UNIVERSITY OF OXFORD

Faculty of History

MSc AND MPhil
in
HISTORY OF SCIENCE, MEDICINE AND TECHNOLOGY

COURSE PROGRAMME 2011–2012

www.history.ox.ac.uk/hsmt

Table of Contents

The History Faculty is in the Old Boys' High School in George Street (opposite the Odeon cinema). The main entrance is at the back of the building, and the door has a swipe system, so you will need your university card to enter. The Graduate Computer Room and the two seminar rooms are on the left as you enter, also on swipe-card access.

I
Introduction

This booklet introduces the MSc (three-term) and MPhil (six-term) courses in the History of Science, Medicine, and Technology. The structure of the degree is as follows:

Qualifying test

Both courses begin with a qualifying test lasting one term (the Michaelmas Term of the first year). In this test, candidates must achieve a satisfactory standard in the following options:

- Methods and themes in the history of science and technology
- Methods and themes in the history of medicine

Final examination

The examination for the **MSc** consists of two advanced papers and a dissertation. Normally the two papers must be selected from those listed on pp. 24–31 below. Candidates must take at least one of their papers as a three-hour written examination. For the other paper they may choose to be assessed either by written examination or by two 5,000-word essays. The dissertation is to be of not more than 15,000 words, including footnotes and appendices but excluding bibliography.

The examination for the **MPhil** consists of four advanced papers (two of which candidates may take in their first year) and a dissertation. Normally the four papers must be selected from those listed on pp. 24–31 below. Candidates must take at least two of their advanced papers as three-hour written examinations. For each of their remaining papers, however, they may choose to be assessed either by written examination or by two 5,000-word essays each. The dissertation is to be of not more than 30,000 words, including footnotes and appendices but excluding bibliography.

For formal assessment criteria and submission deadlines see 'Instructions for Candidates' at http://www.history.ox.ac.uk/postgrad/noticeboard/index.htm#exams

II
Methods and Themes in the History of Science and Technology

Objectives and Methods

This course provides an introduction to ways of interpreting some of the main traditions in the gathering, manipulation and application of natural knowledge, with special reference to science in modern times and the interactions between science and technological practice on the one hand, and the social, political and cultural spheres on the other.

Course arrangements

The course is taught in weekly two-hour classes in Michaelmas Term, beginning with an orientation meeting on Tuesday of 0th Week. The seminars will be led by Professor Pietro Corsi and will include a large element of discussion and student participation. Students will be required to prepare material for each class and, in the course of the term, to write a 2000-word essay, due in 6th Week, and to make at least two oral presentations. In addition, a longer piece of written work (of up to 3000 words, including footnotes but not the bibliography) must be submitted by mid-day on the Friday of the 10th Week of Michaelmas Term. In addition, students are required to submit one 3000-word essay on an agreed topic by Monday of 2nd Week of Hilary Term for examination.

The load of essay-writing, reading, and preparation over the term will be such as to occupy approximately half of the working week, the other half normally being devoted to the course 'Methods and themes in the history of medicine'.

Students are required to make *at least* two presentations to a satisfactory standard in the classes of the Methods and Themes course. *Attendance at all lectures, classes, the weekly research seminar and the Introduction to the history of science and technology, is compulsory.*

Further details of the course will be announced at the introductory meeting for new students on **Tuesday 4 October 2011 at 1.00pm**. This meeting will be held in the Seminar Room at the Wellcome Unit for the History of Medicine, 47 Banbury Road.

Subsequent classes will be held in the History Faculty Building, George Street as follows:

- LECTURE: Introduction to the History of Science: Wednesdays, 11.00am–1.00pm (Lecture Theatre)
- CLASS: Methods & Themes in the History of Science: Tuesdays, 2.00-4.00pm (Rees Davies Room)
- RESEARCH SEMINAR: Thursdays, 3.00–5.00pm (Colin Matthew Room).

BOOKS

The following books, which are all available in paperback and on the open shelves in the Lankester Room in the basement of the Radcliffe Science Library, set the basic themes of the course and (depending on your interests), can be specially recommended:

George Basalla, *The Evolution of Technology* (Cambridge, 1988)

Wiebe E. Bijker, Thomas P. Hughes, and Trevor Pinch (eds), *The Social Construction of Technological Systems*. *New Directions in the Sociology and History of Technology* (Cambridge, Mass., and London, 1987)

Wiebe E. Bijker and John Law (eds), *Shaping Technology/Building Society. Studies in Sociotechnical Change* (Cambridge, Mass., and London, 1992)

Alan F. Chalmers, *What is This Thing Called Science? An Assessment of the Nature and Status of Science and its Methods* (1978; 2nd edn., 1982; 3rd edn., 1999)

Pietro Corsi and Paul J. Weindling (eds.), *Information Sources in the History of Science and Medicine* (London 1983)

Lorraine Daston and Peter Galison, *Objectivity*, New York, Zone Books, 2007

Robert Fox (ed.), *Technological Change. Methods and Themes in the History of Technology* (Amsterdam: Harwood Academic, 1996; reissued as a paperback in 1998)

Steve Fuller, *Thomas Kuhn. A Philosophical History for our Times* (Chicago, Ill., and London, 2000)

Steve Fuller, *Philosophy, rhetoric, and the end of knowledge: The coming of science and technology studies*. Madison, WI: University of Wisconsin Press, 2nd edition, with James H. Collier, Lawrence Erlbaum Associates, 2004

Jan Golinski, *Making Natural Knowledge. Constructivism and the History of Science* (Cambridge, 1998)

Thomas S. Kuhn, *The Structure of Scientific Revolutions* (Chicago, Ill., 1962; reissued in several paperback editions)
Bruno Latour and Steve Woolgar, *Laboratory Life. The Social Construction of Scientific Facts* (1979)
James E. McClellan and Harold Dorn, *Science and Technology in World History*, Baltimore and London, The John's Hopkins University Press, 1999
Roy Porter and Mikulas Teich (eds.), *The Scientific Revolution in National Context* (Cambridge, 2001)
Sadiah Qureshi, *Peoples on Parade. Exhibitions, Empire, and Anthropology in Nineteenth-century Britain*, Chicago University Press, 2011
Steven Shapin, *A Social History of Truth. Civility and Science in Seventeenth-century England* (Chicago, Ill., and London, 1994)
Steve Weinberg, *Science and its Cultural Adversaries* (Cambridge, Mass., and London, 2001)

Pietro Corsi

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WEEKLY READINGS

The readings that follow are provisional and will be adapted to the interests and backgrounds of students taking the course. All but a few of the items listed are on the open shelves in the Lankester Room in the Radcliffe Science Library. Many are also available in the Social Studies Faculty Library and Nuffield College Library.

WEEK 1
History of science: the discipline and its contentions

The Big Picture, a special issue of *The British Journal for the History of Science*, 26, no.4 (1993), edited by James A. Secord; historiographical articles by James A. Secord, J. R. R. Christie, Andrew Cunningham and Perry Williams, John V. Pickstone, Andrew Barry, and Ludmilla Jordanova
Geoffrey Cantor, 'Charles Singer and the early years of the British Society for the History of Science', *The British Journal for the History of Science*, 30 (1997), 5–23; also other relevant contributions, including Charles Singer's presidential address, delivered to the BSHS on 4 May 1948

Catching up with the Vision. Essays on the Occasion of the 75th Anniversary of the Founding of the History of Science Society, a supplement to *Isis*, 90 (1999), edited by Margaret W. Rossiter; contains almost twenty contributions, mainly on the discipline in the United States, celebrating the foundation of the HSS in 1924

Pietro Corsi, 'History of Science, History of Philosophy and the History of Theology', in *Information Sources in the History of Science and Medicine*, ed. by P. Corsi and P. J. Weindling (London 1983, pp. 3–26)

Focus: 'The generalist vision in the history of science', *Isis* 96(2) (2005)

Steve Fuller, *Philosophy, rhetoric, and the end of knowledge: The coming of science and technology studies*. Madison, WI: University of Wisconsin Press, 2nd edition, with James H. Collier, Lawrence Erlbaum Associates, 2004

Robert Fox, 'The history and philosophy of science: the way we lived and the way we live now'; preprint available for circulation

Casper Hakfoort, 'The missing syntheses in the historiography of science', *History of Science*, 29 (1991), 207–16

Robert E. Kohler *et al.*, contributions to the 'Focus' section on 'The generalist vision in the history of science', *Isis*, 96 (2005), 224–51

David Livingstone, *Putting Science in Its Place: Geographies of Scientific Knowledge* (Chicago: University of Chicago Press, 2005)

James E. McClellan and Harold Dorn, *Science and Technology in World History*, Baltimore and London, The John's Hopkins University Press, 1999

P. G. Werskey (ed.), *Science at the Cross Roads. Papers presented to the International Congress of the History of Science and Technology held in London from June 29th to July 3rd, 1931, by the Delegates of the U.S.S.R.* (London, 1971)

ASSIGNMENT: ***Either*** What uses was the history of science seen to have in the early years of its development as a discipline?

Or Is the broad synthetic study necessarily a thing of the past in the history of science?

WEEK 2

Why do scientists change their minds?

Pietro Corsi, 'After the Revolution: scientific language and French politics, 1795–1802', in M. Pelling and S. Mandelbrote (eds.), *The Practice of Reform in Health, Medicine, and Science, 1500–2000*, London, Ashgate, 2005

Peter Galison, *How Experiments End* (1987), at least chapter 1

Alexander Koyré, ‘Galileo and Plato’ and ‘Galileo and the scientific revolution of the seventeenth century’, in Pietro Redondi and P. V. Pillai (eds), *The History of Science. The French Debate* (1989)

Thomas S. Kuhn, *The Structure of Scientific Revolutions*, all relevant

Thomas S. Kuhn, ‘Second thoughts on paradigms’, in Kuhn, *The Essential Tension. Selected Studies in Scientific Tradition and Change* (1977), pp. 293–319

Imre Lakatos, ‘Falsification and the methodology of scientific research programmes’, in Imre Lakatos and Alan Musgrave (eds), *Criticism and the Growth of Knowledge* (1978)

Karl R. Popper, *The Logic of Scientific Discovery* (1959), at least chapter 1

Karl R. Popper, ‘Science: conjectures and refutations’, in Popper, *Conjectures and Refutations. The Growth of Scientific Knowledge* (5th edn. 1989)

Steven Shapin, *A Social History of Truth*, at least the introductory matter and chapter 1

Steven Shapin and Simon Schaffer, *Leviathan and the Air-pump. Hobbes, Boyle, and Experimental Life* (1985)

Wes W. Sharrock and Rupert J. Read, *Kuhn. Philosopher of Scientific Revolution* (2002)

ASSIGNMENT: ***Either*** How has the theme of ‘progress’ informed the writings on history of science and technology?

Or Discuss the role of experiment as a motor in scientific change.

WEEK 3

Science and industrial society

P. Corsi (ed.), ‘Geological cartography and cartographers’, *Earth Sciences History*, 26(1) (2007), pp. 5–171

Jan Golinski, *Science as Public Culture. Chemistry and Enlightenment in Britain, 1760–1820* (1992)

Ian Inkster and Jack Morrell (eds), *Metropolis and Province. Science in British Culture 1780–1850* (1983)

David S. Landes, *The Unbound Prometheus. Technological Change and Industrial Development in Western Europe from 1750 to the Present* (1969), chapters 1–5

Patrick O’Brien, Trevor Griffiths, and Philip Hunt, ‘Technological change during the first industrial revolution: the paradigm case of textiles’, in Fox, *Technological Change*, pp. 155–76

John V. Pickstone, *Ways of Knowing. A New History of Science, Technology and Medicine* (2000)

Arnold Thackray, ‘Natural knowledge in cultural context: the Manchester model’, *American Historical Review*, 79 (1974)

Charles Webster, *The Great Instauration: Science, Medicine and Reform, 1626–1660* (London 1975, new ed. Bern, 2002), chapter

ASSIGNMENT: ***Either*** How was consensus achieved in the chemical revolution of the eighteenth century?

Or Examine the 'uses' of science in Britain during the first industrial revolution.

WEEK 4

New departures in the history of technology

Wiebe E. Bijker and John Law, 'General introduction', in Bijker and Law, *Shaping Technology/Building Society*, pp. 1–14

Robert Fox and Anna Guagnini, *Laboratories, Workshops, and Sites. Concepts and Practices of Research in Industrial Europe, 1800–1914* (1999), at least the Introduction, Chapter 1, and Conclusion

David Edgerton, 'From innovation to use: ten eclectic theses on the historiography of technology', *History and Technology*, 16 (1999), 111–36; originally published in French in *Annales. Histoire, sciences sociales*, 50^{e} année (1998), 15–37

Steve Fuller, *Philosophy, rhetoric, and the end of knowledge: The coming of science and technology studies*. Madison, WI: University of Wisconsin Press, 2nd edition, with James H. Collier, Lawrence Erlbaum Associates, 2004

Bertrand Gille, *Histoire des techniques* (1978); translated as *The History of Techniques* (2 vols., 1986), Introduction

Thomas P. Hughes, *Networks of Power. Electrification in Western Society, 1880–1930* (1983), chapters 1–9

Thomas P. Hughes, 'The evolution of large technological systems', in Bijker, Hughes, and Pinch, *The Social Construction of Technological Systems*, pp. 51–82

Thomas P. Hughes, 'The seamless web: technology, science, etcetera, etcetera...', *Social Studies of Science*, 16 (1986), 281–92

Wolfgang König, 'Science-based industry or industry-based science? Electrical engineering in Germany before World War I', *Technology and Culture*, 37 (1996), 70–101

Donald MacKenzie, 'How do we know the properties of artefacts? Applying the sociology of knowledge to technology', in Fox, *Technological Change*, pp. 247–63

Trevor J. Pinch, 'The social construction of technology: a review', in Fox, *Technological Change*, pp. 17–35

Nathan Rosenberg, *Perspectives on Technology* (1976), especially chapters 4 and 11

ASSIGNMENT: ***Either*** Discuss the value of *either* the systems approach of Thomas Hughes *or* analyses based on the notion of social construction for our understanding of the history of technology.

Or Examine the strengths and weaknesses of interpretations of the age of 'science-based' industry that stress the dependence of industrial practice on the fruits of 'pure' science.

WEEK 5

The uses of instruments

Steven Shapin and Simon Schaffer, *Leviathan and the air-pump: Hobbes, Boyle and the experimental life* (Princeton, 1985), chapters 1 and 2

Jim Bennett, 'Knowing and doing in the sixteenth century: what were instruments for?', *British Journal for the History of Science*, 36 (2003), pp. 129–50

Mario Biagioli, *Galileo's instruments of credit: telescopes, images, secrecy* (Chicago, 2006), at least the introduction

Peter Galison, *Image and logic: a material culture of microphysics* (Chicago, 1997), at least the introduction

Bruno Latour, *Science in action: how to follow scientists and engineers through society* (Milton Keynes, 1987), introduction and chapters 2 and 3

Otto Sibum, 'Reworking the mechanical value of heat: instruments of precision and gestures of accuracy in Early Victorian England', *Studies in the History and Philosophy of Science*, 25 (1995), 73 – 106

ASSIGNMENT: ***Either*** How do instruments illuminate the transformation in natural knowledge between 1500 and 1700? (see Bennett, Biagioli, Shapin).

Or What role have instrument studies played in recent revisionist characterisations of science? (see Latour, Sibum, Galison).

WEEK 6

STS: has history a place?

Barry Barnes, David Bloor, and John Henry, *Scientific Knowledge. A Sociological Analysis* (1996)

David Hess, *Science Studies. An Advanced Introduction* (1997)

Bruno Latour and Steve Woolgar, *Laboratory Life*, at least the introduction and chapters 1 and 2

J. R. Ravetz, *Scientific Knowledge and its Social Problems* (1971)

Steve Woolgar, *Virtual Society? Get Real! Technology, Cyberbole, Reality* (2003)

ASSIGNMENT: ***Either*** Does history suggest that decisions about science policy can safely be left to scientists?

Or In what ways do you feel that your work as an historian has been helped, or might be helped, by distinctive perspectives drawn from the STS tradition?

WEEK 7
Creativity, invention and the images of genius

George Basalla, *The Evolution of Technology* (1988)
Margaret A. Boden, *The Creative Mind. Myths & Mechanisms* (1990)
Frederick L. Holmes, *Lavoisier and the Chemistry of Life. An Exploration of Scientific Creativity* (1985)
Thomas P. Hughes, *Networks of Power. Electrification in Western Society, 1880–1930* (1983), at least chapter 2
Thomas P. Hughes, *American Genesis. A Century of Invention and Technological Enthusiasm 1870–1970* (1989), especially chapter 1
Thomas S. Kuhn, *The Structure of Scientific Revolutions*, including the 'Postscript' to the second and subsequent editions
Christine MacLeod, 'Concepts of invention and the patent controversy in Victorian Britain', in Fox, *Technological Change*, pp. 137–53
Simon Schaffer, 'Genius in Romantic natural philosophy', in Andrew Cunningham and Nicholas Jardine (eds), *Romanticism and the Sciences* (1990), pp. 82–98
Richard Yeo, 'Genius, method and morality: images of Newton in Britain, 1760–1860', *Science in Context*, 2 (1988), 257–84

ASSIGNMENT: ***Either*** How convincing are evolutionary models for our understanding of the history of technology?

Or To what extent have images of science and scientists been coloured by romantic notions of genius?

WEEK 8
Science wars: what price history?

Paul Boghosian, 'What the Sokal hoax ought to teach us: the pernicious consequences and internal contradictions of "postmodernist" relativism', *The Times Literary Supplement*, 13 December 1996, 14–15
Jean Bricmont and Alan D. Sokal, 'What is all the fuss about? How French intellectuals have responded to accusations of science abuse', *The Times Literary Supplement*, 17 October 1997, 17
Gerald L. Geison, *The Private Science of Louis Pasteur* (1995)
Paul R. Gross and Norman Levitt, *Higher Superstition. The Academic Left and its Quarrels with Science* (Baltimore and London, 1994; 2nd edn, 1998, with a useful preface)

Max Perutz, ‘The pioneer defended’, *New York Review of Books*, 21 December 1965, 54–8
Alan D. Sokal, *Beyond the Hoax. Science, Philosophy and Culture*, Oxford, Oxford University Press, 2008
Alan D. Sokal, ‘Transgressing the boundaries: toward a transformative hermeneutics of quantum gravity’, *Social Text*, 46–47 (1996), 217–52
Alan D. Sokal, ‘What the Social Text affair does and does not prove’, in Noretta Koertge (ed.), *A House built on Sand. Exposing Postmodernist Myths about Science* (1998)
Alan D. Sokal and Jean Bricmont, *Impostures intellectuelles* (1998); translated as *Intellectual Impostures. Postmodern Philosophers’ Abuse of Science* (1998)
Steven Weinberg, *Science and its Cultural Adversaries*, especially ‘Sokal’s hoax’ (also in *New York Review of Books*, 8 August 1996) and ‘Science and Sokal’s hoax: an exchange’ (also in *New York Review of Books*, 3 October 1996)

ASSIGNMENT: ***Either*** What lessons can we learn from Sokal’s hoax and the debate it has engendered?

Or How justly can Gerald Geison’s analysis of the ‘private science’ of Louis Pasteur be interpreted as an attack on the integrity of the scientific enterprise?

III
Methods and Themes in the History of Medicine

Objectives and Methods

The Methods and Themes course aims to provide an introduction to some of the key themes and methodological issues in the history of medicine, including concepts of health and disease, the relationship between patients and practitioners and health care in different settings and periods. Each of the eight themes is introduced by means of a lecture which forms the basis of a class discussion the following week. In addition to the weekly lectures and classes, students are expected to attend the weekly research seminar in the history of medicine, held at the Wellcome Unit on Mondays, at 2.15 pm. These seminars commence in 1st Week. Students are also required to attend the fortnightly Graduate Research Forum, where they will have the opportunity to discuss practical research methods and skills with other graduate students in the history of medicine. The Graduate Research Forums will be held on Mondays at 10.30 during even weeks of Michaelmas and Hilary Terms. All teaching and research seminars in the history of medicine will take place in the Seminar Room at the Wellcome Unit, 47 Banbury Road, unless otherwise stated.

Course Arrangements

The Methods and Themes course runs for ten weeks in Michaelmas Term and meets at 47 Banbury Road on Tuesday and Thursday mornings. The course begins with an orientation meeting, at 47 Banbury Road, on **Tuesday of 0th Week at 1pm** (followed by library induction and refreshments). Thereafter the lectures for the course will be held at the Wellcome Unit on Tuesdays at 10.30-11.30 beginning in 1st Week, and the classes on Thursdays from 10.30-12.00-midday, commencing in 2nd Week. Students will be responsible for directing discussion, after an opening 15-minute presentation, in two classes during the term. At the meeting in 0th Week students will receive a form on which they should indicate their preferred topics on which to give presentations. This must be submitted to the Unit Secretary, Belinda Michaelides, by the end of 0th Week. Students will be required to prepare material for each class and, in the course of the term, to write a 2000-word essay, due in 6th Week to be submitted to the Unit Secretary. In addition, a longer piece of written work (of up to 3000 words, including footnotes but not bibliography) must be submitted to the Unit Secretary by midday on the Friday of 10th Week of Michaelmas Term. Students are also required to submit, **to the Examination School**, one 3000-word essay on an agreed topic by Monday of 2nd Week of Hilary Term for examination.

The load of essay-writing, reading, and preparation over the term will be such as to occupy approximately half of the working week, the other half normally being devoted to the course 'Methods and Themes in the History of Science & Technology'.

Attendance at all lectures, classes and the weekly research seminar is compulsory.

For formal assessment criteria and submission deadlines see 'Instructions for Candidates' at http://www.history.ox.ac.uk/postgrad/noticeboard/index.htm#exams

WEEK 0

Course Induction and Orientation

The introductory session will outline the course structure and requirements. It will also serve as a general introduction to the Wellcome Unit for the History of Medicine – the library, computer room and staff.

Thereafter, each topic will be introduced by a lecture and continued the following week by a class discussion. Preparation for each topic should be completed in time for the class discussion

WEEKS 1 & 2

Historiography

(Dr Sloan Mahone and Dr Erica Charters)

The history of medicine is an interdisciplinary subject which has had, historically, a complex and often controversial relationship with both the history of science and with medicine itself. Because of its subject matter, this area of history is particularly alert to historiographical issues and unusually receptive to concepts in other disciplines like anthropology and sociology. This session will look at some of the arguments behind the development of the subject which continue to be influential today. Attention will be given to different ways of defining the social history of medicine, and to problems arising from the nature of the sources on which the subject depends.

T. Ashplant and A. Wilson, 'Present-centred history and the problem of historical knowledge', *Historical Journal*, 31 (1988), 253–74

A. Brandt, 'Emerging Themes in the History of Medicine' *Milbank Quarterly* 69 (2): 199-214.

R. Cooter, 'After Death/After-"Life": The Social History of Medicine in Post-Modernity', *Social History of Medicine*, 20 (2007), 441–464.

Charles Rosen 'Levels of Integration in Medical Historiography: A Review', *J Hist Med Allied Sci* (1949) 4, 460-67.

Judith Leavitt, 'Medicine in Context', *American Historical Review* 1990, 95 no. 5, 1471-1484.

Randall McGowan, 'Identifying Themes in the Social History of Medicine', *Journal of Modern History* 1991, no. 1, 81-90.

F. Huisman and J. Warner, *Locating Medical History: The Stories and their Meanings*. See esp the chapters by Fissell, Anderson, Jordanova.

R. Porter, ‘History of the Body’, in P. Burke (ed.), *New Perspectives on Historical Writing* (1999), 206-32.

Lester King, ‘What is Disease?’ *Philosophy of Science* 21 (1954), 193-203.

S. R. Kellert, ‘A Sociocultural Concept of health and Illness’, *J Med and Philosophy* 1, 3 (1976), 222-28.

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

WEEKS 2 & 3

Health and disease: The meaning of epidemics

(Dr Elise Smith)

What is an epidemic? The answer is by no means as simple as it might appear. While epidemics may be defined statistically, the term ‘epidemic’ is often used metaphorically, invoking deep-seated fears and apprehensions. The mere declaration of an epidemic may therefore have tremendous social consequences. In addition to their demographic consequences, epidemics can reaffirm or disrupt cultural and social formations, crystallize social prejudices, and cause political upheavals. Epidemics, then, are clearly social as a well as biological phenomena, but where should the historian draw the line, can such a distinction between the ‘biological’ and the ‘social’ be made? How far does the nature of disease shape the social response to it? Are diseases ‘constructed’ or ‘framed’?

This session explores these and other issues relating to the history of epidemic disease, and reflects on the significance of epidemics in social and cultural history. We examine the general theme of epidemics in relation to epidemics of plague in early modern Europe and cholera in nineteenth-century Europe.

A. G. Carmichael, *Plague and the Poor in Renaissance Florence* (1986)

M. Durey, *The Return of the Plague: British Society and the Cholera, 1831–2* (1979).

R.J. Evans, ‘Epidemics and Revolutions: Cholera in Nineteenth-Century Europe’, in T. Ranger and P. Slack, *Epidemics and Ideas* (1992), 149–174.

M. Harrison, *Disease and the Modern World* (2004), Introduction and chapters 2 and 5.

B. Pullan, ‘Plague and Perceptions of the Poor in Early Modern Italy’, in Ranger and Slack (eds.), *Epidemics and Ideas*, 101–124.

T. Ranger and P. Slack (eds.), *Epidemics and Ideas*, Introduction. C. E. Rosenberg & J. Golden (eds), *Framing Disease* (1992), esp. introduction

C. Rosenberg, *Explaining Epidemics and Other Studies in the History of Medicine* (1992), chapters 12–14

P. Slack, *The Impact of Plague in Tudor and Stuart England* (1985)

WEEKS 3 & 4

The birth of the clinic

(Dr Erica Charters)

This session will explore the origins and development of the modern hospital and the varying types and functions of such institutions. The main theme of the lecture will be the medicalization of the hospital: its transition from charitable institution or almshouse to an increasingly specialized site of medical care. In the seminar we will discuss one aspect of this in detail: the birth of what Michel Foucault has termed clinico-anatomical medicine. We will review Foucault's thesis on the 'birth of the clinic' in the light of recent scholarship.

E. H. Ackerknecht, *Medicine at the Paris Hospital, 1794–1848* (1967).

Michel Foucault, *The Birth of the Clinic: An Archaeology of Medical Perception* (1973).

Peregrine Horden, 'The Earliest Hospitals in Byzantium, Western Europe, and Islam' *Journal of Interdisciplinary History* 35 no. 3 (2005), 361-89.

T. Gelfand, *Professionalizing Modern Medicine: Paris Surgeons and Medical Science and Institutions in the Eighteenth Century* (1980).

L. Granshaw and Roy S. Porter (eds), *The Hospital in History* (1989).

Mary Fissell, 'The disappearance of the patient's narrative and the invention of hospital medicine' in Roger French and Andrew Wear (eds) *British Medicine in an Age of Reform* (London: Routledge, 1991), 92-109.

Mark Harrison, Margaret Jones, Helen Sweet, eds, *From Western Medicine to Global Medicine: The Hospital Beyond the West* (2009).

John Henderson et al, eds., *The Impact of Hospitals, 300-2000* (2007).

Colin Jones and Roy Porter (eds.), *Reassessing Foucault: Power, Medicine and the Body* (1994)

O. Keel, 'The politics of health and the institutionalization of clinical practices in Europe in the second half of the eighteenth century', in W.F. Bynum and R. Porter (eds), *William Hunter and the eighteenth-century medical world* (1985), 207–58.

R. Maulitz, 'The pathological tradition', in W.F. Bynum and R. Porter (eds), *Companion Encyclopedia of the History of Medicine* (1993), 169–91.

Roy Porter, 'The Gift Relationship' in Lindsay Granshaw and Roy Porter (eds), *The Hospital in History* (London: Routledge, 1989), pp. 149-78.

G. B. Risse, *Mending Bodies, Saving Souls: A History of Hospitals* (1999).

Charles E. Rosenberg, *The Care of Strangers: The Rise of America's Hospital System* (1987).

U. Tröhler, *'To Improve the Evidence of Medicine': The Eighteenth-Century British Origins of a Critical Approach* (Edinburgh, 2000).

WEEKS 4 & 5

Psychiatry and madness

(Dr Sloan Mahone)

As a medical discipline, psychiatry is unique and perhaps inherently controversial for its presumed authority over, not only the nature of the disorder, but the very nature of the person. This expertise has existed historically in tandem with the ability to classify and to confine. The trends in this literature have ranged from questioning the legitimacy of psychiatric authority and the 'reality' of mental illnesses, to treatises on the history of confinement and the use of psychosurgeries and other seemingly 'punitive' somatic treatments such as electro-convulsive therapy (ECT). Lastly, emerging histories of psychiatry within various colonial contexts are providing some fascinating glimpses into colonial approaches to describing their subjects whether in medical, psychological or political terms. This session will provide an overview of psychiatry as a discipline as well as a discussion of the historiography of psychiatry in contrast to the historiography of madness.

Roy Porter, *Madness: A Brief History* (2002)

George Rosen, *Madness in Society: Chapters in the Historical Sociology of Mental Illness* (1968)

Mark Micale and Roy Porter (eds.), *Discovering the History of Psychiatry* (1994): Chapter 1: 'Introduction: reflection on psychiatry and its histo-ries' (and other chapters by area of interest.)

Michael MacDonald, *Mystical Bedlam: Madness, Anxiety and Healing in Seventeenth-century England* (1981)

Mark Micale (ed.), *Traumatic Pasts: History, Psychiatry and Trauma in the Modern Age, 1870–1930* (2001): Chapter 1: 'Trauma, psychiatry & history: A conceptual & Historiographical introduction'; Chapter 2: 'The railway accident: Trains, trauma, and technological crises in nineteenth-century Britain'

Megan Vaughan, *Curing Their Ills* (1991): Chapter 5: 'The madman and the medicine man: Colonial psychiatry and the theory of deculturation, 100–128

Jonathan Sadowsky, *Imperial Bedlam* (1999)

Thomas Szasz, *The Myth of Mental Illness* (1961)

Peter Breggin, *Toxic Psychiatry* (1994)

WEEKS 5 & 6

Patients and practitioners

(Dr Erica Charters)

In this session we consider whether the widely used concept of professionalisation may be applied to earlier periods, before the 'rise of professional society'. The session will focus on the different modes of interaction between patients and practitioners, and the historiographical tendency, deriving from the work of sociologists such as Jewson, to locate major changes at the end of the eighteenth century.

John Burnham, *How the Idea of Profession Changed the Writing of Medical History* (1998).

Carlo Cipolla, 'The Professions. The Long View' *Journal of European Economic History* 2 (1973), 37-52.

H. J. Cook, *The Decline of the Old Medical Regime in Stuart London* (1986), esp. chapter 1

F. Condrau, 'The Patient's View meets the Clinical Gaze' *SHM* 20 no. 3 (2007) 525-40

Mary Fissell, 'Women, Health, and Healing in Early Modern Europe' *Bull Hist Med*, 82 no 1 (2008), 1-17.

N. D. Jewson, 'Medical knowledge and the patronage system in eighteenth-century England', *Sociology*, 8 (1974), 369–85 and 'The disappearance of the sick man from medical cosmology 1770–1870', *Sociology* 10 (1976), 225–44

M. Last and G. L. Chavunduka, *The Professionalization of African Medicine* (1986).

Vivian Nutton, 'Continuity or Rediscovery? The City Physician in Classical Antiquity and Medieval Italy' in Andrew W. Russell, ed., *The Town and State Physician in Europe* (1981).

T. Ogawa (ed.), *History of the Professionalization of Medicine* (1987).

Katherine Park, *Doctors and Medicine in Early Renaissance Florence* (1985).

M. Pelling, 'Medical practice in early modern England: trade or profession?', in idem., *The Common Lot: Sickness, Medical Occupations and the Urban Poor in Early Modern England* (1998), 230–58

J. V. Pickstone, 'Ways of knowing: towards a historical sociology of science, technology and medicine', *Brit. Jnl. Hist. Sci*., 26 (1993), 433–58

R. Porter, 'The Patient's View: Doing Medical History from Below', *Theory and Society*, 14 (1985), 175-98.

R. Porter (ed.), *Patients and Practitioners: Lay Perceptions of Medicine in Pre-Industrial Society* (1985).

WEEKS 6 & 7

Race and medicine

(Dr Sloan Mahone)

The concept of race, employed in medico-scientific, social and political contexts, is often assumed to be an unproblematic and clearly defined category, when in fact, its definition and usage over time has been notoriously unstable. This session looks at the construction of the concept of race from antiquity to modern times. The readings comprise primary and secondary sources and encompass differing views of race across cultures, political spheres and intellectual milieus.

Robert Bernasconi, 'Who invented the concept of Race? Kant's role in the Enlightenment construction of race' in R. Bernasconi (ed.), *Race* (Blackwell Readings in Continental Philosophy, 2001)

Robert Bernasconi (ed.), *The Idea of Race* (2000)

Douglas Lorimer, 'Race, Science and Culture: Historical Continuities and Discontinuities, 1850–1914', in S. West (ed.), *The Victorians and Race* (1996).

Emmanuel Chukwudi Eze (ed.), *Race and the Enlightenment: A Reader* (1997)

Nancy Stepan, *Picturing Tropical Nature* (2001): Chapter 3: 'Racial degenerations'; Chapter 4: 'Racial transformations'

Waltraud Ernst and Bernard Harris (eds.), *Race, Science and Medicine, 1700–1960* (1999): Chapter 1: Introduction; Chapter 11: 'Savage civilisation': Race, culture and mind in Britain, 1898–1939'

Anthony Appiah, 'The uncompleted argument: Du Bois and the illusion of race', *Critical Inquiry*, 12(1) (Autumn 1985), 21–37

Richard J. Herrnstein and Charles Murray, *Bell Curve: Intelligence and Class Structure in American Life* (1994)

Steve Fraser (ed.), *The Bell Curve Wars: Race, Intelligence, and the Future of America* (1995)

Reanne Frank, 'What to make of it? The (Re)emergence of a biological conceptualization of race in health disparities research', *Social Science & Medicine*, 64 (2007), 1977–1983

Joseph L. Graves, Jr., *The Emperor's New Clothes: Biological Theories of Race at the Millennium* (2002)

FURTHER INTEREST

Saul Dubow, *Scientific Racism in Modern South Africa* (1995)

James Jones, *Bad Blood: the Tuskegee Syphilis Experiment* (1993, expanded edition)

Nancy Stepan, *The Idea of Race in Science: Great Britain, 1860 to 1960* (1982)

WEEKS 7 & 8

Public Health in Global Contexts

(Dr Erica Charters)

This session explores the relationship between the modern state and medicine through the framework of public health. While population has demonstrably increased during the modern period, historical demographers continue to debate its causation. Public health reform has extended lifespan, but such state intervention has also led to an expansion of authoritarian power, with public health bureaucracy necessarily shaped by national, international, and imperial political cultures. Here, we focus particularly on developments in nineteenth-century Britain alongside a consideration of the role of public health in the development of the imperial state.

David Arnold, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India* (1993).

Edwin Chadwick, *Report on the Sanitary Condition of the Labouring Population of Great Britain* [1842] (1965)

C. M. Cipolla, *Miasmas and Disease: Public Health and the Environment in the Pre-Industrial Age* (1992)

R. J. Evans, *Death in Hamburg: Society and Politics in the Cholera Years, 1830–1910* (1987)

C. Hamlin, *Public Health and Social Justice in the Age of Chadwick* (1998)

Mark Harrison, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914* (Cambridge, 1994).

Lenore Manderson, *Sickness and the State: Health and Illness in Colonial Malaya, 1870-1940* (CUP, 1996)

S. Marks, 'What is Colonial about Colonial Medicine? And What has Happened to Imperialism and Health?' *SHM*, 1997, 205-219.

J. V. Pickstone, 'Dearth, Dirt and Fever Epidemics: Rewriting the History of British 'Public Health' 1780–1850' in P. Slack and T. Ranger, eds., *Epidemics and Ideas,* (1992): 125–46.

John Pickstone, 'Medicine, Society, and the State' in Roy Porter (ed.), *Cambridge Illustrated History of Medicine* (Cambridge: Cambridge University Press, 1996), 304-41.

D. Porter (ed.), *The History of Public Health and the Modern State* (1994)

—, *Health, Civilisation and the State: A History of Public Health from Ancient to Modern Times* (1999)

George Rosen, *From Medical Police to Social Medicine. Essays on the History of Health Care* (1974).

S. Sheard and H. Power (eds.), *Body and City: Histories of Urban Public Health* (2000).

N. Stepan, 'Tropical Medicine and Public Health in Latin America', *Medical History* 42 (1998), 104-112.

Megan Vaughan (ed.), *Curing their Ills. Colonial Power and African Illness* Cambridge 1991).

WEEKS 8 & 9

A revolution in medicine? Bacteriology and scientific medicine

(Dr Elise Smith)

The late nineteenth century witnessed what some have termed a 'scientific revolution' in medicine, due to the impact of the basic sciences on the understanding, prevention, and treatment of disease. With this went a change in the dominant source of medical knowledge from the hospital to the laboratory. The lecture will review this general transition in late-nineteenth-century medicine and, in the class we will examine one particular case study – consumption/tuberculosis. The class will examine changing perceptions of this disease due to the advent of germ theory, not only in terms of theories of causation but also in preventive strategies and disease-specific treatments.

L. Bryder, *Below the Magic Mountain: A Social History of Tuberculosis* (1984), chapter 4.

A. Caplan, 'The concepts of health, illness and disease', in W.F. Bynum and R. Porter (eds), *Companion Encyclopedia of the History of Medicine* (1993), 233–48

A. Cunningham, 'Transforming the plague: the laboratory and the identity of infectious disease', in A. Cunningham and P. Williams (eds), *The Laboratory Revolution in Medicine* (1992), 209–44

R. Dubos and J. Dubos, *The White Plague* (1988 reprint), 229–37

G.L. Geison, 'Pasteur, Roux and Rabies: scientific versus clinical mentalities', *Journal of the History of Medicine*, 45 (1990), 341–65

M. Harrison, *Disease and the Modern World* (2004), chapter 6

N. Jewson, 'The disappearance of the sick man from medical cosmology', *Sociology*, 10 (1976), 225–44

C. Lawrence, *Medicine in the Making of Modern Britain* (1994), 58–67

C.E. Rosenberg, 'Framing disease: illness, society and history', in C.E. Rosenberg and J. Golden (eds), *Framing Disease* (1992), xiii–xxvi

F.B. Smith, 'The Retreat of Tuberculosis', 1850-1950

M. Worboys, 'The sanatorium treatment for consumption in Britain, 1890–1910', in J.V. Pickstone (ed.), *Medical Innovation in Historical Perspective* (1992)

IV
Library and Computing Facilities

History Faculty Library

Students may access any of the 40 Bodleian Libraries and will find the History Faculty Library (HFL), Wellcome Unit for the History Medicine Library (WEL), Radcliffe Science Library (RSL) and the Bodleian Library (BOD) most useful. For more detailed information on specific libraries please consult individual library websites, our online guides and our members of staff. For a map of library locations please go to http://www.bodleian.ox.ac.uk/libraries.

The HFL and RSL are lending libraries while the BOD and WEL are reference-only libraries. To access any of the libraries you must have your University Card with you. All libraries are equipped with PCs, wireless access and printing, copying and scanning services. Ask any library staff for assistance.

To search for books and journals, use the online catalogue SOLO (http://solo.bodleian.ox.ac.uk). To check your loan, renew and place holds, login to your Patron Account with Single Sign-On (SSO). Students also have access to a vast range of databases and electronic journals via OxLIP+ (http://oxlip-plus.bodleian.ox.ac.uk).

Computing Facilities

Students may use the computers in the Graduate Computer Room on the ground floor of the Faculty of History in George Street, 8am till 8pm seven days a week, unless the room is being used for a class. There are 19 computers connected to an A4 printer. An A3-sized scanner is also available upon request. In order to gain access to the computing facilities, you must first register with the Faculty's IT Office: tel. (6)15031, E-mail <itsupport@history.ox.ac.uk>.

Limited access to computers at the Wellcome Unit for the History of Medicine in the Resource Room at 45 Banbury Road may also be available. Students wishing to use these facilities should apply to the Director of the Wellcome Unit.

V
Graduate Joint Consultative Committee

The representative for Group V (History of Science, Medicine and Technology) on the Faculty of History's GJCC with Graduate Students is Kathleen Vongsathorn, Green Templeton College kathleen.vongsathorn@gtc.ox.ac.uk. The termly meeting of the GJCC is normally held on the Monday of 7th Week.

JANE WILLIS KIRKALDY SENIOR PRIZE

This annual prize, currently of £300, is offered for competition to Oxford graduate students for an essay of 10,000–15,000 words on a topic concerning the history of science, medicine, or technology proposed by the candidate. Essays are to be specifically historical in their approach. Submitted work should be in the form of a self-contained essay (i.e. not a chapter of a thesis).

Essays, which should be emailed to administrator@history.ox.ac.uk, must be received by the Secretary to the Committee for the History of Science, Medicine and Technology not later than [date to be confirmed]

For full details, click on 'Jane Willis Kirkaldy Prize' on the Links page of www.history.ox.ac.uk/hsmt

VI
Advanced Papers
History of Science, Medicine and Technology

Each Advanced Paper will normally be taught in weekly sessions over one term or in fortnightly sessions over two terms. The precise timing and other arrangements should be settled with the tutor responsible for the paper.

The Advanced Papers available in 2009–2010 are as follows:
***M** = Michaelmas Term **H** = Hilary Term; **T** = Trinity Term; *= to be agreed.*

Full details of the content of each paper are given on
www.history.ox.ac.uk/hsmt/

Birth of the clinic, 1750–1850

Professor Laurence Brockliss ..... **H**

This course explores one of the defining moments in the history of modern medicine, immortalized by Foucault. In particular it looks at the following themes: (1) The original role of the hospital as a shelter for the indigent; (2) The development of the hospital as a site for the study of disease around 1800; (3) The similarities and differences between hospital and private medical practice; and (4) The growing tension after 1820 between the hospital and the laboratory as centres of medical science. For the most part, the course concentrates on the history of the clinic in France, but reference is continually made to contemporary developments in Great Britain, the Austrian Empire, and the Italian peninsula. The most important comparative question addressed concerns the chronology of the development of clinical medicine: was Paris really first? Students also have the chance to examine other comparative themes such as the different attitudes towards the hospital patient in Britain and France and reflect on the emergence in this period of specific national medical cultures.

Disease, medicine and colonialism in South Asia

Professor Mark Harrison .....**H & T**

****NOT OFFERED IN 2011/12****

The history of health and medicine in what is now referred to as South Asia is a burgeoning field. Much of this literature has concentrated on the place of medicine in relations between Europeans and Indians before and during periods of formal colonial rule. Historians who have worked on these subjects have used medicine, health and disease as windows through which to view social and political trends and that is the approach taken in this course. The course begins by examining the

interaction of medical ideas and practices that followed the establishment of Portuguese colonies in India at the beginning of the sixteenth century. Having surveyed various aspects of the medical encounters between Indians and Europeans during the sixteenth, seventeenth and eighteenth centuries, the course explores the role of Western medicine under British rule during the nineteenth and twentieth centuries. Themes include the growth of Western medical education and hospitals, reform of indigenous medical traditions, public health and epidemic diseases, and the relationship between medical theory and political ideas.

Disease, Medicine and Society in the Americas

Dr Erica Charters .....**H & T**

This course explores the role of disease and medicine in the development of the Americas, beginning with first contact between the Old World and the New and ending with American intervention in Latin America. It provides a comparative overview of colonial experience and practice, examining the empires of Spain, France, Portugal, and England/Britain. Medicine and other responses to disease are used to elucidate political and social structures of imperialism and examine the effect of the 'New World' on European thought and practice. We begin with the Columbian exchange, looking at the obstacles and opportunities that disease presented in the so-called New World. We consider disease and medicine in the shaping of the Atlantic slave trade, as well as in the diversity of theories regarding race in Spanish America, the Caribbean, and the United States.

Electrotherapy: a case-study in nineteenth- and twentieth-century science, technology and medicine

Dr John Senior ..... **H**

The course will examine the manifold uses of electrotherapy and the strategies of its legitimization throughout the nineteenth and twentieth centuries. In its heyday in the late Victorian era, electrotherapy was utilised for a myriad of neurological and psychiatric disorders. By exploiting the prestige of science and the numinous quality of technology, medical electricians translated the protean forces of nature into an emblem of medical modernity. Later on, however, the spread of urban networks of power and the introduction of electrical appliances into the home had lent an aura of mundanity to the specialty. Throughout the course there will be an opportunity to discuss the social meaning of electricity and its diverse and often incompatible associations with all aspects of society – 'quackery', popular entertainment, industry, communications and even capital punishment. Attention will be given to

contemporary literature and film, historical artefacts and patient records as well as new scholarship.

Evolution and society, 1700–2000: biology, politics and religion
Professor Pietro Corsi …….. **H**

It is the aim of the course to explore the complex relationship between the history of evolutionary doctrines and the national, social and cultural contexts within which they emerged. From the early decades of the XVIII century until today, the debate on the history and transformations of life on earth has been characterized by a plurality of theoretical standpoints and disciplinary practices. Moreover, religious, social and political assumptions and implications have been and are still seen as relevant to the public debate on the history and variety of life forms, of humans in particular. From XVIII century France (B. De Maillet and J:-B. Lamarck), through England (E. and C. Darwin) and Germany (E. Haeckel), up to the evolutionary synthesis of the 1920s–1950s and the recent resurgence of a strong religious opposition to evolution in the United States and elsewhere, the debate on evolution has involved a plurality of social and intellectual actors, and has been used to serve a variety of political and ideological agendas.

Historical Approaches to the Psychology of Religion
Dr Sloan Mahone ..... **H & T**

This course explores the history of ideas about the relationship between individual and collective psychology and religious concepts and experience. The course takes a comparative approach, looking across cultures with an emphasis on the range and diversity of the psychologies of religious experience and their changing interpretations over time. The course examines a wide variety of case studies from Africa, Asia, the Pacific, urban America and the American Southwest, seeking to contrast the points of view of followers of religious movements with the interpretations of state authorities who often believed they were witnessing incidences of mass hysteria or religious mania. Class discussions will highlight both the differences and commonalities of various types of prophetic and charismatic movements, shamanistic practices, and 20th and 21st century interpretations of religious experience within neurology and the neurosciences. Students will engage with a wide body of historical and anthropological literature as a means of tracking the resilience of ancient phenomena into modern times.

The material culture of the Scientific Revolution
Dr Jim Bennett and Dr Stephen Johnston..... **H** (or **H & T** if preferred)

This course is based in the Museum of the History of Science and will make use of its rich collections from Renaissance and early-modern Europe. During this period the use of instruments expanded beyond the Renaissance domain of mathematics – which included astronomy, time telling, navigation, surveying, the arts of war, and so on – as they also became tools of experimental natural philosophy. At the same time, the growth of collections and museums helps to place instruments and other objects of natural philosophical interest in a wider intellectual context: they were not used only for practical ends. While texts are our most familiar resource, material culture has become increasingly important for historians of science in recent years.

Health and the People in Early Modern France and England
Dr Erica Charters ……**H&T**

A strong and healthy population was a key political concern that shaped the development of early modern states. This course examines the history of public health and the nature of modern governance in England and France during the late 17th and 18th centuries. Key issues include the development of population statistics, the growth of hospitals, the role of medicine in Enlightenment thought and 18th-century reform, the shaping of cities in response to disease, and the relationship between welfare, charity, and healthcare. While historians have tended to focus on the global rivalry and structural differences between these two European superpowers, this course examines cultural, political, and social responses to disease and illness in order to compare and contrast early modern state formation and probe the difference between public and private healthcare. A key component of the course will be the use of readable and entertaining primary sources.

Medicine and modern warfare
Dr Elise Smith … .....**H & T**

The main aim of this course is to illuminate some of the more important aspects of the relationship between medicine and warfare in the period from the late seventeenth century through to the twentieth century. The over-arching theme of the course is the role of medicine in the emergence of 'modern' forms of warfare, particularly the contribution that medicine made to manpower economy, discipline and morale. Examination of these themes will enable students to comment critically on the work of theorists of modernity such as Max Weber and Michel Foucault and to place military-medical developments in the context of recent historical scholarship on the 'military revolution' and the growth of modern states. The course also examines the relationship between war and medical innovation and between war and welfare provisions. Study of these subjects will entail critical evaluation of the arguments advanced

by historians such as Jay Winter and Roger Cooter, and of relevant social and cultural theory.

Political economy of health and medicine in Africa

Dr Sloan Mahone ..... **H & T**

This course challenges students to critique the social and ethical dimensions of economic and political policies and strategies, using public health as the organizing framework for both historical and contemporary case studies in Africa. The course will begin with an introduction to the historiography of health and medicine in Africa and will continue with readings from a variety of disciplines and a wide range of primary and secondary sources related to key themes and ways of thinking about public health and medicine. Seminars will offer not only examples that are well documented case studies in medical history and bioethics, such as the Colonial response to sleeping sickness in the Belgian Congo, but also those practices that, although widespread and devastating, have remained largely hidden from view such as the promotion of dangerous skin-lightening creams or the market-driven epidemic of 'commerciogenic malnutrition' caused by the aggressive marketing of baby formula in developing countries. The course will conclude with seminars analysing the impact of the global AIDS pandemic, particularly in Africa, where the complex relations of governments, scientific research bodies, health workers, and the pharmaceutical industry are discussed.

Science and Technology Studies

Professor Steve Woolgar …….. **H**

This course introduces some main themes and issues in Social Studies of Science and Technology (also called Science and Technology Studies – STS), an important, influential and often controversial interdisciplinary field. It is provocative in challenging accepted views about science and technology, one consequence of which is to raise profound questions about the very basis for scholarship and research. Many of its arguments have impacted on work in social science, history, and philosophy. Some of the analytic perspectives covered include relativism and social constructivism, social shaping, actor network theory and reflexivity.

Environmental History: Industry, Expertise and Pollution, 17th-20th Century

Dr Thomas Le Roux…… **H**

Among newly emerging fields of historical research, the history of the environment is likely to contribute in fundamental ways to the understanding of present-day ecologic crisis. The Graduate Seminar will focus on the relationship between nature and human activities through

the study of the impact of industrial pollution on the environment, from the beginning of industrialisation in the 17th Century to today. Particular attention will be devoted to reconstructing the choices made by societies and their leaders when faced with pollution. The close links between technical and scientific knowledge, expertise and the politics of nature will be at the heart of the discussion. A variety of issues will take in turn central stage: industrial production and main sources of pollution; the Enlightenment and the growth of expertise; technical improvements; occupational health; mass production; industrial strategies and vulnerabilities; legal and statutory implications; industrial control, risk and accidents. These issues will highlight the strategies of justification of pollution by western powers, within the context of globalization and competition. The history of the regulation of industrial pollution has been, and is, far from neutral.

Advanced papers in 2011–12

MPhil students will also do some of their Advanced Papers in 2011–2012, and should note that *on present information* all of the papers listed above will be available.

OTHER COURSES AND PAPERS

Advanced papers other than those listed above

Advanced papers may also be selected

either from another Master's degree under the auspices of the Faculty of History approved from time to time by the Graduate Studies Committee of the Board of the Faculty of History.

or from another Master's degree on the recommendation of the candidate's supervisor and endorsed by the Course Director.

Choices have to be approved by the Chairman of the Graduate Studies Committee of the Board of the Faculty of History **not later than Monday of 4th Week of Michaelmas Term (or, in the case of the MPhil of the second Michaelmas Term of the course).** Candidates wishing to take a paper from a Master's degree outside the History of Science, Medicine, and Technology will also need the approval of the appropriate course convener and the Graduate Studies Committee of the relevant faculty board or inter-faculty committee who need to be satisfied that each candidate has an adequate background in the subject. Not all options may be available in any one year.

Your attention is especially drawn to the advanced papers offered for the MSc and MPhil in Economic and Social History at **www.history.ox.ac.uk/ecohist**

VII
Guidance on MSc and MPhil Dissertations

(*a*) Candidates must submit to the Clerk of the Examination Schools, High Street, Oxford, by the specified date, three copies of their dissertations.

These must be securely and firmly bound in either hard or soft covers. One copy of an MPhil dissertation which is approved by the examiners must be deposited in the Bodleian Library. This finalized copy should incorporate any corrections or amendments which the examiners may have requested. It must be in a permanently fixed binding, drilled and sewn, in a stiff board case in library buckram, in a dark colour, and lettered on the spine with the candidate's name and initials, the degree, and the year of submission, as prescribed for DPhil theses.
Further information is available at:
http://www.history.ox.ac.uk/postgrad/pg_sect_guidance.htm#binding

(*b*) eTheses: MPhil students who are required to submit a library copy of their dissertation also need to deposit an electronic copy in the Oxford University Research Archive. Further information is available at: http://www.history.ox.ac.uk/postgrad/pg_sect_guidance.htm#etheses

(*c*) All dissertations should have an historical dimension, i.e. they should follow a problem or issue as it unfolds dynamically through time, or should relate their problem clearly to some body of historical argument. Mere summaries of the secondary literature will not count as satisfying the requirement of the dissertation. The dissertation must have an element of originality. This can be provided by making use of fresh historical evidence, or by applying a new conceptual, analytical, or methodological approach to existing evidence, or a combination of these elements. For example, new archival evidence may be applied to an existing debate. The evidence may also be considered fresh even if it is readily available, but has not been applied so far to this particular problem. Alternatively, existing evidence may be applied to a novel hypothesis, or perhaps to a new way of formulating and testing an existing hypothesis, e.g. by the application of regression analysis, of game-theoretical, property-rights, collective action, or Marxist concepts. The application of a different disciplinary approach, e.g. linguistics or the History of Art might be appropriate. These are all provided as examples and do not constitute a definitive list; originality is a quality that cannot be specified in advance.

(*d*) Make sure to allocate sufficient time for research and writing. In making plans for the Easter and summer vacations, give the completion of the dissertation and other academic assignments the first priority.

VIII
Introductory Events

Wellcome Unit: *Wellcome Unit for the History of Medicine, 45–47 Banbury Road*
Exam Schools: *Examination Schools, High Street*
HFB: *History Faculty Building, George Street*
OUCS: *Oxford University Computing Services, 19 Banbury Road*
RSL: *Radcliffe Science Library, Parks Road*

TUESDAY 4 OCTOBER 2011	**11.30am**	*RSL*	**Visit to the Radcliffe Science Library** Meet at the library
	1.00pm	*Seminar Room, Wellcome Unit*	**Preliminary meeting with the Director of Graduate Studies in History and your course leaders** All new graduate students in the History of Science, Medicine, and Technology should attend this meeting, where there will be an opportunity to meet some of the tutors involved in teaching the course, and various practical arrangements will be confirmed**.**
WEDNESDAY 5 OCTOBER 2011	**5pm**	*HFB*	**Introduction to information facilities for students new to Oxford** Isabel Holowaty: History Librarian Representative of the OUCS Training Centre Cheryl Bresnark: Faculty IT Officer
THURSDAY 6 OCTOBER 2011	**3.30pm**	*OUCS*	**Introduction to the Bodleian Library, online catalogues and databases -** Isabel Holowaty. Book at: http://www.bodleian.ox.ac.uk/history/services/training/PGtraining
	5pm	*HFB*	**Meeting for new doctoral students in history** Talk by David Parrott, Director of Graduate Studies
THURSDAY 20 OCTOBER 2011	**6pm to 7.30pm**	*Museum of the History of Science*	**HSMT Party**
WEDNESDAY 26 OCTOBER 2011	**2pm to 4pm**	*Exam Schools*	**Information Fair** Gateway to University's information resources

In addition, please make sure that you join one of the introductory sessions on the facilities of the Bodleian Library. This is especially important if you have not used the library before.

Also subscribe as soon as you can to the Nuncius bulletin-board. Nuncius carries announcements about all events in Oxford HSMT as well as other information relevant both to the wider community of Oxford history and beyond.

N U N C I U S

Nuncius is a mailing list for the Oxford community of historians of science, medicine, and technology, and for those with closely related interests. It can be used by students, staff and academic visitors as a forum for discussion and a means of keeping in touch, as well as a place where announcements can be made and news posted, such as details of lectures, seminars, and other events. It is administered at the Museum of the History of Science.

To subscribe send an email to: nuncius-subscribe@maillist.ox.ac.uk

To send a message, use the address: nuncius@maillist.ox.ac.uk. Messages you send to this address will be distributed to all of the subscribers to the nuncius mailing list

For further help, send a message to: nuncius-help@maillist.ox.ac.uk.

You should also explore the websites serving HSMT in the University. These include:

- General HSMT site: www.history.ox.ac.uk/hsmt
  This includes information about the Oxford HSMT group and has some links (to reading lists and other materials) that you should find useful.
- Wellcome Unit for the History of Medicine**:** www.wuhmo.ox.ac.uk
- Museum of the History of Science**:** www.mhs.ox.ac.uk
- The Faculty of History website, containing a wide range of reading lists and other information, is at www.history.ox.ac.uk

IX
Where to find us

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In addition to those named above, the following are currently engaged in, or are available for, the supervision and teaching of graduate students in Group V:

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X
Timetable, 2011/12

The timetable for classes and lectures in this course is as follows:

Methods and themes in the history of science and technology

Class **Tuesday from 2pm to 4pm** in the History Faculty Building, George Street.

Lecture (Introduction to the history of science and technology): Weekly (in Michaelmas Term only) on **Wednesdays from 11am to 1pm**.

Methods and themes in the history of medicine

Lecture **Tuesdays from 10.30am to 11.30pm** in the Wellcome Unit, beginning in 1st week.

Class **Thursdays at 10.30am to 12.00-midday** in the Wellcome Unit, beginning in 2nd week.

Graduate History of Science seminar (convened by Professor Pietro Corsi): **'Darwin in History'**. Thursdays from 3.00pm to 5.00pm, Colin Matthew Room, History Faculty Building, George Street.

Research seminar in the History of Medicine (convened by Dr Erica Charters in Michaelmas Term): **'**Disciplinary Approaches to the History of Medicine**'**. Mondays from 2.00pm, Seminar Room, Wellcome Unit for the History of Medicine

Graduate research forum in the history of medicine (convened by Dr Sloan Mahone and Dr Erica Charters): To be held in even weeks during Michaelmas and Hilary terms in the Wellcome Unit, on Mondays 10.30am to 12.00-midday.

HISTORY OF SCIENCE SEMINARS

Conveners: Professors Paul Weindling and Pietro Corsi

Michaelmas Term 2011: Thursdays, 3–5pm in the Colin Matthew Room,
History Faculty, Old Boys' High School, George Street
Coffee available in the Common Room from 2.30pm

Please note the first session in Week 1 will be held from 2-4pm

In 1983, Paul Weindling and Pietro Corsi published a collective volume, *Information Sources in the History of Science and Medicine* (London, Butterworth) assessing the trends then animating debates within the cluster of disciplines dealing with 'science' in history. Almost thirty years later, the shape of the history of science, medicine and technology has inevitably and radically changed. This series of seminars will survey some of the ways in which the study of 'science' and 'medicine' in different times and geographical locations is practiced at Oxford by colleagues working in various disciplinary areas.

Week 1 – 2-4pm 13 October	**Professor Harvey Brown**, *Faculty of Philosophy* 'How history of physics enriches philosophy of physics'
Week 2 – 3-5pm 20 October	**Professor Mark Harrison**, *Wellcome Unit for the History of Medicine* 'The history of medicine and the challenge of globalisation'
Week 3 27 October	**Professor Jim Bennett**, *Museum of the History of Science* 'What role for instruments and collections?'
Week 4 3 November	**Professor Pietro Corsi,** *Faculty of History* 'The Politics of Theory in the History of Science'
Week 5 10 November	**Dr Thomas Leroux**, *Maison Française d'Oxford* 'The History of the Environment: Issues and Perspectives'
Week 6 17 November	**Professor Steve Woolgar**, *Said Business School* 'Onto-governance: explorations in accountability and things'
Week 7 24 November	**Professor Sally Shuttleworth**, *Faculty of English* 'The Case of the Mad Baby: Constructions of Evidence in 19C Sciences of Childhood'
Week 8 1 December	**Professor Emilie Savage-Smith**, *Faculty of Oriental Studies* 'The history of Arabic Science'

Research Seminar: The History of the Environment: France and England
Dr Thomas Le Roux is organizing a research seminar in the history of the environment, involving French and British colleagues. Further details will be available in January 2012. Students and colleagues interested in this project could also contact Dr Le Roux directly, through the Maison Française, d'Oxford, or at oekoomeo@gmail.com

HISTORY OF MEDICINE SEMINARS

Convener: Dr Erica Charters

‘Disciplinary Approaches to the History of Medicine’

Michaelmas Term 2011: Mondays at 2.15pm (coffee from 2pm) in the Seminar Room, 47 Banbury Road, Oxford

All are welcome

Week 1 10 October	**Chris Low**, *African Studies, University of Oxford* Medicine of KhoeSan Hunters and Herders of Southern Africa: From Ancient Rock Art to Windhoek Townships – via the British Library
Week 2 17 October	**Sonia Bhalotra**, *Economics, University of Bristol* Shadows of the *Captain of the Men of Death*: Long-Run Impacts of Early Life Pneumonia Exposure
Week 3 24 October	**Christopher Davis**, *Economics, University of Oxford* Economics and History of Medicine in the USSR: Morbidity, Health Inequalities, Performance of Hospitals, and Mortality
Week 4 31 October	**Olivia Smith**, *English, University of Oxford* “The sober detachment of the medical scientist”: Re-reading John Locke's writing
Week 5 7 November	**Tania Sengupta**, *Architecture, University College London* Intersections: health, well-being and spatial cultures in small town India, nineteenth century
Week 6 14 November	**Jacomien Prins**, *Philosophy and Musicology, University of Oxford* Healing, Health, and Harmony in Marsilio Ficino’s *Timaeus* Commentary
Week 7 21 November	**Ceri Boston**, *Archeology, University of Oxford and* ***Catherine Sinnott,*** *Archeology and Forensic Institute, Cranfield University* Osteological Analysis of the Skeletons of Late Georgian Seamen and Marines
Week 8 28 November	**Jonathan Lamb**, *English, Vanderbilt University* Scurvy, Nostalgia and Reverie: The Literary Value of Low Ascorbate Levels

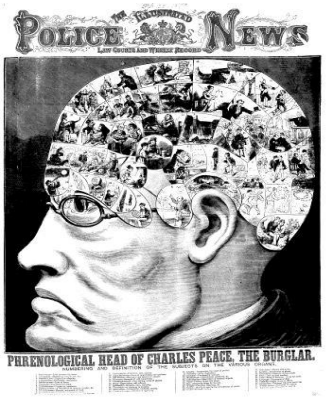
FACULTY OF ENGLISH LANGUAGE AND LITERATURE

Literature and Science Seminars

Michaelmas Term 2011

Details of the programme will be announced at:

http://oxford-lit-and-science.blogspot.com/



Interdisciplinary Nineteenth-Century Culture Forum

CALL FOR PAPERS

This forum seeks to bring together students of all disciplines who share a common interest in the nineteenth century. We focus on a different theme each term, during which we read, present and discuss articles, extracts from books and short stories, and papers (including works in progress) given by fellow students. Additionally, we will be organising trips to view manuscripts in the Bodleian Library, watching films, and visiting museums in Oxford and London. This forum provides a valuable and enjoyable opportunity for students from a wide range of academic backgrounds to contemplate, question and discuss all aspects of nineteenth-century culture.

Michaelmas Term 2011
"Science and the Nineteenth Century"

'Science is a match that man has just got alight... It is a curious sensation, now that the preliminary splutter is over and the flame burns up clear, to see his hands lit and just a glimpse of himself and the patch he stands on visible, and around him, in place of all that beauty and comfort he anticipated- darkness still.' (H.G. Wells, 'The Rediscovery of the Unique', *Fortnightly Review*, 1891).

The nineteenth century witnessed immense scientific advancement, influencing radical technological, political, economic and social change and thus acquiring unprecedented cultural authority for the discipline. However, as H.G. Wells' comment suggests, scientific innovation was also treated with scepticism or even suspicion by some contemporaries, who regarded the pace and scale of such changes as potentially corroding moral values and the integrity of 'natural' life. We invite research papers dealing with any aspect of the impact of science on nineteenth-century culture, whether at an advanced stage or to be treated as work in progress. Topics might include, but are not limited to:

- Advances in medicine and human biology, including forensic science
- Botany
- Evolution and its scientific/cultural/social/religious implications
- Geology
- Museum culture and the sciences
- Technology

Meetings are to be held at Brasenose College, Platnauer Room, fortnightly on Fridays, 12:00-1:30.
Please email nineteenthcenturyculture@hotmail.co.uk for more information.
Or visit our Facebook page at:
http://www.facebook.com/home.php?sk+group_137983782937271&ap=1
Convenors: Hannah Sikstrom (Brasenose) and Eloise Moss (Magdalen)

This booklet is produced by Professor Pietro Corsi.
Information for inclusion in future issues should be sent to Belinda Michaelides at the Wellcome Unit for the History of Medicine, Tel: 01865 (2)74600
E-mail <belinda.michaelides@wuhmo.ox.ac.uk>