

University of Pennsylvania
HSOC 002
Fall 2011

Medicine in History

TTh 10:30-11:50
402 Medical/Logan/Cohen Hall

Instructor:

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Office Hours: M 10:30-noon, T 3:30-4:30
and by appt.
323 Cohen

Teaching Assistants:

Eram Alam
Office Hours: M 2-3, Th 1:30-2:30
and by appt.
369 Cohen

Rosanna Dent
Office Hours: M 12:30-1:30, Th 9:15-10:15
and by appt.
369 Cohen



COURSE DESCRIPTION:

This course surveys the history of medical knowledge and practice from antiquity to the present. No prior background in the history of science or medicine is required. The course has two principal goals: (1) to give students a practical introduction to the fundamental questions and methods of the history of medicine, and (2) to foster a nuanced, critical understanding of medicine's complex role in contemporary society.

The course takes a broadly chronological approach, blending the perspectives of the patient, the physician, and society as a whole—recognizing that medicine has always aspired to “treat” healthy people as well as the sick and infirm. Rather than history “from the top down” or “from the bottom up,” this course sets its sights on history from the inside out. This means, first, that medical knowledge and practice is understood through the personal experiences of patients and caregivers. It also means that lectures and discussions will take the long-discredited knowledge and treatments of the past seriously, on their own terms, rather than judging them by today's standards. Required readings consist largely of primary sources, from elite medical texts to patient diaries. Short research assignments will encourage students to adopt the perspectives of a range of actors in various historical eras.

REQUIREMENTS:

- attendance at and active participation in all class meetings;
- completion of all assigned readings by the due date indicated on the syllabus;
- discussion questions on assigned readings, due a few hours before recitation periodically through the semester (on a rotating basis, not every week);
- one short essay on assigned readings (3-4 pages);
- two research and writing assignments (4-6 pages and 8-10 pages);
- midterm exam;
- final exam.

BOOKS AND COURSEPACK

Three books are available for purchase at the Penn Book Center, 130 South 34th Street:

David Rothman, Steven Marcus, and Stephanie Kiceluk, eds., Medicine and Western Civilization

John Harley Warner and Janet Tighe, eds., Major Problems in the History of American Medicine and Public Health

Laurel Thatcher Ulrich, A Midwife's Tale

Note: All required books owned by the Penn library will be on reserve at Rosengarten Reserve Service in Van Pelt Library. You are not required to buy any book, and you can certainly find these books elsewhere. If you choose to buy one or more books, please consider supporting the vital service that independent bookstores provide by buying them at the Penn Book Center.

A coursepack consisting of assigned readings is available at Campus Copy, 3907 Walnut Street. Other course materials and additional resources are also available on a Blackboard site.

GRADING CRITERIA:

Attendance + Participation:	25%
Short Essay:	5%
Research/Writing Assignment 1 (Humoral Medicine):	15%
Research/Writing Assignment 2 (Patients' Pathways):	20%
Midterm Exam:	15%
Final Exam:	20%

Consistent effort and improvement will be weighted in final grading. Discussion questions will be factored into the participation grade.

A general overview of grading standards:

A = outstanding, nearly flawless work; assignment(s) completed thoroughly; technically excellent; evidence of creativity and/or inspiration, deep contextual grasp of issues and connections among issues; and ability to synthesize individual elements into broader historical analysis.

B = good work; all aspects of assignment(s) completed thoroughly and competently; technically competent (though perhaps not perfect) in spelling, grammar, format, citations; presentation adequate; does not consistently show inspiration, creativity, deeper grasp of connections, interpretations, and/or synthesis among elements.

C = less than fully satisfactory work; assignment(s) not completed thoroughly or according to instructions; basic grasp of issues not always evident; more than occasional technical flaws.

D = basic work of course (or assignment) not done, little or no effort evident.

Grade Appeals

If you think a mistake has been made in the grading of an assignment or exam, please follow this procedure to appeal your grade:

1. Send a description of the problem (250 words or less) including the question and why you think the grade you received was not an accurate reflection of the quality of the work to the TA responsible for your section. Please allow 24 hours for your TA to review this email.
2. Meet with your TA either during office hours or by setting up an appointment via email.
3. If you are unsatisfied with the response you receive, you may consult with your TA and then address the issue with Prof. Barnes.

PLEASE NOTE: When you resubmit any exam or assignment for a re-grade, the grade you received may go **down, up** or **stay the same**.

If you have questions about why you received the grade you received, feel free to clarify this with your TA during office hours. This is not the same as requesting a re-grade, and your grade will not be adjusted without following the procedure outlined above.

CLASSROOM RULES & ETIQUETTE

Student use of laptop computers and other portable digital devices in class is not permitted. Why? Laptops are efficient and convenient devices for note-taking; they are also powerful distractions:

Distracting for the user +
Distracting for classmates +
Distracting for the professor and TAs =
Not conducive to a positive learning environment.

I have learned this lesson repeatedly, from experience (the hard way). Practice taking notes the old-fashioned way; it's a useful skill.

Please show respect for your classmates, TAs, and professor. Arrive on time, silence cell phones, and be discreet and neat about eating and drinking. If you can't stay awake for 80 minutes, please stay home and catch up on your sleep.

ACADEMIC INTEGRITY

The University Code of Academic Integrity is central to the ideals of the university, and of this course. Students are expected to be independently familiar with the Code:

<<http://www.vpul.upenn.edu/osl/acadint.html>>

and to recognize that their work in the course is to be their own original work that truthfully represents the time and effort applied. All material (including concepts) derived from the work of others must be appropriately cited. The university and I take violations of the Code very seriously, and they will be handled in a manner that fully represents the extent of the Code and that befits the seriousness of its violation. **When in doubt, cite. Failure to cite or explicitly acknowledge sources is plagiarism, regardless of intention.**

SCHEDULE OF TOPICS AND ASSIGNED READINGS

[subject to change]

M&WC = Medicine and Western Civilization

Major Problems = Major Problems in the History of American Medicine and Public Health

<u>Date</u>	<u>Topic</u>	<u>Assigned Readings</u>
Sept. 8	Introduction and Overview	
Sept. 13	Medicine Today	<ul style="list-style-type: none"> • Laura Hillenbrand, "A Sudden Illness" (coursepack)
Sept. 15	The Ulcer Bug	<ul style="list-style-type: none"> • Atul Gawande, "Letting Go" (coursepack)
Sept. 20	Airs, Waters, Places, and Oaths	<ul style="list-style-type: none"> • Hippocrates, "On the Nature of Man" and "The Sacred Disease" (M&WC, 43-47, 139-144) • Hippocrates, <u>Epidemics</u> (coursepack)
Sept. 22	Galen: The Sense of Humors	<ul style="list-style-type: none"> • Kuriyama, "Interpreting the History of Bloodletting" (coursepack)
Monday Sept. 26		<i>"Medicine Then and Now" Essay Due</i>
Sept. 27	Avicenna and the Islamic Tradition	<ul style="list-style-type: none"> • Ali ibn Ridwan, <u>On the Prevention of Bodily Ills in Egypt</u>, chapters 8-11 (coursepack) • Avicenna, <u>Canon of Medicine</u>, chapters 1-4 (coursepack)
Sept. 29	Medieval Medicine	<ul style="list-style-type: none"> • Hildegard of Bingen, <u>Cause and Cure: "Elements and Humors," "Disorders and Diseases," "Treatment," and "Diagnostic and Prognostic Signs"</u> (coursepack) • Victoria Sweet, "Hildegard of Bingen and the Greening of Medieval Medicine" (coursepack)
Oct. 4	Plague and Medical Decision-Making in the Renaissance	<ul style="list-style-type: none"> • Ulrich, <u>A Midwife's Tale</u>, pp. 3-71

Oct. 6	Bad News for Galen	<ul style="list-style-type: none"> • Andreas Vesalius, "The Fabric of the Human Body" (M&WC, 54-60) • "Andreas Vesalius's First Public Anatomy at Bologna: An Eyewitness Report" (M&WC, 61-65) <ul style="list-style-type: none"> • "Felix Platter's Journal" (M&WC, 66-67)
<i>Fri. Oct. 7</i>		<i>"Symptom Diary" due</i>
Oct. 11	No Class (Fall Break)	
Oct. 13	Body as Machine, Physician as Mechanic	<ul style="list-style-type: none"> • William Harvey, "On the Motion of the Heart and the Blood" (M&WC, 68-78) • Cotton Mather on smallpox inoculation (Major Problems, 30-33) <ul style="list-style-type: none"> • William Douglass on smallpox inoculation (Major Problems, 33-34) • Zabdiel Boylston on smallpox inoculation (Major Problems, 36-37) • Pilloud and Louis-Courvoisier, "The Intimate Experience of the Body in the 18th Century" (coursepack)
<i>Monday Oct. 17</i>		<i>Humoral Self-Diagnosis and Treatment Paper due</i>
Oct. 18	Philadelphia, 1793	<ul style="list-style-type: none"> • Benjamin Rush, "The Vices and Virtues of Physicians" (M&WC, 278-81) • Benjamin Rush lecture to Penn medical students (Major Problems, 60-63) • Edward Jenner, "An Inquiry into the Causes and Effects of the Variolae Vaccinae, or Cow-Pox" (M&WC, 299-309)
Oct. 20	Pathological Anatomy to Clinical Medicine: Meet Me in Paris	<ul style="list-style-type: none"> • R.T.H. Laënnec, "A Treatise on Mediate Auscultation" (M&WC, 310-13) • N.Y. medical student's diary (Major Problems, 93-94) <ul style="list-style-type: none"> • Ulrich, A Midwife's Tale, pp. 102-133, 235-261
Oct. 25	Should Women Go to Medical School?	<ul style="list-style-type: none"> • Elizabeth Blackwell, "The Influence of Women in the Profession of Medicine" (M&WC, 282-87) • N.Y. doctor against medical education for women (Major Problems, 131-33) • John Ware on medical education (Major Problems, 133-35) • Edward H. Clarke against education of women (Major Problems, 140-43)
Oct. 27	Midterm Exam (in class)	

Nov. 1	Quarantine and Midwifery in the 19 th Century	<ul style="list-style-type: none"> Ulrich, <i>A Midwife's Tale</i>, pp. 309-352 Louisa May Alcott on her experiences as a nurse with the Union army (<u>Major Problems</u>, 173-76) Florence Nightingale, "Notes on Hospitals" (<u>M&WC</u>, 360-64)
Nov. 3	Sectarianism and the Medical Marketplace	<ul style="list-style-type: none"> Samuel Thomson on medical monopoly (<u>Major Problems</u>, 71-73) <ul style="list-style-type: none"> County medical society against quackery (<u>Major Problems</u>, 127-29) Mary Gove Nichols on water cure movement (<u>Major Problems</u>, 129-31) Western practitioners on water cure (<u>Major Problems</u>, 135-36) Frances Burney, "A Mastectomy" (<u>M&WC</u>, 383-89) <ul style="list-style-type: none"> Yale medical student against anesthesia (<u>Major Problems</u>, 101-103) James Young Simpson, "Answer to the Religious Objections Advanced against the Employment of Anesthetic Agents" (<u>M&WC</u>, 398-401)
Nov. 8	The Invention of Germs	<ul style="list-style-type: none"> Ignaz Semmelweis, "The Etiology, Concept, and Prophylaxis of Childbed Fever" (<u>M&WC</u>, 240-46) Joseph Lister, "On the Antiseptic Principle in the Practice of Surgery" (<u>M&WC</u>, 247-52)
Nov. 10	Medical Practice in Nineteenth-Century America	<ul style="list-style-type: none"> S. Carolina medical apprentice's diary (<u>Major Problems</u>, 63-64) Ohio physician's struggles to establish his career (<u>Major Problems</u>, 70-71)
Nov. 15	Bacteriology and the "New Public Health"	<ul style="list-style-type: none"> Robert Koch, "On The Etiology of Tuberculosis" (<u>M&WC</u>, 319-29) <ul style="list-style-type: none"> N.Y. newspaper raises funds for new diphtheria treatment (<u>Major Problems</u>, 213-16)
Nov. 17	The Flexner Report and the Reform Impulse in American Medicine	<ul style="list-style-type: none"> Clarence Blake on specialization in medicine (<u>Major Problems</u>, 201-05) Abraham Flexner on medical education (<u>Major Problems</u>, 277-83) Rockefeller Foundation on medical education and rural medicine (<u>Major Problems</u>, 292) George Orwell, "How the Poor Die" (on Blackboard)
Nov. 22	The Golden Age of American Medicine	<ul style="list-style-type: none"> short online readings and exercises: http://ccat.sas.upenn.edu/goldenage/index.htm

Nov. 24	No Class (Thanksgiving)	
Monday Nov. 28		<i>"Patients' Pathways" assignment due</i>
Nov. 29	The Tuskegee Syphilis Study and Beyond	<ul style="list-style-type: none"> • Samuel Cartwright, "Diseases and Physical Particularities of the Negro Race" (<u>Major Problems</u>, 103-06) • Montagu Cobb on racial biology (<u>Major Problems</u>, 366-68) reports and critiques of the Tuskegee Syphilis Study (<u>Major Problems</u>, 389-93, 403-08)
Dec. 1	Technology, Specialization, and the Rise of the Modern Hospital	<ul style="list-style-type: none"> • Charles L. Leonard on x-rays (<u>Major Problems</u>, 351-52) • Medical journal editorial on precautionary x-rays (<u>Major Problems</u>, 352-54) • advertisement for "Pulmotor" (<u>Major Problems</u>, 361-62) • Francis Peabody on faith in laboratory medicine (<u>Major Problems</u>, 362-66)
Dec. 6	Self-Help, Activism, and Patients' Rights	<ul style="list-style-type: none"> • Boston Women's Health Collective, <u>Our Bodies, Ourselves</u>, "Preface" and "Our Changing Sense of Self" (coursepack)
Dec. 8	Drug Dealers, Fearmongers, and the Future of Medicine	<ul style="list-style-type: none"> • Anne-Emmanuelle Birn et al., "Struggles for National Health Reform in the United States" (coursepack) • Laurie Abraham, "The Cost of Dying" (coursepack) • Atul Gawande, "The Cost Conundrum" and letters in response (coursepack)
TBA		<ul style="list-style-type: none"> • <i>Final Exam</i>