

# History of Science/Medical History 212

Bodies, Diseases and Healers:

An Introduction to the History of Medicine

Spring 2023

Rm 180 Science Hall

Lectures: Mon/Wed 8:50 AM – 9:40 AM

University of Wisconsin-Madison

Instructor: Nick Jacobson (he/him)	TA: Kyle Miron (they/them)	TA: Emma Wathen (she/her)
Off. Hrs.: MW 12:30-2:30*	Off. Hrs.: W 10-12*	Off. Hrs.: W 1:15-3:15*
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\*Or by appointment

## Course Summary

This course is a survey of different conceptions of how the body as a site of sickness has been understood from Antiquity to contemporary medicine. It includes consideration of the origins and evolution of public health, the changing social role of healers, and the emergence of the modern “standardized” body in health and illness. We aim to give you an overview of the development of the modern American medical system while encouraging you to think about medicine in historical context. Given this framing, some forms of healing that fall outside professional European medicine are left out or underrepresented in our course content. This is a reflection of the particular story 212 is telling and not an indication of what ways of thinking about health are valid, true, and relevant to the history of medicine. Beginning with the ancient Mediterranean world, we will examine how technologies, diagnoses, and ways of thinking about the body have changed over time through four broad trends in healing: humoralism, pathological anatomy, infection, and risk. We will address questions such as who has done healing over time? How have patients chosen healers? What constitutes health and disease? What are the causes and treatments of disease? Examining these questions requires us to engage with humanities methods. In this course we will be reading and analyzing secondary historical sources in light of materials presented in lecture, as well as crafting our own historical arguments using primary and secondary sources. We will be thinking about how to use historical evidence and structure arguments to make compelling claims about medicine in historical context. In so doing we will see that while medicine has undoubtedly helped relieve suffering and extend lives, the evolution of medical systems is not a story of linear progress or a benign accrual of facts. Rather medical systems are embedded in the socio-cultural context of their given historical moment.

## Course Description

Credits: 3

Course Designations and Attributes:

Hist Sci 212

Breadth – Humanities

Level – Elementary

L&S Credit – Counts as LAS credit in L&S

Requisites: None

Instructional Modality: In-Person

## Course Requirements and Grading

- 1.) Attendance of lectures and discussion sections.
- 2.) Preparation of weekly readings for every weekly discussion section.
- 3.) Composition of 2 abstracts and a process paper (a rough draft and revised final draft) over the course of the semester, as well as participation during weekly discussion sections.

Here is the breakdown of graded assignments:

Participation in Discussion Section	30%
First Abstract – Produce an abstract for a source from between weeks 2 and 4 of the course	10%
First Abstract – Produce an abstract for a source from between weeks 5 and 7 of the courses	10%
Question Development – Identify and summarize sources of interest to develop a historical question you can answer in the compass of an essay (Due <b>Friday March 24</b> )	10%
Paper Draft and Peer Review – Using at least 3 sources, write a 3-5 page (double-spaced) essay making an historical argument. (Due <b>Friday April 7</b> )	15%
<u>Final Paper Revised (Due <b>Monday May 8</b>)</u>	<u>25%</u>
Total	100%

<b>Letter Grade</b>	<b>Grade Percent</b>
<b>A</b>	93-100
<b>AB</b>	88-92
<b>B</b>	83-87
<b>BC</b>	78-82
<b>C</b>	70-77
<b>D</b>	60-69

## Course Website

We will be using Canvas, an interactive course website, for distributing writing assignments and handouts and for important website links and other information. To access the Canvas site for HSCI 212, follow these two steps:

- 1.) Go to <http://learnuw.wisc.edu>, or access it from the UW home page. Click on “Canvas” and then click on “Login to Canvas.” Type in your username and password to get to the next screen, which is your Canvas “portal page.” Notice that on this page there is a red “Help” button in the upper right-hand corner to click on if you have any trouble navigating to the site or getting any of the information. The Help Desk is available to assist you around the clock for navigation issue, so please contact this number: 608-264-HELP.
- 2.) Once on your Canvas portal page, you will see a column called “My Courses,” which will list all your UW courses that have a Canvas website. Look for “2022 Spring;” you may need to expand that semester by clicking on the “>” button. Click on the link under this heading for “HSCI 212” and you’ll arrive next at the course website.

## Course Learning Outcomes and Course Credit Expectations

- 1.) In this course, students will read and analyze primary and secondary source texts pertaining to the history of the modern sciences. Students will take notes on and recall specific details and overarching themes from the course readings, lectures, and discussion.
- 2.) As part of mastering the content of this course, students will learn:
  - a.) about the methods that scientists have developed to arrive at reliable knowledge about nature
  - b.) that scientific knowledge, like all human enterprises, has a history, has changed, and will continue to do so in time
  - c.) that modern sciences have long traditions that are deeply rooted in the past
  - d.) that scientific knowledge has been shaped by the social and cultural contexts out of which it emerged
- 3.) In addition, students will develop historically sensitive critical thinking skills that will enable them to:
  - a.) break down complex historical problems into manageable parts through the close analysis of texts
  - b.) bring together multiple topics and themes introduced in the course to make synthetic judgments about the historical development of the sciences
  - c.) communicate clearly and with the support of evidence their knowledge of topics in the history of modern science, both in written and oral formats
- 4.) This course meets for two 50-minute lecture periods and one discussion section each week throughout the semester, and carries the expectation that students will work on course learning

activities (reading, writing, studying, etc.) for about 2 hours outside of the classroom for every class period. The syllabus includes additional information about meeting times and due dates for student work below.

## Course Policies

1.) Any student who thinks they may be eligible for special accommodations, please contact the **McBurney Disability Resource Center** at 608-263-2741 or <http://mcburney.wisc.edu/students/howto.php>.

The McBurney Center will determine what services you may be eligible for, and then we will be able to work with you to meet your needs for the course. Please contact your TA and instructor at the beginning of the semester, so that we can decide upon the best accommodations for you as soon as possible. Any such requests will remain confidential.

2.) If you cannot attend class for a justifiable reason (e.g. illness, religious observance, family necessity etc.), please contact your TA as soon as possible so that you can duly prepare any make-up assignments and keep up with the schedule of the course. For the sake of the student and the TA, due dates of assignments are strictly enforced. Plan well ahead to ensure that you can meet course deadlines.

3.) Academic honesty is essential to student success and is central to the mission of the university (<https://conduct.students.wisc.edu/academic-integrity/>). In keeping with the university's commitment to academic integrity, all work submitted must be one's own. Plagiarism is not tolerated, and will result in academic disciplinary action.

## Reading Materials

All readings for this course will be made available electronically on Canvas for the course HSCI 212.

## Course Schedule

### Unit 1: Humoral Bodies and Healing

#### ***Week 1***

Wednesday, 1/25: *Course Introduction: Thinking About Medicine Historically*

Readings:

Lecture and Discussion Syllabi.

#### ***Week 2***

Monday, 1/30: *Hippocratic Medicine I*

Wednesday, 2/1: *Hippocratic Medicine II*

Readings:

Selections from the Hippocratic Corpus - "Prognosis"

Selections from the Hippocratic Corpus - "On the Sacred Disease"

Helen King - "Agnodike and the Profession of Medicine"

**Week 3**

Monday, 2/6: *Ancient Anatomy and Surgery*

Wednesday, 2/8: *Galenic Medicine*

Readings:

Selections from Galen's - "On the Natural Faculties" (Parts I and II)

Vivian Nutton - "Alexandria, Anatomy, and Experimentation"

**Week 4**

Monday, 2/13: *The Black Death*

Wednesday, 2/15: *Medieval Medicine: Universities and Guilds*

Readings:

Boccaccio – *Decameron*

Nicole Archambeau – "Healing Options During the Plague"

**II. Unit 2: Anatomized Bodies**

**Week 5**

Monday 2/20: *Medieval Medicine: Translation*

Wednesday, 2/22: *Medieval Medicine: Anatomy*

Reading:

O'Boyle – "Surgical texts and Social Contexts"

Linda Voigts – "Plants and Planets"

**Week 6**

Monday, 2/27: *Vesalius and Renaissance Anatomy*

Wednesday, 3/1: *Medicine in the Early Modern Atlantic World*

Readings:

Vesalius – "Preface" in *De Humani Corporis Fabrica Libri Septem*

Katherine Park – "Introduction" in *Secrets of Women*

Pablo Gómez – "Social Pharmacopeias" in *The Experiential Caribbean*

**Week 7**

Monday, 3/6: *Pathological Anatomy*

Wednesday, 3/8: *The Paris Clinical School*

Readings:

Morgagni – "Seats and Causes of Disease"

Virchow – "Morgagni and the Anatomic Concept"

Weiner and Sauter – "The City of Paris and the Rise of Clinical Medicine"

**Spring Recess: 3/11-3/19**

**III. Unit 3: Infected Bodies**

**Week 8**

Monday, 3/20: *Urbanization, Epidemics, and Inoculation*

Wednesday, 3/22: *The Germ Theory of Disease*

Readings:

Jones and Allen – “A Narrative of the Proceedings of the Black People, During the Late Awful Calamity in Philadelphia, in the Year 1793”;

Pasteur – “On the Germ Theory”

Bynum – “Medical Science Goes Public”

**Friday, 3/24 Question Development due in Canvas Dropbox at 11:59 PM.**

### ***Week 9***

Monday, 3/27: *19th Century Medical Marketplace*

Wednesday, 3/29: *Professionalization of Nursing*

Readings:

Margarete Sandelowski – “The Physician’s Eyes”;

Michael Sappol – “A Traffic in Dead Bodies”

### ***Week 10***

Monday, 4/3: *Public Health*

Wednesday, 4/4: *Hospital and Medical School Reform*

Readings:

Warwick Anderson – “Immunization and Hygiene in the Colonial Philippines”

Joel Howell – “Physicians, Patients, and Medical Technology” in *Technology in the Hospital*

**Friday, 4/7 Paper Draft and Peer Review due in Canvas Dropbox at 11:59 PM.**

## **IV. Unit 4: “Normal” Bodies**

### ***Week 11***

Monday, 4/10: *Penicillin and the Hunt for Magic Bullet Cures*

Wednesday, 4/12: *Medical Research and Exploitation*

Readings:

Jeremy Green – “Shrinking the Symptom, Growing the Disease: Hypertension after Diuril” in *Prescribing by the Numbers*

Diedre Cooper-Owens – “The Birth of American Gynecology” in *Medical Bondage*

### ***Week 12***

Monday, 4/17: *Eugenics*

Wednesday, 4/19: *Mental Hygiene*

Readings:

Johanna Schoen – “Between Choice and Coercion”

S. E. Jelliffe – “Introduction” in *Principles of Mental Hygiene* by William A. White

**Receive Unit 3 Essay Question**

### ***Week 13***

Monday, 4/24: *Military Medicine*

Wednesday, 4/26: *Quantifying Risk*

Readings:

Beth Linker – “The Limb Lab and the Engineering of Manly Bodies” in *War’s Waste*

***Week 14***

Monday, 5/1: *Reproductive Justice*

Wednesday, 5/3: *Paying for Health Care and Concluding Thoughts*

Readings:

Leslie Reagan – “Linking Midwives and Abortion in the Progressive Era”

Jill Quadagno – “Cost Containment vs National Health Insurance” in *One Nation*

*Uninsured*

**Monday, 5/8 Revised Final Paper due in Canvas Dropbox at 11:59 PM.**