

HH2023: Reading in the History of Health and Medicine

Assoc Prof Park Hyung Wook

Email: hwpark@ntu.edu.sg / Office: SHHK 05-14 / Phone: 6592 3565



Course Description: This course aims at offering you an opportunity to investigate primary sources in Western medical history. Historians stress the significance of skill in reading and analyzing primary sources, as it is the key asset in their profession. In the history of health and medicine, this is especially important, as medical knowledge in the past is often strikingly different from ours. How can we make sense of this difference in historical contexts? You will learn how to approach primary sources, which must be read more analytically within their own contexts. This reading will deepen your understanding of cultural and political dimensions of health and illness in their multiple manifestations.

Evaluation:

- 1) Midterm Skit Scenario: (25%)
- 2) Final Research Paper: (30%)
- 3) Pre-Seminar Questions: (15%)
- 4) Discussion Reports: (15%)
- 5) Attendance and Participation: (15%)

Course Schedule:

1. Introduction
John C. Burnham, *What Is Medical History?* (Cambridge: Polity Press, 2005), pp. 10-54.
Peter Elmer and Ole Peter Grell (eds.), *Health, Disease, and Society in Europe 1500-1800* (Manchester, Open University Press, 2004), pp. 12-13. [Hippocratic Oath]
2. Health, Disease, and Healers in ancient Greece and Rome

David C. Lindberg (ed.), *The Beginnings of Western Science* (Chicago: University of Chicago Press, 2007), chapter 6.

Morris Cohen and I. E. Drabkin (eds.), *A Source Book in Greek Science* (Cambridge, Mass.: Harvard University Press), pp. 473-494, 498-509.

3. Medieval Practitioners and the Legacy of the Past

Roy Porter, *The Greatest Benefit to Mankind* (New York: Norton, 1997), pp. 92-105.

Lindberg (ed.), *Beginnings of Western Science* (Chicago: University of Chicago Press, 2007), pp. 321-351.

Gerrit Bos (ed.), *Ibn al-Jazzar's Provisions for the Traveler and the Nourishment for the Sedentary* (Leiden: Brill, 2015), pp. ix, 97-101.

Elmer and Peter Grell, *Health, Disease, and Society in Europe 1500-1800*, pp. 5-12.

4. Medical Renaissance and Scientific Revolution

Elmer and Grell, *Health, Disease, and Society in Europe*, pp. 67-79, 173-188.

William Harvey, *An Anatomical Disputation Concerning the Movement of the Heart and Blood in Living Creatures*, tr. by Gweneth Whitteridge (Oxford: Blackwell, 1976; originally published in 1628), pp. 78-96.

5. Clinical Medicine in the Early Nineteenth Century

John Harley Warner and Janet A. Tighe (eds.), *Major Problems in the History of American Medicine and Public Health* (Boston: Houghton, 2001), pp. 91-124.

Debora Brunton (ed.), *Health, Disease and Society in Europe 1800-1930* (Manchester: Open University Press, 2004), pp. 24-27.

Michel Foucault, *The Birth of the Clinic*, tr. A. M. Sheridan (London: Routledge, 2003), pp. ix-xxi.

6. Hopes and Hypes of Germ Theories of Disease

Warner and Tighe, *Major Problems in the History of American Medicine*, pp. 237-264.

Brunton, *Health, Disease and Society in Europe*, pp. 32-38.

W. F. Bynum, "The Rise of Science in Medicine, 1850-1913," in *The Western Medical Tradition, 1800-2000* (Cambridge: Cambridge University Press, 2006), pp. 123-135.

7. Scientific Medicine

Warner and Tighe, *Major Problems in the History of American Medicine*, pp. 198-224.

Brunton, *Health, Disease and Society in Europe*, pp. 45-50, 65-74.

Bynum, "Rise of Science in Medicine," pp. 111-123.

8. Women in Medicine

Warner and Tighe, *Major Problems in the History of American Medicine*, pp. 129-133, 136-140.

Brunton, *Health, Disease and Society in Europe*, pp. 115-119, 124-126.

Regina Morantz-Sanchez, "Feminist Theory and Historical Practice: Rereading Elizabeth Blackwell," *History and Theory* 31 (1992), pp. 51-69.

Judith Walzer Leavitt, "Birthing and Anesthesia: The Debate over Twilight Sleep," *Signs* 6 (1980), pp. 147-164.

9. The Brave New Vision of Eugenics

Brunton, *Health, Disease and Society in Europe*, pp. 204-213, 224-228.

Alexis Carrel, *Man, the Unknown* (New York: Harper, 1935), pp. 274-293, 305-319.

Daniel J. Kevles, "The History of Eugenics," *Issues in Science and Technology* 32 (Spring 2016).

10. Reforming Medical Education, Reconstructing the Profession

Warner and Tighe, *Major Problems in the History of American Medicine*, pp. 277-283, 292-297.

Paul Star, *The Social Transformation of American Medicine* (New York: Basic Books, 1984), pp. 3-29, 112-127.

11. Public Health and Biomedicine in the Twentieth Century

Warner and Tighe, *Major Problems in the History of American Medicine*, pp. 427-458.

Dominique A. Tobbell, "Allied against Reform: Pharmaceutical Industry-Academic Physician Relations in the United States, 1945-1970," *Bulletin of the History of Medicine* 82 (2008), pp. 878-912.

12. Use and Abuse of Human Subjects

Warner and Tighe, *Major Problems in the History of American Medicine*, pp. 390-393, 403-408, 416-422.

Steven Epstein, "Bodily Differences and Collective Identities: The Politics of Gender and Race in Biomedical Research in the United States," *Body and Society* 10 (2004), pp. 183-203.

Hannah Landecker, *Culturing Life* (Cambridge, Mass.: Harvard University Press, 2007), pp. 140-143, 162-179.

13. Tissue Culture, Failure, and the Rise of New Biomedicine

Alexis, Carrel, "Rejuvenation of Cultures of Tissues," *Journal of the American Medical Association* 57 (1911), p. 1611.

Leonard Hayflick and Paul S. Moorhead, "The Serial Cultivation of Human Diploid Cell Strains," *Experimental Cell Research* 25 (1961), pp. 585-621.

Lijing Jiang, "Alexis Carrel's Immortal Chick Heart Tissue Cultures," *Embryo Project Encyclopedia* (2012-07-03). <http://embryo.asu.edu/handle/10776/3937>.

Leonard Hayflick, "Hayflick's Reply," *Science* 202 (1978), pp. 128-136.

Nicholas Wade, "Hayflick's Tragedy," *Science* 192 (1976), pp. 125-127.

Geoff Watts, "Leonard Hayflick and the Limits of Ageing," *Lancet* 377 (2011), p. 2075.

**If you still have time, please read Park's and Jordan/Lynch's papers in the optional reading list.

Assignments:

Midterm Skit Scenario (25%)

You will write a short skit scenario based on your reading of primary sources listed in the syllabus. You must reconstruct a hypothetical conversation between two or more historical figures. An ideal form is a

fictional debate among those with different medical theories, distinct perspectives, and political standpoints. You must highlight the differences among the people in the scenario. Your work must be uploaded into the course portal within NTULearn in the format of an MS Word file rather than PDF. The recommended word number is 1,000. The best skit scenarios will be played during the class.

Final Research Paper (30%)

You will write your final research paper on a topic in medical history. You have to use primary sources in the syllabus, along with some in the optional reading list. Your essay must show your original historical analysis and interpretation of one or more primary sources that you choose. It must be uploaded into the course portal within NTULearn in the format of an MS Word file rather than PDF. The recommended word number is 2,000.

Pre-Seminar Questions (15%)

After finishing the required readings for each week, every student must submit a question for discussion during the seminar. The question is to be uploaded in the course portal in NTULearn before each Monday evening (7pm). These questions will be graded according to their relevance, novelty, and ingenuity.

Discussion Reports (15%)

After the seminar, each group—which students can create by themselves but cannot be changed after the add/drop period—should submit a short report of discussion to the course portal of NTULearn. This report reflects the outcome of the class members' conversation about the discussion question assigned to them. Please submit it to NTULearn by 9pm on each Tuesday. The professor's evaluation will be added as a comment, about which students can ask further questions. In each report, there must be a list of participating members.

Attendance and Participation (15%)

Each student's activity and attendance is monitored in every seminar and will be used in the final evaluation. Please try to attend every class and be sure to be proactive during the discussion.

Late Submission:

There will be a penalty to a paper submitted after the deadline. The extent of penalty will be decided depending on the general distribution of students' marks in the entire class. But late submission can be excused according to the professor's understanding of the student's circumstances.

Plagiarism:

Plagiarism is a serious academic misconduct and may endanger a student's career in a highly severe way. It is done intentionally or unintentionally by using another person's ideas and writings without any proper citation and/or quotation marks. Paraphrasing is an act of rewriting other people's ideas or arguments using your own words. While this is an acceptable practice in most cases, it can be an issue if you do not indicate that the ideas have come from another person's work. If you are not sure about how you should do regarding these issues, please do cite the referred sources in footnotes/endnotes and use the quotation marks around the terms you did not invent. Even if a student cited a source, direct quotation without

quotation marks may be a problem, too. If any plagiarized sentence or paragraph is detected, the grade will be reduced to zero and the student's name will be reported to the school.

Policy on Missing Classes:

In general, students are encouraged to attend all seminars. However, they may miss a few, if there is a good reason, such as illness, required university activity, or family emergency. In such cases, students can claim for the credit of class attendance, only after they submit a summary of the week's readings along with the documentary evidence on the reasons for absence.