

HPSC0038 Medicine and Society

Course Syllabus

2018-19 session | Dr Erman Sozudogru | erman.sozudogru@ucl.ac.uk

An engaging introduction to history, philosophy, and social studies of the medical sciences, including key concepts in science and technology studies, public engagement with science, and science policy. Using case-studies drawn from contemporary medicine, the focus of this module is to encourage students to develop their skills as independent, interdisciplinary and publicly engaged scholars.

Course Information

Basic course information

Moodle Web site:	https://moodle-1819.ucl.ac.uk/course/view.php?id=7443
Assessment:	30% Group project introduction (1500 words)
	40% Individual academic essay (2500 words)
	30% Group project public engagement project (1500 words)
Timetable:	www.ucl.ac.uk/sts/hpsc
Prerequisites:	None.
Required texts:	No set text. Essential readings will be available via the module reading list (search for HPSC0038).
Course tutor(s):	Dr Erman Sozudogru
Contact:	erman.sozudogru@ucl.ac.uk
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Office location:	22 Gordon Square, Room B14
Office hours:	Wednesday 11:30 - 12:30 and Thursdays 12:30 - 13:30.

Schedule

UCL Wk	Seminar number	Topic	Reading
20	1	Introduction: the discovery of streptomycin	Wainwright 1991 Additional reading: Kingston 2004; Wainwright 2005
21	2	Testing TB	Yoshioka 2008 Additional reading: Marks 2003; Hill 1990; MRC 1948
22	3	Evidence-based Medicine (EBM)	Guyatt et al 1992; Sackett et al 1996 Essay tutorial
23	4	Worries about EBM	Clarke et al 2013; 2014
24	5	HIV/AIDS: early responses	Brandt 1986; De Clercq 2009
Group project introduction deadline: 12/02/2020 5pm			
25		Reading week – no seminar	
26	6	Epstein's Impure Science, the prevention of HIV, and the Truvada case	Epstein 1995; Volk et al 2015 Additional reading: Epstein 1996
27	7	Biosciences, gender, and identity	Martin 1991; Carlone and Johnson 2007
28	8	Race-Based Therapeutics?	Rahemtulla and Bhopal 2005; Kahn 2005
29	9	Epistemic Injustice and Illness	Carel and Kidd 2017
Essay deadline: 30/03/2020 5pm			
30	10	Direct-to-consumer drug advertising (DCA)	Lane 2006; Geyer 2011
Group public engagement deadline: 15/04/2020 5pm			

Assessments

Summary

	Description	Deadline	Word limit
30%	Group project introduction	12/02/2020 5pm	1500 words
40%	Individual academic essay	30/03/2020 5pm	2500 words
30%	Group public engagement project	15/04/2020 5pm	1500 words

There are three elements of coursework for this module. For two of them you'll be working in small groups. The first piece of assessment is to produce a detailed **literature review** about one topic related to module themes. You'll then develop part of this topic as an individual **academic essay**, which you'll submit at the end of term. You'll notice that I haven't provided any sample titles here. This is because an integral part of this assignment is for you to develop your own essay topic. Again, I know that this might feel a bit daunting. However, we will spend lots of time during the term discussing how you might go about doing this. For example, we'll collectively have a look at some sample essays, submitted

by students in previous years. This will happen during the **essay tutorial** in week 3, where you'll work in small groups to critique these essays.

Finally, you'll rejoin your groups to produce a **public engagement piece** after the end of term. We will discuss expectations for these different pieces of work during the course of the term. Most importantly, do come to the essay session tutorial in January. Here, you'll be able to look at some sample essays, discuss your ideas and deal with some of the practical aspects of essay writing (style, referencing, and so on). Do note that the assessment for this course might test slightly different skills from those that you might be expected to demonstrate in other areas of your degrees. Specifically, an important objective of this module (and hence its assessments) is to introduce you to writing essays that present a particular argument. The idea of arguing in a convincing way might be a bit daunting, but really it's not too complicated. For this module, I would expect you to be able to engage with arguments in the following ways:

Describe: ('x's argument here is as follows...')

To **analyse** and **critique:** ('I do not, however, think that this argument is successful, because....')

Improve: ('I would instead argue that....because....')

This means that assessment for this module is designed to help you become comfortable with these three forms of engagement with arguing.

Assignments

Essays must be submitted via Moodle. In order to be deemed complete on this module students must attempt all three.

Criteria for assessment

The departmental marking guidelines can be found in the STS Student Handbook. Detailed assessment criteria for each of the three assessments can be found on the module Moodle page.

Aims & objectives

Aims

Through investigating how medical science works, historically, philosophically, and sociologically, this module aims to:

1. Develop investigative research, engagement and presentation skills
2. Introduce foundational concepts in HPS and STS

Objectives:

Intended learning outcomes for this module operate at several levels. By the end of the module, students should be able to:

1. describe some key developments in modern science and technology studies
2. critically discuss foundational concepts in HPS and STS and relate them to examples of contemporary science and technology
3. use on-line tools to produce materials suitable for public engagement
4. develop an appreciation of the role of collaboration in research
5. demonstrate level-appropriate research, filtering, and organising skills
6. demonstrate level-appropriate critical reading and writing skills

Reading list

Readings are indicated in the schedule above, and are made available on the module reading list at readinglists.ucl.ac.uk.

- Beck, U. 1992. From Industrial Society to the Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment. *Theory, Culture & Society*, 9(1): 97-123. doi.org/10.1177/026327692009001006
- Brandt, A. M. 1986. AIDS: From social history to social policy. *The Journal of Law, Medicine & Ethics*. 14(5-6): 231-242. [ncbi.nlm.nih.gov/pubmed/3302549](https://pubmed.ncbi.nlm.nih.gov/3302549)
- Carlone, Heidi B., and Johnson, Angela (2007). "Understanding the Science Experiences of Successful Women of Color: Science Identity as an Analytic Lens." *Journal of Research in Science Teaching* 44(8): 1098-2736. <http://doi.org/10.1002/tea.20237>
- Clarke, B., Gillies, D., Illari, P., Russo, F. and Williamson, J. 2013. The evidence that evidence-based medicine omits. *Preventive Medicine*. 57(6): 745-7. doi.org/10.1016/j.ypmed.2012.10.020
- Clarke, B., Gillies, D., Illari, P., Russo, F., & Williamson, J. (2014). Mechanisms and the evidence hierarchy. *Topoi*, 33(2), 339-360. doi.org/10.1007/s11245-013-9220-9
- De Clercq, E. 2009. Anti-HIV drugs: 25 compounds approved within 25 years after the discovery of HIV. *International Journal of Antimicrobial Agents*. 33(4):307–320. doi.org/10.1016/j.ijantimicag.2008.10.010
- Epstein, S. 1995. The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials. *Science, Technology, & Human Values*. 20(4): 408-437. doi.org/10.1177/016224399502000402.
- Epstein, S. 1996. *Impure Science: AIDS, Activism, and the Politics of Knowledge*. Berkely: University of California Press. Available online at <http://publishing.cdlib.org/ucpressebooks/view?docId=ft1s20045x&brand=ucpress>
- Geyer, R. 2011. The Politics of EU Health Policy and the Case of Direct-to-Consumer Advertising for Prescription Drugs. *The British Journal of Politics & International Relations*. 13(4): 586-602. doi.org/10.1111/j.1467-856X.2011.00460.x
- Guyatt, G. et al. 1992. Evidence-Based Medicine. a New Approach to Teaching the Practice of Medicine. *Journal of the American Medical Association*, 268(17): 2420-5.
- Hill, A. B. (1990). Memories of the British streptomycin trial in tuberculosis: the first randomized clinical trial. *Controlled clinical trials*, 11(2): 77-79. [doi.org/10.1016/0197-2456\(90\)90001-I](https://doi.org/10.1016/0197-2456(90)90001-I)
- Kahn, JD. 2005. Pharmacogenetics and ethnically targeted therapies. *British Medical Journal*. 330: 1508. doi.org/10.1136/bmj.330.7506.1508-a
- Kidd, I. J., and H. Carel. 2017. "Epistemic Injustice and Illness." *Journal of Applied Philosophy* 34 (2):172-190.
- Kingston, W. (2004). Streptomycin, Schatz v. Waksman, and the Balance of Credit for Discovery. *Journal of the History of Medicine and Allied Sciences* 59(3): 441-462. doi.org/10.1093/jhmas/jrh091
- Lane, C. 2006. [How shyness became an illness: a brief history of social phobia](https://doi.org/10.1016/j.cognition.2006.03.001). *Common Knowledge*, 12(3): 388-409.
- Marks, H. (2003). Rigorous uncertainty: why RA Fisher is important. *International Journal of Epidemiology* 32(6): 932-937. doi.org/10.1093/ije/dyg288
- Martin, Emily (1991). "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16(3): 485-501. doi.org/10.1086/494680
- MRC. (1948). Streptomycin Treatment of Pulmonary Tuberculosis: A Medical Research Council Investigation. *British Medical Journal*, 2: 769-782. doi.org/10.1136/bmj.2.4582.769
- Rahemtulla, T. and Bhopal, R. 2005. Pharmacogenetics and ethnically targeted therapies. *British Medical Journal*. 330: 1036. doi.org/10.1136/bmj.330.7499.1036

Sackett, David L., et al. "Evidence based medicine: what it is and what it isn't." *BMJ: British Medical Journal* 312.7023 (1996): 71. doi.org/10.1136/bmj.312.7023.71

Spiegelhalter, DJ and Riesch, H. 2011. Don't know, can't know: embracing deeper uncertainties when analysing risks. *Philosophical Transactions of the Royal Society part A*. **369**(1956): 4730-4750.

doi.org/10.1098/rsta.2011.0163

Volk, J.E, et al. 2015. No New HIV Infections with Increasing Use of HIV Preexposure Prophylaxis in a Clinical Practice Setting. *Clinical Infectious Diseases*. Advance access, available online at

doi.org/10.1093/cid/civ778

Wainwright, M. (1991). Streptomycin: Discovery and Resultant Controversy. *History and Philosophy of the Life Sciences* **13**(1): 97-124. <http://www.jstor.org/stable/23330620>

Wainwright, M. (2005). A Response to William Kingston, "Streptomycin, Schatz versus Waksman, and the balance of Credit for Discovery". *Journal of the History of Medicine and Allied Sciences* **60**(2): 218-

220. doi.org/10.1093/jhmas/jri024

Yoshioka A. (2008). "The Randomized Controlled Trial of Streptomycin" in Emanuel EJ, Grady C, Crouch RA, Lie RK, Miller FG, Wendler D, (eds). *The Oxford Textbook of Clinical Research Ethics*. Oxford: University Press Oxford; 2008. pp. 46–60.

Important Policy Information

Details of college and departmental policies relating to modules and assessments can be found in the STS Student Handbook www.ucl.ac.uk/sts/handbook

All students taking modules in the STS department are expected to read these policies.