This course will explore how human health and medical practice have changed in the past two centuries in the United States, focusing on the emergence of some of the tools, technologies, and ideas that underlie contemporary medical practice.

**Instructor**

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**Syllabus**

**Detailed Description:** This course will explore how medical practice has changed in the past two centuries in the United States, focusing on the emergence of modern biomedicine from traditions including ancient Greek humoral theory, the practices of herbalists, pharmacists, and midwives, and interactions with medicines, ideas, and practitioners from around the world. We will explore the role of scientific and technological advances in fields as diverse as optics and dye-making and their roles in the developing sciences of genetics, radiology, and pharmaceuticals. As a short course, we will focus on the origins of “game-changing” revolutionary technologies that grew into the basis of modern medicine.

**Educational Objectives**

At the conclusion of this course you will have the ability to:
1. Describe the industrial origins of medical technologies such as pharmaceuticals, x-rays, and other medical tools, including the phases of innovation, adoption, and dissemination.
2. Explain the broad changes in human disease patterns in industrialized and developing countries over the past century
3. Analyze the barriers to acceptance of new ideas in medicine and to implementation of changes in practice.

**Topics and Dates**

Week 1: Becoming a Doctor, or when did you have to go to college and actually see patients to get an MD?  
Week 2: Germs, you say? I can’t see them  
Week 3: X-rays and other cool stuff  
Week 4: The Rise of Heart Disease, Cancer and other Chronic Diseases  
Week 5: The Growth of the American Health Care System: or How did we get into this mess?

**Reading Material:** Articles and chapters from a variety of sources will be used to explore the case studies in the course Including possible excerpts from:


**Evaluation**

**Requirements:** Attendance is required. Students will be asked to write a 3-5-page paper on an aspect of one of the episodes in human health or development of medical tools, technologies, and ideas that we explore in the class. All students should discuss their paper topics with the professor by the end of the third class session to ensure suitability and obtain suggestions for approach or research sources. Reading in preparation for class is essential.

**Evaluation:** Students will be graded on class participation (50%) and their paper (50%). Students will graded on the standard range (Honors, High Pass, Pass, Low Pass, Fail) using the standard evaluation form. All students are expected to attend each class session, read assigned material beforehand, and come prepared with at least one question or point for discussion. The student is evaluated based on attendance, preparation for class discussion and participation and the final paper. The grade of Honors will be awarded for a superior and well-researched paper, and contributions to class discussion that show particular insight into the subject matter and contribute to the education and understanding of other students. The grade of Pass reflects commitment and work that is appropriate for the level of training. The grade of Fail denotes deficits in attendance, performance and responsibility.

**Feedback:** The standard evaluation form includes a faculty feedback section. Student papers will receive written comments, and we will assess group dynamics and participation regularly.

**Class Size**

Minimum 6  Maximum 10