

University of Wisconsin-Madison

History/Medical History/Hist. of Science 508	Prof. Richard Keller
Van Hise 155	rckeller@wisc.edu
Tues., Thurs., 1-2:15	Office: MSC 1423
Spring 2020-3 credits	Office hours: T., Th., 11:30 am-12:30 pm
	(and by appointment)

**Health, Disease, and Healing II:
Medicine and Public Health in Modern History**

Official Course Description, Designations, Requisites, and Attributes:

Medicine in Europe from the 18th century to mid-20th century, investigating changes in disease and demography, state interest in health care, the medical professions, and both scientific and alternative medical ideas.

Requisites: Jr st

Course Designation: Breadth – Humanities

Undergraduate General Education

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Instructional Mode: Face-to-face

Since the eighteenth century, western biomedicine has become increasingly interwoven with science and technology. The mapping and classification of the human anatomy, the discovery of a microbial universe, the development of modern diagnostic and therapeutic technologies, and the increasing professionalization of medical practice have all contributed to dramatic successes in the struggle against disease. But to what extent are they responsible for significant improvements in public health? What other, more mundane transformations have also contributed to the improvement of the public's health? This course explores these questions by setting modern medicine and public health in their historical and social contexts, with a concentration on Europe since about 1750. Major foci include changing approaches to the body and its ailments; the relationships among medicine, health, and the state; the politics and economics of sickness and health; and popular responses to medicine.

Our meetings will include both lecture and discussions. Your regular attendance and active, informed, and regular participation count for 20% of your final grade. Each student will be required to take the lead in starting discussion once during the semester, and must submit at least three discussion questions to me in advance (no later than 10 am on the day of the class). There will also be two short papers (~ 5

pages) based on course reading material, each of which constitutes 20% of your grade. The final written requirement is an original research paper of 10 to 12 pages (plus bibliography), which will constitute 40% of your grade.

This course meets as a group for two 75-minute sessions per week and carries the expectation that you will spend an average of 3 hours outside of class for each class period. In other words, in addition to class time, plan to allot an average of 6 hours per week for reading, writing, and preparing for discussions.

The course is graded on a GPA scale as detailed below. Your final grade will be a weighted average of your grade for each assignment.

A: 3.76-4.0
AB: 3.26-3.75
B: 2.76-3.25
BC: 2.26-2.75

C: 1.76-2.25
D: .76-1.75
F: 0-.75

Research paper

The major requirement of this course is an original research paper on a subject of your choice based on primary sources. I have designed the parameters of the assignment in a manner that brings this course into compliance with the writing-intensive course requirements of many medical schools' admissions policies.

The paper must be 10 to 12 pages in length (double-spaced). In addition, it must include a bibliography listing your sources and other works cited. You may use any citation style you wish, but please be consistent. The topic must cover some aspect of medicine or health in modern (post-1789) Europe or the United States. You must submit a written paper proposal that includes the following information: a clear identification of the topic the paper will explore, an explanation of how the topic relates to the major themes of the course, and an indication of the kinds of sources you will use to support your argument. This is not a detailed bibliography: simply indicate the types of sources that you think will constitute the bulk of your evidence (for example, medical journal articles, historical public health surveys, novels or memoirs).

The deadlines for the research paper are as follows:

13 Feb.: Paper proposal due
3 March: Bibliography due
2 April: Draft due
7-10 April: Individual paper consultations
4 May, 9:45 am: Final paper due

The research paper will comprise 40% of your final grade.

Learning Objectives

By the end of this course, students will:

- Distinguish primary from secondary sources
- Recognize the utility of humanistic methods for the study of medicine and public health
- Develop critical thinking skills through techniques of close reading and written analysis
- Understand essential developments in the evolving relationship between medicine and public health in modern societies.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

All reading materials are available on the course's Canvas site, along with the syllabus, slides, and assignments. Assignments will be posted no later than two weeks before the assignment deadline. Slides will be posted AFTER the lecture/discussion to which they are linked has taken place.

COURSE SCHEDULE

Introduction

Tues., 21 Jan.—Introduction

Thurs., 23 Jan.—Disease, Illness, and Public Welfare: Introducing the Concepts

Arthur Kleinman, Leon Eisenberg, and Byron Good, "Culture, Illness, and Care: Clinical Lessons from Anthropologic and Cross-Cultural Research," *Annals of Internal Medicine* 88 (1978): 251-58.

Laura Hillenbrand, "A Sudden Illness," *The New Yorker*, July 7, 2003.

<https://www.newyorker.com/magazine/2003/07/07/a-sudden-illness>

Enlightenment in Theory and Practice

Tues., 28 Jan.—Beginning with the Body

Londa Schiebinger, "The Anatomy of Difference," in *Nature's Body: Gender in the Making of Modern Science* (Boston, 1993), 115-41, and "More than Skin Deep: The Scientific Search for Sexual Difference," in *The Mind Has No Sex? Women in the Origins of Modern Science* (Cambridge, Mass., 1993), 189-213.

Thurs., 30 Jan.—Medicine before Modernity

Alisha Rankin, "Duchess, Heal Thyself: Elisabeth of Rochlitz and the Patient's Perspective in Early Modern Germany," *Bulletin of the History of Medicine* 82, no. 1 (2008): 109-44.

Tues., 4 Feb.—Medical Science before Scientific Medicine: Statistics and Experiments

James Jurin, "A Letter ... Containing a Comparison between the Danger of the Natural Small Pox, and of That Given by Inoculation," *Philosophical Transactions* 32 (1722-23): 213-27.

Edward Jenner, "An Inquiry into the Causes and Effects of the Variolae Vaccinae, or Cow-Pox," in *Medicine and Western Civilization* [henceforth *MWC*], ed. by David J. Rothman, Steven Marcus, and Stephanie A. Kiceluk (New Brunswick, N.J., 1995): 299-309.

Andrea Rusnock, "Medical Statistics and Hospital Medicine: The Case of the Smallpox Vaccination," *Centaurus* 49 (2007): 337-359.

Thurs., 6 Feb.—Toward a Healing Profession

Ivan Waddington, "The Role of the Hospital in the Development of Modern Medicine: A Sociological Analysis," *Sociology* 7 (1973): 211-24.

Contagion and Illness, Place and Race

Tues., 11 Feb.— Colonial Medicine and the Civilizing Mission

David Arnold, "Smallpox: The Body of the Goddess," in *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India* (Berkeley, 1993), 116-58.

Thurs., 13 Feb.— Society and Sickness in an Industrializing Europe

Edwin Chadwick, "Report on the Sanitary Condition of the Labouring Population of Great Britain," in *MWC*, 216-39.

Rudolf Virchow, "Report on the Typhus Epidemic in Upper Silesia," *American Journal of Public Health* 96, no. 12 (2006): 2102-5.

PAPER PROPOSAL DUE VIA CANVAS

Tues., 18 Feb.— Death, Disease, and the Social Environment

John Snow, "The Cholera Near Golden Square, and at Deptford," *Medical Times and Gazette* 9 (1854): 321-22.

Valeska Huber, "The Unification of the Globe by Disease? International Sanitary Conferences on Cholera, 1851-1894," *The Historical Journal*, 49:2 (2006), 453-476.

Thurs., 20 Feb.— Sanitation in Medicine and Public Health

Florence Nightingale, *Notes on Hospitals* (London, 1859), 1-22.

Matthew Gandy, "The Paris Sewers and the Rationalization of Urban Space," *Transactions of the Institute of British Geographers*, NS 24 (1999): 23-44.

FIRST SHORT PAPER DUE VIA CANVAS, THURSDAY, 20 FEBRUARY

Recasting Disease: Infection and Vulnerability in a Universe of Germs

Tues., 25 Feb.— Rethinking Contagion

Louis Pasteur, "On the Extension of the Germ Theory to the Etiology of Certain Common Diseases," *MWC*, 253-7.

Nancy Tomes, "The Making of a Germ Panic, Then and Now," *American Journal of Public Health* 90, no. 2 (2000): 191-98.

Thurs., 27 Feb.— A Gendered Revolution? Women in Medicine

Elizabeth Blackwell, "The Influence of Women in the Medical Profession," *MWC*, 282-7.

Arthur Conan Doyle, "The Doctors of Hoyland," in *Round the Red Lamp* (Charlottesville, Va., 1996), 276-95.

The Twentieth Century: Sickness and Health in a Technological Era

Tues., 3 March— Devastation and Healing: The First World War

Margaret R. Higonnet, ed., *Nurses at the Front: Writing the Wounds of the Great War* (Boston: Northeastern University Press, 2001), 1-27, 49-75, and 89-98.

PAPER BIBLIOGRAPHY DUE VIA CANVAS

Thurs., 5 March— Infection and Invisibility: Two Stories of Sexual Health

Eugène Brieux, *Damaged Goods (Les Avariés)* (London, 1911).

Anne Hanley, "Sex Prejudice" and Professional Identity: Women Doctors and Their Patients in Britain's Interwar VD Service," *Journal of Social History* (2020): 1-30.

Tues., 10 March— Health and Breeding: Prevention and Politics

Francis Galton, "Eugenics: Its Definition, Scope, and Aims," *American Journal of Sociology* 10 (1904): 1-6.

Explore:

Jacqueline Wernimont and Alexandra Minna Stern, *Eugenic Rubicon*
<https://scalar.usc.edu/works/eugenic-rubicon-/index>

Thurs., 12 March— Sickness, Health, and Wealth

W. Somerset Maugham, "Sanatorium," in *The Complete Short Stories of W. Somerset Maugham* (3 vols.; Garden City, N.Y., 1953), II, 505-27.

George Orwell, "How the Poor Die," in *MWC*, 368-75

TUES., 17 MARCH AND THURS., 19 MARCH: SPRING BREAK

Tues., 24 March— State Solutions in West and East

Manchester *Guardian* archive: The Beveridge Report

Carolyn Steedman, *Landscape for a Good Woman: A Story of Two Lives* (New Brunswick, N.J.: Rutgers University Press, 1994), 99-124.

Dora Vargha, "Vaccination and the Communist State: Polio in Eastern Europe," in *The Politics of Vaccination: A Global History*, ed. by Christine Holmberg, Stuart Blume, and Paul Greenough (Manchester: Manchester University Press, 2017), 77-98.

Thurs., 26 March— Why are We So Healthy?

Skim: Thomas McKeown and Robert G. Record, "Reasons for the Decline of Mortality in England and Wales during the Nineteenth Century," *Population Studies* 16, no. 2 (1962): 94-122; and Thomas McKeown, R.G. Record, and R.D. Turner, "An Interpretation of the Decline of Mortality in England and Wales during the Twentieth Century," *Population Studies* 29, no. 3 (1975): 391-422.

Simon Szreter, "Rethinking McKeown: The Relationship between Public Health and Social Change," *American Journal of Public Health* 92, no. 5 (2002): 722-25.

Tues., 31 March— Technology's Promise and Costs

Stanley J. Reiser, "Technology and the Senses in Twentieth-Century Medicine," in *Medicine and the Five Senses*, ed. by W.F. Bynum and Roy Porter (New York, 1993), 262-73.

Thurs., 2 April— NO CLASS MEETING; RESEARCH PAPER DRAFT DUE VIA CANVAS. PLEASE SIGN UP FOR INDIVIDUAL RESEARCH PAPER CONSULTATIONS

7-10 APRIL: INDIVIDUAL RESEARCH PAPER CONSULTATIONS

Tues., 7 April— Better Living Through Chemistry

Scott H. Podolsky and Anne Kveim Lie, "Futures and Their Uses: Antibiotics and Therapeutic Revolutions," in *Therapeutic Revolutions: Pharmaceuticals and Social Change in the Twentieth Century*, ed. by Jeremy A. Greene, Flurin Condrau, and Elizabeth Siegel Watkins (Chicago: University of Chicago Press, 2016), pp. 18-42.

Elizabeth Siegel Watkins, "Reconceiving the Pill: From Revolutionary Therapeutic to Lifestyle Drug," in *Therapeutic Revolutions*, pp. 43-64.

Thurs., 9 April— AIDS and the Triumph of Disease

Paula Treichler, "AIDS, Homophobia, and Biomedical Discourse: An Epidemic of Signification," in *How to Have Theory in an Epidemic: Cultural Chronicle of AIDS* (Durham, N.C.: Duke University Press, 1999), 11-41.

Tues., 14 April— Why are We So Sick?

Dorothy Porter, "The Social Contract of Health in the Twentieth and Twenty-First Centuries," in *Shifting Boundaries of Public Health: Europe in the Twentieth Century*, ed. by Susan Gross Solomon, Lion Murard, and Patrick Zylberman (Rochester, NY: University of Rochester Press, 2008), 45-60.

SECOND SHORT PAPER DUE VIA CANVAS TUESDAY, 14 APRIL

Thurs., 16 April—Reemergence

Ruth L. Berkelman and James M. Hughes, "The Conquest of Infectious Diseases: Who are We Kidding?" *Annals of Internal Medicine* 119, no. 5 (1993): 426-8.

Laurie Garrett, "The Return of Infectious Disease," *Foreign Affairs* (Jan./Feb. 1996): 66-79.

Elena Conis, "A Mother's Responsibility: Women, Medicine, and the Rise of Contemporary Vaccine Skepticism in the United States," *Bulletin of the History of Medicine* 87, no. 3 (2013): 407-35.

Health and Vulnerability in the Contemporary WorldTues., 21 April—Chernobyl and the End of the Cold War

Adriana Petryna, "Biological Citizenship: The Science and Politics of Chernobyl Exposed Populations," *Osiris* 19 (2004): 250-265.

Thurs., 23 April—Refugees, Asylum, and Biological Citizenship

Richard C. Keller, "Place Matters: Mortality, Space, and Urban Form in the 2003 Paris Heat Wave Disaster," *French Historical Studies* 36, no. 2 (2013): 299-330.

Tues., 28 April—Race, Class, and Vulnerability in a Changing Europe

Didier Fassin and Anne-Jeanne Naudé, "Plumbism Reinvented: Childhood Lead Poisoning in France, 1985-1990," *American Journal of Public Health* 94 (2004): 1854-63.

Stephen Armstrong, "Want, disease, ignorance, squalor and idleness: are Beveridge's five evils back?" *The Guardian*, 10 October 2017.

<https://www.theguardian.com/society/2017/oct/10/beveridge-five-evils-welfare-state>

Thurs., 30 April—Conclusions

Russell Shorto, "Going Dutch: How I Learned to Love the European Welfare State," *New York Times* (3 May 2009).

<http://www.nytimes.com/2009/05/03/magazine/03european-t.html?emc=eta1>

FINAL RESEARCH PAPER DUE 4 MAY, 9:45 AM, VIA CANVAS