

Health, Disease and Healing I

Spring 2013

Course number: Medical History and Bioethics/History/History of Science 507

Location: Chamberlin 2120

Time: Tu/Th 9:30- 10:45 AM

Instructor: Prof. Pablo F. Gómez, PhD, MD

Office Hours: Tu/Th 2:30-3:30 PM, MSC 1440

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This course examines the history of healing practices in the Western World from antiquity to the 18th century. Students will examine continuities and changes in ideas about illness and health, and the position of healers and health institutions, within larger social and cultural structures in particular historical periods. Students will study the characteristics of patient-healer relationships and cultural, legal and social perceptions and definitions of body normativity, health and disease in the diverse societies covered under the “Western” rubric. Through the course we will analyze the rise and demise of theoretical models for explanations about the functioning of the body and its relationship to the natural world. In doing so, we will examine how a competitive marketplace of products and ideas defined medical practice in the historical periods under study here, as well as the strategies physicians used to suppress their competition through medical licensing starting in the Middle Ages. At the end of this course, students will understand the close relationship medical practice and the study of the body share with developments in philosophy, natural history and, in particular, religious beliefs. Focusing on the changing concepts and articulations between these areas, students will examine how scientific rationalism and biological science emerged during the early modern era as the bases for modern medical practice.

Objectives

At the end of this course:

- Students will be able to identify and analyze within their social, cultural and economic contexts key historical issues, and their significance, in the history of healing practices in the West from antiquity to the emergence of biomedicine in the mid-eighteenth century.
- Students will have developed an understanding of the mutually shaping interactions between perceptions of health, illness and medical practices and culture and society in specific historical scenarios.
- Students will be able to analyze the role of social factors -- race, gender, ethnicity, class, and sexual orientation, among others -- in shaping ancient, medieval and early modern cultural realities related to health, medical practice and education.
- Students will be able to analyze and synthesize information, provide evidence-based interpretations about the past, and develop arguments regarding social and cultural differences related to medical concepts in ancient, medieval and early modern Western societies.
- Students will be able to identify the role patients, healthcare providers, institutions and the state played in modeling medical practice and education from antiquity to ca. 1750.

-Students will analyze cultural assumptions, interpretations, and/or opinions relating to issues of body normativity, health practitioners' hierarchies, medical education and medical practice in the historical scenarios studied.

Course Policies and Requirements

Grading:

First take home essay	20%
Second take home essay	20%
Participation	25%
Quizzes	15%
Presentation	20%

Grades on assignments and exams are recorded as numerical scores out of a total of 100 points (these scores are later weighted to arrive at a final composite course grade). The table for converting your final composite (weighted) numerical grade into final letter grades is as follows:

Points	<60	60-68.9	69-74.9	75-80.9	81-86.9	87-92.9	93 and above
Grade	F	D	C	BC	B	AB	A

Your essays must be uploaded to the dropbox on the course's *learn@UW* site. I will **only** accept **electronic** submissions.

Papers should be in the course dropbox by 5 PM CST on the date the essay is due. For every hour the essay is late I will deduct a point from the final grade. Essays **will not be accepted** after 24 hours past their due date and time.

You must submit all assignments and complete all essays in order to pass this course.
You may not elect to opt out of an assignment and receive an F on it.

Any non-emergency extensions must be requested prior to the due date. Although you are encouraged to discuss your papers with friends and classmates, no group work is allowed.

Take Home Essays:

These papers will answer **two** of four study questions assigned. Each answer will be a short essay 1000 to 1200 words long, appropriately formatted and referenced (the whole essay will, thus, be 2000-2400 words). I will post the topics to be examined two weeks before the essay is due.

Dates: First Essay: March 14
Second Essay: May 10

Presentation:

Every student will give a 20-minute presentation during a class meeting during the semester. The students responsible for each meeting should introduce the main features of the topics present in the readings and identify key issues and themes to be examined during the ensuing discussion. As part of this assignment the students should meet with me during my office hours seven days or more before their assigned day for the presentation. Students should bring a formal draft of the questions and topics to be examined during their presentation to the class.

Students will send a final draft of the questions before 5pm CST the Thursday before the week of their presentation (at the latest). I will then post the study guide and set of discussion questions for the following week every Friday at the course's Learn@UW website.

Participation:

This component of your grade will be determined based on attendance and active and **MEANINGFUL** participation in class. We will devote an important portion of each meeting to discussion. Your input to the conversation has to demonstrate a learned engagement with the readings for that day. The class provides an opportunity for a communal exploration of events, themes and concepts. The main idea behind the course structure is to help each other enhance our understanding of the subjects we will study and create a rich, engaging, and friendly forum for the expression of ideas. The class will benefit from the unique perspectives, ideas and informed opinions of *all* students.

I expect you to complete the readings by the beginning of the week. I will document your participation on a daily basis, noting whether you demonstrated exceptional (2 points), model (1 points), satisfactory participation (0 point), or unsatisfactory participation (-2 points).

You start the semester with 80 points.

You should come prepared to discuss the material indicated in the study guide, including the primary sources that will form the basis of the discussion.

Quizzes:

We will devote the first 5 minutes of every meeting to reflect on one pointed question related to the study guide and the study questions. 8 of these in-class quizzes will be randomly graded throughout the semester. The rest of the quizzes will count towards your participation grade and will be marked as satisfactory or unsatisfactory. These quizzes will be based on the study guides provided the week before each meeting.

Attendance

You are entitled to miss two (2) classes without penalty. Each additional absence will reduce your final course grade by 3 points.

There will be a sign-in sheet circulated at the beginning of each class.

Surfing the internet and/or text messaging during class will be considered distractions to the instructor/class and will also result in a -3 for the participation grade each week.

Class Policies Regarding Written Work

In addition the University's policies governing Academic Honesty and Misconduct (see below), this course requires you to observe a set of specific class policies regarding your written work. This means that grade penalties can be imposed for failing to comply with these policies, even if the matter is not reported to the Dean as an official case of academic dishonesty or misconduct. In that regard, these specific class policies regarding written work function like this course's attendance policy: If you fail to comply with the policy, your grade can and will be lowered by the instructor.

The class policies regarding written work that you must follow are contained in the document from the University's Writing Center linked to at the end of this section. The purpose of these policies is to ensure that students receive credit solely where credit is due to them. Any words, phrases, or ideas that are borrowed from another source must be properly acknowledged and cited. Specific class assignments may contain additional rules and guidelines for citation, but at the very least the rules and guidelines set out in the Writing Center's document must be followed. It is your responsibility to familiarize yourself with these rules and guidelines. Ignorance of their content is not an acceptable excuse. You can find the Writing Center's document here: <http://students.wisc.edu/saja/pdf/Plagiarism.pdf>

Stated Course Policies are Non-Exhaustive

The course policies stated in this syllabus are not necessarily exhaustive. I reserve the right to impose additional or amended policies as circumstances warrant. Any change will be announced both in class and on the course Learn@UW website.

Academic Honesty and Misconduct

I will fail any papers not in compliance with the UW rules governing academic honesty and plagiarism, which you can find at <http://students.wisc.edu/saja/misconduct/UWS14.html>. Ignorance of what counts as academic misconduct or plagiarism is not an acceptable defense. All cases of Academic Dishonesty and Misconduct are reported to the Dean of Students.

Accommodations for Students with Disabilities:

This course abides by the Americans with Disabilities Act (ADA). The ADA is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible so that I can make every reasonable effort to provide adequate accommodation.

Required Texts:

Lawrence I. Conrad, et al. *The Western Medical Tradition: 800 BC to AD 1800*. Cambridge: Cambridge University Press, 1995. **Hereafter WMT.**

Nancy G. Siraisi. *Medieval and Early Renaissance Medicine: An Introduction to Knowledge and Practice*. Chicago: University of Chicago Press, 1990. **Hereafter MERM.**

Class and Reading Schedule

*All other readings will be available on the course Learn@UW website.

**Supplementary readings and page numbers are in italics.*

Week 1-Jan 22-24: Introduction

-Introduction

-The "Western" Medical Tradition.

Readings:

- WMT, 1-10
- Kuriyama, 1-23
- Porter, 14-43.

Week 2-Jan 29-31: The Greek World

- The Greek World: Philosophers, Gods and Healers
- The Corpus Hippocraticus

Readings :

- WMT, 11-38.
- Kuriyama, 195-232.
- Hippocrates, *Of the Epidemics*. Internet Resources
- Porter, 44-68.

Week 3-Feb 5-7: Roman Medicine.

- Apollo and Asclepius: Roman Medicine
- Galen and the New Hippocratism

Readings:

- WMT, 39-70.
- Galen, "The Best Doctor is also a Philosopher."
- Asclepius, a Collection and Interpretation of the Testimonies, "God and Good Fortune: Cures of Apollo and Asclepius." 229-233
- Porter, 69-82.

Week 4-Feb 12-14: Late Antiquity and the Early Middle Ages.

- Healing Christians
- Travel and Translation of Greek and Roman Medicine

Readings:

- WMT, 71-87
- MERM, 7-16.
- Temkin, "Hippocrates in a World of Pagan and Christians."
- Femgren, "Early Christianity as a Religion of Healing."
- Porter, 83-106.

Week 5 Feb 19-21: Galenism and Arab-Islamic Medicine

- Arab-Islamic Medical Tradition
- Avicenna and "El Canon"

Readings:

- WMT, 93-138.
- Savage-Smith, "Attitudes toward Dissection in Medieval Islam."
- Max Meyerhof, "Thirty-three Clinical Observations by Rhazes."
- Rhazes, "Treatise on Smallpox and Measles." Internet Resources.

Week 6-Feb 26-28: Medieval Medicine I

- Religion, Scholasticism and Medicine as a Discipline
- Education, Competition and Licensing

Readings:

- WMT, 139-168.
- MERM, 17-47.

Week 7-Mar 5-7: Medieval Medicine II

- Disease and Treatment
- Women, Gender and Health Practice

Readings:

- WMT, 168-189.
- MERM, 115-152.
- *Green, The Trotula.*
- *Wallis, "Signs and Senses."*

Week 8-Mar 12-14: Contagion, Death and God

- The Plague: Contagion and Public Health
- Faith, Reason and the State

***FIRST PAPER DUE MARCH 14, 5PM CST.** Electronic submission at *learn@UW* site.

Readings:

- WMT, 189-198; 215-225.
- Cohn, "The Black Death: End of a Paradigm."

Week 9-Mar 19-21: The Medical Renaissance

- Medical Humanism
- The Renaissance of Anatomy

Readings:

- WMT, 225-279
- Park, *Secrets of Women.*
- *Sawday, "Execution, Anatomy and Infamy."*

Week 10-Spring Break

Week 11-Apr 2-4: Anatomy and the Early Modern Medical Profession

- Visit to the Rare Books & Special collections at Historical Reading Room at Ebling Library.
750 Highland Ave. Coordinated with Micaela Sullivan-Fowler. (*Vesalius, Avicenna, Villanova, Paré*)
- Professionalization and Competition

Readings:

- Pomata, *Contracting a Cure.*
- Gentilcore, "The Golden Age of Quackery."
- *Vesalius, On the Fabric of the Human Body. Internet Resources*

Week 12-Apr 9-11: An Era of Challenges

- Paracelsianism
- Neo-Hippocratism and the Decline of Galenism

Readings:

- WMT, 280-325.
- Lonie, "The Paris Hippocratics."
- *Paracelsus*, "Seven Defensiones"

Week 13-April 16-18: Medicine and the New "Ways of Knowing"

- Circulation of Blood
- The New Science

Readings:

- WMT, 325-361.
- Harvey, On the Motion of the Heart and Blood in Animals.

Week 14-April 23-25: Empiricism and the Reshaping of Materia Medica

- Medicine and the Scientific revolution
- The Brave New World of Atlantic Medicine

Readings:

- Harold Cook, "The History of Medicine and the Scientific Revolution."
- Walker, "Acquisition."

Week 15-Apr 30-May 2: Creating and Circulating Medical Knowledge in the Early Modern World

- Matters of Exchange
- Western Medicine and its Encounter with Other Medical Traditions

Readings:

- Harold Cook, Matters of Exchange.
- Few, "Medical Mestizaje."
- *Júnia Furtado Ferreira*, "Tropical Empiricism."

Week 16-May 7-9: The Arrival of Biomedicine

- The Legacy of the "Scientific" Revolution
- Conclusion

Readings:

- WMT, 371-411.

***SECOND PAPER DUE MAY 10, 5PM CST.** Electronic submission at *learn@UW* site.

