

History

Bodies and Knowledge: Making Medicine Modern in Victorian Britain and Beyond ~ Rachel Constance

LD (Lower Division 100-200)/UD (Upper Division 300-500)

3 credit hours

This course will examine the development of modern medicine in Britain (ca. 1832-1920) using a question based topical approach that will allow students to engage more deeply various aspects of both British history and the history of science, medicine, and disease. Of all the sciences, the field of medicine was transformed the most profoundly in this long 19th century, largely because of the influx of ideas, immigrants, and microbes from Britain's rapidly expanding empire. In 1800, the body was understood in terms of humors and fluids, and medical care was provided by a carefully regimented hierarchy of practitioners. By the end of the first World War, an entirely new professional had emerged, the General Practitioner, and the field had made extensive growth in the fields of surgery and pharmaceutical treatment. What were the causes of these radical changes, and how can historians track these changes through primary sources and material culture? Students will be required to use several articles and book excerpts (made available on the course site, through Electronic Course Network/ECN) as well as one book, Steven Johnson's *The Ghost Map* which details John Snow's research into the cholera outbreak in the mid-nineteenth century. Johnson's book demonstrates the rising collaboration between science and medicine that revolutionized the field in the 19th century, as well as the effects of British imperialism on the population of London. Students will have an opportunity to visit the places described in the book, including a walking tour of John Snow's map of infection (one of the first of its kind) and get engaged in discussions regarding the relationship between disease, population growth, and British imperialism. Students will also have the opportunity to delve into some of the specific fields of medicine (epidemiology aside). They will: ? Examine the changing role of the surgeon, using excerpts from *Medicine Transformed: Health, Disease and Society in Europe 1800-1930* ? Learn about how doctors developed their own specific form of medical authority, using excerpts from Pamela Gilbert's *Cholera and Nation* ? Study how museums have preserved artifacts from the history of medicine through visits to London's wide variety of medical museums, and reading excerpts from *Morbid Curiosities: Medical Museums in Nineteenth-Century Britain* ? Learn about the development of the nursing profession by reading letters and pamphlets by Florence Nightingale, as well as visiting her museum and the imperial war museum ? Study the development of modern pharmaceuticals and the issue of addiction in Britain through readings from *The Making of Addiction: The 'Use and Abuse' of Opium in Nineteenth-century Britain* and visits to Kew Botanical Gardens, Tours of the Worshipful Society of Apothecaries, and the Royal Pharmaceutical Society. Students will also learn about the construction of sanatoriums, and if possible, view the Holloway Sanitarium from the outside (it's currently private residences) ? Study the history of World War I through the lens of medicine, analyzing the unprecedented cooperation between government, the military, and science to develop to methods of treating British

soldiers. Texts: Excerpts: Samuel Alberti, *Morbid Curiosities: Medical Museums in Nineteenth-Century Britain* ? Excerpts: Louise Foxcroft, *The Making of Addiction: The 'use and Abuse' of Opium in Nineteenth-century Britain* ? Excerpts: Pamela K. Gilbert, *Cholera and Nation* ? Steven Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic* ? Excerpts: Deborah Brunton, *Medicine Transformed: Health, Disease and Society in Europe 1800-1930* ? Excerpts: *Gaudium et Spes* (For Walsh students taking the class for Heritage credit only) ? A variety of primary sources available through the web, particularly pamphlets and letters.

Can the course be taken to fulfill major and minor requirements? YES

Can the course be taken to fulfill general elective credits? YES

Are there prerequisites for this course?

Students taking the course for Upper Division credit must have one semester of history. There are no prerequisites for students taking the course for Lower Division Credit.

Assessment Methods:

Journals (Daily) LD: 30%, UD: 20 %

Students will journal about their experiences in London, and use these journals to develop an answer to their research question over the course of the trip. The instructor may provide prompts periodically to help students think through different ideas; at other times, student will simply reflect on their experiences. These journals will be posted onto the course ECN site, using the blog function (Non-Walsh students will have access to ECN). Each entry should be a minimum of two paragraphs. Journals can be informal in terms of writing style, but they must address various things the student has learned from museums, guest speakers, course readings, and independent research. Those Walsh students taking the course for Heritage credit will, in addition to responding to the question, be required to explore the connections between their London experiences and the Papal document *Gaudium et Spes*. These are not graded individually, but as complete/incomplete.

Papers LD: 10% UD: 20 %

Students completing the course for LD credit will complete two short research papers (2 pages each) describing independent research that they have engaged in to try to help answer the course question. This independent research should include at one scholarly article* (10-20 pages in length) and be supplemented by information learned in museums, in videos, or from guest speakers. Students taking the course for UD credit will write two papers that are five pages each, include at least three scholarly articles, and be supplemented by information learned in museums, videos, or guest lectures.

*Students should be able to access scholarly articles from their home institutions' databases, such as JSTOR or EBSCO.

Individual or Group Projects/Presentations 25%

During the last week of the course, students will develop 15-20 minute in class presentations on the subject of their choice (disease, medicine, nursing, medical technology, etc.) There should be a visual component, such as a power point, or handouts for the other students. The presenter must describe the historical background of their topic, how their specific research is connected to the course question (even if it's only a very loose connection), and why their topic is significant—that is, why the student found it of interest, and why others should learn about it. If the topic has received treatment in a museum or monument, the student should also discuss how the story of that topic was publicly presented. For example, if the student's topic is Florence Nightingale, the student's presentation should include a discussion of the exhibits in her museum. Ideally, students will choose a topic that emerges from their independent research. Students will evaluate each other's presentations for quality, clarity, and historical relevance. The purpose of these presentations is to improve student speaking skills, as well as critical thinking and analysis.

Summative Component: Final Exam 25 %

Students will take a final exam in class responding to the course question, "What role did British imperialism play in the development of nineteenth and early twentieth century medicine in London?" In responding to this question, students to synthesize their course readings, journals, independent research, discussions, and experiences in London. These papers should include reflections, facts and dates learned, as well as demonstrate a clear understanding of course themes. It is expected that UD students will have a more sophisticated understanding of the question. Rubrics of expectations for each group will be provided by the instructor.

Participation: 10%

Students are expected to attend and participate in all class activities.

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As noted above, students taking the course for Lower Division credit will have shorter research papers and a stronger expectation for the journals. Upper division students will also have stricter expectations for the summative component (the final exam) which will be outlined in a rubric provided by the instructor. Those Walsh students taking the course for Heritage credit will be required read excerpts from *Gaudium et Spes*, and to use their journals to explore the connections between their London experiences and *Gaudium*.