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**Dangerous Drugs and Magic Bullets:**

**The social history of medicines in modernity,**

**1750-2016**

**Centre for the Social History of Health and Healthcare**

**(CSHHH Glasgow)**

**www.strath.ac.uk/cshhh**

**Dangerous Drugs and Magic Bullets:**

**The social history of medicines in modernity, 1750-Present.**

**Course Code: V1324**

**Credit Value: 20 credits**

**Class Hours: 30 hours**

**Lecture Times:**

**Thursdays 3-4pm Architecture 201**

**Fridays 1-2pm Thomas Graham 223**

**Staff: Dr V Baruah, Dr P Barton, Dr E Newlands, Dr L Richert, Prof J Mills, Prof M Smith**

**E-Mail:** [**lucas.richert@strath.ac.uk**](mailto:lucas.richert@strath.ac.uk)

**Course Content**

The course aims to place medicinal substances in their social context. It will invite students to assess the idea that the creation of new drugs and medicines and the attitudes towards these within a given society are often determined by relationships and concepts other than those derived from medical or pharmacological theory. It will also show that the introduction of new medicines and drugs into societies has impacts other than that of simply curing a disease or altering a health condition and indeed that these impacts are often unanticipated. After outlining a number of issues and themes that underlie the social history of medicinal substances the course will proceed on a broadly chronological approach and will use the case study as the basis of the course structure.

#### Recommended Class Texts

V. Berridge, Demons: Our changing attitudes to alcohol, tobacco, and drugs, (Oxford University Press 2013).

D. Courtwright, Forces of habit, (Harvard University Press London 2001).

J. Mills, Cannabis Nation: Consumption and control in Britain, 1928-2008, (Oxford University Press 2012).

**Key Websites**

For news of Centre for the Social History of Health and Healthcare Glasgow events see

www.strath.ac.uk/cshhh

For news of events at the Medical Humanities Research Network Scotland see http://www.gla.ac.uk/schools/critical/research/fundedresearchprojects/mhrns/

For history of medicine resources see

http://catalogue.wellcome.ac.uk/

http://www.nlm.nih.gov/hmd/

<http://www.mla-hhss.org/histlink.htm>

**Learning Outcomes**

Knowledge and Understanding

1. Outline the key theoretical issues in the social history of medicine and drugs.

2. Identify changes and continuities in social attitudes towards medicines and drugs in the modern period.

3. Explain the relationship between specific medicines and drugs and society.

Subject-Specific Skills

4. Assess critically the historiographies of the history of medicine.

5. Evaluate the reputations of specific medicines, medicinal substances and drugs.

6. Examine explanatory models of change in the relationship between society and certain medicines and drugs.

Key-Skills

7. Demonstrate an ability to challenge received conclusions (Learning to Learn).

8. Communicate effectively conclusions regarding the social history of medicines in clear and concise essay formats (Communication Skills).

9. Participate effectively within groups to deliver presentations on selected problems in the social history of medicines (Group Work Skills).

**Learning Formats**

Attendance at all Lectures and Seminars is **compulsory**.

**Lectures** will provide frameworks and basic information for each period and issue. They are the point of entry into the reading rather than a substitute for it.

**Seminars** will be conducted in a variety of formats and will use both primary and secondary materials. You will be expected to produce writing, evaluate writing evaluate materials, as well as present materials to each other.

1. Written Papers: Students will be expected to produce short pieces of written work of up to 700 words for these sessions. These pieces of work will be their assessments of articles or books produced by historians working on that week’s historical problems. Students will then work in groups to communicate their conclusions, assess each other’s writing, and to locate these alongside those of their colleagues.

2. Document Sessions: Students will be provided primary or secondary sources (as well as find their own) and will work on these in groups to understand how they can be used to address that week’s historical problems.

3. Oral Presentations: Students will be expected to briefly summarize their findings in front of the group on occasion.

Some examples of where to find relevant sources include:

<http://wellcomelibrary.org/>

<http://www.lib.strath.ac.uk/els.htm>

<http://www.bl.uk/>

<http://images.wellcome.ac.uk/>

<http://www.nlm.nih.gov/hmd/index.html>

**Assessment**

There will be three modes of assessment:

**30% Essay (2000 words).** You will be required to present an essay of 2000 words. Please choose a question from the Seminar and Essay Reading listed on pages 9-15. The word count does not include title page, appendices, and bibliography. Footnotes are included. All questions about formatting and style can be answered on Myplace. The method of assessment will also be available on Myplace. Be sure to use at **least 10 well-chosen sources**. The paper is meant to enhance your critical thinking, reading, research, and writing skills. More specific essay writing suggestions, guidelines and formatting instructions will follow and are binding. **The deadline for the assignment is Friday 10th March**. Extensions will not be granted except in specific circumstances laid out by School regulations. Consult these before requesting an extension. Extension request forms are available on Myplace.

**20% Seminar Participation.** Students are expected to attend each tutorial having read what was assigned for the week, prepared a piece of writing when necessary, and to be prepared to share their ideas with the rest of the group in discussion. Students receive **10% for 3 written assignments** and **10% for participation**. **The assignments must be submitted as a piece of paper and, should you be unable to attend the tutorial, you have one working day to submit.** You should note that the mark for tutorial participation is not scored simply by the fact that you show up. Obviously you cannot participate if you are not at class, or if you contribute little or nothing to our discussion of the readings. Participation marks will be determined through an assessment of how well you demonstrate that you have read and understood the readings, how thoughtfully you analyze their contents, how well you relate the readings to each other, and how thoroughly you engage in discussion with your colleagues about the readings and their ideas about them. Participation is not about scoring points but about engaging in a collective attempt to deepen our understanding. (SEE MORE ON PAGE 9)

The participation portion of your tutorial grade will be calculated according to the following scale:

• excellent: Contributed frequently and insightfully; demonstrated critical understanding of readings; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments.

• good: Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both.

• satisfactory: Contributed occasionally; demonstrated partial understanding of readings; some comments unconnected to main subject or restatements of those offered by other students.

• substandard: Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse.

**50% Exam.** You will be required to answer two questions from a selection of ten within two hours under exam conditions. Date and location will be confirmed.

Submission Guidelines

Students must submit an electronic copy to Myplace; http://classes.myplace.strath.ac.uk.

No hard copy is required. The cover sheet includes a Declaration of Authorship which must be ticked by students before work will be accepted for marking. For the purpose of anonymous marking, when electronically uploading coursework or dissertations to Myplace, students must use their student registration number as the file name. Under no circumstances should a student save coursework under their name.

Extensions

Undergraduate students requesting an extension to coursework must apply online, via Myplace, before the deadline for the assignment. Students must fully meet the specific criteria before an extension will be agreed. It is essential that the relevant supporting evidence is submitted to Student Business within five working days of the agreed extension date. Please see the School of Humanities Student Handbook for more details. **Any work submitted after the deadline without an agreed extension will be given a mark of zero.**

Assignment Grades

70%+ excellent work of first-class quality.

60-69% work of good to very good quality.

50-59% competent and adequate work.

40-49% poor, barely adequate work

Below 40% fail. Substandard. Immediate remedial action required

Assignment Formats

1. Be word-processed or typewritten. **Handwritten and emailed work will not be accepted.**

2. Conform to academic formats. This means that footnotes, bibliographies etc should be correctly provided (See Myplace)

3. Provide a cover page with student name, e-mail address, student number and assignment title.

4. Not fall short of or significantly exceed prescribed word limits (100 words either way).

Plagiarism

Scholarship is premised on academic honesty and integrity. Authors must properly acknowledge the primary and secondary sources. Failure to do so is unethical and constitutes plagiarism. Plagiarism is an extremely serious offense: it involves the unattributed copying and presentation of another individual’s thoughts, writings, or discoveries from another source. Plagiarism also includes close paraphrasing – changing only a few words from the sources. You must write your essays and other written assignments in your own words. It is also unethical to submit the same essay to two different classes and instructors The University of Strathclyde takes a very serious view of plagiarism. Students must ensure that every effort is made to avoid plagiarism and that all sources of information, data and ideas are properly acknowledged. When it is detected students will be given 0% for their work and further disciplinary steps may follow. It is essential that students read and take note of the University’s advice on plagiarism and effective note-taking at: http://www.strath.ac.uk/plagiarism/

Students should also read the Guide on Good Academic Practice and the Avoidance of Plagiarism at:

http://www.strath.ac.uk/media/ps/cs/gmap/plagiarism/plagiarism\_student\_booklet.pdf

Turntin UK is the leading academic plagiarism detector used by the university. All coursework will automatically go through Turnitin, which is connected to the submission link on Myplace.

Return of Coursework & Resit procedures

All coursework will be presented and marked anonymously. It will be marked electronically and returned to students within four weeks of submission. Students should note that all marks are provisional until ratified by the relevant Board of Examiners. Students will be given the opportunity to resubmit any failed piece of work. A second essay title will be provided in Week 12 for those who have failed the class essay.

**Library and Research**

**The full resources of all the Glasgow libraries and the National Library of Scotland in Edinburgh should be consulted as between them they have particularly rich resources and contain both medical and history journals relevant to this course.**

When planning your reading at the University library remember the following:

1. Not everything is available electronically.

2. Always go into the Holdings area of each book record to see exactly how many copies there are, and where they are located.

3. If on loan, 1 week and 6 week loan items can be requested by clicking the Make Request option in the SUPrimo record. In addition to the books in our library, look for articles in History of Psychiatry, Social History of Medicine, Medical History, Bulletin of the History of Medicine, Canadian Bulletin of Medical History and the Journal for the History of Medicine and the Allied Sciences. There are many other journals that will be accessible via JSTOR and Proquest.



**Lecture Schedule**

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| --- | --- |
| **Approaching the Social History of Medicines and Drugs** | |
| Week 1 | **First meeting on Friday 20th January** |
| 20 January | Michel Foucault and the History of Medicine (LR) |

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| --- | --- |
| **Drugs and social change in the modernising world** | |
| Week 2 | Skills and Methods (LR) |
| 26/27 January | Tea, Coffee, Chocolate and Tobacco in early modern Europe (JM) |
|  |  |
| Week 3 | Quinine and the ‘tools of empire’ (JM) |
| 2/3 February | Opium in the nineteenth century (AG) |
|  |  |
| Week 4 | Cannabis & Cocaine in the nineteenth century (JM) |
| 9/10 February | Smallpox vaccines and society in the nineteenth century (LR) |

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| --- | --- |
| **The Twentieth Century: Old and new drugs, old and new problems** | |
| Week 5 | The Rolleston Committee of 1925 (LR) |
| 16/17 February | Opiates, Alcohol, and the Rise of Addiction (CC) |
|  |  |
| Week 6 | Big Pharma: the economics and politics before Thalidomide (LR) |
| 23/24 February | Big Pharma, Part II: After Thalidomide (PB) |
|  |  |
| Week 7 | Human Experimentation and Ethics (EN) |
| 2/3 March | Medicating Kids: ADHD controversies (MS) |
|  |  |
| Week 8 | International Drug Regulation (VB) |
| 9/10 March | The Changing Face of Addiction (VB) \*\*ESSAYS DUE \*\* |
|  |  |
| Week 9 | Weight Loss: Diet pills (LR) |
| 16/17 March | Weight Gain: Steroids (LR) |
|  |  |
| Week 10 | Vaccine Nation (LR) |
| 23/24 March | Anti-Vaccine Champions: Activism and Autism (LR) |
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| Week 11 | Cannabis as Magic Bullet (LR) |
| 30/31 March | Cannabis, Part II & Final Thoughts (LR) |
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**Seminar Schedule**

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| --- | --- | --- |
| **Week 3** | **Skills and Methods** | Preparing for success in essays in the history of drugs and medicines/Research/Library/Breakdown of Tutorials |
|  |  |
| **Week 4**  **(Secondary**  **Sources)** | **Written Papers:**  **Pleasures and Pains in the Eighteenth Century** | Question 1  Summarise attitudes towards cocaine and cannabis in the period 1885 to 1916.  Question 2  Why was vaccination often resisted so violently in the eighteenth and nineteenth centuries? |
|  |  |
| **Week 5**  **(Secondary**  **Sources)** | **Written Papers:**  **Changing attitudes in the Nineteenth Century** | Question 1  To what extent was ‘addiction’ invented in the nineteenth century?  Question 2  Why were opiates and cannabis acceptable as medicines in 1800 and yet the subject of considerable controversy by 1900 in the United Kingdom? |
|  |  |
| **Week 6**  **(Secondary sources)** | **Written Papers:**  **Pharmaceutical Regulation** | Question 1  Account for the rise of the pharmaceutical industry in the 19th and early 20th century.  Question 2  Summarise pharmaceutical regulation following the 1960s. |
|  |  |
| **Week 7** | **Writing Workshop** | Question 1  What is good historical writing?  Question 2  How do I improve my writing? |
|  |  |

Crunch Time

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 8**  **(Primary Sources)** | **Document Session:**  **Regulation and Addiction** | Discussion  Question | What agendas have driven drug regulation and the nature of ‘addiction’?  ASSIGNED MATERIALS |
|  |  |  | BRING A PRIMARY SOURCE  **Essay Submission** |
| **Week 9** | **Short Presentations.**  **‘Drugs and Weight’** |  | ASSIGNED MATERIALS  BRING A PRIMARY SOURCE |
| **Week 10**  **(mixed**  **Sources)** | **Document Session:**  **Vaccines (Redux)** | Discussion  Question | Summarise activism and gender in the development of vaccine hesitancy. Apply this more broadly.  ASSIGNED MATERIALS  BRING A PRIMARY SOURCE |
| **Week 11**  **(mixed**  **Sources)** | **Document Session:**  **Cannabis as Magic Bullets** | Discussion  Question | To what extent has cannabis become a medicine?  ASSIGNED MATERIALS |
|  |  |  | BRING A PRIMARY SOURCE |
| **Week 12** | **Skills and Methods** | Revision and exams. | |
|  |  |  | |

**Seminar and Essay Reading**

*This is not a comprehensive list of reading materials relevant to the module’s questions.* Instead, this is merely a starting point for your research into the history of drugs and medicines.

Each week students will be assigned readings or be asked to conduct independent research to add to the seminars. In **weeks 4-6**, students will conduct their own independent research (monograph, journal article, as well as primary sources) to produce a 500-700-word document that is then brought to the seminar. The pieces of writing should summarise the author’s main points, discuss the argument and sources, and address how the source answers that week’s question. The value of this exercise is to effectively synthesise a key historical work as well as try to answer that week’s question. Some of this material may be used to answer your essay question, but we will be monitoring this closely for repetition and plagiarism. **Week 7** will be a writing workshop and discussions will focus on honing writing skills. In **weeks 8-11**, students will be assigned readings *and* they will need to come prepared to discuss a primary source that they found related to the discussion that week.

**Why has the work of Michel Foucault been so important for the social history of medicine?**

M. Foucault, The Birth of the Clinic: an archaeology of medical perception, (Vintage Books New York 1973).

M. Foucault, (translated by Richard Howard), Madness and Civilization: a history of insanity in the Age of Reason, (Routledge London 1989).

C. Jones and R. Porter, Reassessing Foucault: power, medicine and the body, (Routledge London 1994).

P. Major-Poetzl, Michel Foucault’s Archaeology of Western Culture: toward a new science of history, (University of North Carolina Press 1983).

M.Lloyd and A.Thacker (eds.), The Impact of Michel Foucault on the Social Sciences and Humanities, (MacMillan London 1997).

**How can the historian use medical documents as sources for social history?**

F. Condrau, ‘The Patient's View Meets the Clinical Gaze’ in Social History of Medicine, 20, 225-240, 2007.

L. Jordanova, ‘The Social Construction of Medical Knowledge’ in Social History of Medicine 8, 1995.

G. Davis, ‘Some Historical Uses of Clinical Psychiatric Records’, Scottish Archives, 11 (2005), 26-36.

J. Mills, 'The Mad and the Past: retrospective diagnosis, post-coloniality, discourse analysis and the asylum archive' in The Journal of Medical Humanities (3, 2000).

J. Lachmund and G. Stollberg, The social construction of illness: illness and medical knowledge in past and present, (Steiner Stuttgart 1992).

J. Pickstone, Ways of Knowing: a new history of science, technology and medicine, (Manchester University Press 2000).

R. Porter, ‘The Patient’s View. Doing Medical History from Below’ in Theory and Society, 14, 1985, 167-74.

G. Risse and J. Warner, ‘Reconstructing Clinical Activities: Patient Records in Medical History’ in Social History of Medicine 5(2), 1992, 183-205.

P. Wright and A. Treacher, (eds), The Problem of Medical Knowledge: examining the social construction of medicine, (Edinburgh University Press 1982).

**To what extent was consumption of tobacco, coffee, tea and chocolate driven by health concerns in Europe before 1800?**

S. Smith, ‘Accounting for Taste: British coffee consumption in historical perspective’, in Journal of Interdisciplinary history 27, 2, 1996.

Ross W. Jamieson, The Essence of Commodification: Caffeine dependencies in the early modern world in Journal of Social History, Winter, 2001

http://findarticles.com/p/articles/mi\_m2005/is\_2\_35/ai\_82066731

W. Schivelbusch, Tastes of Paradise (Pantheon NY 1992).

R. Matthee, 'Exotic Substances: the introduction and global spread of tobacco, coffee, cocoa, tea and distilled liquor, sixteenth to eighteenth centuries', in R. Porter and M. Teich (eds), Drugs and Narcotics in History, (Cambridge University Press Cambridge 1995)

J. Goodman, 'Excitantia: or how Enlightenment Europe took to soft drugs', in J. Goodman, P. Lovejoy and A. Sherratt (eds), Consuming Habits: drugs in history and anthropology, (Routledge London 1995).

B. Cowan, The social life of coffee: the emergence of the British coffeehouse, (London Yale University Press, 2005).

A. Wild, Coffee: A Dark History, (Norton 2005).

**Why was vaccination often resisted so violently in the eighteenth and nineteenth centuries?**

D. Brunton, The politics of vaccination : practice and policy in England, Wales, Ireland, and Scotland, 1800-1874, (University of Rochester Press, 2008).

F. MacDonald, ‘Vaccination Policy of the Faculty of Physicians and Surgeons of Glasgow’ in Medical History 41, 1997, pp. 291-321.

M. Nelson and J. Rogers , ‘The right to die?: anti-vaccination activity and the 1874 smallpox epidemic in Stockholm’, in Social history of medicine, 5, 1992.

N. Durbach, ‘'They might as well brand us': working-class resistance to compulsory vaccination in Victorian England’, in Social history of medicine, 13, 1, 2000.

E. Hennock, ‘Vaccination Policy against smallpox 1835-1914: a comparison of England with Prussia and Imperial Germany’, in Social History of Medicine 11, 1998.

M. May, ‘Inoculating the urban poor in the late eighteenth century’, in British journal for the history of science, 30, 3, 106, 1997.

G. Mooney, 'A tissue of the most flagrant anomalies': smallpox vaccination and the centralization of sanitary administration’ in Medical History, 41 1997.

P. Mortimer, ‘Domiciliary vaccination’, in Communicable disease and public health, 2, 1, 1999.

Andreas-Holger Maehle, ‘Conflicting attitudes towards inoculation in Enlightenment Germany’, in Medicine in the Enlightenment Amsterdam, (Rodopi 1995).

S. Williamson, The vaccination controversy: the rise, reign, and fall of compulsory vaccination for smallpox, (Liverpool University Press 2007).

**Explain the return of antivaccination?**

K. Arnup, "Victims of Vaccination?": Opposition to Compulsory Immunization in Ontario, 1900-90,” Canadian Bulletin of Medical History 9.2 (1992): 159-76 .

J. Colgrove, State of Immunity: The Politics of Vaccination in Twentieth-Century America (University of California Press, 2006)

E. Conis. Vaccine Nation: America’s Changing Relationship with Immunization (University of Chicago Press, 2014).

S. Mawdsley, Selling Science: Polio and the Promise of Gamma Globulin (Rutgers University Press, 2016).

P. Offit, Autism’s False Prophets: Bad Science, Risky Medicine, and the Search for a Cure (Columbia University Press, 2010.

J. Reich. Calling the Shots: Why Parents Reject Vaccines (New York University Press, 2016).

**To what extent was ‘addiction’ invented in the nineteenth century?**

V. Berridge, Opium and the People, (Free Association Books London 1999), chapter 13.

G. Harding, 'Constructing addiction …’ in Sociology of Health and Illness, 8, 1986.

T. Parssinen and K. Kerner, 'Development of the Disease Model of Drug Addiction in Britain 1870-1926', in Medical History, 24, 1980.

D. Peters, 'The British Medical Response to Opiate addiction in the nineteenth century', in Journal of the History of Medicine and Allied Sciences, 36, 1981.

H. Kushner, ‘Taking Biology Seriously: The next task for historians of addiction and what to do about it’ in Bulletin of the History of Medicine, 80, 2006.

R. Meyer, ‘The disease called addiction, in The Lancet 347, 1996.

B. Milligan, ‘Morphine-Addicted Doctors, the English Opium-Easter, and the Embattled Medical Authority’ in Victorian Literature and Culture 33/3 (2005): 541-553.

M. Keire, ‘Dope fiends and degenerates …’ in Journal of Social History, 31, 4, 1998.

G. Harding, Opiate Addiction, (Macmillan Basingstoke 1986).

B. Harrison, Drink and the Victorians, (Faber and Faber London 1971).

H. Levine, ‘The Discovery of Addiction’ in Journal of Studies on Alcohol, 39, 1978.

H. Keane, What's Wrong With Addiction? (New York University Press, 2002).

S. Tracy and C. Acker (eds), Altering American Consciousness: The History of Alcohol and Drug Use in the United States, 1800-2000, (University of Massachusetts Press 2004)

J. Brodie and M. Redfield (eds), High anxieties: cultural studies in addiction, (Berkeley, 2002).

D. Malleck, ''Its baneful influences are too well known': Debates over drug use in Canada, 1867-1908' in Canadian Bulletin of Medical History, 14, 1997.

**Why were opiates and cannabis acceptable as medicines in 1800 and yet the subject of considerable controversy by 1900 in the United Kingdom?**

V. Berridge, Opium and the People, (Free Association Books London 1999).

Howard Padwa's Social Poison: The Culture and Politics of Opiate Control in Britain and France, 1821-1926 (Johns Hopkins UP 2012).

J. Brian, ‘Opium and infant-sedation in 19th century England’ in Health Visitor 67, 5, 1994.

D. Courtwright, Forces of habit, (Harvard University Press London 2001).

M. Jay, Emperors of Dreams: drugs in the nineteenth century, (Dedalus Sawtry 2000).

C. Levinthal, ‘Milk of Paradise, Milk of hell: the history of ideas about opium’, in Perspectives in Biology and Medicine, 28, 4, 1985.

B. Milligan, Pleasures and Pains, (University of Virginia Press Charlottesville 1995).

J. Mills, Cannabis Britannica: Empire, trade and prohibition, 1800-1928, (OUP 2005).

J. Mills, ‘Cannabis in the Commons: Colonial Networks, Missionary Politics and the origins of the Indian Hemp Drugs Commission 1893-4’ in Journal of Colonialism and Colonial History 6, 1, 2005.

T. Parssinen, Secret Passions, Secret Remedies, (Manchester University Press Manchester 1983)

M. Postler etc, ‘An historical perspective on opium …’ in Bulletin of Anesthesia History, 15, 1997.

C. Trocki, Opium, Empire and the global political economy, (Routledge London 1999).

M. Booth, Opium: a history, (Simon and Schuster London 1996).

**To what extent has cannabis become a medicine?**

J Chasteen, Getting High: Marijuana Through the Ages (Rowman and Littlefield Press, 2016).

M Ferrara, Sacred Bliss: A Spiritual History of Cannabis (Rowman and Littlefield Press, 2016).

M Martel, Not This Time: Canadians, Public Policy, and the Marijuana Question, 1961-1975 (University of Toronto Press, 2011).

Martin A. Lee, Smoke Signals: A Social History of Marijuana - Medical, Recreational and Scientific

(Scribner, 2013).

J Mills, Cannabis Nation: Control and Consumption in Britain, 1928-2008 (OUP, 2013).

J Mills, Cannabis Britannica: Empire, Trade, and Prohibition 1800-1928(OUP, 2005).

**Why had cocaine use become unacceptable in western countries by 1925?**

P. Gootenberg, Cocaine, (Routledge 1999)

V. Berridge, Opium and the People, (Free Association Books London 1999).

S. Karch, A brief history of cocaine, (Boca Raton London 1998).

L. V. Driscoll, Reconsidering Drugs: Mapping Victorian and Modern Drug Discourses, (St Martins Press 2000).

H. Markel, An Anatomy of Addiction: Sigmund Freud, William Halsted and the miracle drug cocaine, (Pantheon New York 2011).

M. Jay, Emperors of Dreams: drugs in the nineteenth century, (Dedalus Sawtry 2000).

T. Madge, White Mischief: a cultural history of cocaine, (Mainstream London 2001).

J. Spillane, Cocaine: from medical marvel to modern menace in the United States, 1884-1920, (John Hopkins London 2000).

J. Mills, 'Drugs, Consumption and Supply in Asia: The Case of Cocaine in Colonial India', in Journal of Asian Studies, 66, 2, 2007.

**What agendas lay behind the evolution of the international drugs regulatory system between 1909 and 1925?**

V. Berridge, ‘Illicit Drugs and internationalism: the forgotten dimension’ in Medical History 45, 2, 2001.

International Health Organisations and Movements, 1918-1939, (Cambridge University Press 1995).

M. Emdad-Ul Haq, Drugs in South Asia: From the Opium Trade to the Present Day, (Palgrave 2000)

K. Meyer and T. Parssinen, Webs of Smoke, (Rowman and Littlefield 1998).

J. Mills, Cannabis Britannica: Empire, trade and prohibition, 1800-1928, (OUP 2005).

J. Mills and P. Barton (eds), Drugs and empires: essays in modern imperialism and intoxication, c.1500-c.1930, (Palgrave 2007).

C. Trocki, Opium, empire, and the global political economy: a study of the Asian opium trade, 1750-1950, (Routledge 1999).

W. McAllister, Drug Diplomacy in the Twentieth Century, (Routledge 1999).

W. Walker, Opium and Foreign Policy: The Anglo-American search for order in Asia, 1912-1954, (University of North Carolina Press 1991).

**How far has post-WWII ‘psychopharmacology’ been driven by changes in western society?**

D. Healy, The Antidepressant Era, (Harvard University Press 1999).

D. Healy, The Creation of Psychopharmacology, (Harvard University Press 2002).

J. Thuillier, Ten Years Which Changed the Face of Mental Illness, (Dunitz Martin 1999).

D. Healy and D. P. Doogan, Psychotropic drug development: social, economic, and pharmacological aspects, (London Chapman & Hall Medical 1996).

D. Healy, ‘The history of British psychopharmacology’ in H. Freeman etc., 150 years of British psychiatry London, 1996.

S. L. Speaker, ‘From 'happiness pills' to 'national nightmare': changing cultural assessment of minor tranquilizers in America, 1955-1980’ in Journal of the history of medicine and allied sciences, v. 52, 1997.

Jorge Alberto Costa e Silva, A history of the benzodiazepines, (London Royal Society of Medicine Press 1999).

M. C. Smith, Small comfort: a history of the minor tranquilizers, (New York Praeger 1985).

M. C. Smith, A social history of the minor tranquilizers: no small comfort, (New York Pharmaceutical Products Press 1991).

F. Engstrom, ‘Psychotropic drugs: modern medicine's alternative to purgatives, straitjackets, and asylums’, in Postgraduate medicine, v. 101, 1997.

**Discuss the role of drugs in altering bodies and influencing body image.**

J. Black, Making the American Body: The Remarkable Saga of the Men and Women Whose Feats, Feuds, and Passions Shaped Fitness History (University of Nebraska Press, 2013)

E. Chaline, The Temple of Perfection: A History of the Gym (Reaktion Books, 2015).

E Finkelstein and Laurie Zuckerman, The Fattening of America:  How The Economy Makes Us Fat, If It Matters, and What To Do About It (Wiley, 2007).

E. Oliver, Fat Politics: The Real Story Behind America’s Obesity Epidemic (OUP, 2006)

H. Katharine Philips, and R. Olivardia, The Adonis Complex: The Secret Crisis of Male Body Obsession (New York: Free Press, 2000Andrew F. Smith, Eating History: Thirty Turning Points in the Making of American Cuisine (Columbia University Press, 2009

K. Vester, “Regime Change: Gender, Class, and the Invention of Dieting in Post-Bellum America,” Journal of Social History, Fall 2010, 39

**Account for the changing attitudes towards oral contraception in the West before c. 1975.**

B. Bailey, Prescribing the Pill: politics, culture and the sexual revolution in America’s heartland, in Journal of Social History, 30, 1997.

K. Fisher, Birth Control, Sex and Marriage in Britain, 1918 to 1960, (Oxford, 2006).

L. Marks, Sexual Chemistry: a history of the contraceptive pill, (Yale University Press London 2001).

L. Marks, ‘Assessing the risk and safety of the pill: maternal mortality and the pill’ in T. Schlich and U. Tröhler (eds), The risks of medical innovation: risk perception and assessment in historical context, (New York Routledge, 2006).

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