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:


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
Organisation 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:
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: 40%
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 students 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, student 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/studentservices/honorpledge.asp.
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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


- Anthony Brundage, Going to the Sources: A Guide to Historical Research and Writing (Harlan Davidson, 2002), TBA.

ENLIGHTENMENT

Week 2- Jan. 18: Enlightened Health


- 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


Week 4- Feb. 1: Medicine in the New World


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

AGE OF REVOLUTIONS

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


**DUE: FIRST POSITION PAPER**

Week 7- Feb. 22: Public Health


Week 8-March 1: The Germ Theory and Asepsis


RISE OF SCIENTIFIC MEDICINE

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


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

**FRUITS OF MODERNITY**

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


**DUE: SECOND POSITION PAPER**

**Week 11-March 22: The New Public Health**


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


THE RETURN OF UNCERTAINTY

Week 13 - April 5: Climate Change and Disease Threats

- “Silica, the Next Environmental Issue,” (April 2005), IRMI.com.

Week 14: The Persisting Search for Health and Healing

- David Oshinsky, Bellevue, Chapters 17-Epilogue.

Week 15: Paper Presentations and Course Synthesis/Completion