

History of Medicine 668: Medical Technology in Modern America Spring 2008

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Office: Medical Sciences Center 1143
Office Hours: TR 1-2 and W 1:30-3:30
***Also available by appointment

Course Description: This seminar examines how technology came to play a dominant role in medical research and practice in the twentieth century by exploring the reciprocal interaction between medical technologies, politics, and social relationships. Primary themes include: 1) the relationship between technology and the production of medical knowledge; 2) the important role played by technological advances in the process of medical professionalization; 3) the complex relationships between technology, medical institutions, consumers, and industry; and 4) the ways in which technology has played an integral role in shaping discussions of gender, sexuality, class, and race. If you are prepared to **regularly** complete the readings and assignments, contribute to discussions, and commit to writing a research paper, then you'll emerge with the grade you desire and develop your critical thinking, writing, and discussion skills.

Class Participation: Reminder: this is not a lecture course. It is a seminar, so discussion is a vital part of your grade and you must attend class regularly to be successful. Aside from your talent to occupy a chair, 15% of your grade will be determined by quizzes and participation. **Note:** sleeping through class or reading the paper is generally frowned upon. You are not expected to regularly offer profound interpretations of the past, but you should demonstrate a willingness to talk about issues from the assigned readings. If you fail to do the reading necessary for participating, your grade will likely suffer in other areas as well. Most class sessions will begin with a quiz on the reading and each class is also an opportunity to bring any questions to discuss as a group.

Reading for Class: You must complete the assigned reading corresponding to each class meeting before showing up. Please bring the assigned books and a notebook every week. I will provide discussion questions to help you identify important material in the weekly reading assignments. I also highly recommend writing in the margins and answering the study questions as you read. I think learning should be an active process. This class should therefore also be an interactive class in which there are questions asked by students and the instructor, so please ask any questions at any time during class meetings. **Remember:** the best way to be prepared is to keep up on the reading each week. It is not enough to simply read the material assigned to you in the syllabus—you want to go beyond a surface review of the material and think about its significance, especially in relationship to the major class themes mentioned in the course description above.

Required Readings:

Joel Howell, Technology in the Hospital: Transforming Patient Care in the Early Twentieth Century (Baltimore: Johns Hopkins University Press, 1995). (TH)

Bettyann Holtzmann-Kevles, Naked to the Bone: Medical Imaging in the Twentieth Century (New York: Perseus, 1997). (NB)

Keith Wailoo, Drawing Blood: Technology and Disease Identity in Twentieth Century America (Baltimore: Johns Hopkins University Press, 1997). (DB)

Ann Rudinow-Saetnan, Nelly Oudshoorn, and Marta Kirejczyk, Bodies of Technology: Women's Involvement with Reproductive Medicine (Columbus: Ohio State University Press, 2000). (BT)

Margaret Sandelowski, Devices and Desires: Gender, Technology and American Nursing (Chapel Hill: University of North Carolina Press, 2000). (DD)

Online Reader (available through your MyUW web page)

Exams: Two in-class bluebook exams on March 11th and May 1st (each worth 20% of your course grade) will consist of essays examining one or more key course themes based on discussions and readings. You will receive a study guide with possible essay questions 1 week before the exam.

Research Paper: You will also complete an 8-10 page historical research paper that allows you to explore a particular issue, personality, debate, or event in the history of alternative medicine. This assignment is intended to give students an opportunity to "be" historians by conducting research on a topic that combines critical analysis of existing work conducted by other historians and scholars with original resources from the historical participants themselves. You must choose a topic that allows you to conduct some original research and address change over a well-defined period of time. This means you must combine research based on the ideas of other scholars on your topic (secondary sources) with research involving primary sources (original documents, images, ideas, or other forms of writing) that allow you to make your own arguments and develop your own ideas. This is a tricky process but we'll work on research techniques, developing a research strategy, evaluating and finding resources, and editing your work throughout the semester. Your paper is due during finals week on May 15th at 1:00pm.

Research Paper Proposal: The 2-3 page proposal for your research paper is due Tuesday February 26th. It must include 4 elements: 1) general background on your topic and how you intend to focus your research on a manageable aspect of the broader subject; 2) a working question which you intend to develop and answer in your paper and a brief discussion of how you will answer it; 3) a general and brief discussion of what types of sources are available and how you intend to acquire them; and 4) a bibliography including a minimum of 10 sources (5-6 secondary sources and 4-5 primary sources—using Chicago/Turabian citation format). Be prepared to describe your project to the rest of class on the proposal due date.

Updates on Research Progress: During the ninth week we will have individual meetings during which you'll give me a brief update on your research progress, the sources you're using, and any successes and problems you've encountered. Please be prepared to address the feedback on your research proposals and bring the sources from your bibliography to our meetings.

Annotated Bibliography: An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (approximately 150 words) descriptive and evaluative paragraph (the annotation). The annotation concisely summarizes the thesis or main argument of the source and evaluates its relevancy to your project by assessing its strengths and weaknesses and discussing why this source is valuable. These annotations provide the building blocks for your research paper. Your annotated bibliography must include a minimum of 10

sources (5 secondary sources and 5 primary sources). You must use the established citation method provided by the Chicago Manual of Style. More information on this will be covered prior to the due date. Your annotated bibliography is due Tuesday April 1st.

Peer Editing: The final week of class will be devoted to peer editing. You'll be responsible for turning in a draft of at least 6-8 pages of your research paper on Tuesday May 6th. Each student will evaluate and write extensive comments for their editing partner, making recommendations by identifying strengths and weaknesses in the draft. You'll return 2 copies of the paper with comments on Thursday May 8th (your grade will be based on quality of the draft and editing).

Grade Breakdown: Participation and Quizzes 15%; Two Exams 40%; Research Paper Proposal 5%; Annotated Bibliography 5%; Peer Editing 5%; and Research Paper 30%

Remember: My job is to help you succeed in this course, so if there is anything that I can do to help you, let me know. Please feel free to contact me at any time if you need to talk about anything. I have office hours every week, I am available to make appointments outside of those times, and I am also available by email. I would like to make this class enjoyable for everyone so suggestions and feedback are also greatly appreciated. Good luck this semester!

Schedule of Topics and Reading Assignments:

T 1/22	<u>Introduction to the Class</u>
R 1/24	<u>Unit I: Technology and Medical Modernity</u> Reading: Online Reader articles by Timmermans and Berg, "The practice of medical technology" & Pickstone "Ways of Knowing"
T 1/29	<u>Medical Technology, Artifact, Practice, and Identity</u> Reading: TH Chapter 1; DD Chapter 2; DB Introduction
R 1/31	<u>Technology, Novelty, and "Vision"</u> Reading: NB Chapter 1
T 2/5	<u>***Research Strategies and Library Orientation***: Meeting in Health Sciences Learning Center Room 1222</u>
R 2/7	<u>Technology, Scientific Systems, and Clinical Tradition</u> Reading: TH Chapter 2 and 3
T 2/12	<u>Integrating Technological Innovation</u> Reading: NB Chapter 2; TH Chapter 4
R 2/14	<u>X-ray Technology and the Marketplace</u> Reading: NB Chapter 3
T 2/19	<u>Technology and Professionalization: Radiology</u> Reading: NB Chapter 4

- R 2/21 **Technology and Professionalization: Nursing**
Reading: DD Chapter 1 and 6
- T 2/26 **Technology, Defining Disease, and Specialization**
Reading: DB Chapter 1 and 2
- ***Paper Proposals Due in Class***
- R 2/28 **Industrial Disease and Technological Management**
Reading: DB Chapter 3
- T 3/4 **Responses to Technological Medicine: The “Conquest” of Pernicious Anemia**
Reading: DB Chapter 4
- R 3/6 **Responses to Technological Medicine: X-Rays and the Imagination**
Reading: NB Chapter 6
- T 3/11 *****Exam 1 in Class*****
- R 3/13 **Unit II: Health Technologies and the Social**
Reading: Online Reader article by Webster “Innovative Health Technologies”
- T 3/25 **Technology, Gender, Meaning and Power**
Reading: Online Reader article by Lerman, et al. “The Shoulders We Stand On”; TH Chapter 5
- R 3/27 **Medical Technology and Racial Identity**
Reading: DB Chapter 5
- T 4/1 **Women, Maverick Scientists and Reproductive Medicine**
Reading: BT Chapters 1 and 2
- ***Annotated Bibliography Due in Class***
- R 4/3 **Masculinity and Ethnicity in Reproductive Technologies**
Reading: BT Chapters 4 and 14
- T 4/8 **Sex and Technological Innovation: The Case of the Vibrator**
Reading: Online Reader article by Maines “Socially Camouflaged Technologies”
- R 4/10 **Technology and Panaceas: The Case of Prozac**
Reading: Online Reader articles by Lewis “Prozac and the Post-human Politics Of Cyborgs”; Degrazia “A Reply to Bradley Lewis”
- T 4/15 **Technology and Altering Biology**
Reading: Online Reader article by Hogle “”Enhancement Technologies”

- R 4/17 **Technology and Politics: The Case of the Human Genome Project**
Reading: Online Reader article by Kevles “Out of Eugenics”
- T 4/22 **Mediating Scientific and Technological Progress in Human Genetics**
Reading: Online Reader articles by Pramling and Saljo “Scientific Knowledge, Popularisation and the Use of Metaphors”; Miller, et al “Understanding the new human genetics”
- R 4/24 **Implications of Medical Technology**
Reading: Online Reader article by Greely “Legal, Ethical, and Social Issues in Human Genome Research”; Heath “Technology and Medical Practice”; NB Chapter 11; DB Conclusion
- R 5/1 *****Exam 2 in Class*****
- T 5/6 **Begin Peer Editing Process in Class**
- R 5/8 **Finish Peer Editing Process in Class**

Final Research Paper due by Thursday May 15th at 1:00pm (Please submit a hard copy to my office or the office of Medical History and Bioethics and an electronic copy via email attachment. You must turn in both copies in order to receive a grade in the course.)

History of Medicine 668: Alternative Medicine in American History Spring 2008

Instructor: Eric Boyle
Email: eboyle@wisc.edu
Phone: 262-3414

Office: Medical Sciences Center 1143
Office Hours: T & Th 12:30-2:30
*****Also available by appointment**

Course Description: This seminar provides a survey of alternative medical thought, institutions, and practitioners and explores changing concepts of health and disease in the United States. The primary themes include: 1) the nature of competition in the medical marketplace; 2) points of negotiation between mainstream medicine, popular understandings of health, and alternative or complementary practices; 3) competing definitions of science in medical research and practice; 4) the role of institutions in health care delivery; and 5) the relationship between politics and health care alternatives. If you're prepared to **regularly** complete the readings and assignments, contribute to discussions, and commit to writing a research paper, then you'll emerge with the grade you desire and develop your critical thinking, writing, and discussion skills.

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James C. Whorton, Nature Cures: The History of Alternative Medicine in America (Oxford: Oxford University Press, 2002). (NC)

Norman Gevitz, ed., Other Healers: Unorthodox Medicine in America (Baltimore: Johns Hopkins University Press, 1990). (OH)

Hans A. Baer, Biomedicine and Alternative Healing Systems in America: Issues of Class, Race, Ethnicity, and Gender (Madison: University of Wisconsin Press, 2001). (BAHS)

Robert Johnson, ed., The Politics of Healing: Histories of Alternative Medicine in Twentieth-Century North America (New York: Routledge, 2004). (PH)

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R 1/24	<u>Unit I: Perspectives on Alternative Medicine</u> Reading: OH pp. vii-x and Chapter 1; NC pp. ix-xv and 3-24; BAHS pp. 3-6; Online Reader article by Kaptchuk and Eisenberg "Varieties of Healing 2"
T 1/29	<u>Botanical Movements and Thomsonianism</u> Reading: BAHS pp. 7-10 and 14-17; OH Chapter 2; NC Chapter 2
R 1/31	<u>The Homeopathic Challenge to Regular Medicine: Part I</u> Reading: BAHS pp. 11-13; NC Chapter 3; OH Chapter 5
T 2/5	<u>***Research Strategies and Library Orientation***</u> : Meeting in Health Sciences Learning Center Room 1222
R 2/7	<u>The Homeopathic Challenge to Regular Medicine: Part II</u> Reading: Online Reader articles by John Harley Warner, "The 1880s Rebellion against the AMA Code of Ethics: 'Scientific Democracy' and the Dissolution of Orthodoxy," pp. 52-69; John; Harley Warner, "Orthodoxy and Otherness: Homeopathy and Regular Medicine," pp. 5-30
T 2/12	<u>Popular Health Reform Movements as Unorthodox Medicine: Part I</u> Reading: BAHS pp. 17-21; OH Chapter 3
R 2/14	<u>Popular Health Reform Movements as Unorthodox Medicine: Part II</u> Reading: NC Chapter 4; OH Chapter 4

- T 2/19 **Religious Healing Part I: Christian Science and New Thought**
Reading: BAHS pp. 21-24 and 121-33; NC Chapter 5; OH Chapter 8
- R 2/21 **Religious Healing Part II: Divine Healing, Pentecostalism, and Charismatics**
Reading: OH Chapter 9; BAHS pp. 134-43
- T 2/26 **Osteopathic Medicine and Andrew Taylor Still**
Reading: BAHS pp. 24-26; OH Chapter 6; NC Chapter 7
- ***Paper Proposals Due in Class***
- R 2/28 **Chiropractic and D.D. Palmer**
Reading: BAHS pp. 26-28; OH Chapter 7; NC Chapter 8
- T 3/4 **Naturopathy and Therapeutic Universalism**
Reading: NC Chapter 9
- R 3/6 **The Early 20th C. Relationship Between Orthodox and Unorthodox Medicine**
Reading: BAHS pp. 28-41; NC Chapter 6; Online Reader articles by Paul Root Wolpe, "Alternative Medicine and the AMA," pp. 218-39; Naomi Rogers, "American Homeopathy Confronts Scientific Medicine," pp. 31-64; Naomi Rogers, "The Public Face of Homeopathy: Politics, the Public and Alternative Medicine in the United States, 1900-1940," pp. 351-71
- T 3/11 ***Exam 1***
- R 3/13 **Unit II: Alternative Medicine and the Politics of Healing**
Reading: PH pp. 1-8; BAHS pp. 41-49
- T 3/25 **Controversial Science: Vaccination, Cancer Cures, and Health Foods**
Reading: PH pp. 11-28; 43-67
- R 3/27 **Intersections Between Allopathic and Alternative Medicine**
Reading: PH pp. 71-94
- T 4/1 **Contesting the Cold War Medical Monopoly**
Reading: PH pp. 97-116 and 131-150
- ***Annotated Bibliography Due in Class***
- R 4/3 **From Medical Cultism to Alternative Medicine**
Reading: NC Chapter 10
- T 4/8 **Competition and Hierarchy Among Medical Systems**
Reading: BAHS Chapter 3-5
- R 4/10 **Folk Medicine in a Culturally Diverse Society**
Reading: OH Chapter 10; BAHS Chapter 8

- T 4/15 **The Holistic Health Movement and Feminist Rebellions**
 Reading: NC Chapter 11; BAHS Chapter 6; PH pp. 153-94
- R 4/17 **From Alternative Medicine to Complementary Medicine**
 Reading: NC Chapter 12; Online Reader articles—John A. Astin, “Why Patients Use Alternative Medicine: Results of a National Study,” 1548-53; “Letters: Why Patients Use Alternative Medicine,” 1659-61; David M. Eisenberg, et al., “Trends in Alternative Medicine Use in the United States, 1990-1997,” 1569-75.
- T 4/22 **Predicting the Future of Complementary and Alternative Medicine**
 Reading: NC Conclusion; BAHS Conclusion; Online Reader articles—Wayne B. Jonas, “Alternative Medicine—Learning From the Past, Examining the Present, Advancing to the Future,” 1616-18; Phil B. Fontanerosa and George D. Lundberg, “Alternative Medicine Meets Science,” 1618-19; J. Low, “Alternative, complementary or concurrent health care? A critical analysis of the use of the concept of complementary therapy,” 105-10.
- T 4/29 ***Exam 2***
- T 5/6 **Begin Peer Editing Process in Class**
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