

History of Science/History of Medicine 212
The Physician in History
Spring 2006

INSTRUCTORS

Lecturer: Karen Walloch
kwalloch@wisc.edu

Teaching Assistant: Andrew Ruis
aruis@wisc.edu

Karen and Andrew both work out of two separate but related departments: "History of Science" and "Medical History and Bioethics." This semester we will share an office and phone at:

5785 Medical Sciences Center
265-3506

Karen will be in the office sporadically, so email is usually the more sure way to contact her. It might be possible also to contact the Medical History department at 262-1460 if you really need to talk to someone immediately.

Office Hours

Karen: Mondays & most Wednesdays, 3:30-4:30, and by appointment.
Andrew: TBA

Course Description

This course surveys the history of medicine in Western culture over the past 2500 years, from the ancient Greeks to the present. As an introduction to a wide swath of medical history, we will emphasize certain topics and themes more than others in order to cover this enormous span of time. Thus we have divided the course into three distinct units, each expressing a particular theme.

The first unit, "The Cause of Illness," looks at how ideas about health and disease have changed since antiquity. The second unit, "The Physician in Society," examines what it meant to be a physician in various periods. It starts with the development of medicine as an academic discipline in medieval universities, and then follows the changing relationships between patients and practitioners in the 18th and 19th centuries. It describes how the development of hospitals and trained nursing as a profession, along with reforms in medical education, transformed medicine into the most respected and powerful profession in the 20th century. The third unit, "Health and Disease as a Social and Political Problem," covers the development of public health from its origins as a response to epidemic disease in the Middle Ages as it evolved into an all-encompassing approach to health that aims to control disease by preventing it in the first place. The final week of the course looks at the policy issue of providing adequate health care for everyone today.

It tries to explain some of the historical and political reasons why the American health care system resisted nationalization when most other industrialized nations embraced it.

Textbooks

There are two texts for this course. Roy Porter, *Blood and Guts*, is available at the University Book Store textbook department. The other is a course reader, available for purchase at the History of Science office, located in Room 7143, Social Science Building. This reader costs \$33.00, and **there are no refunds! So be very certain that you really want to take this course.** Both the reader and *B&G* should be on course reserve at Helen C. White Library also.

Course Format, Requirements, and Grading

This course meets for lectures twice a week and for discussion section once a week.

Attendance is mandatory for the discussion section. Lectures will focus on the broader historical perspective, while the discussion section will concentrate on the selected readings for the week. **Your participation in discussion will be graded.**

At the conclusion of each unit, you will write an essay, 5 to 6 pages long (double-spaced, 12 font) in response to a question or statement that Andrew and I will formulate. Although it is not required, you may submit drafts for suggestions. **These three essays are the sum total of your writing requirement for the course. There is no midterm or final exam.**

Grades depend on the following factors:

- Formulation of a clear thesis in your introduction.
- Presentation of pertinent historical evidence (drawn mainly from the readings) to back up your assertion.
- Organization of your essay into a clear and logical argument, in which each paragraph flows from one to another.
- Writing that adheres to a high standard of usage, composition, and style. If you haven't read it yet, read William Strunk, Jr. and E. B. White, *The Elements of Style*. The advice in this useful little (85 pages) book is timeless and invaluable.
- Proper citation of sources. This means that you must provide quotation marks and credit for ideas and material that are not your own in the form of footnotes or endnotes. To do otherwise is plagiarism, and neither I nor this university tolerates the practice.

If you do all of the above-mentioned tasks well, you will probably earn a high "B". To get an "A", however, you must stretch a bit by contributing your own thoughts to the topic under consideration. This means that you do not merely repeat the material you have heard in lecture or read, but that you subject it to a critical analysis.

Late papers will be penalized, 1/4 of a grade point for 2 days late, 1/2 of a point for 1 week late, and 1 full point off for anytime after. The latest possible date to turn in any outstanding essays is on the day of the final exam posted in the timetable.

Final Grade

The final grade is weighted as follows:

- 25% per essay for a total 75% of the grade for the three essays.
- 25% discussion (attendance plus participation). Participation is up to you. Contribute early and often to class discussions. I also welcome (and may occasionally invite) discussion in the lecture.

Warning

If we encounter a case of plagiarism, we will give the paper a grade of “0” on a 4-point scale, and then you must rewrite the paper properly and resubmit it. Then we will take the average of the two grades for the final grade on that essay. Thus even an “A” essay will average to a “C” if you plagiarize. Just don’t do it: take steps to learn about plagiarism at www.wisc.edu/writing/Handbook/QuotingSources.

Legitimate Excuses

Neither Andrew nor I have hearts of stone. Religious observances, illness, or family emergencies are legitimate reasons to ask for an extension of a due date. If you have a tight exam schedule, we might also be willing to make some accommodation for you. Nevertheless, it is your responsibility to contact us **before** the due date if possible. Do not wait until a week after a paper is due to tell us about the problem. I am very unwilling also to grant any requests for an “incomplete” grade at the end of the semester, except in the most dire circumstances.

Accommodation of Student Needs

We strive to create an open learning environment for students with disabilities. Contact the McBurney Disability Resource Center at 263-2741 to establish your eligibility for any special assistance you may require for this class (or others).

Schedule of Lectures and Readings

Unit 1: The Cause of Illness

Week 1

Jan. 18—Course introduction: Health and disease in history
Reading: *B & G*, Ch. 1.

Week 2

Jan. 23—The Principles of Hippocratic Medicine
Jan. 25—Galenic Medicine from Antiquity through the Middle Ages
Reading: *B & G*, Ch. 2
212 Reader, pp. 1-18 [Hippocratic Writings, Humoralism]

Week 3

Jan. 30—Medical Theory in the Scientific Revolution

Feb. 1—Surgery and Pathological Anatomy

Reading: *B & G*, Ch. 3

212 Reader, pp. 19-57 [Roos, Foucault, Gelfand]

Week 4

Feb. 6—Miasma and Zymotic diseases

Feb. 8—Germ Theory and Immunology

Readings: *B & G*, Ch. 4

212 Reader, pp. 59-96 [Pasteur, Worboys]

Week 5

Feb. 13—Therapeutics and Alternative Medicine

Feb. 15—Conclusion to the unit: Disease as a Social Concept

Readings: *B & G*, Ch. 5

212 Reader, pp. 97-134 [Rothstein, Rosenberg, Whorton]

Unit II: The Physician in Society

Week 6

Feb. 20—Medieval Physicians and the Universities

Feb. 22—Physicians and Other Healers in Pre-modern Society

Readings: *212 Reader*, pp. 135-167 [Kibre, Lindemann]

Week 7

Feb. 27—Patients and Practitioners, the long 18th century

Mar. 1—Medical Practice and Training in 19th century America

Readings: *B & G*, Ch. 6

212 Reader, pp. 169-220 [Shapin, Leavitt]

Week 8

Mar. 6—Hospitals and Health Care from the Middle Ages to the 19th Century

Mar. 8—The Transformation of the Hospital: Nursing and Surgery

Readings: *B & G*, Ch. 7

212 Reader, pp. 221-258 [Rosenberg, Abel]

Week 9: Spring Break: March 11-March 19

Week 10

Mar. 20—The Medicalization of Childbirth

Mar. 22—The Growth of Medicine's Cultural Authority

Readings: *B & G*, Ch. 8

212 Reader, pp. 259-298 [Leavitt, Pescosolido and Martin]

Week 11

Mar. 27—Physicians as Heroes in the Twentieth Century

Mar. 29—Conclusion to Unit II: The Medical Profession in the 21st Century

Readings: 212 Reader, pp. 299-342 [Hansen]

Unit III: Health and Disease as Social and Political Problems

Week 12

Apr. 3—The Impact of Epidemics: Plague and the Origin of Public Health

Apr. 5—The Impact of Epidemics: Smallpox, Yellow Fever, Cholera

Readings: 212 Reader, pp. 343-380 [Porter, Kraut]

Week 13

Apr. 10—Smallpox, Inoculation, and Vaccination

Apr. 12—The Development of Public Health Authority in America: Police Power

Readings: 212 Reader, pp. 381-432 [Fenn, Colgrove]

Week 14

Apr. 17—Urbanization and Public Health in the 19th Century

Apr. 19—Germ Theory and Sanitation

Readings: 212 Reader, pp. 433-468 [Wohl, Tomes]

Week 15

Apr. 24—The “New Public Health”

Apr. 26—Racism and Medicine in America

Readings: 212 Reader, pp. 469-517 [Leavitt, Hurston, Pohl]

Week 16

May 1—The American Healthcare System

May 3—Conclusion: Paying for Medical Care

Readings: 212 Reader, pp. 519-530 [Fein, Porter]