

History 210 Course Guide

Class details:

Lectures: Tuesdays and Wednesdays, 11-12pm

Tutorials: one hour per week, enrol via Cecil

Please note: tutorials start in week 2

Lecturer and course co-coordinator:
Associate Professor Linda Bryder
Room 32, History Department, 5 Wynyard Street
Telephone: x 87319
Email: l.bryder@auckland.ac.nz

Tutor:
Debbie Jowitt
Room 16, History Department, 5 Wynyard Street
Telephone: x 87366
Email: jowitt@clear.net.nz

Table of Contents

Contact Information	1
Course Objectives	3
Class Times	1
Lecture Programme	4
Tutorial Programme	5-6
Coursework Requirements	7
Due Date for Essay	7
Departmental Information on Grades	8-9
Policy on Late Work	8
Policy on Plagiarism and Turnitin.com	9-10
Student Guidelines for Turnitin.com	10-11
Department Essay Marking Sheet	12
Essay Questions and Suggested Readings	14-22
Tutorial Readings	From 22
Department Guide to Essay Writing and Referencing	Inside back cover
Copyright Warning Notice	Inside back cover
Plagiarism Warning Notice	Inside back cover

Cecil (<http://www.cecil.edu>)

Cecil is designed to support student learning within the university and from a distance. The benefits of using Cecil include:

- Your online course material/details are accessible from any computer, 24 hours a day.
- Enhanced communication through announcements and discussion groups
- Coursework Marks available
- Self enrolling into Tutorials

Note: enhanced communication only works if your correct email address is in the system. Please check that the email account you use is listed on Cecil.

Course Content and Objectives

The study of medical history aims to enhance understanding of past societies. A basic premise of the course is that the history of medicine can only be understood in the context of the society of which it is a part. The ways in which health providers, legislators and the general public responded to health problems reveal a great deal about social attitudes and power structures within that society. The primary focus will be Britain, but the thematic approach means that other cultures will also be drawn on.

The course will increase students' ability to assess critically the different ways of writing history and different interpretations of the past. Various perspectives on the writing of medical history will be discussed and analysed.

The course is organised both thematically and chronologically – the first half is concerned primarily with the nineteenth century and the second half with the twentieth century. Themes within those timeframes will be focused on.

Skills

This course aims to build on students' skills of historical understanding and communication. These include:

- An awareness of historiographical debates, an ability to assess them critically in relation to the sources on which they are based
- An ability to access information and use it constructively to formulate arguments in a logical way
- Ability to engage in scholarly debate and communicate effectively on historical issues in small group discussions

This course (HISTORY210) is taught concurrently with HISTORY367. Students should be aware that the course requirements, assessment tasks, and expectations of achievement for the two courses are different even though the lectures are common to both courses. If you are enrolled in HISTORY210 be sure that you comply with the requirements at 200 level history.

Lecture Programme

Lectures will be given by Linda Bryder unless stated otherwise.

17 July: Introduction 1: Social History of Medicine

18 July: Introduction 2: 'The role of medicine'

24 July: Nineteenth-century hospitals

25 July: Florence Nightingale

31 July: Mental asylums and lunacy

1 August: Nineteenth-century public health

7 August: Contagious Diseases Acts

8 August: Colonial medicine

14 August: Bacteriology (Katrina Ford)

15 August: National efficiency and inefficient mothers

21 August: Tuberculosis

22 August: Tuberculosis (Debbie Dunsford)

Mid-semester break

11 September: Twentieth-century psychiatry (Kate Prebble)

12 September: Eugenics (Jeanne Reeve)

18 September: Abortion (Jo Richdale)

19 September: Sex education (Claire Gooder)

25 September: Childbirth

26 September: Child health

2 October: Medicine and war

3 October: Twentieth-century hospitals

9 October: Twentieth-century public health

10 October: Fluoridation (Jill Wrapson)

16 October: Hepatitis B (Debbie Jowitt)

17 October: Conclusions

Tutorial Programme

Week 1 (week beginning 23 July) : ‘The role of medicine’

Reading: Thomas McKeown ‘The Medical Contribution’, in N. Black, D. Boswell, A. Gray, S. Murphy, J. Popay (eds) *Health and Disease: A Reader*, Milton Keynes, 1984, pp. 107-114.

Discussion point: How important was medical intervention or medical treatments in the improvement of health standards over the past two hundred years?

Week 2 (week beginning 30 July): library visit

Week 3 (week beginning 6 August): The Rise of the Modern Hospital

Reading: Ulrich Trohler & Cay-Rudiger Prull ‘The Rise of the Modern Hospital’, in Irvine Loudon (ed) *Western Medicine: An Illustrated History*, Oxford, 1997, pp. 160-175.

Discussion point: How does the modern hospital differ from its 1800 counterpart?

Week 4 (week beginning 13 August): Scientific Motherhood

Reading: Rima Apple ‘Constructing Mothers: Scientific Motherhood in the Nineteenth and Twentieth Centuries’, *Social History of Medicine*, 8, 2, 1995, 161-178.

Discussion point: What was ‘scientific motherhood’? Did it undermine women’s confidence in their childrearing skills?

Week 5 (week beginning 20 August): The Gospel of Germs

Reading: ‘The Gospel of Germs: Microbes, Strangers, and Habits of the Home, 1880-1925’, in John Harley Warner and Janet A. Tighe (eds) *Major Problems in the History of American Medicine and Public Health*, Boston, 2001, pp. 234-5, 256-274.

Discussion point: What was the ‘germ theory of disease’ and why was it such a watershed in the history of medicine and public health?

Week 6 (week beginning 10 September): Psychiatry

Video

Discussion point: What was 'moral therapy'? How successful was it in treating mental illness?

Week 7 (week beginning 17 September): Eugenics

Reading: D.B. Paul 'Eugenic Anxieties, Social Realities, and Political Choices', *The Politics of Heredity, Essays on Eugenics, Biomedicine and the Nature-Nurture Debate*, New York, 1998, chapter 6, pp. 95-115.

Discussion point: What, if any, are the dangers of the state retreating and allowing the market free reign over genetic medicine? Was the PKU programme an ultimate success story?

Week 8 (week beginning 24 September): Childbirth

Reading: Ann Oakley, *The Captured Womb: A History of the Medical Care of Pregnant Women*, Oxford 1984, pp. 187-235.

Discussion point: How valid do you think Ann Oakley's interpretation of the 'captured womb' is?

Week 9 (week beginning 1 October): Medicine and the Counter-culture

Reading: Mike Saks, 'Medicine and the Counter-culture', in Roger Cooter & John Pickstone, *Companion to Medicine in the Twentieth Century*, London, 2003, pp. 21-37.

Discussion point: What is 'the medical counter culture' and to what extent has it successfully challenged orthodox medicine?

Week 10 (week beginning 8 October): Being fit to live in the 21st century

Reading: Dorothy Porter, *Health, Civilization and the State: A History of Public Health from Ancient to Modern Times*, Routledge, London, 1999, pp. 296-313.

Discussion point: To what extent has 'health' been individualised and commercialised in recent years?

Week 11 (week beginning 15 October): Discussion

Discussion point: What are the main 'lessons' from reviewing the history of health and medicine?

Course Requirements

Tutorials:

Tutorial discussions will be based on the directed readings. These will also help you with your essay writing. It is important that you attend all tutorials, and an attendance roll will be taken at the beginning of each class. Failure to turn up for tutorials will result in essays not being marked.

Examination:

There is a two-hour examination for this course which is worth 40% of the total marks. In the exam you will be required to write **three short answers** (about one page each) answering questions related to the tutorial readings, and write **one essay** from a selection of about 12 questions. The latter will be variations of the essay questions in the course-book, and you are permitted to write on the same topic as your major essay.

Written coursework:

Written coursework is worth 60% of this course.

This consists of a document analysis based on ONE of the tutorial readings. You will be required to open the discuss at the relevant tutorial on this reading, and to hand in a written analysis of the reading (1,000 words) one week later. This is worth 20% of the final mark.

The major essay for this course should be 2,000 words long, and is worth 40% of the final marks. The questions and suggested readings are listed below. This will be due on **30 September 2007**.

Please attach a copy of the Department of History's cover sheet to the front of each piece of coursework. Cover sheets can be downloaded from the department's website (www.arts.auckland.ac.nz/his). Hard copies are provided in the departmental office, 5 Wynyard Street.

Hard copies of assignments must be placed in the Stage I box, outside the departmental office, 5 Wynyard Street. Electronic versions of essays must also be submitted using Turnitin.com (see section 'Student Guidelines for Turnitin.com' for further information). Essays will not be marked until both hard and electronic copies have been submitted.

An essay is a reasoned orderly argument with properly acknowledged supporting evidence. It represents a coherent assessment or explanation for how and why things have happened. Your history essay should conform to the standard required by the History Department (see the back of the course guide – it is also available on CECIL).

Your essay will be marked according to the following criteria:

- How well it answers the questions and makes an appropriate and well-documented argument
- The accuracy and completeness of information
- Logical ordering of information and argument
- Correct use of grammar, paragraphing, sentence construction and spelling

- Use of a distinct introduction (with a clear thesis statement) and conclusion
- Correct referencing (footnote/endnotes and bibliography)
- Depth of understanding
- Ability to do your own research

Departmental Grade Descriptors

A: Excellent (80–100)

Work based on wide reading (properly acknowledged through footnotes and bibliography, if required for the task) that shows excellent knowledge and understanding of the subject matter. Work offers a well-constructed argument and clear grasp of the major issues. It observe the conventions of prose style appropriate to the writing of academic history. Outstanding pieces of work also exhibit independent and creative thinking and individual flair in expressing complex ideas.

B: Good/Competent (65–79)

Work which is clearly structured and where the well-supported argument leads to a logical conclusion. The work is based on adequate reading (properly acknowledged through footnotes and bibliography, if required for the task) and a good to strong grasp of the major issues raised in the readings. Its meaning is generally expressed through clear prose.

C: Satisfactory (50–64)

Work which shows a reasonable knowledge of the subject matter and attempts to answer the question but displays one or more of the following faults: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression, inadequate attention to footnotes and bibliography (if required for the task).

D: Fail (0–49)

Work displays serious failings in one or more of the following: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression, inadequate attention to footnotes and bibliography (if required for the task).

Essay Writing and Referencing: see back of course book for History Department guidelines.

Workload Expectations

The University of Auckland expects students enrolled in 15 point courses to spend 150 hours on the course (c.10 hours a week). This includes attendance in class, preparation for tutorials and time spent on coursework.

Policy on Late Work

The Department of History expects all students to hand in work by the due date and time. If this is not possible, you **must** contact your tutor before the work is due and apply for an extension. If the extension is sought on medical grounds you may be required to provide a supporting medical certificate.

Sending your tutor an email minutes before an assignment is due is not the same as being granted an extension. It is expected that you will arrange to see your tutor in person to put your case for an extension. At the very least you must have an email from your tutor confirming that you have an extension until a set time and date.

If you have not secured an extension and you hand your work in after the due date and time, or if you hand in your work after the due date and time of your extension, you will, in the first instance, lose **2% points for each day your work is overdue**. Since the weekend is composed of two days, you will lose 4% points if work due on Friday is not handed in until Monday. If you do not hand work in within one week of the due date and time, you will need to see the course co-ordinator.

Plagiarism and Turnitin.com

Plagiarism is the submission or presentation of work, in any form, which is not one's own without acknowledgement of the sources (through footnotes, quotation marks etc). Your grade in this course should be in recognition of your personal achievement. It should come as no surprise to you that the use of or copying of another person's work without proper acknowledgement is a serious offence against university regulations and deemed an act of academic fraudulence. It will result in disciplinary action, and in serious cases may lead to your expulsion from the university.

Please note: plagiarism also occurs when you fail to acknowledge quotations or paraphrases from books, articles or websites in your work, even if slight changes are made to avoid word-for-word copying. In other words, accurate referencing is very important.

In an attempt to avoid plagiarism, we ask you to submit your coursework to an electronic plagiarism detection service: www.turnitin.com. This service is used by dozens of universities world-wide. When a student's assignment is turned in to the system it is matched against millions of Internet pages, databases and a constantly increasing database of all previously and concurrently submitted assignments. Teaching-staff receive a report from Turnitin that can be used as a resource to assist staff in making a judgment as to whether or not a student's work is plagiarized.

While we understand that you may view turnitin as an incursion on your integrity and privacy, we have experienced several serious cases of plagiarism in the past and in order to protect you, the department, the university, and the value of your degree, we see this as a useful and relatively painless way of safeguarding against cheating. Please be assured that by submitting your essays online, no one except the lecturer can access your work now and in the future.

A detailed guide on how to log on to turnitin follows. Please read it carefully and sign yourself up for HISTORY 210. The ID account for this course is 1889403 and the password is 'healthy'.

Please note: you have to submit your coursework manually (in the essay box) and electronically (via turnitin). If you have any problems with turnitin or if you are

unsure about what plagiarism is, please do not hesitate to contact the course coordinator.

Student Guidelines for Turnitin.com

Class ID: 1889403

Enrolment password: healthy

Creating a User Profile

1. go to www.Turnitin.com
2. click on the text that says 'create a user profile' under the login box in the top right of the screen.
3. enter your email address
4. click 'next'
5. enter a password of your choice. Your password needs to be 6-12 characters long and include at least 1 number and 1 letter. Your password is also case sensitive i.e. shadow is a different password to Shadow
6. click 'next'
7. you are prompted to enter personal information, of which the only compulsory field is your name
8. click 'next'
9. select 'student' as your 'user type'
10. click 'next'
11. you are asked to read the user agreement. If you disagree with the agreement this will cancel your user profile. If you agree, click 'I agree --- continue with profile' you have created your user profile
12. the next page gives you 2 options: you can either return to the log in page or you can follow the 'start class enrolment wizard'. The 'start class enrolment wizard' enables you to quickly enroll into your first class (to do so follow the next 3 steps)
13. click on 'start class enrolment wizard'
14. enter your class ID and enrolment password that you have been given by your lecturer/tutor (see above)
15. click 'next'
16. you are now enrolled in your class

Logging in

1. go to www.turnitin.com
2. enter your email address and password
3. click 'login'

Submitting an Assignment/Essay

Note: for each assignment you are asked to submit, you are only able to submit your work once

Your first step is to enroll in the class (you may have already done this using the 'start class enrolment wizard' when you created your user profile)

1. once you have logged in you will be taken to your homepage. In the menu bar click 'enroll in a class'
2. enter the class ID and enrolment password that you have been given by your lecturer/tutor
3. click 'submit'

Follow these same steps for every course you are in that uses Turnitin.

Now you can submit your assignment to Turnitin. Assignments can be submitted in MS Word, WordPerfect, rich text format, PDF, Postscript, HTML or plain text format.

1. on your homepage (the first page you come to from logging in) is your class list (all the classes you have enrolled in): click on the class name for which you are submitting an assignment. You are now on the 'class portfolio' page
2. click the 'submit' icon alongside the assignment name for which you wish to make a submission
3. there are two methods you can use to submit your assignment: file upload or cut and paste. Select your submission method from the drop down menu alongside the text 'Submit a paper by:'

The file upload method:

4. enter a title and student ID for your submission
5. click the 'browse' icon
6. navigate to your assignment file in the same way you would when opening a file in Word
7. double click on your assignment file
8. click 'submit' and the text from the document you selected will appear. Check it is the correct document, if so, click 'yes submit' to confirm your submission
9. you will receive an electronic receipt (via e-mail) of your submission
10. you have successfully turned in your assignment

The cut and paste method:

Enter a title and student ID for your submission

1. cut and paste your assignment into the text box
2. click 'submit'
3. you will receive an electronic receipt (via e-mail) of your submission
4. you have successfully turned in your assignment

If you need further assistance with Turnitin or would like to learn about the advanced features our system offers, please download our student user manual which is available at http://www.turnitin.com/static/pdf/tii_student_guide.pdf.

Please staple to your assignment

Official Date Stamp

Department of History Assignment/Essay Cover Sheet

SURNAME	
FIRST NAME	
ID#	
COURSE NUMBER/NAME	
ESSAY TOPIC	
TUTOR	
TUTORIAL DAY AND TIME	

PLEASE READ AND SIGN THE FOLLOWING:

I understand that The University of Auckland takes plagiarism very seriously. I have read and understood the university's Guidelines: Conduct of Coursework (<http://www.auckland.ac.nz/uoa/about/teaching/plagiarism>) and declare that I am submitting my own work. All sources have been acknowledged.

I understand that the Department of History requires all assignments to be submitted through Turnitin. Within the next 72 hours I will submit an electronic version of this exact piece of work through Turnitin.

SIGNED _____

DATED _____

Please keep a copy of this assignment and keep a copy of the marked assignment until you receive your final result for this course.

Note: you are not allowed to hand in an essay that is substantially the same as an essay you have submitted in another History course.

Essay questions and suggested readings:

All the following books are in the short-loan collections at the Kate Edger Information Commons, and the articles are online as course materials.

Useful general texts:

Bynum W.F. and Porter Roy (eds) *Companion Encyclopedia of the History of Medicine*, London, 1993.

Cooter, Roger & Pickstone, John (eds) *Companion to Medicine in the Twentieth century*, London, 2003.

Loudon, I. (ed.) *Western Medicine: An Illustrated History*, Oxford, 1997,

Porter, Roy *The Greatest Benefit to Mankind: A Medical History of Humanity from Antiquity to the Present*, London, 1997.

1. How did advances in technology in the nineteenth century affect the public image of the hospital?

Granshaw, L. 'The Hospital', in Bynum, W.F. & Porter, R. (eds). *Companion Encyclopedia of the History of Medicine*, vol.2, London, 1993, pp.1180-1203.

Granshaw, L. "“Upon This Principle I Have Based a Practice”": The Development and Reception of Antisepsis in Britain, 1867-90', in Pickstone, J.V. (ed.) *Medical Innovations in Historical Perspective*, London, 1992, pp. 17-46.

Granshaw, L. 'The Rise of the Modern Hospital in Britain', in Wear, A. *Medicine in Society: Historical Essays*, Cambridge, 1992.

Granshaw, L & Porter, Roy, *The Hospital in History*, London, 1989.

Pickstone, J.V. *Medicine and Industrial Society: A History of Hospital Development in Manchester and its Region, 1752-1946*, Manchester 1985.

Reiser, S.J. *Medicine and the Reign of Technology*, Cambridge, 1978.

Risse, G. *Mending Bodies, Saving Souls: A History of Hospitals*, New York, 1999.

Trohler, U. & Prull, C. 'The Rise of the Modern Hospital', in Loudon, I. (ed.) *Western Medicine: An Illustrated History*, Oxford, 1997, pp. 160-175.

Waddington, K. *Charity and the London Hospitals, 1850-1898*, Woodbridge, Suffolk, 2000.

2. 'From menial to exalted'. How well does this describe the changes to the occupation of nursing in the nineteenth century?

Bashford, A. *Purity and Pollution: Gender, Embodiment and Victorian Medicine*, New York, 1998.

Baly, M.E. *Florence Nightingale and the Nursing Legacy*, 2nd edn, London, 1997.

Dingwall, R., Rafferty, A.M. & Webster, C. *An Introduction to the Social History of Nursing*, London, 1988, ch.8.

Dossey, B.M. *Florence Nightingale: Mystic, Visionary, Healer*, Oxford, 1999.

Maggs, C. 'A General History of Nursing: 1800-1900', in Bynum, W.F. & Porter, R. (eds). *Companion Encyclopedia of the History of Medicine*, vol. 2, London, 1993, pp. 1309-28.

Godden, J. 'For the benefit of mankind': Nightingale's Legacy and Hours of Work in Australian Nursing, 1868-1939', in Rafferty, A.M., Robinson, J. and Elkan R. *Nursing History and the Politics of Welfare*, London, 1997, pp. 177-207.

Rafferty, Anne-Marie 'Nurses', in Cooter, Roger & Pickstone, John (eds) *Companion to Medicine in the Twentieth century*, London, 2003.

Small, Hugh *Florence Nightingale: Avenging Angel*, London, 1998.

Smith, F.B. *Florence Nightingale: Reputation and Power*, London, 1982.

Summers, A. 'Nurses and Ancillaries in the Christian Era', in Loudon, I. (ed.) *Western Medicine: An Illustrated History*, Oxford, 1997, pp. 192-205.

3. 'The nineteenth century saw the medicalisation of psychiatry'. Discuss.

Bartlett, Peter *The Poor Law of Lunacy: The Administration of Pauper Lunatics in Mid-nineteenth-century England*, London 1999.

Digby, A. *Madness, Morality and Medicine: A Study of the York Retreat 1796-1914*, Cambridge, 1985.

Digby, A. 'Moral Treatment at the Retreat, 1796-1846', in Bynum, W., Porter, R. & Shepherd, M. (eds) *The Anatomy of Madness: Essays in the History of Psychiatry*, London, 1988, vol.2, pp. 52-72.

MacKenzie, Charlotte *Psychiatry for the Rich: A History of Ticehurst Private Asylum 1792-1917*, London, 1992.

Porter, R. *A Social History of Madness: Stories of the Insane*, London, 1996.

Porter, R. 'Madness and its Institutions', in Andrew Wear (ed.) *Medicine in Society: Historical Essays*, Cambridge, 1992.

Scull, A. *The Most Solitary of Afflictions: Madness and Society in Britain 1700-1900*, New Haven, 1993.

Scull, A., MacKenzie, C. & Hervey, N. *Masters of Bedlam: The Transformation of the Mad-doctoring Trade*, Princeton, 1996.

Shorter, E. *A History of Psychiatry: From the Era of the Asylum to the Age of Prozac*, Chichester, 1997.

4. What drove the new interest in public health reform in mid-nineteenth century Britain?

Hamlin, C. *Public Health and Social Justice in the Age of Chadwick: Britain, 1800-1854*, Cambridge, 1998.

Hardy, Anne *The Epidemic Streets: Infectious Disease and the Rise of Preventive Medicine 1856-1900*, Oxford, 1993.

Hardy, A. 'Cholera, Quarantine and the English Preventive System, 1850-1895', *Medical History*, 37, 3, 1993, 250-69 .

Porter, D. 'Public Health', in Bynum, W.F. & Porter, R. (eds) *Companion Encyclopedia of the History of Medicine*, vol. 2, London, 1993, pp. 1231-61.

Porter, Dorothy *Health, Civilization and the State: A History of Public Health from Ancient to Modern Times*, London, 1999, pp. 79-96.

Smith, F.B. *The People's Health, 1830-1910*, Aldershot, 1990.

Wohl, Anthony S. *Endangered Lives: Public Health in Victorian Britain*, London, 1983.

Worboys, M. *Spreading Germs: Diseases, Theories and Medical Practice in Britain, 1865-1900*, Cambridge, 2000.

5. Who supported and who opposed the Contagious Diseases Acts in the nineteenth century and why?

Bryder, L. 'Sex, Race and Colonialism: An Historiographical Review', *The International History Review*, 20, 4, 1998, 806-22.

Dunsford, D. 'Principle versus Expediency: A Rejoinder to F.B. Smith', *Social History of Medicine*, 5, 3, 1992, 505-14 .

Levine, P. *Prostitution, Place and Politics: Policing Venereal Disease in the British Empire*, New York & London, 2003.

Levine, P. 'Venereal Disease, Prostitution and the Politics of Empire: The Case of British India', *Journal of the History of Sexuality*, 4, 1994.

Mort, F. *Dangerous Sexualities: Medico-moral Politics in England Since 1830*, London, 2nd edn 2000, pp. 63-100.

Peers, D.M. 'Soldiers, Surgeons, and the Campaigns to Combat Sexually Transmitted Diseases in Colonial India, 1805-60', *Medical History*, 42, 2, 1998, 137-60 .

Smith, F.B. 'The Contagious Diseases Act Reconsidered', *Social History of Medicine*, 3, 3, 1990, 197-216 .

Smith, F.B. 'Unprincipled Expediency: a Comment on Deborah Dunsford's Paper', *Social History of Medicine*, 5, 3, 1992, 515-6 .

Walkowitz, J.R. *Prostitution and Victorian Society: Women, Class and the State*, London, 1980.

Weeks, J. *Sex, Politics and Society: The Regulation of Sexuality Since 1800*, 2nd edn, London, 1989.

Weeks, J. *Against Nature: Essays on History, Sexuality and Identity*, London, 1991.

6. To what extent was Western medicine successfully imposed on colonial cultures in the nineteenth century?

Arnold, David *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-century India*, Berkeley, 1993.

Arnold, David *Warm Climates and Western Medicine: The Emergence of Tropical Medicine 1500-1900*, Amsterdam, 1996.

Bashford, A. *Imperial Hygiene : A Critical History of Colonialism, Nationalism, and Public Health* , New York, 2004.

Denoon, D. et al. *Public Health in Papua New Guinea: Medical Possibility and Social Constraints, 1884-1984*, Cambridge, 1989.

Ernst, W. & Harris, B. (eds) *Race, Science and Medicine, 1700-1960*, New York, 1999.

Harrison, M. *Climates and Constitutions: Health, race , environment and British Imperialism in India*, Oxford, 1999.

Kunitz, S. *Disease and Social Diversity: The European Impact on the Health of Non-Europeans*, New York, 1994.

Macleod, R. & Lewis, M. (eds) *Disease, Medicine and Empire: Perspectives on Western Medicine and the Experience of European Expansion*, London, 1988.

Vaughan, M. 'Healing and Curing: Issues in the Social History and Anthropology of Medicine in Africa', *Social History of Medicine*, 7, 2 (1994), 283-295 .

Vaughan, M. *Curing their Ills: Colonial Power and African Illness*, Cambridge, 1991.

Worboys, M. 'The Spread of Western Medicine', in Loudon, I. (ed.) *Western Medicine: An Illustrated History*, Oxford, 1997, pp. 249-263.

7. To what extent did patriotic concerns about infant health in the early twentieth century influence childrearing practices?

Apple, Rima M. 'Constructing Mothers: Scientific Motherhood in the Nineteenth and Twentieth Centuries', *Social History of Medicine*, 8, 2, 1995, 161-178 .

Apple, Rima *Perfect Motherhood [electronic resource]: Science and Childrearing in America*, 2006.

Bryder, L. *A Voice for Mothers: The Plunket Society and Infant Welfare 1907-2000*, Auckland, 2003.

Davin, A. 'Imperialism and Motherhood', *History Workshop* 5, 1978, 9-65 .

Dwork, D. *War is Good for Babies and other Young Children: A History of the Infant and Child Welfare Movement in England 1898-1918*, London, 1987.

Fildes, V., Markes, L. & Marland, H. (eds). *Women and Children First: International Maternal and Infant Welfare, 1870-1945*, London, 1992.

Hardyment, C. *Dream Babies: Three Centuries of Good Advice on Child Care*, New York, 1983.

Ladd-Taylor, M. *Mother-Work: Women, Children, Welfare and the State, 1890-1930*, Urbana, 1994.

Lewis, Jane E. *The Politics of Motherhood: Child and Maternal Welfare in England, 1900-1939*, London, 1980.

Meckel, R.A. *Save the Babies: American Public Health Reform and the Prevention of Infant Mortality, 1850-1929*, Baltimore, 1990.

Mein Smith, P. *Mothers and King Baby: Infant Survival and Welfare in an Imperial World: Australia 1880-1950*, Basingstoke, 1997.

Mein Smith, P. 'Mothers, Babies, and the Mothers and Babies Movement: Australia through Depression and War', *Social History of Medicine*, 6, 1, 1993, 51-84 .

Porter, D. "'Enemies of the Race": Biologism, Environmentalism and the Public Health in Edwardian England', *Victorian Studies*, 34, 2, 1991, 159-178 .

8. To what extent has the 'medical model of childbirth' dominated the experiences of women giving birth in the twentieth century?

Borst, C.G. *Catching Babies: The Professionalisation of Childbirth, 1870-1920*, Cambridge, Mass., 1995.

Marland, Hilary 'Childbirth and Maternity', in Cooter, Roger & Pickstone, John (eds) *Companion to Medicine in the Twentieth Century*, London, 2003.

Leavitt, J.W. *Brought to Bed: Childbearing in America, 1750-1950*, New York, 1986.

Litoff, J.B. 'Midwives and History', in Apple, R. (ed.) *Women, Health and Medicine in America. A Historical Handbook*, New York, 1990.

Loudon, I. 'Childbirth' in Loudon, I. (ed.) *Western Medicine: An Illustrated History*, Oxford, 1997, pp. 206-220.

Loudon I. *Death in Childbirth: An International Study of Maternal Care and Maternal Mortality 1800-1950*, Oxford, 1993.

Loudon, I. *The Tragedy of Childbed Fever*, Oxford, 2000.

Oakley, A. *The Captured Womb: A History of Medical Care of Pregnant Women*, Oxford, 1984.

Tew, M. *Safer Childbirth? A Critical History of Maternity Care*, 2nd edn., London, 1998.

9. Why was so much money invested in hospitals for the treatment of tuberculosis during the first half of the twentieth century and was it a worthwhile investment?

Bates, B. *Bargaining for Life: A Social History of Tuberculosis, 1876-1938*, Philadelphia, 1992.

Bryder, L. *Below the Magic Mountain: A Social History of Tuberculosis in Twentieth-century Britain*, Oxford, 1988.

Bryder, Linda 'The King Edward VII Welsh Memorial Association and its Policy towards Tuberculosis', *The Welsh History Review*, 13, 2, 1986, 194-216.

Dormandy, T. *The White Death: A History of Tuberculosis*, London, 1999.

Feldberg, G.D. *Disease and Class: Tuberculosis and the Shaping of North American Society*, New Brunswick, 1995.

Jones, Greta 'Captain of all These Men of Death': *The History of Tuberculosis in Nineteenth and Twentieth-century Ireland*, Amsterdam, 2001.

Lerner, B.H. *Contagion and Confinement: Controlling Tuberculosis along the Skid Road*, Baltimore, 1998.

McFarlane, Neil 'Hospitals, Housing and Tuberculosis in Glasgow, 1911-51', *Social History of Medicine*, 2, 1, 1989, 59-86.

Ott, K. *Fevered Lives: Tuberculosis in American Culture Since 1870*, Cambridge, Mass., 1996.

Rothman, S.M. *Living in the Shadow of Death: Tuberculosis and the Social Experience of Illness in American History*, New York, 1994.

Smith, F.B. *The Retreat of Tuberculosis, 1850-1950*, London, 1988.

10. Critically assess the effects of the First World War on the health of the British people.

Braybon, G. *Women Workers in the First World War: The British Experience*, London, 1981.

Bryder, L. 'The First World War: Healthy or Hungry?', *History Workshop*, 24, 1987, 141-157 .

Cooter, R. & Sturdy S. eds *Medicine and Modern Warfare*, London, 1999.

Cooter, R. 'War and Modern Medicine', in Bynum, W.F. & Porter, R. (eds) *Companion Encyclopedia of the History of Medicine*, vol.2, London, 1993, p.1546.

Hardy, A. *Health and Medicine in Britain since 1860*, Basingstoke, 2001.

Harris, B. 'The Demographic Impact of the First World War: An Anthropometric Perspective', *Social History of Medicine*, 6, 3, 1993, 343-66 .

Harrison, M. 'The British Army and the Problem of Venereal Disease in France and Egypt during the First World War', *Medical History*, 39, 2, 1995, 133-58 .

Harrison, M. *Disease and the Modern World 1500 to the Present Day*, Cambridge, 2004 (chapter 7: 'Disease, War and Modernity').

Ineson, A. & Thom, D. 'T.N.T. Poisoning and the Employment of Women Workers in the First World War', in Weindling P. (ed.) *The Social History of Occupational Health*, London, 1985, pp. 89-197.

Schneider, W. 'Blood Transfusion in Peace and War, 1900-1918', *Social History of Medicine*, 10,1, 1997, 105-26 .

Tomkins, S. 'The Failure of Expertise: Public Health Policy in Britain during the 1918-19 Influenza Epidemic', *Social History of Medicine*, 5, 3, 1992, 435-454 .

Winter, J.M. 'The Impact of the First World War on the Civilian Health in Britain', *Economic History Review*, 30, 3, 1977, 489-504 .

Winter, J.M. *The Great War and the British People*, New York, 2003.

11. To what extent have individuals been held responsible for their own health status in the twentieth century? Has there been any change over time in attitudes?

Berridge, V. *Health and Society in Britain since 1939*, Cambridge, 1999.

Constantine, S. *Social Conditions in Britain, 1918-39*, London, 1983.

Hardy, Anne *Health and Medicine in Britain since 1860*, Basingstoke, 2001.

Harris, Bernard *The Origins of the British Welfare State: Society, State and Social Welfare in England and Wales, 1800-1945*, Basingstoke, Hampshire, 2004.

Jones, Helen *Health and Society in Twentieth-century Britain*, London, 1994.

Marks, L. & Worboys, M. (eds) *Migrants, Minorities, and Health: Historical and Contemporary Studies*, London, 1997.

Mitchell, M. 'The Effects of Unemployment on the Social Conditions of Women and Children in the 1930s', *History Workshop*, 19, 1, 1985, 105-127 .

Porter, Dorothy *Health, Civilization and the State: A History of Public Health from Ancient to Modern Times*, London, 1999.

Smith D. & Nicolson, M. 'Health and Ignorance: Past and Present', in Platt, S., Thomas, H., Scott, S. & Williams G. (eds) *Locating Health: Sociological and Historical Explorations*, Aldershot, 1993, pp. 221-44.

Townsend, Peter & Davidson, Nick (eds) *Inequalities in Health : the Black Report / Sir Douglas Black ... [et al.] ; The Health Divide / Margaret Whitehead*, London, 1992.

Webster, C. (ed) *Caring for Health: History and Diversity*, Buckingham, 2001.

Webster, C. 'Health, Welfare and Unemployment during the Depression', *Past and Present*, 109, 1, 1985, 204-30 .

Webster, C. 'Healthy or Hungry Thirties?', *History Workshop*, 13, 1982, 110-129 .

Welshman, J. 'School Meals and Milk in England and Wales, 1906-45', *Medical History*, 41, 1, 1997, 6-29.

Welshman, John *Municipal Medicine: Public Health in Twentieth-century Britain*, Oxford, 2000.

12. Discuss changes in medical treatment in hospitals since 1950. How, if at all, did this affect doctor-patient relationships?

Brandt Allan M. & Gardner, Martha 'The Golden Age of Medicine?', in Cooter Roger & Pickstone, John (eds) *Companion to Medicine in the Twentieth Century*, London, 2003, pp. 21-37.

Hardy, Anne *Health and Medicine in Britain since 1860*, Basingstoke, 2001

Howell, Joel, 'Hospitals', in Cooter Roger & Pickstone, John (eds) *Companion to Medicine in the Twentieth Century*, London, 2003, pp. 503-518.

Illich, Ivan *Medical Nemesis*, London, 1975.

Kennedy, I. *The Unmasking of Medicine*, London, 1981.

Lock, S. 'Medicine in the Second Half of the Twentieth Century', in Loudon, I. (ed.) *Western Medicine: An Illustrated History*, Oxford, 1997, pp. 160-175.

McKeown, Thomas *The Role of Medicine: Dream, Mirage or Nemesis?* Oxford, 1979.

Porter, Roy *The Greatest Benefit to Mankind: A Medical History of Humanity from Antiquity to the Present*, London, 1997.

Porter, Roy 'Hospitals and Surgery', in Porter, R. (ed) *Cambridge Illustrated History of Medicine*, Cambridge, 1996.

Rothman, David *Strangers at the Bedside: A History of How Law and Bioethics Transformed Medical Decision Making*, BasicBooks, USA, 1991.

Saks, Mike 'Medicine and the Counter Culture', in Cooter Roger & Pickstone, John (eds) *Companion to Medicine in the Twentieth Century*, London, 2003, pp. 113-123.

Pressman, J.D. *Last Resort: Psychosurgery and the Limits of Medicine*, Cambridge, 1988.

Copyright Warning Notice

You are being provided with copies of copyright material made for educational purposes. These include extracts of copyright works copied under copyright licenses. You may not make these materials available to other persons, nor make a further copy for any other purpose. Failure to comply with the terms of this warning may expose you to legal action by a rights owner and/or disciplinary action by the University,

Plagiarism Warning Notice

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework and examinations as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. For further information see Guidelines: Conduct of Coursework (<http://www.auckland.ac.nz/uoa/about/teaching/plagiarism>).

Students' assessed work will be reviewed against electronic source material using computerized detection mechanisms. Students therefore will be required to provide an electronic version of their work for computerized review. See the section in this course guide 'Student Guidelines for Turnitin.com' for further information.