

HISTORY OF SCIENCE/HISTORY OF MEDICINE 212
THE PHYSICIAN IN HISTORY
Spring 2010

Instructors:

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COURSE DESCRIPTION

The basic aim of this course is to present you with different ways of looking at health and illness by examining how they have been understood at various moments in history. We will do this using four different perspectives. The first perspective, the "humoral body," will situate you in the medical cosmos of Hippocrates, an ancient Greek healer who lived almost 2500 years ago. As you will see, Hippocrates and his followers envisaged a body and its sufferings in ways that are familiar to some degree, but in other ways their view of the body is radically unlike anything we know. The second perspective on the body, the "anatomical-morphological body," is the view taken by surgeons and anatomists, people who are used to dealing with a body having different parts and organs, each of which performs a distinctive role in the body's overall physiology. The third perspective, the "infected body," is the perspective on disease that emerged during the nineteenth century with the so-called "germ theory of disease." As you will see, however, it has roots stretching back as far as the Black Death of the Middle Ages. The idea that specific infectious agents were responsible for much of what sickens us had a powerful impact on medicine in the late nineteenth and twentieth centuries, and still influences medical practice today. Finally, the fourth unit of the course will look at the "body obsessively observed," an appropriate label for the kind of medical practice that evolved during the twentieth century, when physicians developed the idea that seemingly no one's health could be maintained without incessant medical attention and supervision. Needless to say, this is the view of health and illness that persists in our own time.

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 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, 210 Bradley Memorial. A copy of the reading packet is also available on reserve in College Library.

COURSE REQUIREMENTS AND GRADING

212 has no in-class hourly or final exams. Instead you will be assigned essays of varying

length: two short 1000-word essays, a 1500-word essay, and a 2000-word final. Your t.a. may also add other short assignments or reading responses in connection with discussion sections.

Grades will be weighted as follows:

Attendance and participation in discussion:	20%
Two 1000-word essays:	30% (15% each)
1500-word essay	20%
2000-word final essay	30%

One final point about grading and paper-writing. You will be asked to cite your sources in writing your essays and give 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 this web site for more information: <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 scored as a zero.

ACCOMMODATION OF STUDENT NEEDS

Extensions for completion of 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. See you TA about this if you need to. Please note that the unexpected death of a desktop printer, however beloved it may have been, 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 arrangements, 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 plan ahead.

SCHEDULE OF LECTURES AND READINGS

UNIT I: The Humoral Body

WEEK 1

Jan. 20 - Course Introduction: Bodies and Healers

Reading: none

WEEK 2

Jan. 25 - Hippocratic medicine I

Jan. 27 - Hippocratic medicine II

Reading: Hippocrates, *Airs, Waters, Places*; *Prognosis*; and *Aphorisms*

WEEK 3

Feb. 1 - Patients and Practitioners in the Ancient World

Feb. 3 - The Legacy of Humoral Medicine

1st essay assignment distributed today

Reading: Sweet, "Hildegard of Bingen and the Greening of Medicine"
Sydenham, *Methodus Curandi Febres*

UNIT II: The Anatomical/Morphological Body

WEEK 4

Feb. 8 - Surgeons and Places in the Body

1st essay assignment due in lecture

Feb. 10 - Anatomy and Medical Theory in Antiquity

Reading: Nutton, "Alexandria, Anatomy and Experimentation"

Galen, *On the Usefulness of the Parts*

Galen, *On the Natural Faculties*

WEEK 5

Feb. 15 - Sites of Surgical & Anatomical Teaching: Universities and Guilds

Feb. 17 - Medieval Anatomy: From Embodied Theory to Site of Investigation

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

O'Boyle, "Surgical Texts and Social Contexts"

WEEK 6

Feb. 22 - Vesalius and the "New Anatomy"

Feb. 24 - The Site of Illness: Pathological Anatomy

2nd essay assignment distributed today

Reading: Andreas Vesalius, "Preface." This can be found at the Northwestern University Vesalius Project web site:

<http://vesalius.northwestern.edu/index.html>

WEEK 7

Mar. 1 - The Paris Clinic

2nd essay assignment due in lecture

Mar. 3 - The Hospital as a Therapeutic Laboratory

Reading: Gelfand, "Gestation of the Clinic"

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

Temkin, "The Role of Surgery in the Rise of Modern Medical Thought"

UNIT III: The Infected Body

WEEK 8

Mar. 8 - Models of Infection: Bubonic Plague and Syphilis

Mar. 10 - Urbanization and Epidemics in the Nineteenth Century

Reading: Carmichael, "Contagion Theory and Contagion Practice"

WEEK 9

Mar. 15 - Koch, Pasteur, & the Germ Theory of Disease

Mar. 17 - The Germ Theory Goes Global

Reading: Pasteur, "On the Extension of the Germ Theory"

Koch, "The Aetiology of Tuberculosis"
Bynum, "Medical Science Goes Public"

WEEK 10

Mar. 22 - Nursing and Hospital Reform

3rd essay assignment distributed today

Mar. 24 - Surgery and the Control of Infection

Reading: Rosenberg, *The Care of Strangers*

"A Head Nurse." *Harper's Bazaar*, Dec. 31, 1887

Scovil, "The Moral Influence of the Head Nurse"

White, "The Wonders of Modern Surgery"

WEEK 11

SPRING BREAK

WEEK 12

Apr. 5 - The Germ Theory Goes Public

Apr. 7 - The Body as a Petri Dish

3rd essay assignment due in lecture

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

Hamilton, "The Fly As a Carrier of Typhoid"

UNIT IV: The Body Obsessively Observed

WEEK 13

Apr. 12 - Technological Innovation in Diagnosis and Therapeutics

Apr. 14 - The First Movement Toward Health Insurance

Reading: Howell, *Technology in the Hospital*

Williams, "Jean Beicke" and "The Paid Nurse"

WEEK 14

Apr. 19 - Experimentation in Medical Therapeutics

Apr. 21 - Racial Hygiene and Racial Improvement

Reading: Brandt, "Racism and Research"

Marks, *The Progress of Experiment*

WEEK 15

Apr. 26 - Everyone's at Risk of Something

Apr. 28 - The Body Perfected and the Body Gone Awry

Final essay assignment distributed in lecture

Reading: Haiken, *Venus Envy*

WEEK 16

May 3 - A War on Cancer

May 5 - Final Thoughts: A Cure for Everything?

Reading: Aronowitz, *Making Sense of Illness*