

University of Wisconsin-Madison

History/Medical History/Hist. of Science 508	Prof. Richard Keller
Van Hise 394	rckeller@wisc.edu
Tues., Thurs., 1-2:15	Office: MSC 1423 (or virtual by request)
Fall 2023-3 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? What are the lessons of the Covid-19 pandemic for our understanding of the relationship between biomedical and social forms of risk and resilience? 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 take the lead in starting discussion once during the semester. There will also be two short papers (~ 3 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: >3.5-4.0
AB: >3.0-3.5
B: >2.5-3.0
BC: >2.0-2.5

C: >1.5-2.0
D: >1.0-1.5
F: 0-1.0

Discussion

Each of our meetings will involve some degree of discussion of the readings, videos, or podcasts that constitute our course materials. Your informed participation in these discussions is essential to your success in this course. This participation can involve your observations about course materials, your questions about them, and the connections you draw among different readings and other sources throughout the course. Every student must take the lead on running discussion once in the course of the semester. Up to two students can do so for any individual meeting. Those responsible for discussion must submit at least three discussion questions to me in advance (no later than 10 am on the day of the class) that will help to start the conversation. Your active, engaged participation will count for 20% of your final grade. There is a sign-up sheet under the first module on Canvas.

Two short papers

The two short papers will involve responses to specific prompts about the readings and other course materials. They should be about three pages (double-spaced, 12-point font) in length, and I will assess them based on their reflection of close reading, their writing, and their argumentation and use of evidence. I will give you the prompt at least two weeks in advance of the deadline. The deadlines for these papers are 28 September and 9 November.

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, 12-point font). 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.

By 5 October, 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 (for example, medical journal articles, historical public health surveys, novels or memoirs). By 2 November, you will need to submit a tentative bibliography showing the sources you will use. By 22 November, you will need to submit a draft of the paper. I will review these drafts and provide feedback on them within two weeks. By 16 December, you will need to submit your final draft of the paper.

In summary, the deadlines for the paper are:

5 Oct.: Proposal due
2 Nov.: Bibliography due
22 Nov: Draft due
16 Dec., 4:45 pm: 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 in the global north.

Course Website, Learning Management System & Digital Instructional Tools

The course's Canvas page will be the main source for distributing lecture slides and many other materials.

Required Texts & Other Course Materials

Each meeting listed on the syllabus has its own module on Canvas. All materials for each meeting will be available in the module. Please contact me if you are unable to access any materials.

I strongly suggest that you read, view, or listen to materials on the syllabus in the order in which they are listed. You must review these materials before your discussion section, as they will constitute the basis of our discussions.

How to Succeed in This Course

Doing well in this course requires your commitment to reading and reviewing materials and paying close attention to lectures. I have done my best to base the course on engaging materials and to keep the readings short and manageable. Other key strategies include getting an early start on the written exams. In each case, I will distribute the exam question two weeks before it is due so that you can keep the question in mind as you do the reading/viewing/listening for each lecture and discussion. You may also contact your TA or me with specific questions about your exams before the deadline. Other resources at your disposal include:

- [The Writing Center](#)
- [The History Lab](#)
- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

[Please see this link for information on Students' Rules, Rights, and Responsibilities](#)

Covid-19

During the global Covid-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

IF YOU FEEL AT ALL SICK, PLEASE DO NOT ATTEND CLASS. Attendance is important for this class, but it is not a requirement. After every lecture, I will post the lecture slides and lecture audio (with captions) to Canvas, so you will still be able to access the course content.

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course. The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & Inclusion Statement

[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.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Academic Integrity and Generative AI

Generative artificial intelligence tools that create new text, audio, video, and other content are widely available: for example, ChatGPT for text Midjourney for images. This policy governs all such tools, including those released during our semester

together. Simply put, you may not use generative AI tools on assignments in this course.

Generative AI tools will not be very helpful for this course. Such tools are particularly ineffective for the kind of writing you will be doing. They are typically trained on limited datasets that are often obsolete, on pre-existing material, and now, ironically, on AI-generated content of questionable accuracy. They can be effective in producing outputs that appear to have been produced by a human, rather than outputs that are accurate. They are also highly prone to the production of entirely imaginary content and sources, often generating, for example, bibliographic sources that do not exist. Therefore, relying on tools such as ChatGPT is likely to result in the submission of inaccurate work, plagiarism, and/or copyright violations. Use of generative AI tools to complete assignments in this course is therefore a violation of academic integrity.

Accommodations for Students with Disabilities Statement

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. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

COURSE SCHEDULE

Thurs., 7 Sept.—Introduction

Agnes Arnold Forster and Caitjan Gainty, "[The Problem with Medical History in the Age of Covid-19](#)," *Nursing Clio* (15 July 2021).

Tues., 12 Sept.—Health, illness, and the welfare state: Defining our terms

Anna Mann, "[Pains, Pleasures, and a New Electric Wheelchair](#)," *Somatosphere* (11 March 2021).

Thurs., 14 Sept.—Illness then

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., 19 Sept.— And now

Laura Hillenbrand, "[A Sudden Illness](#)," *The New Yorker*, July 7, 2003.

Thurs., 21 Sept.— Anatomy and its politics

Rodrigo Pérez Ortega, "[Famously Creepy Mütter Museum Reckons with Its Past](#)," *Science* (21 July 2023).

Courtney Thompson, "[Staging Anatomy for Profit ... and Punishment](#)," *Nursing Clio* (11 January 2022).

Tues., 26 Sept.—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., 28 Sept.—The rise of hospital medicine and the beginnings of regulation

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

[The confessions of William Burke, the Edinburgh murderer](#)

THURSDAY, 28 SEPT.—FIRST SHORT PAPER DUE VIA CANVAS

Tues., 3 Oct.—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.

Thurs., 5 Oct.—Sanitation in Medicine and Public Health

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

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

THURSDAY, 5 OCT.—RESEARCH PAPER PROPOSAL DUE VIA CANVAS

Tues., 10 Oct.—Medicine and empire: Staging conflict

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., 12 Oct.—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.

Tues., 17 Oct.—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.

Thurs., 19 Oct.— 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.

Tues., 24 Oct.— Globalizing disease: The 1918 influenza pandemic

Sarah Pitt, "[The Greatest Pandemic in History](#)," *The Biomedical Scientist* (24 April 2018).

Coyote Shook, "[Flu in the Arctic: Influenza in Alaska, 1918](#)," SHGAPE.org (9 June 2020; graphic essay).

Thurs., 26 Oct.— Infection and invisibility: Two stories of sexual health

Film: [The People at No. 19](#) (1949; 18 min.).

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., 31 Oct.—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

Thurs., 2 Nov.— Breeding and health: Eugenics

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](#)

THURSDAY, 2 NOV.—RESEARCH PAPER BIBLIOGRAPHY DUE VIA CANVAS**Tues., 7 Nov.**—Eugenic endpoints: From sterilization to euthanasia

Film: [Selling Murder](#) (1991; Joanna Mack, dir.).

Thurs., 9 Nov.—Nuremberg and the beginnings of modern bioethics

Asynchronous mini-lecture: see link in Canvas module

Jonathan Moreno et al., “The Nuremberg Code 70 Years Later,” *Journal of the American Medical Association* 318, no. 9 (2017): 795-96.

THURSDAY, 9 NOV.—SECOND SHORT PAPER DUE VIA CANVAS

Tues., 14 Nov.— Drugs and technology: Changing the culture of medicine

Listen: Elizabeth Garner Masarik and Sarah Handley Cousins, “[Abortion and Birth Control in America: Jane Roe & The Pill](#),” Dig Podcast (11 February 2018, 1 hour).

Mireille Le Guen et al., “[Fifty Years of Legal Contraception in France: Diffusion, Medicalization, and Feminization](#),” *Population and Societies* 549 (2017): 1-4.

Thurs., 16 Nov.—The welfare state and the making of modern public health

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.

Listen: “[Polio Across the Iron Curtain: A Conversation with Dora Vargha](#),” Consortium of the History of Science, Technology, and Medicine Podcast (1 September 2020, 30 min.).

Tues., 21 Nov.— Why are we so healthy? McKeown and his critics

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.

WEDNESDAY, 22 NOV.—RESEARCH PAPER DRAFT DUE VIA CANVAS

Thurs., 23 Nov.—NO CLASS MEETING: THANKSGIVING

Tues., 28 Nov.— 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.

Thurs., 30 Nov.— Re/emergence

Robin A. Weiss and Anthony J. McMichael, "Social and Environmental Risk Factors in the Emergence of Infectious Diseases," *Nature Medicine* 10, no. 12 (2004): S70-76.

Jennifer C. James, "Dread," *American Literature* 92, no. 4 (2020): 689-95.

Read/Listen: "[Vaccine Controversies are as Social as They are Medical: Interview with Eula Biss](#)," NPR Morning Edition (30 September 2014).

Tues., 5 Dec.— 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.

Thurs., 7 Dec.—Contemporary urban health and its pasts

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., 12 Dec.— Conclusions

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

FINAL RESEARCH PAPER DUE 16 DECEMBER, 4:45 PM, VIA CANVAS