

HISTORY OF SCIENCE/HISTORY OF MEDICINE 212
The Physician in History
Spring 2013

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 so 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 “measured, normalized and perfected,” an appropriate label for the kind of medical practice that emerged 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 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 Copy Center in the Social Science Building. A copy of the reading packet will also be placed 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 and complexity: one 1000-word essay, a 1500-word essay, and a 2000-word final. Your TA will also add other short assignments or reading responses in connection with discussion sections.

Grades will be weighted as follows:

Attendance and participation in discussion:	25%
1000-word essay:	20%
1500-word essay	25%
2000-word final essay	30%

One additional 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 (either in whole or in part) 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.

OBJECTIVES FOR PAPERS AND GRADING CRITERIA

Your goal in your papers is to defend an original argument based on your readings and lectures, not simply to repeat what you've read or heard. I will grade on the following criteria:

STRUCTURE: Begin your paper with a statement of the problem or question. Then give your thesis statement, which is a concise statement of your central argument. After your thesis statement, build your argument in a series of well-structured paragraphs. Each paragraph should have a topic sentence, and 3 to 5 sentences that clearly support that topic sentence. Each paragraph should explain one idea, not 3 or 4. Each paragraph should have a clear connection to the next. Pay attention to transitions. End with a strong conclusion that tells why the reader should care about your thesis.

ANALYSIS: Why should the reader believe you? What arguments against your thesis make sense? How can you disprove those counter-arguments, or account for evidence that seems to contradict your thesis? Your analysis should pose new ways to think of the material. All ideas in the paper should flow logically. Your argument should be identifiable, reasonable, and sound. Support your thesis with an argument based on evidence from your primary sources.

STYLE: We will reward clear, active, powerful writing. Use active verbs. Revise your paper to remove wordiness, redundancy, passive voice, and inactive verbs. Make sure that your

grammar and spelling are correct. Careless errors, especially run-ons and comma splices, will lower your grade.

ORIGINALITY: Although you can get a good grade (a B) for presenting arguments developed in lecture and section, an A paper is one that develops original insights and arguments. I strongly encourage you to think for yourselves, giving evidence from course materials, but pushing your insights further than what we cover in lectures. Possible paper topics will include options that allow for creativity and originality.

The Superior Paper (A: 94-100)

Structure: Your thesis is clear, insightful, original, sophisticated, even exciting. All ideas in the paper flow logically; your argument is identifiable, reasonable, and sound. You have excellent transitions. Your paragraphs have solid topic sentences, and each sentence clearly relates to that topic sentence. Your conclusion is persuasive.

Analysis: You support every point with at least one example from your primary sources. You integrate quoted material into your sentences well. Your analysis is fresh and exciting, posing new ways to think of the material. You anticipate and successfully defuse counter-arguments.

Style: Your sentence structure, grammar, spelling, and citations are excellent. You have no run-on sentences or comma splices. Your writing style is lively, active, and interesting. You use active verbs, and do not use the passive voice. You are not wordy or redundant.

Originality: Your arguments show a great deal of independent insight and originality.

The Very Good Paper (AB 88-93)

Structure: Your thesis is clear, insightful, and original. Your argument flows logically and is sound. You may have a few unclear transitions. You end with a strong conclusion.

Analysis: You give examples to support most points, and you integrate quotes into sentences. Your analysis is clear and logical, and even makes sense. You acknowledge counter-arguments.

Style: Your sentence structure, grammar, spelling, and citations are good. You have no more than one run-on sentence or comma splice. Your writing style is solid and clear. You use active verbs, and do not use the passive voice. You are not wordy or redundant.

Originality: Your arguments show independent thought.

The Good Paper (B 82-87)

Structure: Your thesis is clear, but may not be insightful, original, or easily identified. Your argument is generally clear and appropriate, although it may wander occasionally. You may have a few unclear transitions, or paragraphs without strong topic sentences. You may end without much of a conclusion.

Analysis: You give evidence to support most points, but some evidence may appear where inappropriate. Your argument usually flows logically and makes sense, although some gaps in logic may exist. You may fail to address counter-arguments.

Style: Your writing style is clear, but not always lively, active, or interesting. You sometimes use the passive voice. You may become wordy or redundant. Your sentence structure, grammar, and spelling are strong despite occasional lapses.

Originality: You do a solid job of synthesizing material presented in lectures and sections, but do not develop your own insights or conclusions.

The Borderline Paper (BC 77-81)

Structure: Your thesis may be unclear, vague, or unoriginal, and it may provide little structure for the paper. Your paper may wander, with few transitions, few topic sentences, and little logic. Your paragraphs may not be organized coherently.

Analysis: You give examples to support some but not all points. Your points often lack supporting evidence, or else you use evidence inappropriately, often because there may be no clear point. Your quotes may be poorly integrated into sentences. You may give a quote, but then fail to analyze it or show how it supports your argument. Your logic may fail, or your argument may be unclear. You may not address counter-arguments. Your end may dwindle off without a conclusion.

Style: Your writing style is not always clear, active, or interesting. You use the passive voice, or become wordy or redundant. You have repeated problems in sentence structure, grammar, punctuation, citation style, or spelling. You may have several run-on sentences or comma splices.

Originality: You do a fair job synthesizing material presented in lectures and sections, but do not develop your own insights or conclusions.

The "Needs Help" Paper (C 70-76)

Structure: Your thesis is difficult to identify, or it may be a bland restatement of an obvious point. Your structure may be unclear, often because your thesis is weak or non-existent. Your transitions are confusing and unclear. Your paragraphs show little structure. The paper is a loose collection of statements, rather than a cohesive argument.

Analysis: Your examples are few or weak. You fail to support statements, and the evidence you give is poorly analyzed or integrated into the paper. Your argument may be impossible to identify. Ideas may not flow at all, usually because there is no argument to support. The view of the topic may seem simplistic, with little effort to grasp possible alternative views.

Style: Your writing has problems in sentence structure, grammar, and diction. You have frequent major errors in citation style, punctuation, and spelling. You may have many run-on sentences and comma splices.

Originality: You do a confusing or poor job synthesizing material presented in lectures and sections, and do not develop your own insights or conclusions.

The Bad Paper (D or F 0-69)

A bad paper shows minimal lack of effort or comprehension.

SCHEDULE OF LECTURES AND READINGS

UNIT I: The Humoral Body

WEEK 1

Jan. 23 - Course Introduction: Bodies and Healers

Reading: none

WEEK 2

Jan. 28 - Health and Illness in Remote Antiquity

Jan. 30 - Hippocratic medicine I

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

WEEK 3

Feb. 4 - Hippocratic medicine II

Feb. 6 - Patients and Practitioners in the Ancient World

(1st essay assignment handed out in lecture)

Reading: Sweet, "Hildegard of Bingen and the Greening of Medicine"
Wear, "Place, Health and Disease."

UNIT II: The Anatomical/Morphological Body

WEEK 4

Feb. 11 - Surgeons and Places in the Body ***(1st essay assignment due in lecture)***

Feb. 13 - 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. 18 - Sites of Surgical & Anatomical Teaching: Universities and Guilds

Feb. 20 - 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. 25 - Vesalius and the New Anatomy

Feb. 27 - The Site of Illness: Pathological Anatomy

Reading: Vesalius, "Preface." This can be found at the Northwestern University Vesalius

Project web site: <http://vesalius.northwestern.edu/index.html>

Morgagni, *The Seats and Causes of Disease*, dedications to Senec, Schreiber and Meckel.

WEEK 7

Mar. 4 - The Paris Clinic

Mar. 6 - The Hospital as a Therapeutic Laboratory

Reading: Gelfand, "Gestation of the Clinic"

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

UNIT III: The Infected Body

WEEK 8

Mar. 11 - Models of Infection: Bubonic Plague and Syphilis

(*2nd essay assignment handed out in lecture*)

Mar. 13 - Urbanization and Epidemics in the Nineteenth Century

Reading: Henderson, "The Black Death in Florence."

Boccaccio, *The Decameron*, pp. 17-21. On the Project Gutenberg web site:

http://www.gutenberg.org/catalog/world/readfile?fk_files=1453287&pageno=17

WEEK 9

Mar. 18 - Koch, Pasteur, & the Germ Theory of Disease

Mar. 20 - The Germ Theory Goes Public (*2nd essay assignment due in lecture*)

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

Koch, "The Aetiology of Tuberculosis"

Bynum, "Medical Science Goes Public"

WEEK 10

SPRING BREAK

WEEK 11

Apr. 1 - Nursing and Hospital Reform

Apr. 3 - Surgery and the Control of Infection

Reading: Rosenberg, *The Care of Strangers*

"A Head Nurse." *Harper's Bazaar*

Scovil, "The Moral Influence of the Head Nurse"

White, "The Wonders of Modern Surgery"

WEEK 12

Apr. 8 - The Germ Theory in a Global Context

Apr. 10 - The Body as a Petri Dish

Reading: Zinsser, *Rats, Lice and History*

Anderson, "Immunization and Hygiene in the Colonial Philippines."

UNIT IV: The Body Measured, Normalized and Perfected

WEEK 13

Apr. 15 - Technological Innovation in Diagnosis and Therapeutics

Apr. 17 - Health Insurance and the Normalization of Sickness

Reading: Howell, *Technology in the Hospital*

William Carlos Williams, "The Paid Nurse"

Weaver, "Weighing Babies"

WEEK 14

Apr. 22 - Experimentation in Medical Therapeutics

Apr. 24 - Racial Hygiene and Racial Improvement

Reading: Brandt, "Racism and Research"

Marks, *The Progress of Experiment*

WEEK 15

Apr. 29 - Everyone's at Risk of Something

(Final essay assignment to be distributed in lecture)

May 1 - Better Living Through Prescription Drugs

Reading: Aronowitz, "The Social Construction of Coronary Heart Disease Risk Factors"
Tone, "Tranquilizers on Trial."

WEEK 16

May 6 - A War on Cancer

May 8 - Final Thoughts: A Cure for Everything?

Reading: To be announced

