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MEHU 6396: Debates in Modern Medicine, Enlightenment to the Present
Course Syllabus

Meeting time: Wednesdays, 1:00-4:00 p.m.

Room assignment: PCP 2.264

Office hours: By appointment.

- Readings will be posted on WebCT/Blackboard, <http://eclass.utmb.edu/>.

Course Description:

From the Enlightenment period to the present, Western medicine has been full of tensions between the comforts of traditional knowledge and practices (whether Old World or New World) and new scientific discoveries and reform. The purpose of this course is to explore these tensions through readings and discussion, along with opportunities for students to pursue individual topics of particular interest to them. The course will focus on the ways that social, economic and cultural change affected medicine as a profession, a set of skills, and a body of knowledge. Topics will include the experiences of healers and patients, the rise of medical technology and specialization, and ethical questions pertaining to scientific experimentation, and disease control. Underlying these discussions will be a basic theme: How can history help us think about assessing medicine's role in improving health and the human condition?

Course Objectives:

Upon completion of this course students should come away with a sound understanding of the following:

- Revolutions in medical knowledge and clinical practice
- The changing roles of healers in social and cultural context.
- The impact of science on how the human body and disease have been conceptualized.
- Explore the ways historians uncover fragmentary material to piece together a substantive medical narrative.

Required Texts:

Course readings will be available via Web CT/Blackboard. The following books will be utilized extensively and are required purchases for this course:

- Stephen Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic—and How it Changed Science, Cities, and the Modern World* (Riverhead Books, 2007).
- Wendy Moore, *The Knife Man: Blood, Body Snatching and the Birth of Modern Surgery* (New York: Broadway Books, 2006).
- Sherwin Nuland, *The Doctor's Plague: Germs, Childbed Fever, and the Strange Story of Ignac Semmelweis* (New York: W. W. Norton & Co., 2004).
- David Oshinsky, *Bellevue: Three Centuries of Medicine and Mayhem at America's Most Storied Hospital* (New York: Doubleday, 2016).
- Laura Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (New York: Vintage Books, 1990).
- Michael Willrich, *Pox: An American Story* (New York: Penguin Books, 2012).

Evaluation Criteria:

Students will be evaluated according to class participation, two position papers and a research paper.

- Class participation: Students are expected to study the readings carefully, attend class meetings and participate fully in the group discussions. Students will be responsible for analysis and synthesis of journal articles and assigned book chapters. On a regular basis, each student will be asked to lead class discussion over a portion of the assigned reading.
- Position Papers: Students are responsible for completing two position papers that will explore specific topics from the course readings. Each assignment will call for students to identify a specific tension/debate, analyze the historical arguments, and justify a particular position in terms of its scientific and cultural impact on the practice of modern medicine. Students will be evaluated on the development and use of primary and secondary source material, and the incorporation of primary arguments and themes.
- Research Paper: Each student will write and submit a 20 to 25 page research paper based upon a topic of their choice. On the last day of class, each student will give an oral presentation based upon on their research. The grade for this project will be based upon the following criteria:
 - Originality of research
 - Contribution to the historical record
 - Use of primary and secondary sources

- Use of historical-analytical methods in the writing
- Organization and clarity of information

Students are encouraged to make use of local medical and community archives to find primary source materials for their research. These include, but are not limited to the Blocker History of Medicine Collection in the Moody Medical Library, the John P. McGovern History of Medicine Collection affiliated with the Texas Medical Center, the Woodson Research Center, Rice University and the Galveston and Texas History Collection in the Rosenberg Public Library.

Papers:

Double-spaced, Times New Roman (or similar) 12-pt font, Chicago Manual of Style, Endnotes, Annotated Bibliography, title page, submitted electronically.

NOTE: A paper submitted without Endnotes and/or Bibliography will receive a score of 0.

Late Papers:

Late papers will not be accepted beyond the deadline unless:

- The student contacted the instructor prior to the deadline date.
- The student formally requested an extension and provided a clear reason for the need for such an extension.

Requests for extension may be approved at the discretion of the professor.

NOTE: In the interest of fairness, the essay grade may be lowered depending upon the extenuating circumstances.

Components of Final Course Grade:

Class participation:	20%
First Position Paper:	20%
Second Position Paper:	20%
Research Paper:	<u>40%</u>
	100%

Absence Policy:

This course depends heavily upon class participation. Students who miss a class period must notify the instructor as soon as the student is aware of the need to be absent, preferably before the class meeting time. The absence of more than two class periods can result in the loss of a letter grade, depending upon the circumstances.

Grading Appeal:

Any appeals for grading changes must be submitted to the instructor(s) responsible for the writing and grading of the assignment within 5 business days, regardless of course duration, after the return of the graded assessment to the student.

Course Evaluations:

End-of-course student course evaluations are required for all GSBS courses that are grades A-F. The GSBS Executive Committee voted in July and August 2007 to reaffirm this policy, which is required for accreditation by the Southern Association of Colleges and Schools (SACS). Beginning with the Fall 2007 term, students have been required to complete evaluations in any course grades A-F in order to receive a grade in the course. If a completed evaluation form is not received from a student, an Incomplete (I) will be reported to the Office of Enrollment Services. If the course evaluation is not completed within thirty days, the grade of I automatically converts to a grade of F (failure in the course). The evaluations are anonymous and are available to the course director and instructor(s) only after grades have been assigned. It is optional to do an end-of-term evaluation for didactic courses with enrollment less than 5 students. If the Course Director chooses to do one, the comments are to be sent to the Program Director instead. The Program Director will provide a summarization to the Course Director(s).

Honor Pledge:

Students are expected to do their own work and to comply fully with the UTMB Honor Code and be able to sign the Honor Pledge at the end of their papers:

On my honor, as a member of the UTMB community, I pledge to act with integrity, compassion and respect in all my academic and professional endeavors.

The link to full Honor Pledge statement and access the *Institutional Handbook of Policies and Procedures (IHOP)*, Section 7.1.3. *Student Conduct and Discipline*:

<http://www.utmb.edu/studentervices/honorpledge.asp>.

MEHU 6396: Debates in Modern Medicine: Enlightenment to the Present
Term: January 5, 2017-April 28, 2017

Tentative Schedule of Topics and Readings

Week 1- Jan. 11: Introduction. Master Narratives in the History of Modern Medicine

- Harold J. Cook, "Introduction," in W. F. Bynum, et. al., *The Western Medical Tradition*.
- L. S. King, "Of what use is medical history?" *Bulletin of the History of Medicine* 51 (1977): 107-116.
- Guenter Risse, "The role of medical history in the education of the "humanist" physician: A re-evaluation." *Journal of Medical Education* 50 (1975): 458-465.
- 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): 757-780.
- Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing* (Harlan Davidson, 2002), TBA.

ENLIGHTENMENT

Week 2- Jan. 18: Enlightened Health

- Roy Porter, *The Greatest Benefit to Mankind*, Chapter 8, 245-303.
- William Coleman, "Health and Hygiene in the Encyclopédié: A Medical Doctrine for the Bourgeoisie," *Journal of the History of Medicine* 29 (1974): 399-421.
- Giambattista Morgagni, *The Clinical Consultations of Giambattista Morgagni*, Saul Jarcho, ed., (Boston: Countway Library, 1984), 13-18, 37-42; 47-58..
- Mary E. Fissell, "The Disappearance of the Patient's Narrative and the Invention of Hospital Medicine," in Roger French and Andrew Wear, *British Medicine in an Age of Reform* (London: Routledge 1991): 92-109.
- Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing* (Harlan Davidson, 2002), TBA.

Week 3- Jan 25: The Anatomical and Physiological Revolution

- Wendy Moore, *The Knife Man: Blood, Body Snatching and the Birth of Modern Surgery* (London: Broadway Books, 2006).
- Owsei Temkin, "The Role of Surgery in the Rise of Modern Medical Thought," in Temkin, *The Double Face of Janus* (Baltimore: Johns Hopkins University Press, 1977), 487-496.

Week 4- Feb. 1: Early Public Health

- Whitfield Bell, "A Portrait of the Colonial Physician," in Bell, *The Colonial Physician and Other Essays* (Science History Publications, 1975), 5-26.
- Benjamin Rush, "Observations on the Duties of a Physician and the Methods of Improving Medicine," reprinted in the *American Journal of Medicine* 11 (5): 551-556.
- Wolman, Roslyn S. "A Tale of Two Colonial Cities: Inoculation against Smallpox in Philadelphia and Boston," *Transactions and Studies of the college of Physicians of Philadelphia* 45 (1978): 338-47.
- J. Worth Estes, "Introduction: The Yellow Fever Syndrome and Its treatment in Philadelphia, 1793," in *A Melancholy Scene of Devastation: The Public Response to the 1793 Philadelphia Yellow Fever Epidemic*, J. Worth Estes and Billy G. Smith, eds., (Philadelphia: College of Physicians of Philadelphia, 1997), 61-78.
- Jacquelyn C. Miller, "Passions and Politics: The Multiple Meanings of Benjamin Rush's Treatment of Yellow Fever," in *A Melancholy Scene of Devastation: The Public Response to the 1793 Philadelphia Yellow Fever Epidemic*.
- Phillip Laponsky, "Abigail the Negress": The Role and the Legacy of African Americans in the Yellow Fever Epidemic," in *A Melancholy Scene of Devastation: The Public Response to the 1793 Philadelphia Yellow Fever Epidemic*.
- Mariola Espinosa, "The Threat from Havana: Southern Public Health, Yellow Fever and U. S. Intervention in the Cuban Struggle for Independence, 1878-1898," *Journal of Southern History* 72:3 (2006): 541-568.

Week 5-Feb. 8: Women Healers and Medical Challenges

- Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (New York: Vintage Books, 1990), Introduction-Chapter 5; Chapter 7, 9 and Epilogue.

- "Elizabeth Drinker, "A Philadelphia Quaker, Recounts in Her Diary the Physician Attended Birth of Her Daughter's Sixth Child, 1799," in Warner and Tighe, *Major Problems*, 58-59.
- Sarah Blank Dine, "Diaries and Doctors: Elizabeth Drinker and Philadelphia Medical Practice, 1760-1810," *Pennsylvania History* 68 (No. 4, Autumn 2001): 413-434.

AGE OF REVOLUTIONS

Week 6- Feb. 15: Bellevue Hospital and Antebellum Medicine

- David Oshinsky, *Bellevue: Three Centuries of Medicine and Mayhem at America's Most Storied Hospital* (New York: Doubleday, 2016), Chapters 1-9.
- Guenter Risse, *Mending Bodies, Saving Souls: A History of Hospitals* (New York: Oxford University Press, 1999), Chapter 6: "Paris Hospitals," 289-338.
- John Harley Warner, "Science, Healing and the Character of the Physician in Warner and Tighe, *Major Problems*, 143-149.

****DUE: FIRST POSITION PAPER**

Week 7- Feb. 22: Public Health

- Stephen Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic—and How it Changed Science, Cities, and the Modern World* (Riverhead Books, 2007).
- Richard J. Evans, "Epidemics and Revolution: Cholera in 19th Century Europe," *Past and Present* 120 (August 1998): 123-146.

Week 8-March 1: The Germ Theory and Asepsis

- Sherwin Nuland, *The Doctor's Plague: Germs, Childbed Fever, and the Strange Story of Ignac Semmelweis* (New York: W. W. Norton & Co., 2004).
- David Oshinsky, *Bellevue*, Chapters 10-11.

RISE OF SCIENTIFIC MEDICINE

Week 9-March 8: Pasteur and the Medical Library Archive

- Gerald Geison, *The Private Science of Louis Pasteur* (Princeton: Princeton University Press, 1995), Chapters 2 & 9.
- Bert Hansen, "Popular Optimism About the Promise of the New Scientific Medicine: The Case of Rabies Vaccine," in Warner & Tighe, *Major Problems*, 224-232.
- Sarita Oertling, Robert Marlin, and Armond S. Goldman, "The Mysterious Fate of La Bibliothèque de Louis Pasteur," *Journal of Medical Biography* 22 (No. 4: 2014): 195-204.

****CLASS WILL BE HELD IN THE BLOCKER COLLECTIONS, MML.**

FRUITS OF MODERNITY

Week 10-March 15: The Hospital System and Medical Education

- Alan C. Braddock, "Jeff College Boys," Thomas Eakins, Dr. Forbes, and Anatomical Fraternity in Postbellum Philadelphia," *American Quarterly* 57 (no. 2, June 2005): 355-383.
- Joel D. Howell, "Machines and Medicine: Technology Transforms the American Hospital," in Janet Golden and Diana Elizabeth Long, eds., *The American General Hospital: Communities and Social Contexts* (Cornell University Press, 1989), 109-134.
- David Oshinsky, *Bellevue*, Chapters 12-16.

****DUE: SECOND POSITION PAPER**

Week 11-March 22: The New Public Health

- Michael Willrich, *Pox: An American Story* (New York: Penguin Books, 2012).
- Barbara Gutmann Rosenkrantz, "Cart Before Horse: Theory, Practice and Professional Image in American Public Health, 1870-1920." *Journal of the History of Medicine* 29 (January 1974): 55-73.

Week 12-March 29: Polio, Politics and the Ethics of Scientific Experimentation

- David Oshinsky: *Polio: An American Story* (Oxford University Press, 2005), Selected Chapters.
- "The National Foundation for Infantile Paralysis Instructs Parents and Physicians About Human Trials of a New Polio Vaccine, 1954," in Warner and Tighe, *Major Problems*, 141-143.
- Amy Fairchild, "The Polio Narratives: Dialogues with FDR," *Bulletin of the History of Medicine* 75 (2001): 488-534.

THE RETURN OF UNCERTAINTY

Week 13-April 5: Climate Change and Disease Threats

- R. Panikkath, CA Jumper, Z. Mulkey, "Multilobar lung infiltrates after exposure to dust storm: The Haboob lung syndrome." *American Journal of Medicine* 126: (No. 2: 2013): 5e5-e7.
- Eva Hershaw, "When the Dust Settles," *Texas Monthly* (September 2016).
- "Silica, the Next Environmental Issue," (April 2005), IRMI.com.
- Eli Kleinman, Robert Cucco, et. al. "Pulmonary Function in a Cohort of New York Police Department Emergency Responders Since 2001 World Trade Center Disaster," *Journal of Occupational and Environmental Medicine* 53 (No. 6: June 2011): 618-626.
- Dale W. Griffin, Christina A. Kellogg & Eugene A. Shinn, "Dust in the Wind: Long Range Transport of Dust in the Atmosphere and Its Implication for Global Public and Ecosystem Health," *Global Change and Human Health* 2 (No. 1: July 2001): 20-33.

Week 14: The Persisting Search for Health and Healing

- David Oshinsky, *Bellevue*, Chapters 17-Epilogue.
- Robert Bud, "From Germophobia to the Carefree Life and Back Again: The Lifecycle of The Antibiotic Brand," in Andrea Tone and Elizabeth Watkins, eds., *Medicalizing Modern America* (New York: New York University Press, 2007), 17-41.
- Ilna Singh, "Bad boys, good mothers and the 'miracle' of Ritalin," *Science in Context* 15 (4: 2003): 577-603.

- David J. Rothman, "The Doctor as Stranger: Medicine and Public Distrust," in Warner and Tighe, *Major Problems*, 524-531.
- Allan M. Brandt, "Risk, Behavior, and Disease: Who is Responsible for Keeping Americans Healthy?" in Warner and Tighe, *Major Problems*, 532-537.

Week 15: Paper Presentations and Course Synthesis/Completion