



HIST*6570 Health, Science, Medicine

Winter 2024

Section(s): C01

Department of History

Credit Weight: 0.50

Version 1.00 - December 14, 2023

1 Course Details

1.1 Calendar Description

This course will examine the history of health, science, and medicine. Topics may include the histories of mental illness, epidemic diseases, disability, public health, or alternative medicine. It will address expert and popular constructions of health, illness and science.

Restrictions: Instructor consent required.

1.2 Course Description

This course focuses on the history of medicine, health, and disease through a close examination of the themes that have shaped the history of medicine as a field. Our focus will be primarily on examples that cover the American context. We will examine the changing ways in which historians have told the story of medicine, from triumphalist narratives of institutional and scientific progress, to stories that recover the voices of patients and highlight the complex relations between medicine, society, and culture. Topics will include patient histories, scientific medicine, the rise of the hospital system, professionalization, medicine and politics, public health, and the ways in which gender, race, and class intersect with medicine, health, and disease. Students will be evaluated according to seminar discussions and presentations, a peer review, and a historiographical essay. Prior experience in history of science and/or medicine is not necessary for success in this course.

1.3 Timetable

Seminar Times: 

1.4 Final Exam

None.

2 Instructional Support

Instructor: [REDACTED]

Room: [REDACTED]

Email: [REDACTED]

Office Hours: by appointment

3 Learning Resources

Texts and/or Resources Required:

A set of online (electronic) readings, available through the University of Guelph Libraries Course Reserves system, Ares: <https://ares.lib.uoguelph.ca/ares/>

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. examine a broad range of historical perspectives on medicine, disease, and public health;
2. critically evaluate scholarship in history according to argument and evidence;
3. critically appraise and synthesize the evolution of writing about medicine, disease, and health in history;

4. refine and practice skills in oral communication in discussing and analysing scholarship in history; and
 5. refine and practice skills written communication in the development of a major historiographical paper.
-

5 Teaching and Learning Activities

5.1 Seminar

Mon, Jan 8

Topics:

Week 1: Introduction to the Course

Jacalyn Duffin, *History of Medicine: A Scandalously Short Introduction* (3rd edition). University of Toronto Press, 2021.

Mitchell L. Hammond, *Epidemics and the Modern World*. University of Toronto Press, 2020.

Mon, Jan 15

Topics:

Week 2: Grand Narratives

Rosenberg, Charles E. "Erwin Ackerknecht, Social Medicine, and the History of Medicine," *Bulletin of the History of Medicine* 81(3) (Fall 2007): 511-532.

Paul Starr, *The Social Transformation of American Medicine* New York: Basic Books, 1982: Introduction, Chapters 3, 5, and 6.

John Harley Warner, "Grand Narrative and Its Discontents: Medical History and the Social Transformation of American Medicine," *Journal of Health Politics, Policy and Law* 29 (2004), pp. 757-780.

Susan M. Reverby and David Rosner, "Beyond the Great Doctors' Revisited: A Generation of the "New" Social History

of Medicine," in *Locating Medical History: The Stories and Their Meanings*, ed. Frank Huisman and John Harley Warner (Baltimore: Johns Hopkins UP, 2004), 167-193.

Mon, Jan 22

Topics:

Week 3: Patients

Roy Porter, "The patient's view: Doing medical history from below," *Theory and Society* (1985) 14 (2): 175-198.

Guenter Risse and John Harley Warner, "Reconstructing clinical activities: Patient records in medical history," *Social History of Medicine* (August 1992) 5(2): 183-205.

Flurin Condrau, "The patient's view meets the clinical gaze," *Social History of Medicine* (December 2007) 20(3): 525-540.

Alexandra Bacopoulos-Viau and Aude Fauvel, "The Patient's Turn: Roy Porter and Psychiatry's Tales, Thirty Years On," *Medical History* (2016) 60(1): 1-18

Mon, Jan 29

Topics:

Week 4: Hospitals, Institutions, Experimentation

Guenter B. Risse, *Mending Bodies, Saving Souls: A History of Hospitals* (New York and Oxford: Oxford UP, 1999), pp. 289-338.

Matthew Gambino, "'These strangers within our gates': race, psychiatry, and mental illness among black Americans at St Elizabeth's Hospital, 1900-1940," *History of Psychiatry* (2008) 19(4): 387-408.

Ian Mosby, "Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952" *Histoire sociale/Social History* XLVI, 91 (Mai/May 2013), 615-642.

Maureen Lux, "We Demand 'Unconditional Surrender': Making and Unmaking the Blackfoot Hospital, 1890s to 1950s." *Social History of Medicine* 25 (2011): 665-684.

Mon, Feb 5

Topics:

Week 5: Women, Gender, and Medicine

Alice Dreger. "Cultural History and Social Activism: Scholarship, Identities, and the Intersex Rights Movement," in *Locating Medical History: The Stories and Their Meanings*, ed. Frank Huisman and John Harley Warner (Baltimore: Johns Hopkins UP, 2006), 390-409.

Sandra Eder. "The Volatility of Sex: Intersexuality, Gender, and Clinical Practice in the 1950s," *Gender and History* (2010) 22(3): 692-707.

Carla Jean Bittel, "Science, Suffrage, and Experimentation: Mary Putnam Jacobi and the controversy over Vivisection in Late Nineteenth-Century America," *Bulletin of the History of Medicine* (Winter 2005) 79(4): 664-694.

Vanessa Heggie, "Women doctors and lady nurses: Class, education, and the professional Victorian woman," *Bulletin of the History of Medicine* (2015) 89: 267-292.

Mon, Feb 12

Topics:

Week 6: Disability

Beth Linker. "On the Borderland of Medical and Disability History: A Survey of the Fields," *Bulletin of the History of Medicine* (2013) 87(4): 499-535.

Catherine Kudlick, "Disability History: Why We Need Another Other," *American Historical Review* 108/3 (2003): 763-793;

Jaipreet Viridi, "Material traces of disability: Andrew Gawley's

Steel Hands," *Nuncius* (2020) 35: 606-631.

Daniel J. Wilson, "A crippling fear: Experiencing polio in the era of FDR," *Bulletin of the History of Medicine* (1998) 72(3): 464-495.

Mon, Feb 26

Topics:

Week 7: Eugenics

Erika Dyck, *Facing Eugenics: Reproduction, Sterilization, and the Politics of Choice*. University of Toronto Press, 2013.

Wendy Kline, *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom*. Berkeley: University of California Press, 2001.

Mon, Mar 4

Topics:

Week 8: Race and Medicine

Jim Downs, *Sick from Freedom: African-American Illness and Suffering During the Civil War and Reconstruction*. New York: Oxford University Press, 2012.

Susan M. Reverby, *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy*. Chapel Hill: University of North Carolina Press, 2009.

Mon, Mar 11

Topics:

Week 9: NO CLASS - work on essay draft

Mon, Mar 18

Topics:

Week 10: Essay Works in Progress

Mon, Mar 25

Topics:

Week 11: Psychiatry

Martin Summers, *Madness in the City of Magnificent*

Intentions: A History of Race and Mental Illness in the Nation's Capital. Oxford University Press, 2019.

Mon, Apr 1

Topics:

Week 12: Peer Review and Conclusion

6 Assessments

6.1 Assessment Details

Participation (25%)

1. Come to all class meetings on time. If you are unable to attend class, or will be late, please inform me in advance. Unexcused absences and lateness will influence your final grade.

2. Read the assigned readings prior to the seminar meeting and come to class prepared.

3. Participate in classroom discussions. If you are quiet in seminars, it will be hard for me not to assume you have not done the readings. If it is difficult for you to speak spontaneously, consider coming to class with a few points or questions you had about the reading. I want to make the seminar as welcoming as possible, and if you are having trouble finding your voice in class, please speak with me.

4. Respect the opinions of your peers.

Seminar Presentation 1 (15%)

Each student will prepare a presentation of one of the weekly readings (**articles or book chapters only**) **twice** during the semester. Your presentation should provide a brief summary of the article and its structure, assess the main argument, methodology, and evidence, and critically evaluate material with an analysis of its strengths and weaknesses of the article or book chapter. You should also be prepared to lead a discussion of the reading, preparing at least three discussion questions for the group.

On the days we are reading a book or books, we will have no formal presentation from a student but rather proceed as a group to critically assess the reading.

Seminar Presentation 2 (15%)

See above.

Essay Work-in-Progress (10%)

Date: Mon, Mar 18

The essay works-in-progress will take place on **Monday March 18th**. Your presentation should be about 12-15 minutes in length, with about 5-8 minutes for questions and discussion. You will have the floor for approximately 20-25 minutes total. Please provide a brief outline of your paper and topic, the sources that you have examined, and any questions or problems you are struggling with. Use the group to solicit feedback and suggestions. Although not required, the presentation can make use of powerpoint, handouts, or other materials that will help us engage with your topic.

Peer Review (5%)

Date: Fri, Mar 22

You will prepare a draft of your historiographical paper for **March 22**. On that day, you will email **me and your peer reviewers** the draft. We will have feedback for you on **April 1**, and discuss your drafts in class. More details to come.

Historiographical Essay (30%)

Date: Mon, Apr 15

Historiographical Essay: Your historiographical essay will focus on a **topic of your own choosing** and will examine at least **12 books** relevant to your topic (you can include articles; 1 book = 4 articles). I would like to see a mixture of both types of sources. The paper should be at least **18 pages in length, or 4500 words** (excluding footnotes and bibliography). The final paper is due on **Monday, April 15** in the Dropbox on Courselink.

Your historiographical essay will explore and summarize the scholarly writings on a particular topic. Your essay will discuss the main historical approaches and findings in relation to each other, dissect their methodologies, and attempt to develop a chronology of how research inquiries and debates in your chosen field have developed in recent scholarship. The paper should address the following questions: How has scholarship on this topic evolved over the past forty years? What influences have there been? What sorts of methods and themes have emerged? What are the commonalities and divergences in scholarship? Do they meet their ambitions and claims? Are certain arguments more convincing than others? Where might scholarship on your topic be headed?

7 Course Statements

7.1 Lateness Policy

I will try to be flexible with due dates. However, since part of your major assessment is scaffolded, keeping on track with your essay work-in-progress, draft, and peer review will be vital to your success. Please speak with me ahead of due dates if you foresee challenges.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

8.9 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).
