The Making of Modern Medicine

Course Description

A study of the social, intellectual, and institutional aspects of the nineteenth-century transformation of clinical medicine, examining both the changing content of medical knowledge and therapeutics, and the organization of the medical profession. We will begin our exploration with the roots of medical knowledge in the ancient and medieval world and trace the rise of scientific medicine, the hospital as an institution, medicine as a profession, and the major changes in medical technologies and thought in the 19th century (specifically the dominance of germ theory) and the rapid transformations that happened in the first half of the 20th century contributing to the “golden age of medicine.”

Grading

* Grading issues are best addressed at office hours, Complaints should have an academic basis. Regrade requests need to be in writing and have a specific basis for your request. Please wait 24 hours and read all feedback before reaching out about your grade.
* Late papers/podcasts are not accepted, with the exception of use of kitten policy (see below). Weekly quizzes will be accepted up to 3 days late, but a 10% per day penalty is applied.
* I will not "bump" your final grade, it is an ethics violation.
* Incompletes- I will only authorize an incomplete for circumstances that meet the university guidelines for an incomplete grade. The policy is available here (section B): [**http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Regulations/500**](http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Regulations/500)

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| Assignment Descriptions |
| Podcast (25%) | You can do this project by yourself or in a group. It’s up to your own preference! This project is due no later than **May 30th at 11:59PM**. You should upload the audio file of your group (or solo) podcast discussion toCanvas for your classmates to listen to and comment upon. More detailed information will be discussed in class, and I will provide a handout with parameters. You can complete this assignment at any timethroughout the quarter. The project is worth 25% of your final grade: 20 points are awarded for completion of the podcast, and 5 points will beallotted for written comments (Canvas discussion) on 5 other student-led podcasts as part of a peer review process.  |
| Midterm (30%) | There is one in-class blue-book midterm exam for this course.  |
| Reading Quizzes (15%)  | There are weekly reading quizzes for this course. The quizzes are administered on Canvas. You will have two chances to take each quiz and the system will keep your highest grade on each quiz. These quizzes are designed to incentivize completion of the course reading.  |
| Final (30%) | There is a final paper for this course that is due by 6PM on 6/9/2025 |

## Kittens in a pineapple suitKitten Policy:

The late work policy is designed to be fair to the majority of students who turn in their work on time and are engaged in class. However, each student may use one “no questions asked” kitten which will enable you to extend the deadline on one assignment for a maximum of two days. To use your kitten simply upload an image of a kitten in place of your assignment and be sure to resubmit the actual assignment within 48 hours of the original due date. This policy can be used for papers or the podcast – not for in class exams or the quizzes.

## The Fine Print

### Emergencies and Instructor Illness:

On occasion, due to weather, events on campus, instructor illness or emergency class may need to be canceled or moved to an online platform. In the event of such an emergency you will be notified by email/canvas notification as early as possible with instructions regarding lecture arrangements and any adjustment to the course schedule that are necessary.

### Students with Disabilities:

In adherence with “Appendix 3: Policy on Students with Disabilities and Steps for Academic Accommodation” if you require disability y accommodations for this course you should be registered with the OSD and provide your accommodation letter to Professor Rogers and the Sociology Department Disability Coordinator as early in the quarter as possible. Accommodations cannot be granted retroactively or without a letter from OSD.

For further information please see: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/3>

### Scales of justice with solid fillUCSD Statement of Academic Integrity:

Plagiarism is using the ideas or words of someone else without acknowledging them as the other person’s. The minimum punishment for plagiarism on any written assignment or exam in this course is a failing grade for the course. Even if you would numerically be able to pass the course with a zero on the plagiarized assignment, you will still receive a failing grade.

Students are responsible for producing their own original work in this class without unauthorized aid of any kind, including the use of generative AI programs such as ChatGPT to complete any portion of a written assignment. Don't replace yourself with ChatGPT, you have come to the university for a reason and that reason cannot be accomplished by allowing a computer program to complete your coursework for you. Representing someone (or something) else’s work as your own will not be tolerated, as outlined in the UCSD Policy on Academic Integrity published in the UCSD General Catalog. All assignments for this course where sources are used (except Blue Book Exams) should include a bibliography. Work that is not your own should always be cited.

#### As noted in the FAQ page from AIO:

“As a Triton, you're expected to know some of the basics of excelling with integrity. For example:

* Cite your sources.
* Complete in-class tests and take-home tests independently.
* Complete your own homework assignments.

In general, the AI Office recommends that before you engage in an action related to academic course work, assignments or exams, run your action through the following three tests:

VALUES - is the action honest, responsible, respectful, fair, and trustworthy?

STANDARDS - does the action honor the integrity standards set by the University and/or by the course instructor?

EXPOSURE - if my action was exposed to the course instructor or the AI Office, would I be okay with that, or would they approve?

If the answer to ANY of the tests is NO, then the action is likely a violation of academic integrity so avoid it!

Please familiarize yourself with the definitions of cheating:

<http://academicintegrity.ucsd.edu/excel-integrity/define-cheating/index.html>

<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

### TITLE IX Mandated Reporter Policy

UCSD Faculty, Staff, and Students believe in creating a community free from interpersonal violence, including sexual assault, partner violence, and stalking, in which all members feel safe and respected. I believe each student deserves a safe environment to pursue an education and I understand the devastating impact forms of power-based personal violence (i.e. sexual assault, dating/domestic violence, and stalking) may have. I am dedicated to making our campus safe.

Please know that all faculty and staff on campus are mandatory reporters. This means that if you disclose an experience of sexual misconduct to me, I must report the experience to UCSD’s Title IX Coordinator, office. If you would like to co-report your experience in a way that feels comfortable for you, we can discuss that process. Filing a sexual misconduct report does not mean you will have to get involved with an investigation or go to court. For more information on UCSD policy regarding nondiscrimination, sexual harassment, and sexual violence see: <https://www.ucsd.edu/catalog/front/shpp.html>

If you have experienced sexual violence and wish to reach out there is support available through UCSD via CARE at SARC (<https://care.ucsd.edu/>) or CAPS (https://wellness.ucsd.edu/CAPS/about/Pages/contact.aspx). If you wish to seek assistance outside of the University system you can also contact RAINN via 800.656.HOPE (4673) or online (RAINN.org) where they have online chat services available or dial 411.

### Incomplete, late or missing work/Difficulties with the course

If you are experiencing strains or circumstances that are getting in the way of the course, technical difficulties, or difficulties with course content I encourage you to reach out to me sooner rather than later. The sooner that I am alerted to your struggles the better I am able to assist you.

Late assignments present difficulties for both the professor and the student and are best avoided. I will not accept late papers with the exception of the use of the kitten policy. Make-up exams will not be given in this course except in the event of extraordinary and unusual circumstances that must be documented. If a make up exam is necessary, the content will be different from the one given in class and I reserve the right to adjust the format. All make up exams will be given in supervised circumstances (Triton Testing Center or in Dr. Rogers’s office). Quizzes will be accepted up to three days late, but a 10% per day penalty is applied.

### Extra Credit and Grade Bumping

I will not assign extra credit to the class as a whole or to individuals, please do not ask to be assigned extra credit. Grade cut-off points are set to reflect a policy of rounding to the closest percentage point. As a matter of academic integrity grade cut-offs must exist and they must be consistent. Please do not email me or your TA to request a “grade bump” or “rounding up” of your grade at the end of the academic quarter. I empathize with the frustration that a near miss of a desired grade engenders, but I cannot arbitrarily bump course grades.

### Difficulty with Course Subject Matter and Civility Expectations

Sociology is the study of society and as such any sociology course will deal with a variety of sensitive and “hot button” issues. It is understandable that course materials may bring up personal concerns or history for students. In this course we will discuss a variety of topics, including, but not limited to: health, illness, poverty, social policy, birth, death, vaccines, among others.

### Resources from the University and Surrounding community

UCSD Writing Hub - <https://writinghub.ucsd.edu/for-undergrads/index.html>

OASIS Program - <https://oasis.ucsd.edu/>

Campus Resources - <https://thecolleges.ucsd.edu/nonresidentinfo/resources/campus-resources.html>

CAPS Central Office and Urgent Care: 858-534- 3755

CAPS After-Hours Crisis Counseling (24 hours): 858-534-3755

Suicide Crisis Hotline: 988 - Chat option available on their website: https://suicidepreventionlifeline.org

San Diego Warm Line (Non-emergency, but in need of support): 800-930-9276

NAMI San Diego Family and Peer Support Helpline: 619-543-1434, 800-523-5933

### Food Support for Students

*If you are skipping and stretching meals, or having difficulties affording or accessing food, you may be eligible for CalFresh, California’s Supplemental Nutrition Assistance Program, that can provide up to $292 a month in free money on a debit card to buy food. Students can apply at benefitscal.com/r/ucsandiegocalfresh*

*The Hub Basic Needs Center empowers all students by connecting them to resources for food, stable housing and financial literacy. Visit their site at basicneeds.ucsd.edu*

\*\*\*\* This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced in class or on course materials with fair prior notice.\*\*\*\*

## Course Readings and Lecture Schedule (Subject to Change)

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| **SOCI 134 – Making of Modern Medicine** |
| Tuesday | Thursday |
| Week 1 April 1, 3 | **Lecture:** Introduction to the Course**Readings Due Today:**Course Syllabus | **Lecture:** The Biomedical Model and the Golden Age of Medicine**Readings Due Today:**The Ghost Map – Chapter 1 & 2 “The Night-Soil Men”; “Eyes Sunk, Lips Dark Blue” |
| The Rise of Scientific Medicine |
| Week 2 April 8, 10 | **Lecture:** Heroic Medicine**Readings Due Today:** The Ghost Map – Chapter 3 & 4 “The Investigator”; “That is to say, Jo Has not Yet Died” | **Lecture:** Visualizing the Body – from illustrations to public vivisections**Readings Due Today:** The Ghost Map – Chapter 5 & 6 “All Smell is Disease”; “Building the Case” |
| Week 3 April 15, 17 | **Lecture:** Miasmas and Terrain Theory**Readings Due Today:**Gariepy, Thomas P. "The introduction and acceptance of Listerian antisepsis in the United States." *Journal of the history of medicine and allied sciences* 49, no. 2 (1994): 167-206.The Ghost Map – Chapter 7 “The Pump Handle” | **Lecture:** Early Germ Theory**Readings Due Today:**Brieger, Gert H. "American surgery and the germ theory of disease." *Bulletin of the History of Medicine* 40, no. 2 (1966): 135-145.The Ghost Map – Chapter 8 “The Ghost Map ” |
| Infectious Disease Control & New Technologies |
| Week 4 April 22, 24 | **Lecture:** Quarantines and Milk Maids – Early infectious Disease Control**Readings Due Today:**BLAKE, JOHN B. 1953. “Smallpox Inoculation in Colonial Boston.” *Journal of the History of Medicine and Allied Sciences* 8 (3): 284–300.[**https://www.jstor.org/stable/24619895**](https://www.jstor.org/stable/24619895)Buhr, Shawn (2000) "To Inoculate or Not to Inoculate?: The Debate and the SmallpoxEpidemic of Boston in 1721," Constructing the Past: Vol. 1: Iss. 1, Article 8. Available at: <https://digitalcommons.iwu.edu/constructing/vol1/iss1/8>  | **Lecture:** Vaccines and Antibiotics, Technologies that Changed the World**Readings Due Today:** GRONIM, SARA STIDSTONE. 2006. “Imagining Inoculation: Smallpox, the Body, and Social Relations of Healing in the Eighteenth Century.” *Bulletin of the History of Medicine* 80 (2): 247–68. <https://doi.org/10.1353/bhm.2006.0057>. |
| Medical Professionals and Institutions |
| Week 5 April 29, May 1 | **Midterm** | **Lecture:** Barber Surgeons and Grave Robbers – The Medieval Practice of Medicine**Readings Due Today:**Bates, Ann. 2024. “Digging in the Dark: Unveiling the Unlikely Protagonists in Medical Science Advancements – The Grave Robbers.” *Journal of Perioperative Practice* 34 (6): 172–77. <https://doi.org/10.1177/17504589231223015>. |
| Week 6  May 6, 8 | **Lecture:** Hospitals**Readings Due Today:**Selections from - Foucault, Michel. 1975. *The Birth of the Clinic; an Archaeology of Medical Perception.* New York: Vintage Books.Read: ‘preface’, ix-xix; ‘spaces and classes’, 3-21. | **Lecture:** The Medical Profession – Physicians**Readings Due Today**:Rosenberg, Charles E. 1992. “The Practice of Medicine in New York a Century Ago.” In *Explaining Epidemics*, 125–54. Cambridge University Press. <https://doi.org/10.1017/CBO9780511666865.008>. |
| Week 7 May 13, 15 | **Lecture:** The Heroic Physician**Readings Due Today:**HANSEN, BERT. 2004. “Medical History for the Masses: How American Comic Books Celebrated Heroes of Medicine in the 1940s.” *Bulletin of the History of Medicine* 78 (1): 148–91. <https://doi.org/10.1353/bhm.2004.0018>. | **Lecture:** Technology**Readings Due Today:** JOEL D. HOWELL, Diana Elizabeth Long, and Janet Golden. 2019. “Machines and Medicine: Technology Transforms the American Hospital.” In *The American General Hospital*, 109-. Cornell University Press. <https://doi.org/10.7591/j.ctvv414z3.10>. Lawrence, Christopher. 1985. “Incommunicable Knowledge: Science, Technology and the Clinical Art in Britain 1850-1914.” *Journal of Contemporary History* 20 (4): 503–20. <https://doi.org/10.1177/002200948502000402>.  |
| Week 8 May 20, 22 | **Lecture:** Medicalization**Readings Due Today:**Crawford, Robert. 1980. “HEALTHISM AND THE MEDICALIZATION OF EVERYDAY LIFE.” *International Journal of Health Services* 10 (3): 365–88. <https://doi.org/10.2190/3H2H-3XJN-3KAY-G9NY>. | **Lecture:** The Medical Profession – Midwives and Obstetricians**Readings Due Today:**Rich, Miriam. 2016. “The Curse of Civilised Woman: Race, Gender and the Pain of Childbirth in Nineteenth-Century American Medicine.” *Gender & History* 28 (1): 57–76. <https://doi.org/10.1111/1468-0424.12177>.LAURA E. ETTINGER. 2016. “Conception: Nurse-Midwives and the Professionalization of Childbirth.” In *NURSE-MIDWIFERY*, 1-. Ohio State University Press.<https://www.jstor.org/stable/j.ctt1kgqwbn.5> |
| **Pharmaceuticals**  |
| Week 9 May 27, 29 | **Lecture:** Patent Medicines**Readings Due Today:**“An Absolute Cure”: The Golden Age of Patent Medicine<https://ohiomemory.ohiohistory.org/archives/4217> | **Lecture:** Experimentation/Research**Readings Due Today:**Jones, David S, Christine Grady, and Susan E Lederer. 2016. “‘Ethics and Clinical Research’ — The 50th Anniversary of Beecher’s Bombshell.” *The New England Journal of Medicine* 374 (24): 2393–98. <https://doi.org/10.1056/NEJMms1603756>.BRANDT, ALLAN M. 1978. “Racism and Research: The Case of the Tuskegee Syphilis Study.” *The Hastings Center Report* 8 (6): 21–29. <https://doi.org/10.2307/3561468>.(Optional) Ross, Colin A. 2017. “LSD Experiments by the United States Army.” *History of Psychiatry* 28 (4): 427–42. <https://doi.org/10.1177/0957154X17717678>. |
| Week 10 June 3, 5 | **Lecture:** Wellness**Readings Due Today:**Selections from “Never Satisfied” (available on Course Reserves) | **Lecture:** Women in Medicine**Readings Due Today:** Tannenbaum, Rebecca J. 1997. “‘What Is Best to Be Done for These Fevers’: Elizabeth Davenport’s Medical Practice in New Haven Colony.” *The New England Quarterly* 70 (2): 265–84. <https://doi.org/10.2307/366703>.Blackwell, Elizabeth, and Rob Boddice. 2023. “The Influence of Women in the Profession of Medicine: Address Given at the Opening of the Winter Session of the London School of Medicine for Women.” In *Scientific and Medical Knowledge Production, 1796-1918*, 1st ed., 4:101–11. Routledge. <https://doi.org/10.4324/9781003009450-14>.  |