

HISTORY OF SCIENCE/HISTORY OF MEDICINE 212
THE PHYSICIAN IN HISTORY
Spring 2005

Instructors:

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COURSE DESCRIPTION

This course presents an introductory survey of the history of medicine during the past 2500 years. Given the immense scope of the topic, it is necessary to restrict our coverage somewhat and therefore we shall be focusing on three principal themes. The first theme, titled "The Cause of Illness," examines how thinking about health and illness has evolved between the time of the ancient Greeks 2500 years ago and today. As you will see, the changes have not all been for the better! The second unit, "The Physician in Society," could as well have been titled "The Rise and Fall of the Medical Profession." It studies how the physician's identity as an actor in society has evolved from the time of the Middle Ages to today. In particular, it is concerned with how medicine rose to a position of preeminence among modern professions in the early 20th century and it describes the challenges of "deprofessionalization" that some branches of medicine face today. Finally, our third unit will examine "Health and Disease As Social and Political Problems." This unit covers public health, the area of medicine concerned not with why individuals fall ill and how to treat them, but instead with illness and health in society taken as a whole. This unit too begins in the Middle Ages and it continues through the horrifying conditions of public health in the 19th century to the contentious problem of paying for health care today. Public health has transformed from the problem of how to keep people from dying prematurely to how to insure an adequate level of health care for the population as a whole.

The basic format for our meetings will be two lectures and one small group discussion per week. Typically, you should expect from lecture a description of the general situation at a given point in the course, for which the readings provide detailed information. The discussion sections are NOT optional, and as you can see from the grade distribution (below), they will carry a considerable weight in your final grade. So it will be worth your while to prepare for them by doing the reading. Each week during the semester, I will distribute a reading guide for that week, which will provide some background information to the readings, if any is needed, and suggest issues in them that we want you to pay particular attention to.

There is no required textbook for the course but there is a packet of xeroxed readings, which is available for purchase in the History of Science office, 7143 Social Science. It costs \$25.00, cash or check, **and there are no refunds!** Once you've bought it, it's yours to keep and cherish forever. A copy of the reading packet is also available on reserve in College Library.

COURSE REQUIREMENTS AND GRADING

This course has no in-class hourly exams and no final exam. Instead you will write a 5-6 page essay after each unit in the course. Unlike in previous years, 212 is no longer a Comm-B course, which means that you will not be required to bring in rough drafts, have them critiqued and then re-write them. However, you are strongly urged to bring drafts to Tom or Andrew for suggestions and criticism.

And please, do not your send papers in as e-mail attachments! This practice tends to make the grader cranky!

The grading of your essays will depend on the following factors:

- ◆ The formulation of a clear thesis in your introduction. Remember, an essay of this kind is an exercise in persuasion. You are attempting to *convince* the reader that what you have to say on this topic is correct. So write with that goal in mind, by making a clear statement about what you are claiming.
- ◆ The organization of the essay into a clear and logical argument, in which each paragraph is clearly connected to the one preceding and following it. Here's a thought experiment: If I can cut up your paper into individual paragraphs, rearrange them any way I choose, and have that *not* make any difference in the overall sense or coherence of the essay, then the paper lacks the structure it ought to have.
- ◆ The use of evidence, *drawn mainly from the readings* and never from sources not directly connected with the course, in making your point.
- ◆ The care taken in proofreading to remove typographical, grammatical and other errors. This is college, not high school. You are expected to produce polished essays that have been edited.

If you do all of these things pretty well, that will get you a high "B". To get an "A", you have to do one more thing:

- ◆ Say something original by showing that you are not merely repeating what you have heard in lecture or seen in the readings. In other words, you have to take your thinking beyond what has been presented to you.

Late papers will be assessed penalties as follows: If turned in by Friday afternoon following the due date, 1/4 of a grade point on a 4-point scale. If turned in by the following Wednesday, 1/2 grade point. After that, 1 full grade point.

Final grades will be weighted as follows:

- 25% for each essay (total for 3 essays, 75%)
- 25% discussion

One final point about grading and paper-writing. You will be asked to cite your sources in writing your essays and giving proper credit for the source of both your ideas and your information. We will help you do this properly, but you should also look at the information presented at the following web site:

<http://www.wisc.edu/writing/Handbook/QuotingSources.html>.

Failure to adhere to these guidelines constitutes plagiarism, which is a serious academic offense. A plagiarized paper will be given an "F".

ACCOMODATION OF STUDENT NEEDS

Extensions to the due date for assignments will only be granted if requested before the due date. Legitimate reasons include religious observances, illness or family emergency or an unusually crammed examination schedule. The sudden death of a printer, however beloved it may be, is not a legitimate reason for an extension.

Additionally, we will make every effort to honor requests for reasonable accommodations made by students with disabilities. If you think you may qualify for such accommodations, contact the McBurney Disability Resource Center at 263-2741 to establish your eligibility. The earlier you make a request, the more easily it can be accommodated, so please do try to plan ahead.

SCHEDULE OF LECTURES AND READINGS

WEEK 1

Jan. 19 -Course Introduction: The Problem of Health & Health Care Today

UNIT I: The Cause of Illness

WEEK 2

Jan. 24 - The Principles of Hippocratic Medicine

Jan. 26 - Hippocratic Medicine in the Ancient and Medieval Worlds

Reading: Hippocrates, "Airs, Waters, Places," "Prognosis," and "Aphorisms."

WEEK 3

Jan. 31 - Medical Theory in the Scientific Revolution

Feb. 2 - Surgery and pathological anatomy

Reading: Broman, "The Medical Sciences"
Gelfand, "Gestation of the Clinic"

WEEK 4

Feb. 7 - Laboratory Medicine and the Germ Theory

Feb. 9 - Germs, Epidemics and Vaccination

Reading: Pasteur, "On the Extension of the Germ Theory to the Etiology of Certain Common Diseases"

Koch, "The Aetiology of Tuberculosis"

Worboys. *Spreading Germs*, pp. 20-42, 193-233.

WEEK 5

Feb. 14 - The Origins of Immunology

Feb. 16 - Conclusion to Unit I: The Body Sickens Itself

Feb. 16: Distribution of First Essay Assignment

Reading: Silverstein, "Pasteur, Pastorsians, and the Dawn of Immunology"
Rosenberg, "The Therapeutic Revolution"

UNIT II: The Physician in Society

WEEK 6

Feb. 21 - Medieval Physicians and the Universities

Feb. 23 - Physicians and Other Healers in Pre-Modern Society

Feb. 23: First Essay Assignment Due in Class

Reading: Kibre, "The Faculty of Medicine at Paris"

Lindemann, *Medicine and Society in Early Modern Europe*, pp. 193-230.

WEEK 7

Feb. 28 - Medical Practice in Early 19th-century America, Part I

Mar. 2 - Medical Practice in Early 19th-century America, Part II

Reading: Leavitt, "A Worrying Profession"

Keeney et al., "Sectarians and Scientists"

Numbers, "Public Protection and Self-Interest"

WEEK 8

Mar. 7 - Hospitals and Health Care from the Middle Ages to the 19th Century

Mar. 9 - Doctors and Nursing in the 20th-Century Hospital

Reading: Atwater, "Women, Surgeons, and a Worthy Enterprise"

Rosenberg, *The Care of Strangers*, pp. 212-261

WEEK 9

Mar. 14 - Medical Education in the 19th and Early 20th Centuries

Mar. 16 - Graduate Medical Training and the Growth of Medical Specialties

Reading: Ludmerer, *Time to Heal*, pp. 79-101

Howell, *Technology in the Hospital*, pp. 103-132

WEEK 10

SPRING BREAK

WEEK 11

Mar. 28 - Physicians as the Conquerors of Disease

Mar. 30 - Conclusion to Unit II: 21st-Century Physicians in a Post-Heroic World

Mar. 30: Distribution of Second Essay Assignment

Reading: Hansen, "America's First Medical Breakthrough"

Lewis, *Arrowsmith*, pp. 256-306.

UNIT III: Health and Disease As Social and Political Problems

WEEK 12

Apr. 4- The Black Death and the Origins of Public Health

Apr. 6 - Health and Social Welfare After the Reformation

Apr. 6: Second Essay Assignment Due in Class

Reading: Carmichael, "Contagion Theory and Contagion Practice in Fifteenth-Century Milan"

WEEK 13

Apr. 11 - Mortality, Political Arithmetic and the Origins of Vaccination

Apr. 13 - Medical Police: Health and the Regulation of Behavior

Reading: Rusnock, *Vital Accounts*, pp. 92-106.

Carroll, "Medical Police and Public Health"

WEEK 14

Apr. 18 - Urbanization and Public Health in 19th-Century Europe

Apr. 20 - Sanitation and the Control of Epidemic Disease

Reading: Eyler, "William Farr and the Cholera"

Wohl, *Endangered Lives*, pp. 80-116.

WEEK 15

Apr. 22 - The Germ Theory and the Practice of Cleanliness

Apr. 24 - The Control of Epidemics

Reading: Tomes, "The Private Side of Public Health"

Leavitt, "Politics and Public Health"

Gamble, "Under the Shadow of Tuskegee"

WEEK 16

May 2 - Paying for Health Care

May 4 - Conclusion: Health and Illness in Today's World

Reading: Starr, "Transformation in Defeat"

Fein, "Medical Care, Medical Costs"

