What is History of Medicine?
History 97a – Spring 2016
Tuesdays 1:00-4:00 pm; Location: Robinson Hall Room 105



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The emergence of the science of medicine and its professionalization have been integral aspects of human history. The history of medicine allows us to trace the various traditions that have come together to create "modern medicine." In this section, students will examine the human endeavor to be healthy and to cure disease. The practice of medicine draws on changing ideas about the natural world and the body. It also demands interventions in the physical environment so as to maximize public health, and readily incorporates transformative technologies from other sectors of human society. Students will be asked to reflect on the interaction of medicine and culture through questions such as: How did western powers use biomedicine in the context of empire? How do non-western cultures appropriate and indigenize biomedicine?

The seminar will meet on Tuesdays, 1-4 pm; in weeks with tutorial meetings in which seminar is divided into two groups, one group will meet in normal class time and one group in an extra time slot TBD based on student availability.

Required Readings
Arlette Farge, *Allure of the Archives*, trans. Thomas Scott-Railton (New Haven: Yale University Press, 2013).
Roy Porter, *Blood and Guts: A Short History of Medicine* (New York, Norton, 2004).
Laurel Thatcher Ulrich, *A Midwife's Tale* (New York: Vintage Books, 1991).

Course requirements

Paper 1: Historical narrative (1500 words)	10%
Paper 2: Historiographical discussion (1500 words)	10%
Paper 3: Primary source analysis (1500 words)	10%
Paper 4: Final Paper (3500 words)	30%
Participation in seminar (20%) and in tutorial (20%)	40%

Course and Section Policies and Guidelines

History 97 is a foundational course in the History concentration and should be your academic priority this term.

Seminars

- Seminars will meet eight times during the term. Attendance is **mandatory**. We expect all students to participate actively in seminars. You will be graded on your participation in **both** seminar and tutorial.

- Discussions will be based on readings assigned in each seminar for that week. Readings except texts to be purchased will be on the seminar Canvas site.

- Changes in section assignments will not be permitted except in extraordinary circumstances.

- Instructors reserve the right to curtail laptop usage in cases where it interferes with discussions.

Tutorials

- Tutorials will be held on those weeks that seminars do not meet. Attendance is **mandatory** and active participation is required; both are essential to writing good papers. Your tutor will contact you with your tutorial assignment; **Note that you may have seminar and tutorial in different rooms and at different times**.

- "Peer Review and Paper Discussion" tutorials will focus on review of student essays. To facilitate the collective enterprise of learning, you will be expected to read and prepare to discuss all of the papers from your tutorial group. Be sure to bring a hard copy of your paper to class so you can refer to it during discussion. Additionally, your tutor will ask you to provide written comments on some or all of your tutorial group's papers.

Essays

- Every section for History 97 has 3 shorter papers (1500 words) and 1 final paper (3500 words). Your word count should *exclude* footnotes. Essays must be submitted in .doc/.docx/.rtf format via the dropbox located on your course Canvas site so that all members of your tutorial can access them.

- Essays should present clear, well-formed, and original ideas with precision and in an appropriate style. The essay should demonstrate an in-depth understanding of the historical approach, the sources used, and the question posed. Instructors will provide more details about essay content and expectations in seminar and tutorial.

- All essays should be typed in twelve-point Times with one-inch margins on all sides, and carefully proofread for errors in spelling, punctuation, and grammar. They should include page numbers and footnotes. Your paper must have a title. Footnotes should follow the standard format used by historians, which can be found in *The Chicago Manual of Style* (http://www.chicagomanualofstyle.org.ezp-prod1.hul.harvard.edu/home.html). Correct formatting is essential.

- History 97 emphasizes the importance of revision. You will revise Papers 1 and 2 as well as your final paper. Both your original submission and your revision will receive grades, and your final grade for that assignment will simply be the **average** of the two. Revision involves significant re-thinking and rewriting, not simply changes to grammar, spelling, and punctuation. Depending on the effort and success at substantial revision, your revised paper may earn a grade that is higher, lower, or the same as the original paper; slight improvement will *not* ensure a higher grade.

- Each essay will be due at **5pm** two days before your seminar day unless otherwise indicated by your tutor.

- This course depends upon cooperation from all—tutors, instructors, and students. In order to maintain equity across tutorial groups and in the interest of making the peer review tutorial section function effectively, **papers must be submitted by the posted deadlines. Late papers will be downgraded by 1 full letter-grade for every 24 hours submitted late. This is course policy and no tutor or instructor has any power to alter it.** We urge you to plan on always being early so that last second obstacles do not prevent on time submissions. The only acceptable excuses for late work are family or medical emergencies. If such an emergency arises, immediately contact the administrative tutor, Elizabeth Cross (ecross@fas.harvard.edu), to discuss the situation. You will need to submit to your tutor and the administrative tutor a note from University Health Services and/or your resident dean.

Academic Integrity

- Plagiarism or any instance of cheating, even if unintentional, will be handled in accordance with Harvard policy. Your work must be original, framed in your own words, quotations explicitly acknowledged, and citations references. If you have any doubts about the proper attribution of ideas, information, or excerpts from your sources, please contact your tutor.

- Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance.

- Failure to submit any major assignment may result in failing the course.

Accessible Education Policy

- Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term, February 5. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although Faculty are invited to contact AEO to discuss appropriate implementation.

Course Outline

Unit I: Historical Narrative
Environment, Disease and Medicine: the Quest for Health

Week 1 (Jan 27) Seminar: Introduction

1. Introduction to the course and its aims
2. Introduction to tutor and sequence of activities
3. Discussion of week's reading

Arlette Farge, *Allure of the Archives*.

Week 2 (Feb 3) Seminar: What is History of Medicine?

Roy Porter, *Blood & Guts: A Short History of Medicine*. Chs. 1-2, pp. 1-52.
John C. Burnham, *What is Medical History?* "Introduction: Where Medical History Came From," pp. 1-9.
Carole Rawcliffe, *Medicine and Society in Later Medieval England*. Ch. 9: "Women and Medicine: The Midwife and the Nurse," pp. 194-215.

Primary Source Exercise: Writing a Life

Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (selections).

Paper # 1 due 5 pm Monday, Feb 8

Week 3 (Feb 10) – Tutorial (peer review)

Revised paper #1 due 5 pm Monday, Feb 15

Unit 2: Historiography
The Professionalization of Medicine: Comparative Perspectives

Week 4 (Feb 17) Seminar: From Naturalism to Germ Theory

Meeting: Please come to office hours (as per sign-up distributed in seminar) to decide on a historical theme/area of interest to you, which will be the focus of paper #2 and ideally build toward your final paper. This is an appointment held jointly with both your instructors.

Porter, *Blood and Guts*. Ch. 7: "The Laboratory," pp. 75-98.
Philip D. Curtin, *Death by Migration: Europe's Encounter with the Tropical World in the Nineteenth Century*. Ch. 2: "Sanitation and Tropical Medicine at Mid-Century," pp. 40-61.
Michael Worboys, "Manson, Ross and Colonial Medical Policy: Tropical Medicine in London and Liverpool, 1894-1914," in Roy Macleod and M. Lewis, ed., *Disease, Medicine and Empire: Perspectives on Western Medicine and the Experiences of European Invasion*, pp. 21-37.
Online exhibit: "Magical Stones and Imperial Bones" 13th to the 20th Centuries: six centuries of significant developments in the history of medicine. Countway Library of Medicine. http://collections.countway.harvard.edu/onview/exhibits/show/stones

Week 5 (Feb 24) Seminar: Thinking through Medicine (the Clinic)

Porter, *Blood and Guts*. Ch. 7: "The Hospital," pp. 135-152.
Robert A. Nye, "The Evolution of the Concept of Medicalization in the Late Twentieth Century," *Journal of the History of Behavioral Sciences*, 39 (2003), pp. 115-29.
Byron J. Good and Mary-Jo DelVecchio Good, "'Learning Medicine': The Construction of Medical Knowledge at Harvard Medical School," in Shirley Lindenbaum and Margaret Lock, ed., *Knowledge, Power and Practice: The Anthropology of Medicine and Everyday Life*, pp. 81-107.
Claire Wendland, *A Heart for the Work: Journeys through an African Medical School*, Ch. 5: "The Word made Flesh: Hospital Experience and the Clinical Crisis," pp. 119-53.
Arthur Kleinman, "What is specific to Western medicine?" In W. F. Bynum and Roy

Porter, ed., *Companion Encyclopedia of the History of Medicine*, pp. 15-23.
Online exhibit: "A Broad Foundation." The evolving history of medical education at Harvard. http://collections.countway.harvard.edu/onview/exhibits/show/a-broad-foundation

HOLLIS Self-Test due
Tutors hold consultations outside class on use of HOLLIS and Zotero

Paper # 2 due 5 pm Monday, Feb 29

Week 6 (Mar 2) – Tutorial (peer review)

Revised paper #2 due 5 pm Monday, Mar 7

Unit 3: Primary Source Analysis
War and the Frontiers of Medicine

Week 7 (Mar 9) – Seminar: World War I: Rethinking Psychiatry

Agenda: 1) Revised paper # 2 due. 2) Discussion of readings. 3) Submission of primary source selections to the Canvas Briefcase.

World War I and Mental Health: From Custodial to Curative Care
Edgar Jones, T. Fear, and Simon Wessely, "Shell Shock and Mild Traumatic Brain Injury: A Historical Review," *American Journal of Psychiatry*, 164 (2007), pp. 1641-45.

- Spring Break (March 12)

Week 8 (Mar 23) – Seminar: WWII, Sulpha drugs, antibiotics, pesticides: A Revolution in Pharmaceuticals

Myron Echenberg, *Black Death, White Medicine*. Ch. 10: "The Dakar Plague Epidemic of 1944," pp. 213-54.

On the agenda: 1) Discussion of readings. 2) Short exercise due in which students put their chosen primary source into historical context. 400 words.

Statement of topic and annotated bibliography due 5pm Monday, March 28

Week 9 (Mar 30) – Tutorial (no peer review)

Primary Sources: Focus on the 1918-19 Spanish Influenza Pandemic (US)

- Newspaper reports from Boston, where the first documented deaths in Flu occurred.

- PBS Documentary, "Influenza 1918."
- Images of the 1918 Influenza pandemic. Photographs and history.
- Archival sources, government reports on the flu.
- Key secondary source to help students frame their essays, Howard Phillips and David Killingray, ed., *The Spanish Influenza Pandemic of 1918-19: New Perspectives* (2003). Chs on US, pp. 58-70, 202-218.

Paper # 3 due 5 pm Monday, Apr 4 (1500 words, ca. 5pp): Analysis of a passage from a primary source important to your final paper. No peer review for this paper which is designed to build toward the final paper.

Unit 4: Synthesis

Week 10 (Apr 6) – Seminar: The loss of the patient
On the agenda: 1) Discussions of readings. 2) Annotated bibliography for final paper due. Post bibliography to Canvas Briefcase.
Shared reading TBD (methodological reading)
Porter, *Blood and Guts*. Ch. 8: "Medicine in Modern Society," pp. 153-69.

Paper outline due 5 pm Monday, Apr 11

Week 11 (Apr 13) – Seminar in class presentations on final paper
On the agenda: 1) Discussion of readings. 2) Thesis statement and outline of final paper due (post to Canvas Briefcase). Each student will present her/his thesis in seminar.

Draft final papers due 5 pm Monday, Apr 18 (ca. 3500 words); these should integrate historiographical analysis, primary source analysis, and contextualization

Week 12 (Apr 20) – Tutorial

Peer review of paper drafts. Students should integrate historiographical analysis, primary source analysis, and contextualization.

Week 13 (Apr 27) – Last seminar -- wrap-up

Monday May 2, 6-8pm: Capstone event/shared reflections of whole course, CGIS Tsai Auditorium/South Concourse

Revised final papers due 5 pm, Wednesday May 4