Syllabus

Course Description:
This course aims to explore modern medical knowledge and practices since the nineteenth century in both comparative and transnational approaches. We look at the cultural, intellectual, and social contexts that shaped modern medicine through history and across boundaries of geographical spaces, social groups, and disciplines. We examine selected topics, including anatomy, pathology, epidemics, Germ Theory, public health, clinical sciences, and psychiatry, as well as colonial and alternative medicine.

Expectations & Assignments:
This course is formatted with lecture and discussion, and presentation. The instructor lectures in the first session of the week, laying out the context and pointing out the historical issues and questions in associated scholarship. Discussion and presentation on the same topic proceed in the second and third sessions of that week. Students are divided in teams in the beginning of the course. When reading assigned works, students are encouraged to work with their teams and guided by weekly analytical worksheets (posted on the course website under each week). They are advised to work on worksheet questions before the class time. During the session of discussion, students can still work on the individual worksheet and submit it at the end of the session. For presentations, each team chooses the topic according to their interest of topics, preferably focusing on the comparative and connected aspects of two different medical cultures. Following the presentation, our discussion will be devoted to the critical assessment of the arguments, the organization, and the sources of the presentation. The presentation is evaluated on the basis of content, delivery, and group collaboration. Throughout the quarter, students are in training of how to develop and write a paper with a suggested comparative approach, experiencing the process of drafting and revising before completion.

Each student is responsible for attending and participating in discussion in each class. In addition to weekly worksheets due on the days of discussion, each student is also responsible for developing a proposal for the final paper. The proposal should be 2-3 pages (double-spaced, font 12, 1 inch margin) and due on February 10. The final paper (12-15 pages, double spaced, font 12, 1 inch margin) is due on March 16, 2020.

For the project, you can choose any topic pertaining to history of medicine in the 19th and 20th centuries, with two geographical regions/medical cultures as the subjects of comparison and contrast.

Grading criteria:
Class attendance and participation (random quizzes) – 30%; Worksheets – 20%; Presentation – 20%; Proposal – 10%; Final paper – 20%

Textbook:

Weekly Themes and Readings:
Week 01, What is modern medicine? January 6, 8 & 10

Week 02, Anatomy: Understanding of the Body from Within, January 13, 15 & 17

Week 03, Pathology: Changes in the Meaning of Pathology, January 20 (MLK Day, NO CLASS), 22 & 24
January 22, Worksheet Discussion
January 24, Presentation
Reading for discussion:

Week 04, Research and Writing Session, January 27
Week 04, Epidemics and Infectious Diseases before Germ Theory
January 29, Worksheet Discussion
January 31, Presentation
Reading for discussion:

Week 05, Germ Theory of Disease in Action, February 3, 5 & 7

Reading for discussion:

Week 06, Public Health, February 10, 12 & 14

Week 07, Clinical Science, February 17 (Presidents’ Day, NO Class), 19 & 21
February 12, Worksheet Discussion

Week 08, Psychiatry, February 24, 26 & 28
Reading for discussion:


**Week 09, Colonial Medicine, March 2, 4 & 6**


**Reading for discussion:**


**Week 10, Alternative Medicine, March 9, 11 & 13**


**Reading for discussion:**


**Some words on reading and reviewing:**

Writing good reviews is an art, demonstrating critical thinking and effective reading. Assuming you are already keen to the subject, your interest is leading you ways to sniff out the value, the originality, the weaknesses, and the significance of an article or a book. You can even do this when you know nothing about the topic except what you learn from the work itself. First of all, you start considering what the main arguments are, whether they make sense and how they are supported or not by the evidence shown in the work. What sources does the author use, including both primary and secondary sources? How does the author use these sources into supporting (or not so supporting) evidence? Can you think of any other ways that the author might have used the sources more convincingly? What is the scope of the work and how does the author decide such a scope? Are there questions or approaches that the authors might have introduced but did not, or are there of which might have been better off omitted? Also, is there something in method or style that might serve as a model for someone writing a work on a different topic? And finally, situate the work in scholarship. This will helps us understand better the significance of the work. Does the work seem to be following with some standard line of interpretation? What is its contribution in its related field(s), and in what field(s)?

**Organization and format of the research paper:**

In proposal:

1. Title
2. Introduction (significance/scholarship, scope – time and geography)
3. Sources (where to find and how to use the sources)
4. Working timeline (your weekly plan to complete the paper before it is due)
5. Bibliography (list of sources)

In final paper:
1. Title (main and subtitle)
2. Introduction (roadmap of the paper): topic/scope and thesis statement
3. Main text: arguments and evidences; minding the relevance between each paragraph, in relation with the whole argument; transitional terms; one idea in one paragraph
4. Scholarship: in order to emphasize the significance of the paper
5. Conclusion
6. Work-cited

About the format of footnoting and citation:
1. The citation of this class is Chicago Author-Date Citation System (not Notes and Bibliography System) (http://www.chicagomanualofstyle.org/tools_citationguide.html).
2. The footnotes are not to cite the sources but to explain or add information that is better to separate from the main text.

Writing and research resources:

You are encouraged to take advantage of the History Writing Center in all stages of the writing process. Here is the link to more information and to book an appointment: http://www.history.ucla.edu/academics/undergraduate/history-writing-center

Here is the link UCLA Library page on history of science: http://guides.library.ucla.edu/history-of-science