020) is a short but very intensive component of the course. In two preparatory workshops, students will have the chance to again rehearse and discuss their preparation of talks, posters, and PowerPoint presentations etc. for the forthcoming nation-wide History of Medicine Days (HMD) conference in Calgary. All class members are requested to take part in this student-run conference, an intellectually intriguing, academically rich, and superb social event bringing together undergraduate medical and other students from interdisciplinary fields from all over Canada during March 20-21, 2020. 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 Arts and Science Honours Academy, 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:
  - **1<sup>st</sup> oral presentation** (30 min. individual presentation) on the specific in-class research project: **15%**
  - **2<sup>nd</sup> 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 20, 2020**, or **Saturday March 21, 2020**
  - One **final term paper**. The 15-page essay (of about 4,000 words, excl. endnotes), which students are required to write on a topic related to the course, is due on the last Monday of the lecture period (**April-13, 2020**): **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 D2L website of the 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 **March 12, 2020** (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 <https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf> for more information).

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

## COURSE CALENDAR

**6-10 January, 2020 BLOCK WEEK – NO CLASS!!**

**Mon, 13 Jan: Thematic Course Introduction / Film Sequence on the Polio Myelitis Epidemic (The Individual versus the Public Perspective in Medicine)**

Christopher J. Ruty, "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 75<sup>th</sup> Anniversary of America's March Against Polio", *FASEB Journal* 27 (2013), pp. 2533-2535.

**Thurs, 16 Jan: History of Medical Education**

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

**Mon, 20 Jan: "Sicko" (Film and Discussion)**

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

**Thurs, 23 Jan: History and the Future of Medicine**

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

**Mon, 27 Jan: History of Concussion in the Early 20<sup>th</sup> Century**

Greg Miller, "A Battle No Soldier Wants to Fight", *Science* 333 (2011), pp. 517-519; Thomas Keller, "Railway Spine Revisited: Traumatic Neurosis or Neurotrauma?", *Journal of the History of Medicine and Allied Sciences* 50 (1995), pp. 507-524.

**Thurs, 30 Jan: Legal Medicine and Suicide in Brazil in the 1930s**

Okezi Otovo, "Marying 'Well': Debating Consanguinity, Matrimonial Law, and Brazilian Legal Medicine, 1890-1930", *Law and History Review* 33 (2015), pp. 703-743; Howard I Kushner, "Suicide, Gender, and the Fear of Modernity in Nineteenth-Century Medical and Social Thought", *Journal of Social History* 26 (1993), pp. 461-490.

**Mon, 3 Feb: The Historical Context of the Isolation of Insulin**

W. R. Feasby, "The Discovery of Insulin", *Journal of the History of Medicine and Allied Sciences* 13 (1958), pp. 68-84; John Patrick Swann, "Insulin: A Case Study in the Emergence of Collaborative Pharmacomedical Research" *Pharmacy in History* 28 (1986), pp. 3-13.

**Thurs, 6 Feb: On the History of Midwives in Western Canada**

Margaret MacDonald, "Gender Expectations: Natural Bodies and Natural Births in the New Midwifery in Canada", *Medical Anthropology Quarterly* 20 (2006), pp. 235-256; Joan Sangster,

“Creating Popular Histories: Re-Interpreting ‘Second Wave’ Canadian Feminism”, *Dialectical Anthropology* 39 (2015), pp. 381-404.

**Mon, 10 Feb: The Emergence of Psychiatry Emergency Units in Canadian ERs**

André I. Wierdsma, Hilde D. Poodt, and Cornelis L. Mulder, “Effects of Community Care Networks on Psychiatric Emergency Contacts, Hospitalisation and Involuntary Admission”, *Journal of Epidemiology and Community Health* 61 (2007), pp. 613-618; S. M. Consoli, N. Dantchev, S. Vergnaud, and C. Lemogne, “Consultation-Liaison and Emergency Psychiatry”, *International Journal of Mental Health* 38 (2009-10), pp. 39-55.

**Thurs, 13 February: Spanish-Aztec Medical Encounters in Early Colonial Mexico**

Bernard Ortiz de Montellano, “Empirical Aztec Medicine”, *Science*, New Series 188 (1975), pp. 215-220; Brett Henderickson, “New Contexts for Curanderismo: Recasting Mexican American Folk Healing within American Metaphysical Religion”, *Journal of the American Academy of Religion* 81 (2013), pp. 620-643.

**February, 16-22 READING WEEK: NO CLASS!!**

**Mon, 23 Feb: Hoaxes in the History of Medicine**

Saul Jarcho, “Some Hoaxes in the Medical Literature”, *Bulletin of the History of Medicine* 33 (1959), pp. 342-347; Jim Schnabel, “Puck in the Laboratory: The Construction and Deconstruction of Hoaxlike Deception in Science”, *Science, Technology, & Human Values* 19 (1994), pp. 459-492.

**Thur, 27 Feb: The History of Epidemiological Influenza Screening in Alberta**

F. M. M., “A Perspective on the Control of Communicable Diseases in Canada”, *Canadian Journal of Public Health* 67 (1976), pp. 449-453; Vanigta Sahni, Allison N. Scott, Marie Beliveau, Marie Varughese, Douglas C. Dover, and James Talbot, “Public Surveillance Response following the Southern Alberta Floods, 2013”, *Canadian Journal of Public Health* 107 (2016), pp. e142-e148.

**Mon, 2 March: Forms of Sleep Healing throughout Medical History**

Mick Collins, “Asklepian Dreaming and the Spirit of Transformational Healing: Linking the Placebo Response to Therapeutic Uses of Self”, *Journal of Religion and Health* 52 (2013), pp. 32-45; Jeffrey B. Pettis, “Earth, Dream, and Healing: The Integration of Materia and Psyche in the Ancient World”, *Journal of Religion and Health* 45 (2006), pp. 113-129.

**Thurs, 5 March: The Patient Situation between Therapy, Rehabilitation, and Law**

Edward D. Berkowitz, “Allocating Resources for Rehabilitation: A Historical and Ethical Framework”, *Social Science Quarterly* 70 (1989), pp. 40-52; Beth Linker, “The Business of Ethics: Gender, Medicine, and the Professional Codification of the American Physiotherapy Association, 1918-1935”, *Journal of the History of Medicine and Allied Sciences* 60 (2005), pp. 320-354.

**Mon, 9 March: Eugenics, Euthanasia, and the History of Biomedical Ethics**

Frank W. Stahnisch, “The Early Eugenics Movement and Emerging Professional Psychiatry: Conceptual Transfers and Personal Relationships between Germany and North America, 1880s to 1930s”, in *Canadian Bulletin of Medical History* 31 (2014), pp. 17-40; Ivan Waddington, “The

Development of Medical Ethics: A Sociological Analysis,” in *Medical History* 19 (1975), pp. 36-51.

**Thurs, 12 March: Medieval Medicine (1st Small Group Session)**

Vivian Nutton, “Medicine in Late Antiquity and the Early Middle Ages”, in *The Western Medical Tradition 800 BC to 1800 AD*, eds. L. I. Conrad, M. Neve & V. Nutton (Cambridge: Cambridge University Press, 1995), pp. 71-87; Faith Wallis, “Inventing Diagnosis: Theophilus’ De Urinis in the Classroom”, *Dynamis* 20 (2000), pp. 31-73; S. R. Ell, “Concepts of Disease and the Physician in the Early Middle Ages”, *Janus* 65 (1978), pp. 153-165.

**Mon, 16 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.

**Thur, 19 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 10<sup>th</sup> 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, 20 March: History of Medicine Days Conference (First Conference Day)**

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

**Sat, 21 March: History of Medicine Days Conference (Second Conference Day)**

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

**Thur, 26 March: Medicine in Early Modern Europe (2nd 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.

**Thurs, 2 April The Laboratory Revolution in Medicine (3rd 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, 9 April Interdisciplinary Approaches in the 20th Century: The Examples of Neuroscience, Molecular Genetics, and Public Health (4th 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, 9 APRIL, 2020**

---

**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.

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



### **Program Advising and Student Information Resources:**

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Tower Room 116, call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- **Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.
- Registration Changes and Exemption Requests: <https://www.ucalgary.ca/registrar/registration/appeals>

### **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.

### **Red Box Policy:**

If your instructor requires paper copies of an essay and/or assignment, and the essay/assignment can be handed in outside of class, you can drop them in 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. are date stamped 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 at 4:00 p.m. Monday to Friday.

### **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](#).

**Academic Accommodations:**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

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

**Other Useful Information:**

- Department Twitter @ucalgaryhist

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
- Safewalk

*Winter 2020*