Graduate Seminar:

History of Modern Medicine: Enlightenment to Present
Spring 2017: Thursdays, 10:30—12:30
Professors Jeremy Greene and Graham Mooney, Institute of History of Medicine,

This course introduces main themes in the history of modern medicine, and traces the changing experience of health, disease, and the healing professions from the 18th century to the early 21st century. Topics include: the shifting burden of disease; the evolving culture of the medical and allied health professions; the history of race, gender, and the body; the social meanings of disease; relationships between science, industry, and medical practice; the changing doctor-patient-relationship; and the role of history in health policy. You should be familiar with the general contours of European and U.S. history over those centuries. If necessary, you might supplement course readings with a general history text(s) recommended by a faculty member.

There will be two short (5-7 pp.) written assignments, and a field exam at the end of term.

The following books are available at the JHU Bookstore and are on reserve at Eisenhower and Welch:


I. MEDICINE AND MODERNITY IN THE ENLIGHTENMENT

February 1 Master Narratives in the History of Modern Medicine


February 8 Medicine in the Enlightenment

February 15 Medical Geographies

February 22 Clinic, Hospital, Asylum
Bynum, *Science and Practice* pp. 25-54


II. MEDICINE AND SOCIETY IN THE EARLY 19TH CENTURY

March 1 Orthodox and Unorthodox Practice


http://books.google.com/books?id=ubMnAAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false


March 8 Sciences of Difference [Greene] [Maya]


March 15 Public Health and the State

Additional reading:

Assignment #1: (5-7pp) In the hands of different historians, the history of cholera can alternately be viewed as the intellectual history of medical science or the social history of public suffering; the determinants of the disease can be understood in terms of generalized political economy or specific cultural formations, and the scale of public health responses can be engaged on the register of the global or the very local. For this essay, you will be asked to read a series of primary sources from the Contagion website on 19th century debates over the control of cholera. As you analyze these texts, consider the different historiographic perspectives of Rosenberg, Evans, Hamlin, Arnold, and Bynum. Are all of these historians actually talking about the same disease? Are these readings antagonistic or complementary? You can utilize as many sources from Contagion (or elsewhere) as you like, but must make some reference to the three excerpts listed below:
From the Contagion website: http://ocp.hul.harvard.edu/contagion/cholera.html
Epidemic Cholera: Its Mission and Mystery, Haunts and Havocs, Pathology and Treatment: With Remarks on the Question of Contagion, the Influence of Fear, and Hurried and Delayed Interments. New York: Carleton, 1866, pp. 88-100

III. THE CONSOLIDATION OF BIOMEDICINE

March 29 Bacteriology and the New Public Health
Judith Walzer Leavitt, “‘Typhoid Mary strikes back: Bacteriological theory and practice in early twentieth century public health” Isis 1992; 83:608-31


April 5 Laboratory Medicine [Mooney] [Krishnan]
Bynum, Science and Practice 92-127, 136-41

April 12 Institutional Reforms
Bynum, Science and Practice. 176-217
Abraham Flexner, Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching, Carnegie Foundation Bulletin Number 4 (New York City, 1910), pp. 28-51, 143-146, 152-153, 178-181, and 251-259
IV. BIOMEDICINE IN CONTEXT

April 19 Biomedicine and its Subjects

April 26 Health and its Publics in the Twentieth Century
Bynum, *Science and Practice*, 218-26

May 3 Global Formations
Assignment #2: (5-7pp) Write a brief essay using as primary sources multiple editions of Cecil’s *Textbook of Medicine*. Discuss the changing entries for a single diagnostic category that can be traced from the 1st edition (1929) to the 25th edition (released in 2015) analyzing at least three other editions in between. Making use of at least three other secondary sources read in the second half of this survey, discuss the changing form and content of these textbook entries, with reference to the shifting basis of medical knowledge, therapeutic practice, social contexts, and conception of the respective roles of physicians and patients.