

MEDIEVAL AND RENAISSANCE MEDICINE

Prof. Joan Cadden
Soc. Sci. & Hum. 3237
Office Hours: T 10:30-12:30, R 10:30-11:30
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T/R 9:00-10:20
Olsen 106
Exam: March 23, 1:30-3:30
Reader: Keith Banks

COURSE DESCRIPTION

What makes a person healthy or unhealthy? What do health care practitioners and patients do to fight illness and promote health? How does society support and regulate the practice of medicine? The course will deal with these and other questions about health care during the era of European history that included the widespread use of herbal remedies, the arrival of the Black Death, and the increasing importance of both anatomical observation and astrology.

Goals The course has both General Education and History goals.

- 1) To achieve a sympathetic understanding of the assumptions, language, and social structures that bear upon health, illness, and health care in different social and cultural settings.
- 2) To become familiar with the specific systems of thought, patterns of practice, and structures of authority that developed in Early European medicine.
- 3) To formulate historical conclusions about the processes by which early European medicine came to develop, vary, and change.

Themes

- 1) How people saw the boundaries and relations between the natural and the supernatural, medicine and religion in this period.
- 2) The ways medical thinkers and practitioners took up, adapted, used, transformed, and rejected traditions from a variety of cultures.
- 3) The shifting and debated relations among reason, experience, and authority in medieval and early modern medical thought.

Methods Emphasis will be on students' efforts to shape historical understanding out of the raw materials presented.

- 1) Interpretation of primary sources. Lectures and works by modern authors ("secondary sources") will provide a framework for the main task of the course: explaining the documents and images that have come down to us ("primary sources") by placing them in their historical context.
- 2) Active learning. Class discussion, group work, and writing papers will be essential elements of the course (and heavily weighted in the grading).

BOOK PURCHASE

See "Course Readings" below. Siraisi, Medieval and Early Renaissance Medicine and Horrox, Rosemary, ed. and trans. The Black Death are available at the UCD Book Store. Horrox is also available online. The Course Reader is available at Navin's Copy Shop, 231 Third Street (across from Café Roma).

SCHEDULE OF CLASSES AND ASSIGNMENTS

Each week involves readings, lectures, and discussions. Reading should be completed for class on the date under which it is listed. Note: There is not a lot of reading for the course (an average of about sixty pages per week), but some of it is difficult and you are expected to read it carefully.

I. Roots, Cultures, and Concepts

- 1/6 Medical Sects
- 1/11 Medical Cultures, Ancient and Modern
Reading (c. 25 pp.): Siraisi, ch. 1 and Groopman (online)
- 1/13 Greek and Arabic Medicine in Motion
Reading (c. 40 pp.): Siraisi, ch. 4 and al-Kindi (Reader)
- 1/18 Eclecticism and Synthesis
Reading (c. 60 pp.): Siraisi, ch. 5 and Hunain ibn Ishāq [Johannitius] (Reader)
- 1/20 Disease and Treatment
Reading (c. 25 pp.): Abraham ibn Ezra and Hildegard of Bingen (Reader)

II. Practitioners

- 1/25 Authority, Reason, Experience
Reading (c. 55 pp.): Siraisi, ch. 2 and McVaugh (Reader)
- 1/27 The Healing Hand and Professional Conduct
Reading (c. 4 pp.): Archimattaeus (Reader)
- 2/1 Macrocosm and Microcosm
Due in class at 9:00 a.m.: First Paper
- 2/3 Astrology's Rising Star
Reading (c. 37 pp.): Pseudo-Albertus Magnus, pp. 58-95 (Reader)

III. University Medicine

- 2/8 Universities' Curricula and Conflicts
Reading (c. 35 pp.): Siraisi, ch. 3, and Horrox, § 60
- 2/10 Regulation and Its Limits

IV. The Plague: A Case Study

- 2/15 **Midterm Exam (in class)**

- 2/17 Plague: Experiences
Reading (c. 55 pp) : Horrox, pp. 3-61
- 2/22 Plague: Medical and Public Responses
Reading (c. 65 pp.): Horrox, pp. 95-110 and 158-205
- 2/24 Science & Religion: The Case of Sex
Reading (c. 45 pp.): Horrox, pp. 111-157
- 2/25 **Due at the History Dept. office no later than 4:00 p.m.: Plague paper plan.**

V. Medical Revolutions?

- 2/29 Surgery and Dissection
Reading (c. 40 pp.): Siraisi ch. 6 and Tornius (Reader)
- 3/3 Humanism and Hermeticism
Reading (c. 30 pp.): Park (online)
- 3/8 Anatomical and Medical Renaissance
Reading (c. 17 pp.): Siraisi, Epilogue and Vesalius (Reader)
- 3/10 Chemistry and Medical Reformation
Reading (c. 25 pp.): Paracelsus (Reader) and Clark & Summer (Reader)
- 3/15 Retrospective & Review
Reading (c. 8 pp.): Gawande (online)
- 3/16 **Due at 4:00: Plague paper**
- 3/23 **Final Exam, Wednesday, March 23, 1:30-3:30 p.m.**

REQUIRED READING

The following is the complete list of the readings (print and Web) for the course in the order in which they are assigned. These will be supplemented occasionally by short texts and images presented in class.

The online sources are available through the UCD server. Use on-campus terminals or, for remote access, obtain instructions and a password at the Shields Library Information Desk.

Note: The entries below are in the form required for footnotes or end notes to print sources, except that you must provide precise page numbers for the specific material being cited. Use page numbers of the original, not of the Course Reader. For Web sources all of the same information is required. In addition, you must reference the site, the url, and the date you consulted it. For example, "consulted at Medieval Sourcesonline from the Manchester University Press, <http://www.medievalsources.co.uk/> February 10, 2005."

Jerome Groopman, "Hurting All Over: Annals of Medicine," *The New Yorker* 76 (Nov. 13, 2000): 78, 80-82, 86, 88-90, 92. Online via LexisNexis Academic.*

Nancy G. Siraisi, Medieval and Early Renaissance Medicine: An Introduction to Knowledge and Practice. Chicago: University of Chicago Press, 1990. UCD Book Store.

Abū Yūsuf Ya'qūb ibn Ishāq al-Kindī [Alkindi], The Medical Formulary or *Aqrābādhīn* of al-Kindī, trans. with a study of its materia medica by Martin Levey (Madison: University of Wisconsin Press, 1966), §§186-89, pp. 188 and 190; §§192-94, p. 192; and § 197, p. 194. Course Reader.

Abū Zaīd Hunain ibn Ishāq al-Ibadi [Johannitius], "The Galenic System" [= Isagoge = Introduction], trans. H. P. Cholmeley, from John of Gaddesden and the Rosa Medicinæ (Oxford: Clarendon Press), from Edward Grant, ed., A Source Book in Medieval Science (Cambridge: Harvard University Press, 1974), pp. 705-715. Course Reader.

Abraham ibn Ezra, "On the Diseases of the Genital Organs," in Sefer Hanisyonot, The Book of Medical Experiences Attributed to Abraham ibn Ezra: Medical Theory, Rational and Magical Therapy: A Study in Medievalism, ed. and trans. J. O. Leibowitz and S. Marcus (Jerusalem: Magnes Press, Hebrew University, 1984), Part 1, pp. 139-45; Part 6, chapters 2-7 and 10, pp. 225-37, and 245-51 (odd numbered pages only). Course Reader.

Hildegard of Bingen, On Natural Philosophy and Medicine: Selections from *Cause et Cure* [Causes and Cures], ed. and trans. Margret Berger, Library of Medieval Women (Woodbridge, Suffolk: D. S. Brewer, 1999), pp. 43-47, 78, 81, 110-13. Course Reader.

Michael R. McVaugh, "Bedside Manners in the Middle Ages," Bulletin of the History of Medicine, 71 (1997), pp. 201-223. Course Reader.

Rosemary Horrox ed. and trans. The Black Death. Manchester: Manchester University Press, 1997. Selected sections. Available at the UCD Book Store and on line at <http://www.medievalsources.co.uk/> .

Pseudo-Albertus Magnus, On the Secrets of Women, in Helen Rodnite Lemay, ed. and trans. Women's Secrets: A Translation of Pseudo-Albertus Magnus's *De Secretis Mulierum* with Commentaries, SUNY Series in Medieval Studies (Albany: State University of New York Press, 1992), pp. 59-95. Course Reader.

Archimatthaeus, On the Precautions of Physicians, trans. Lynn Thorndike in Edward Grant, ed., A Source Book in Medieval Science (Cambridge: Harvard University Press, 1974), pp.742-45. Course Reader.

Katharine Park, "The Criminal and the Saintly Body: Autopsy and Dissection in Renaissance Italy," Renaissance Quarterly 47 (1994): 1-33. Online via JStore.**

Bernard Tornius, [Autopsy Report], in Edward Grant, ed., A Source Book in Medieval Science (Cambridge: Harvard University Press, 1974), pp. 440-42. Course Reader.

Atul Gawande, "Final Cut: Medical Arrogance and the Decline of the Autopsy," The New Yorker 77 (March 19, 2001): 94-99. Online via LexisNexis Academic.*

Andreas Vesalius, Preface to Fabrica, in C. D. O'Malley, Andreas Vesalius of Brussels, 1514-1564 (Berkeley: University of California Press), 1964, pp. 317-24. Course Reader.

Paracelsus, The Diseases That Deprive Man of His Reason, in Henry Sigerist, ed., Four Treatises of Theophrastus von Hohenheim called Paracelsus, trans. Gregory Zilboorg (Baltimore: Johns Hopkins University Press, 1941; repr. New York: Arno Press, 1979), pp. 142-147, 167-172. Course Reader.

Mark Edward Clark and Kirk M. Summers, "Hippocratic Medicine and Aristotelian Science in the Daemonum investigatio peripatetica [Aristotelian Research on Demons] of Andreas Cesalpino," Bulletin of the History of Medicine 69 (1995): 527-541. Course Reader.

* For "LexisNexis Academic," go to <http://web.lexis-nexis.com/universe>. Select tab for Guided News Search: Category = "general news"; News Source = "magazines and journals." For Dates, enter year (or select "all available dates"); for Search Terms use author's name and a keyword from the title.

** For "JStore," go to <http://www.jstor.org/cgi-bin/jstor/gensearch>. Type "katharine park" in "author"; select "history" in list of fields; click "begin search"; select the article. To print: JPrint (available at this site) may work better than the default (Adobe Acrobat pdf).

ASSIGNMENTS

Assignments are due on the date and at the time specified. Late assignments will lose one grade step (e.g., from A- to B+) after the time at which they are due, and one step after 4:00 p.m. each subsequent Mon., Wed., and Fri. You may submit them in class or to the Undergraduate Secretary at the History Department Office (Soc. Sci. & Hum. 2216). You must observe the specific submission time for each assignment in order for it to be counted as on time. Do not put your work at or under my office door or the door of the History Department office. No electronic or fax submissions.

Papers

Source paper: Interpretation of a passage from a primary source, analyzed in the light of basic principles of medieval medicine, as discussed in lectures, Siraisi, Hunain ibn Ishāq, and other authors read or discussed. Three pages, typed, double spaced (c. 750 words). Due at the beginning of class, 9:00, on Tuesday, October 22. To be on time, papers submitted at the History office must arrive by 8:30.

Plague paper: The presentation of a historical thesis, supported by primary source evidence from the Horrox collection, about medical ideas and/or practices at the time of the Black Death. Seven pages, typed, double spaced (c. 1750 words). A plan for the paper, including thesis, outline, and evidence, is due in class or at the History Department Office (SS/H 2216) by 4:00 p.m. on Friday, February 25. The final paper is due in class, or at the History Department Office by 4:40 p.m. on Wednesday, March 6. **You must submit your graded first paper and graded plague paper plan with your final paper.**

You will receive a sheet with specific instructions for each writing assignment. Further assistance with writing is available at the Learning Skills Center, 2205 Dutton Hall, which has drop-in hours and the possibility of making an appointment with a writing specialist. See details at: <http://lsc.ucdavis.edu/>.

Exams

Please bring blue books to the exams. No make-up exams will be offered except in the case of compelling, documented excuses (usually medical). There will be a short-answer question on one or both of the exams about “Academic Ethics” (see below).

Midterm exam: Essay and short answer. In class, Tuesday, Feb. 15.

Final exam: Essay and short answer. Part will cover work since the midterm; part will cover the whole course. The final exam will be given on the date and at the time scheduled: Wednesday, March 23, 1:30-3:30.

Individual class participation

This aspect of the course involves informed, relevant, constructive questions and contributions to discussion, and performance on occasional quizzes on readings.

Group work

Students will be assigned to permanent small groups, which will discuss and formulate questions on assigned reading and work on in-class exercises.

Extra Credit

Occasionally there will be opportunities to earn extra credit, which will be added to the class participation grade after the scale for that aspect of the grade has been established. Typically such exercises will earn up to the weight of participation in a good in-class group assignment.

GRADING

On a scale of 100, 60 and above will be passing. Assignments not submitted and exams not taken will count as zero. The final grade will be based on the best 100% (of the following 110%):

Source paper	15%
Plague paper plan	5%
Plague paper	25%
Midterm	15%
Final	20%
Individual participation	10%
Group work	10%

ACADEMIC ETHICS

In many ways, the study of history in an academic setting is a social process, involving not only our reliance on and consideration of what we have received from the past but also interaction and cooperation with our contemporaries. As such, it is at its best when it is conducted in an atmosphere of freedom and responsibility, mutual respect and mature judgment, openness and generosity. These abstract notions have very practical implications. For example:

- 1) Acknowledgment of sources. To acknowledge the contributions of others to the shaping of your work, to assist your readers in understanding your perspective and locating relevant material, as well as to support your argument, always 1) put quotations in quotation marks (or, for longer quotations, indent), and 2) give full and precise references to the sources of all quotations, paraphrases, and borrowed material. Remember that these rules apply not only to printed texts but to illustrations, maps, web sites, recordings, and other media. Be aware of rules on plagiarism, which is a punishable academic infraction. See the Web site of the Office of Student Judicial Affairs: <http://sja.ucdavis.edu>.
- 2) Respect for library resources. Make sure that nothing you do prevents others from having reasonable access to materials. Do not take heavily used reference works to the far corners of the Library; replace volumes carefully on the shelves when you are finished. Do not impose your own agenda on other readers by marking library materials.
- 3) Responsible disagreement. Listen openly to each other. Do not be disdainful if a person does not know something: we are all here to engage in a process of learning. Take seriously views you disagree with; if you find them unacceptable, say so and say why.
- 4) Helping each other. Pass suggestions on to your classmates. Be prepared to offer them and ask them for assistance in understanding materials and assignments or locating resources. Talk about your papers and ideas with each other; study for exams together. Of course, you should avoid any collaboration that undermines the responsibility each of you has for your own work: you can prepare together but you must do your own reading and writing. See the Web site of the Office of Student Judicial Affairs: <http://sja.ucdavis.edu>.