

Georgia Institute of Technology  
School of History, Technology, and Society  
HTS 4081/8803: Seminar in the History of Technology  
**The History of Medicine**

Prof. John L. Tone  
Office: 218 D.M. Smith  
Email: [john.tone@hts.gatech.edu](mailto:john.tone@hts.gatech.edu)  
Office hours: tth 1:30-2:30 and 4:30-5:30 by appt. at  
[www.advising.iac.gatech.edu](http://www.advising.iac.gatech.edu).

History of Medicine as a Field

A fundamental divide exists in the history of medicine between those who tell a heroic narrative about the role of medical science in the conquest of disease and those social historians of medicine more interested in telling a critical story about the interplay of medicine and social relations. This course includes both kinds of scholarship, because it is sensible to learn some old-fashioned "Whiggish" history of medicine, and it is just as sensible to engage the social history, which is more representative of most current scholarship in the field.

The history of medicine is an enormous subject, too large (as most subjects are) to cover in a single course. This course must, therefore, ignore many very interesting areas of scholarship, for example, psychiatry and mental health. Nevertheless, it attempts to give students contact with as wide a variety of themes as possible, including anatomy, germ theory, colonial medicine, epidemic diseases, surgery, medical training, public health, reproductive health, and medical technology.

The Purpose of a Seminar

This seminar will, I hope, achieve four things. Through intensive reading, you will become acquainted with some of the key scholarly works in the field. Second, you will participate actively in the learning process through discussion. Third, you will conduct your own research. Fourth, you will have opportunities to practice speaking in public, including participating in one of several poster sessions being organized in Atlanta.

Course Requirements

In seminars attendance is mandatory during the weeks when we meet as a group to discuss a common set of readings, i.e., the first half of the course. Then we will meet irregularly as indicated on the weekly schedule. This is intended to give you ample time to focus on your own research. I will be available during the cancelled class times for individual consultations.

Grading

Your performance will be assessed under three categories:

1. Participation in discussion (30%)
2. Poster presentation (25%)
3. Research paper (15 pages) (45%)

I will explain what I expect for each item in class. I use a rubric to grade the research paper and the poster presentation. I will distribute the rubric in class. All of the requirements are the same for graduate

students as for undergraduates except for some details that I will discuss with the graduate students separately. I expect that the poster and the research paper will be on the same subject, with the research paper exploring more fully the theme of the poster, but they need not be if you are feeling especially ambitious. In writing, follow the Chicago Manual of Style.

### Reading

I suggest that you acquire as many of the following as possible:

Roy Porter, *Blood and Guts*.  
John Waller, *The Discovery of the Germ*.  
Frank Snowden, *The Conquest of Malaria*.  
Steven Johnson, *The Ghost Map*.  
Melvin Konner, *Becoming a Doctor*.  
Howard Markel, *When Germs Travel*.  
Warwick Anderson, *Colonial Pathologies*.  
Joel Howell, *Technology in the Hospital*.  
Charles Rosenberg, *The Cholera Years*.  
Elizabeth Watkins, *On The Pill*.

I have ordered Porter and Waller at Engineers Bookstore. These are inexpensive paperbacks. Please buy them at Engineers. Beyond that, you need to purchase books on-line or however you prefer. My hope is that you can save some money this way. However, you will need to order your books NOW in order to have them in time. I will not accept as an excuse that you could not get the book. Of course, you are welcome to get books from a library. When Georgia Tech has a copy of the book, I have placed it on reserve, so you can always do the reading that way. Georgia State, Emory, and other libraries have these books too.

Any readings marked with asterisks will be photocopies placed in the reading room in a box marked "Tone." You are required to read these in the reading room or to make your own copies, removing the originals from the reading room only for as long as it takes you to photocopy them.

### Weekly Schedule

- 1/8: Introduction.
- 1/10: Yellow Fever.  
Film: *The Great Fever*.
- 1/15: The History of Medicine as a Field  
\*Leonard Wilson, "Medical History without Medicine," *Journal of the History of Medicine* 35 (1980): 5-7.  
\*Susan M. Reverby and David Rosner, "Beyond the Great Doctors Revisited: A Generation of the 'New' Social History of Medicine," in Frank Huisman and John Harley Warner, *Locating Medical History: the Stories and Their Meanings*, Johns Hopkins University Press, 2004, 167-193.
- 1/17: The Body  
Porter, *Blood and Guts*, chs. 1-3  
\*Jaclyn Duffin, *History of Medicine*, ch. 2  
\*Julien Offray de la Mettrie, *Man A Machine*, selection.

- 1/22, 24: Germs  
Porter, chs. 4-5.  
John Waller, *The Discovery of the Germ*.
- 1/29, 31: Cholera and public health  
Steven Johnson, *The Ghost Map*, chs. 1-2.  
Gary Wills, *Yellow Fever Black Goddess*, ch. 6  
Charles Rosenberg, *The Cholera Years*, pp. 1-81, 235-42.
- 2/5, 7: More public health  
Howard Markel, *When Germs Travel*, chs. 1, 4, 5.  
\*Simon Szreter, "The Importance of Social Intervention in Britain's Mortality Decline, 1850-1914: A Reinterpretation of the Role of Public Health." *Social History of Medicine* 1 (1988): 1-37.  
\*George Rosen, "Industrialism and the Sanitary Movement, in Rosen, ed., *A History of Public Health*, 168-269.
- 2/12, 14: Malaria and politics  
Frank Snowden, *The Conquest of Malaria*.
- 2/19, 21: Medicine and empire  
Warwick Anderson, *Colonial Pathologies*.
- 2/26, 28: Doctors and surgery  
Porter, chs. 6-7.  
Wendy Moore, *The Knife Man*, chs. 1-6.  
\*"Surgery," in F. Bynum and Roy Porter, eds., *Companion Encyclopedia of the history of Medicine*.  
Melvin Konner, *Becoming A Doctor*, chs. preface, 1-4, 16.
- 3/4, 3/6: Technology and medicine  
Joel Howell, *Technology in the Hospital*.
- 3/11, 13: Reproductive health  
Elizabeth Watkins, *On The Pill*.
- 3/18, 20: Spring Break
- 3/25, 27: Research.
- 4/1, 3: Research.
- 4/8, 10: In-class presentations of posters. (Conference 4/11-4/13).
- 4/15, 17: Research. Thesis and bibliography due in my box on 4/15.
- 4/22: Research.
- 4/24: End of term party at my house.
- 4/28: Papers due.

## Other policies

No laptops, recording devices, or other electronics can be used in class.

Each student will submit a typed list of two discussion points for each set of readings at the beginning of class.

Late assignments are not accepted.

## **Suggested Additional Reading:**

### General

W. F. Bynum, *Science and the Practice of Medicine in the 19<sup>th</sup> Century*.

Roy Porter, *The Greatest Benefit to Mankind*.

Jacalyn Duffin, *History of Medicine*.

### Disease

Nancy Tomes, *The Gospel of Germs*.

Elizabeth Fenn, *Pox Americana*.

Christopher Wills, *Yellow Fever, Black Goddess*

John Pierce and Jim Writer, *Yellow Jack*.

### Doctors

Wendy Moore, *The Knife Man*.

Paul Starr, *The Social Transformation of American Medicine*.

### Public Health

Judith Leavitt, *Typhoid Mary*.

Howard Markel, *Quarantine!*

### Women's Health

Andrea Tone, *Controlling Reproduction*.

Ann Dally, *Women under the Knife*.

Lara Marks, *Sexual Chemistry*.

Judith Leavitt, *Brought to Bed*.

### Medicine and Politics

Marcos Cueto, *Cold War, Deadly Fevers*.

Nikolai Kremmentsov, *The Cure*.

### Therapies

Fiametta Rocco, *The Miraculous Fever-Tree*.

Allan Brandt, *No Magic Bullet*.

### Military Medicine

Vincent Cirillo, *Bullets and Bacilli*.

Carol R. Byerly, *Fever of War*.

### Medical Technology

Jacalyn Duffin, *To See with a Better Eye*.

Jack Pressman, *Last Resort*.