ON DRUGS
Medicine, Science, and Industry since 1900

S2 2013

Course Outline v 1.0
(Revised versions may be issued at any time; alerts issued via UNSW student email)
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COURSE STAFF

Convener and Instructor Details:

Name: Prof Nicolas Rasmussen  
Room: Morven Brown 314  
Phone: 93852361 (use email if no answer)  
Email: N.Rasmussen@unsw.edu.au  
Consultation Times: Thursdays 3-4 and by appointment

COURSE DESCRIPTION

Short Description: Drugs can be powerful forces of change in patterns of everyday life, medical care, and even in politics. This course examines the ‘biographies' of influential medicines developed over the course of the past century, from sex hormones to amphetamines to the latest psychiatric drugs. It investigates the history and processes behind the creation of new drugs by the pharmaceutical industry, the interaction of drug marketing with doctor and patient behaviour, and the reshaping of medicine, culture and politics that ensued. It considers some major theoretical perspectives on the role of medicine in society, and the role drugs play in medicine, in historical context. This course is worth 6 units of credit.

Expected workload: In this course you are expected to read all key (italicized) class readings in the course outline with some care, which will take you some 3 hours per week, or up to 40 hours over 12 weeks. The three tutorial essays will each take another 3-4 hours for further readings, plus perhaps 6 hours to write in finished form, or an additional 30 hours in total. Preparation for the test, involving review of readings and notes, and perhaps looking beyond them to outside sources, should take you no more than 10 hours. Thus you should be prepared to devote at least 80 hours of work to this subject outside class in the course of the semester.

COURSE AIMS

The aims of this course are, in respect of content learning, to understand how a set of key drugs came into being over the course of the twentieth century, along with the changes - - in society and in medicine – associated with their introduction, and in parallel how drug regulation has evolved. It also aims to communicate key concepts widely deployed to analyse the impact of drugs including medicalisation, stigma, moral economy, professional monopoly, internal and external modes of social control, and moral panic. It also aims to convey familiarity and use of general concepts in the history of medicine, and about the way scientific and social change have been connected in the modern era.

STUDENT LEARNING OUTCOMES

At the completion of this course students will be able to:

• Understand better where new drugs come from, to analyse how they influence medicine and impact wider society, and to explain how and why some succeed
commercially and some fail (despite therapeutic efficacy) and some come to be classified
dangerous and are banned.

- Gain knowledge and skills for thinking critically about medical progress, about the
  contribution of pharmaceuticals and the business sector generally to it, and about how
  the social roles of medicine have evolved over the past century.

- Learn how to engage in independent and reflective learning in the history and
  sociology of medicine and science, and in history; how to think critically in general; and
  how to argue more cogently in written form.

LEARNING AND TEACHING RATIONALE

The course aims to engage students in learning through critical analysis and discussion,
via a combination of lectures, seminar-type discussions, and small group exercises,
challenging you to apply new concepts to the facts of the cases you are learning about.
The assigned readings will provide you with theoretical tools and with contrasting
accounts of the same events, requiring you to think about evidence and interpretation
rather than passively absorbing settled ‘knowledge’ from secondary sources. Lectures
will present you with models of how some of these conceptual tools are applied to
evidence and challenge you to think about alternatives. Discussion sessions will
encourage comparison of multiple viewpoints, including respectful disagreement.
Tutorial exercises will require you to demonstrate active, critical understanding by
interpreting evidence and arguing for answers to questions. You will achieve the learning
outcomes to the extent that you actively engage with the process of interpreting the same
evidence that readings present in multiple ways, and bring your own knowledge and
experience of medicine from outside class to bear. Dialogue and debate are encouraged
in this context, and openness to a diversity of views and experiences. Expect to engage
and to challenge your set beliefs, along with your abilities to express and justify them.
Only in this way will you develop thinking skills useful for a lifetime.

The UNSW graduate attributes you will build are: capacity for independent and
collaborative enquiry; capacity for rigorous analysis, critique, and reflection; capacity for
lifelong learning; capacity for effective communication; ability to apply knowledge and
skills to solving problems independently.
(See https://my.unsw.edu.au/student/atoz/GraduateAttributes.html).

TEACHING STRATEGIES

In this course the lectures will tie together information from various sources on particular
histories of new pharmaceuticals, and flag interpretative issues for critical consideration.
Not all information is available in the readings, and still less all the ways of thinking
about an issue, so it is important to attend class. It is also important because there will
often be short films. Furthermore the tutorial/seminar discussions will ask you to apply
key theoretical concepts to the case at hand in a context of constructive criticism, where
you can try various interpretations, and prepare you for the week’s essay assignment.
You are expected to do the key (italicised) readings before class sessions, because the
emphasis in lectures will be on interpreting rather than conveying information, and also
because without preparation you will not to learn or contribute much in discussion.
The questions to be discussed in your buzz groups each week, with your collective answers assessed as informal mini-quizzes, depend on having done the reading, and they are designed as a set to prepare you to write that week’s short essay. Each is basically a piece of the essay question. Although the topic area is foreshadowed in this outline, these essay assignments are specified only on the day of the session to emulate the thought processes generally used in real life: you learn background facts first, and when faced with a related problem, learn more facts and apply tools and active understanding as needed to solve it within limited time. The type of short essay you must produce is also crucial in real life, or at least in most white collar jobs, where your main work is to produce ‘reports’ and other analytic short essays useful to your employer.

Although the essays are not long, they require true second-year university level writing capability as well as some care in both thinking and expression. They require you to formulate your views and argue for them concisely and coherently, marshalling relevant evidence extracted from the readings and using it critically (rather than just parroting the secondary sources), while dealing respectfully with alternative views. The essay is not just a form for what you learn; it is the essence of the informed critical thinking that you are expected to learn in this subject and likewise the only way to demonstrate it. Because of the centrality of writing a good essay that speaks convincingly to the issues (as opposed to the readings) this course should be regarded as WRITING-INTENSIVE. Anyone unsure of their expository writing ability should either not take the subject or be prepared to seek outside help (such as that provided by the UNSW Learning Centre) and devote extra time to improving essay writing skills.

**COURSE SCHEDULE**

**Lecture Time & Location (weeks 1-12):**
THURSDAY 10am-12pm Mathews Theatre D

**Tutorial Times & Locations (weeks 2-13):**
THURSDAY 12-1pm Morven Brown G3
THURSDAY 2-3pm Law 276

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>Date</th>
<th>Topic of Lecture</th>
<th>Discussion Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1 Aug</td>
<td>Intro: Medicine and the drug business a century ago</td>
<td>N/A</td>
<td>Parascandola (Reader V1, 55)</td>
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<td>Week 2</td>
<td>8 Aug</td>
<td>Narcotics: Medicine, demedicalization and stigmatization</td>
<td>What determines whether a condition is medical or criminal?</td>
<td>Higby (Reader V1, 1) Courtwright (Reader V1, 4) Jonnes (Reader V1, 12) Lindesmith (Reader V1, 15) Acker (Reader V1, 18)</td>
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<td>Week 3</td>
<td>15 Aug</td>
<td>Medical monopoly: science, doctors, patients and the drug industry</td>
<td>How did medicine become ‘scientific’ &amp; how did drugs help?</td>
<td>Illlich Limits selection 1 - (Reader V1, 31-36) H.Marks (Reader V1, 88) Borell (Reader V1, 57) Rasmussen, ‘Moral Economy’ (Reader V1, 75)</td>
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<tr>
<td>Week 4</td>
<td>22 Aug</td>
<td>Hormones 2: Sex, money, and the mighty glands</td>
<td>How did medicine reflect and shape gender with hormones?</td>
<td><em>Illich Limits</em> selection 2 - (Reader V1 pp. 44-50) Oudshoorn (Reader V1,102) Bell (Reader V1, 112)</td>
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<td>Week 5</td>
<td>29 Aug</td>
<td>World War Two and the Age of Wonder Drugs</td>
<td>The State and the drug industry in the antibiotics revolution</td>
<td><em>Illich Limits</em> selection 3 - (Reader V1, 37-44) Bud (Reader V1, 138) Hilts (Reader V1, 153) Neushul (Reader V1, 116) Liebenau (Reader V1, 129)</td>
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<tr>
<td>Week 6</td>
<td>5 Sept</td>
<td>Mental illness and social control</td>
<td>Tranquilizers: straightjacket, liberation, or neglect?</td>
<td>Kirkby (Reader V1, 158) Swazey (Reader V1, 161) Scull (Reader V1, 190) Laffey (Reader V1, 179)</td>
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<tr>
<td>Week 7</td>
<td>12 Sept</td>
<td>Mental health for the Atomic Age</td>
<td>Pharmaceutical excess: to blame society, users, or medicine?</td>
<td>Pellegrino (Reader V1, 215) Metzl (Reader V1, 219) Rasmussen ‘First Antidepressant’ (Reader V1, 197) Rose (Reader v2, 1)</td>
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<td>Week 8</td>
<td>19 Sept</td>
<td>Social revolution, the Sixties, and the Pill</td>
<td>Did oral contraception bring social change?</td>
<td>Perone (Reader V2, 112) L. Marks (Reader V2, 121) Watkins (Reader V2, 135)</td>
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<tr>
<td>Week 9</td>
<td>26 Sept</td>
<td>Aquarian insurgency and moral panic</td>
<td>Why are drugs like LSD and Ecstasy banned, and not medications?</td>
<td>Ullrich &amp; Patten (Reader V2, 58); Pentney (Reader v2, 68) Becker (LINK Reader V2, 73); Goode &amp; Nachman (Reader V2, 74) Cornwell &amp; Linders (Reader V2, 77); Goode (v2, 101)</td>
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<td>Week 10</td>
<td>10 Oct</td>
<td>Statistical disease and the risk society</td>
<td>How did risks become medical conditions?</td>
<td><em>Illich Limits</em> selection 4 - (Reader V1, 50-54) Rothstein (Reader V2, 8) Greene (Reader V2, 24) Barsky (Reader V2, 48) Brody (Reader V2, 51)</td>
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<td>Week 12</td>
<td>24 Oct</td>
<td>The advance of money, retreat of the State, and the patient activist</td>
<td>How has the new patient altered the regulatory power balance?</td>
<td>Teitelman (Reader V2, 154) Pieters (Reader V2, 159) Epstein (LINK Reader V2, 172) Davis &amp; Abraham (Reader V2, 173)</td>
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<tr>
<td>Week 13</td>
<td>31 Oct</td>
<td>In Class Test (in scheduled tute)</td>
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**Week 13: In Class Test takes place in tutes unless lecture time slot unanimously agreed**

**Note 1:** Indicated (italic) readings for each week are relevant to -- not identical with -- lecture contents.

**Note 2:** In some cases reading have been removed by the Library from the printed reader, so if something is missing from the reader look on line for its relocation to the course web site.

Again, italicised key readings are needed for lecture preparation and seminar/tute discussion, and for subsequent weeks’ topics. Non-italicised readings are needed, in addition, for writing the tutorial essays. Tutorial discussion topics given here are general guides to orient reading, not essay questions in themselves. Actual essay questions will be specified on the day.

**COURSE EVALUATION AND DEVELOPMENT**

Student evaluative feedback on this course is welcomed and is gathered regularly, using among other means UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process. Your feedback will improve the course for future students taking it.

**READINGS AND SOURCES**

Texts: ARTS2303 Course Reader, Volumes I and II, Bookstore and Library/MyCourse. As noted above, for reasons beyond the instructor’s control readings are sometimes removed by the Library from the printed and/or online reader; so if something is missing from the reader location given in this course guide look for its relocation to the Blackboard site (in Resources).

Websites:
If you wish to do research beyond the listed readings, the best starting point is the topic-searchable “History of Science Technology and Medicine” bibliographic database, accessible via SIRIUS through the UNSW Library web site. Sadly, the biomedical literature is not very reliable for secondary sources on drug history, so this database is preferable to PubMed.

There are many—far too many—web sites dealing with drugs and their history, almost all of which are unreliable. On recreational drugs, the site Erowid.com offers useful ‘alternative’ resources that complement the scholarly history of medicine literature, but as with all web research, *caveat lector.* If you choose to rely on web sources that are faulty, you will be held accountable in the event of incorrect facts or bad interpretation.
If you seek extra sources for research on particular topics feel free to ask me -- at least one week in advance of any relevant essay’s due date. Students seeking further resources can also obtain assistance from the UNSW Library. One starting point for assistance is: [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

**ASSESSMENT**

The course assessments are both formative (intended to assist students to identify weaknesses in their understanding, so that they may improve in their understanding and enhance their learning) and summative (intended to pass judgment on the quality of a student’s learning in terms of grades). The three forms of assessment build on each other: the tute discussions (with ‘quiz’) challenge you to understand an interpretative concept and apply it to the facts of a case; the essays extend that exercise into formal argument; and the final test asks you to apply several concepts and/or compare and contrast several cases studied during the term. These forms of assessment align with the learning outcomes regarding the acquisition of knowledge about the history and social theory of medicine; gain in critical reasoning and writing skills; training in the disciplinary skills required for higher level research in the history of science and medicine and history generally; and the development of bibliographical and research skills. For more on the assessment rationale, see ‘Teaching Strategies’ above.

Other than the buzz group quizzes, assessment tasks in the course require that you produce reasoned, analytic arguments, rather than simply recite facts or describe readings, in the form of short ESSAYS. Again, if you are in any doubt that you possess second year University-level skills in essay writing, please draw on UNSW’s Learning Centre ([http://www.lc.unsw.edu.au/](http://www.lc.unsw.edu.au/)), which offers resources and both on-line and personal instruction to help you. Or rethink whether to take the course.

For a passing mark in the subject, all three assessment components (short essays, in class test, and discussions) must be completed as a Pass (ie. 50%) level

**Assessment Task Summary and Rationale:**

(i) Weekly writing assignments (3 short essays, each 1200-1600 words) 66% total

Rationale: Learning outcomes assessed: how and why particular drugs came into medical practice; understanding and use of analytic concepts central to that week’s lecture and assignment. Graduate attributes assessed: capacity for independent enquiry; capacity for rigorous analysis, critique, and reflection; capacity for lifelong learning; ability to apply knowledge and skills to solving problems independently.

(ii) Class/tutorial group work ‘quiz’ 14% total

Rationale: Learning outcomes assessed: familiarity with drug history of the week’s lecture and reading; familiarity with and use of analytic concepts central to that week’s lecture and assignment. Graduate attributes assessed: capacity for collaborative enquiry; capacity for rigorous analysis, critique, and reflection; capacity for effective communication; ability to apply knowledge and skills to solving problems.

(iii) In-class test (open book) 20%

Rationale: Learning outcomes assessed: familiarity with all drugs discussed in course and their histories; familiarity with and use of analytic concepts discussed throughout
course; understanding of change over time. Graduate attributes assessed: capacity for rigorous analysis, critique, and reflection; capacity for independent learning; capacity for effective communication; ability to apply knowledge and skills to solving problems.

**Assessment Details and Instructions**

**Tutorial discussions:** Discussions, and subsequent write-ups, are the central activity of this subject so you need to prepare for each one by doing all key readings for that week. In tutorials you will be broken into small groups and asked to discuss and answer a question or questions that deals with the topic covered in that week’s readings and lecture (as well as previous weeks’ material). The groups will then share their answers with the others, and there will be a general seminar-style discussion. The answers of each group will be marked P/F for 1.4 points each session, based on the quality of its answer to the question and its contribution to class discussion that week. You will generally share the mark of your group (unless you specially distinguish yourself from the group, e.g. by sleeping or not participating at all you may get 0, or by contributing more you may get a bonus). These discussions will account for a maximum of 14% of your overall mark, with 1.4 points per class session.

**Short Tutorial Essays:** After the class session, you will have the option to write a short essay of about 1400 words (excluding references) on a closely related topic. **Essays longer than 1600 words may not be read or marked,** or marked on the basis of only the first 1600 words, at the instructor’s discretion. The essay topics will be provided you on the day of the lecture via the course Blackboard site and/or by email at your UNSW student email address. You have one week to do them. **Three tutorial essays must be submitted in the course of the semester,** each worth 22% of your overall mark. If you submit four during in the term, the three best will be counted. Each is to be submitted electronically by 10am on the Thursday following the session in which the question is given. Papers received late will be penalized (see Late Submission, below) unless a properly documented application for Special Consideration is received and granted. At least one must be submitted by the end of week 5, that is, on the first three topics. Concepts introduced early in the session will be built upon in later weeks, so that even if you do not plan to write up a given week’s topic you will still need to have done the key readings to perform well in subsequent assessments.

If a week of class is cancelled for whatever reason you will still have the option of writing the essay for that week as usual, albeit without benefit of the class discussion. In case of cancellation the topic will be provided on the scheduled day if not earlier, via Moodle and/or the UNSW student email system. It would be wise for you to begin submitting these assignments early in the semester, lest unforeseen circumstances prevent you from submitting at least the required three. Only in the most extraordinary circumstances of illness or tragedy will exceptions be made, and these will involve the same procedures and documentation as required by the University for students who fail to appear for a scheduled final exam.

The short essays will be assessed according to your capacity to synthesize information and apply concepts both constructively and critically to the assigned question or topic, expressing this thinking as a concise and coherent argument. Though tutorial essays will reflect the group discussion, yours must be written entirely by yourself, and it will be subject to the plagiarism policy, which is enforced—and very likely checked electronically. Thus each of these written pieces must reflect only your own work. If the
text of any two submitted papers is found to be too similar, in the opinion of the instructor, both will receive no credit. Please see Plagiarism below.

**In-class test:** This will require one or two short essays (number and size to fit time allotted) answering questions selected from a menu of choices. The style will be similar to the tutorial essays but will involve a broader range of information found in multiple course readings and lectures. Questions will be straightforward if you have done all the key readings and attended most of the sessions. You will be allowed to consult your notes and course reader; active understanding of the material and coherent argument is assessed, rather than memorisation.

Example test question: “Oudshoorn (Reader, pp xx-xx) argued that that birth control pills could have been developed by the same companies that developed oestrogen replacement therapy and at the same time, but were not for reasons involving the medical profession. How do the ways that Marks and Watkins (Reader, pp xx-xx and pp. xx-xx respectively) each explain the development and timing of the oral contraceptive fit with Oudshoorn’s account, and how might you resolve any conflicts or inconsistencies between the views of these authors?”

**Assignment Submission**

- The cut off time for all hardcopy assignment submissions in the School is **4pm** of the stated due date.
- 2 assignment copies must be submitted for every essay - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date.
- A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be submitted through Turnitin via the course’s Moodle site by the due date and time.

**Important Note**

Electronic copies may not be marked or viewed. Only hard copies submitted in the drop boxes will be marked/assessed. The electronic copy will be used as evidence of assignment submission during appeal and dispute cases, as well as for originality checking. Students have no recourse if a soft copy is not submitted and a hard copy is lost. Students should keep the electronic record of their sent assignment.

**Assignment Collection**

Assignments should be collected from your lecturer/tutor in tute sessions and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students wish their marked assignment posted.
Assignment Extensions

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must normally be made via MyUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment or an extension request by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 20% penalty of the maximum marks available for that assignment. Assignments received more than 7 calendar days after the due or extended date will not be given a mark unless an official Special Consideration application has been filed and actioned to the contrary.

ATTENDANCE

To successfully complete this unit of study you are required to attend a minimum of 80% of tute/seminar discussions and lectures in person. If this requirement is not met you may fail the unit. The Instructor will keep attendance records.

ACADEMIC HONESTY AND PLAGIARISM

UNSW’s policy on plagiarism and other misconduct will be enforced, sometimes with serious consequences. Students seeking information on plagiarism should visit the following web site:
http://www.lc.unsw.edu.au/plagiarism/index.html

OCCUPATIONAL HEALTH AND SAFETY

UNSW’s Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School’s OHS representative, or the Head of School. The OHS guidelines are available at:

STUDENT EQUITY AND DIVERSITY

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of the course, or with the Student Equity
Officers (Disability) in the Student Equity and Diversity Unit (9385 4734). Information for students with disabilities is available at: www.studentequity.unsw.edu.au

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made. Information on designing courses and course outlines that take into account the needs of students with disabilities can be found at: www.secretariat.unsw.edu.au/acboardcom/minutes/coe/disabilityguidelines.pdf

GRIEVANCES

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should first attempt to resolve any issues with their tutor or the course convener/s. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board and/or web page of the School of Humanities. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information. To visit myUNSW please visit either of the links below: https://my.unsw.edu.au https://my.unsw.edu.au/student/atoz/ABC.html