

Spring 2008
Texas A&M University
History 481-907
M/W 4:10-5:25
GLAS 206

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O/H: Wed. 2-4pm & by appt.

Medicine and Empire: Germany and Japan, 1868-1945

Course Description:

Among the global issues which affect most industrialized countries in the world, the development of national medical education and public health systems is one of the most accessible windows for insight into the divergence and convergence of political cultures and states across the industrial world. Germany and Japan are in this sense the most intriguing cases. Due to the tragic, yet voluntary, participation of German physicians in the atrocities committed in the Holocaust, German medical science has been under academic and moral scrutiny since the end of the Second World War. What is less known is that Japan developed its modern medical system under the tutelage of German physicians, and had also been infected at an early stage with social Darwinism and racial theories, which eventually led to inhumane and unscrupulous medical practice during the Second World War. Why were Germany and Japan different from other industrialized countries? Or were they really different?

By defining empire in a dual sense—German/Japanese colonial expansion and the role of medical science and the internal subjugation of minorities and ‘less desirable elements of society’—this course is designed to introduce students to some of the main historiographical approaches and debates within the social and cultural history of medicine relating to Germany and Japan. It focuses on the development of modern medical science in Germany and Japan, the connection between medicine and colonialism, and the intersection of society, culture, and medical science. The misuse of medical science during the Nazi era and Japanese war-time empire deserves particular attention during this course. The course also deals with ethical issues of modern medical science.

Recommended Readings:

- For a quick and easy reading of the history of medicine
 - Roy Porter, *Blood and Guts: A Short History of Medicine* (London; New York: Allen Lane, 2002)
- For a general history of modern Germany
 - David Blackbourn, *History of Germany 1780-1918: The Long Nineteenth Century* (2nd ed.) (New York: Blackwell, 2002)
 - Mary Fulbrook, *History of Germany, 1918-2000: the Divided Nation* (Blackwell, 2002) (Also available for purchase at MSC)

- For a general history of modern Japan
- Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present* (Oxford University Press, 2003)

Assignments

As a senior writing-intensive seminar, this course is designed to improve students' oral presentation skill and writing skill.

Oral Presentation (10%): 20 points

- Each student will be responsible for giving an oral presentation of the readings of the week of his/her choice in addition to an extra article that the instructor will send out. The student should: (1) give an oral presentation which does not exceed 15 minutes; (2) formulate two or three key questions about the general topic and readings assigned for that week; (3) send out study questions in advance.
- Please remember that the presentation should provide more than just a summary of the reading. You may also find it helpful to draw our attention to passages of writing that you find particularly intriguing or provocative.
- A (20); A/B (18); B (16); B/C (14); C (12)

Participation (20%): 40 points

- Discussions constitute an essential part of the course. Participation during each class goes beyond simply showing up and pretending to pay attention. The instructor defines participation as active engagement in each class discussion, which includes demonstration of your thorough reading of the assigned reading materials, offering your opinion, and finally answering and asking relevant questions.
- A (40); A/B (36); B (32); B/C (28); C (24)

Literature Review (10%): 20 points

- Due on 2/22 (Friday)

Final paper (60%): 15-20 pages research paper

- The final paper should utilize original sources available at Texas A&M. A separate library session will be arranged during the semester to help student identify materials at libraries.
- 1) 3/3 (Mon): A Research Proposal Due (10% or 20 points)
 - 2) 3/24 (Mon): Introduction Due (10% or 20 points)
 - 3) 4/11 (Fri): Completed Drafts Due (20% or 40 points)
 - 4) 5/5 (Mon): Final Paper Due (20% or 40 points)

Grading Policy:

- A = 180-200 points; B = 160-179; C = 140-159; D = 120-139.

- **Unexcused late papers will be graded down 5 points for each day late.** Students are encouraged to contact University Writing Center (<http://writingcenter.tamu.edu/>) for help with their writing.
- Students are required to attend all class meetings. Please see <http://student-rules.tamu.edu/rule7.htm> for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary (see Rule 7.1.6.1).

Additional Course Guidelines:

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

Academic Integrity: "An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at <http://www.tamu.edu/aggiehonor>.

Office Hours: Students are strongly encouraged to fully utilize the office hours.

Course Schedule:

Week I: Introduction to Class and Requirement:

1/14 (M): Why Medicine? Why Germany and Japan?

1/16 (W): A Brief Overview of Modern German and Japanese History

Week II

1/21 (M): No Class – Martin Luther King Jr. Day

1/23 (W): Approaches to Social and Cultural History of Medicine

- John and Jean Comaroff, "The Diseased Heart of Africa: Medicine, Colonialism, and the Black Body," in *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*, ed. Shirely Lindenbaum and Margaret Lock (Berkeley: University of California Press, 1993), pp. 305-329.

- David Arnold, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India* (Berkeley: University of California Press, 1993), pp. 1-60, pp. 240-294.
- Ann Laura Stoler, “Carnal Knowledge and Imperial Power: Gender and Morality in the Making of Race,” in *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (Berkeley: University of California Press, 2002), pp. 41-78.

Week III

1/28 (M): Development of Modern Medical Science in Germany

- Thomas Neville Bonner, *Becoming A Physician: Medical Education in Great Britain, France, Germany and the United States, 1750-1945* (Oxford: Oxford University Press, 1995), pp. 142-163, pp. 187-190, pp. 231-240, pp. 251-254, 268-274, 278-9, 280-290, 325-337.

1/30 (W): How to Listen to the Voices of Historical Sources

- AKUTAGAWA Ryūnosuke, *Rashomon and other stories*

Week IV

2/4 (M): The Adoption of German Medical Science by Japan

- Hoi-eun Kim, “Chapter 1. Borrowed Hands” (Manuscript: will be sent out as an email attachment.)
- James Bartholomew, *The Formation of Science in Japan: Building a Research Tradition* (New Haven: Yale University Press, 1989), pp. 49-161.

2/6 (W): What is a Good Research Paper?

- Peer review of previous final papers

Week V

2/11 (M): German Colonialism and Medical Anthropology

- Andrew Zimmermann, *Anthropology and Antihumanism in Imperial Germany* (Chicago: University of Chicago Press, 2001), pp. 62-107, pp. 135-146, pp. 217-247.
- Matti Bunzl and H. Glenn Penny, “Introduction: Rethinking German anthropology, colonialism, and race”; Andrew D. Evans, “Anthropology at war : racial studies of POWs during World War I,” in H. Glenn Penny and Matti Bunzl (eds.) *Worldly Provincialism: German Anthropology in the Age of Empire* (Ann Arbor: University of Michigan Press, 2003), pp. 1-30; pp. 198-229.

2/13 (W): Mandatory Library Session

Week VI

2/18 (M): The Fight against Tuberculosis and Japan’s Hygienic and Eugenic War

- William Johnston, *The Modern Epidemic: A History of Tuberculosis in Japan* (Cambridge, MA: Harvard Univ. Press, 1995), pp. 3-19, pp. 185-293.
- Jennifer Robertson, "Blood Talks: Eugenic Modernity and the Creation of New Japanese," *History and Anthropology*, 2002, Vol. 13 (3), pp. 191-216.

2/20 (W): Film, "In the Shadow of the Reich: Nazi Medicine"

***2/22 (Fri): Literature Review Due**

Week VII

2/25 (M): Discussion of Literature Review

2/27 (W): Time for Researching for a Proposal

*** 3/3 (Mon): A Research Proposal Due**

Week VIII

3/3 (M): **Anti-Semitism and Medical Science**

- John Efron, *Medicine and the German Jews: a history* (New Haven: Yale University Press, 2001), pp. 105-150.

3/5 (W): Presentation and Discussion of Students' Proposal

Week IX: Spring Break (3/10, 3/12)

Week X

3/17 (M): **Medical Science and Japanese Colonial Empire**

- Ruth Rogaski, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China* (Berkeley: University of California Press, 2004), pp. 254-284.

3/19 (W): **Japanese Colonial Empire in the Pacific**

- Sakano Toru, "Population, Sex and Labor: Medicine and Public Hygiene in Micronesia under Japanese Rule, 1914-1945," in *Historia Scientiarum: The International Journal of the History of Science Society of Japan*, Vol. 8, No. 2, (1998)

***3/24: Introduction Due**

Week XI

3/24 (M): Eugenics, "Euthanasia," and Genocide

- Detlev Peukert, “The Genesis of the ‘Final Solution’ from the Spirit of Science,” in *Reevaluating the Third Reich* edited by Thomas Childers and Jane Caplan (New York: Holmes & Meier, 1994), pp. 234-252.
- Robert Proctor, “Genetic and Racial Theories in the Nazi War on Cancer”; Robert J. Lifton, “Medicalized Killing in the Nazi Death Camps,” in Eric Katz ed., *Death by Design: Science, Technology, and Engineering in Nazi Germany* (New York: Pearson, 2006), pp. 201-250.

3/26 (W): Discussion of Students’ Introductions

Week XII

3/31 (M): **US-German Connections**

- Stefan Kühl, *The Nazi Connection: Eugenics, American Racism, and German National Socialism* (New York: Oxford University Press, 1994), pp.

4/2 (W): **Medicine and U.S. Imperialism**

- Laura Briggs, *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico* (Berkeley: University of California Press, 2002), pp.

Week XIII

4/7 (M): **Biological Warfare, Unit 731, and the Japanese Empire in Manchuria**

- Sheldon Harris, *Factories of Death: Japanese Biological Warfare 1932-45 and the American Cover-Up* (London: Routledge, 1995), pp. 75-176.
- Hal Gold, *Unit 731 Testimony* (Tokyo: Tuttle Printing, 1996), pp. 147-187.

4/9 (W): Time to Write a Draft

* 4/11: **Completed Drafts Due**

Week XIV

4/14 (M): Discussion of Students’ Drafts

4/16 (W): Discussion of Students’ Drafts

Week XV

4/21 (M): **Medical Science, Empire, and Ethics**

- Horst H. Freyhofer, *The Nuremberg Medical Trial: the Holocaust and the origin of the Nuremberg medical code* (New York: Peter Lang, 2004), pp. 120-165.
- Claudia Koonz, *The Nazi Conscience* (Cambridge: Belknap Press of Harvard University Press, 2003), pp. 1-16, pp. 46-68, pp. 190-220.

4/23 (W): Time to Write Final Drafts

Week XVI

4/28 (M): Conclusion

*** 5/5 (Monday): Final Paper Due**