

Spring 2008
History 298, Section 001
MWF 11:30-12:20, TEAC 139

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HISTORY OF MEDICINE IN WESTERN SOCIETY

Course Description:

In this course, we explore the changing intellectual, economic, institutional and cultural relationships that have characterized medicine in the Western world from antiquity to the present. We consider the education of practitioners, locations of healing, and expectations that people had of medicine as ideas about the body and illness shifted with new discoveries and theories about health and disease. We examine the roles both of prominent individuals (Harvey, Pasteur, Ehrlich) and of general trends (industrialization, technology) in shaping medical practice and the medical professions.

Course Objectives:

Through active reading, discussion and writing assignments, class participants will:

- (1) acquire a broad chronological outline of significant concepts, developments, individuals and events in the history of western medicine.
- (2) explore how practitioners established and maintained (or lost) authority over knowledge, institutions and patients; how "illness" and "health" have been defined; and the relationships between medical sciences, practices and the social boundaries of health care.
- (3) develop their abilities to think critically and to communicate effectively about the interactions between medicine, science and social change. "Communication" in this course includes working on writing skills through short writing assignments as well as participating in class discussions.

Required Readings:

These books are available in paperback at the University Bookstore under Hist 298-002:

Roy Porter, *The Greatest Benefit to Mankind: A Medical History of Humanity*, 1997

David Rothman, et al., eds. *Medicine and Western Civilization*, 1995

Additional **required** readings are posted on the course website. There are two kinds of texts:

- Adobe pdf or html copies of readings posted on the website. These are noted by [WS] on the course schedule
- References are given for articles available through journals to which the UNL has on-line subscriptions. Students will need to use the library's interface to find the journal title and article using the information provided (volume number, year, pages). Some readings may be available through the UNL electronic reserve.

Please make sure that you check the course schedule well before the readings are due, in order to have enough time to access the on-line documents and print out copies for your own use. Bring the reading to class on the day(s) it is discussed. If you choose not to print out a copy, *make sure that you take notes and bring them to class.*

Course requirements:

Students are required to attend class and to complete the reading assignments listed on the course outline in time for class discussions of the material. Students who miss class almost inevitably find that their grades suffer. Students are expected to complete 5 short “check-off” writing assignments. Students are also required to take three examinations (two in-class exams and a final). Letter grades correspond to the following percentages:

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62

Percentages below 60% receive an “F”

Evaluation:

“Check-off” writing assignments (5 at 4% each) due in class for a maximum of: <i>There are two or three check-off assignments shown for each unit (II-VI) on the syllabus. Choose one (A, B or C) for each unit. These assignments are evaluated on a 0 (no credit), check mark (3%) or check-plus mark (4%). (See separate handout for more details)</i>	20%
Exam I	20%
Exam II	25%
Final exam	30%
Attendance and participation	5%

Exam format: Exams I and II will include three sections: (1) chronology, for which a set of events/developments must be put in chronological order on a time-line, with dates; (2) short answer questions and (3) an essay. The final exam will have sections (1) and (2) in the same format as a term exam for Unit VI and a cumulative essay section.

Make-up exams will be allowed only for absences due to UNL sponsored event, for which advanced notice is required, or for **documented** illness or family crisis.

Office hours:

623 Oldfather Hall (472-3240), M 1:30-3:30, and by appointment.

Email policy:

I like to be accessible to students in my courses and welcome email communications. Please do not expect immediate responses, however. I will do my best to return any email messages within 24 hours on weekdays and by Monday for emails sent on Friday afternoon. The Blackboard email function will be used to send emails to students in the course. Please make sure that you check the email account that is registered to you as a Blackboard user. Do check the website for basic course information and copies of handouts before emailing me with routine questions. It is important for all of us to develop good email habits and appropriate “netiquette.” If you are not familiar with expectations for professional-standard email, I have included several URLs on the course website to popular netiquette sites, and I urge you to consult one or more of these.

Students with disabilities:

I would like to hear from anyone who has a disability that may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please see me after class, during my office hours, or by appointment. You will need to consult with the Services for Students with Disabilities (132 Canfield Administration Building <http://www.unl.edu/ssd/>) to fill out an Accommodation Planning Form so that we can work together to ensure your successful completion of the course requirements.

Student rights and responsibilities:

It is very important that all students recognize their rights and responsibilities as members of the UNL community. These are detailed in the section “Student Rights and Responsibilities” in the Undergraduate Bulletin (on line at: <http://www.unl.edu/unlpub/undergrad/downloads/ugb0607.pdf>, pp. 405-416). Please be aware of the definitions of academic dishonesty, which include cheating, plagiarism, and the falsification of information. I take plagiarism (using another’s ideas or words without quotation or proper acknowledgment), deception and cheating very seriously. Students found guilty of academic dishonesty will fail the course.

Of course faculty have responsibilities, too, which include treating all students with respect and fairness. You have the right to a full explanation of decisions about course content, standards and grading. If at any time you have a complaint that we are not able to resolve in discussions together, you have the right to take that complaint to your academic advisor, to the History Undergraduate Advisor (Dr. Ann Tschetter, 1028 Oldfather Hall), or to the chair of the Department of History (Dr. Kenneth Winkle).

Course schedule

Reading and writing assignments are due on the day they are listed on the schedule. All class meetings involve a mixture of lecture and discussion. Please note that this schedule is subject to change if circumstances require it.

I. Introduction: What is the history of medicine?

Jan. 14 The syllabus and class expectations
 Jan. 16 What is the history of medicine?
 Porter, *Greatest Benefit*, 1-43, 710-18.

II. Classical Antiquity and Medieval Medicine

You are responsible for Porter, *Greatest Benefit*, Chapters 3, 4, and 5 for this unit.

Jan. 18 Foundational theories: the four humors
 Porter, *Greatest Benefit*, 44-68
 Primary source: Hippocrates, *The Nature of Man*, in Rothman, 43-47.
 Jan. 21 NO CLASS – MARTIN LUTHER KING DAY

- Jan. 23 Hippocratic medicine: myths and complexities
Primary source: *The Hippocratic Oath*, in Rothman, 261-2.
Writing II.A: Which obligations of a physician stated in the original Hippocratic Oath (in Rothman) are similar to those generally expected of a U.S. physician today? Which are different? Write two pages (400-500 words) answering these questions; in your discussion, explain the basis for your understanding of physicians' obligations to patients today (that is, what are *your* sources of knowledge about current obligations for physicians?)
- Jan. 25 Philosophical elaborations, clinical skills: Galen
 Porter, *Greatest Benefit*, 69-82.
Primary sources: excerpts from Galen's writings [WS]
- Jan. 28 Early medieval medicine: suffering and spirituality
 Porter, *Greatest Benefit*, 83-105
Primary sources: Miracles – Excerpts from *The Four Books of the Miracles of St. Martin* (6th c)[WS]; "Life of Sister Chiara of Montefalco;" Excerpts from the New Testament; Asaf Judaeus, "Admonition," in Rothman, 37-40, 263-68.
Writing II.B: In two pages (400-500 words), compare and contrast Judaeus' "Admonition" with the Hippocratic Oath. How are they similar? How different? Are they similar enough so that you could argue that Judaeus had read a version of the Hippocratic Oath? Why or why not?
- Jan. 30 Diversity of healers, hierarchies of education
 Porter, *Greatest Benefit*, 106-134
- Feb. 1 Disease in history: the Black Death
Primary sources: City of Pistoia [Italy], "Ordinances for Sanitation In A Time Of Mortality," 1348; Marchione di Coppo Stefani, extracts from *The Florentine Chronicle* (written in 1370s-1380s) [WS].

III. Challenges: new anatomies, new physiologies, new chemistries

You are responsible for Porter, *Greatest Benefit*, Chapters 8, 9 and 10 for this unit.

- Feb. 4 1500: Engines of change for Western medicine
 Porter, *Greatest Benefit*, 163-200
Writing III.A. Using Porter's chapter for information, write a two page (400-500 word) response to this problem: The invention of the printing press (cir. 1456) seems to have focused scholars' attention on ancient texts (especially those by Hippocratics and Galen), so how could all that labor on the past end up leading to change in medical ideas?
- Feb. 6 Vesalius: dissections and disputations
Primary sources: Vesalius, Hesler and Platter in Rothman, 54-67.
Writing III.B. In two pages (400-500 words), consider: Did Platter get from dissection what you think Vesalius expected when he urged practitioners, in his Preface, to dissect human bodies? Why and why not?
- Feb. 8 Harvey: the circulation of the blood
 Porter, *Greatest Benefit*, 211-22
Primary source: Harvey, *On the Motion of the Heart and Blood in Animals* (1628), in Rothman, 68-75.
- Feb. 11 18th century transitions: science and institutions
 Porter, *Greatest Benefit*, 245-54, 287-303.

Feb. 13 Clinical medicine: case histories and medical practice
Porter, *Greatest Benefit*, 226-241, 255-74, 277-81.
Primary sources: case histories – Morgagni, extract from *The Seats and Causes of Disease* (1761), and Dale Ingram, “Of Stones in the Bulb of the Urethra,” *Practical Cases and Observations in Surgery, with Remarks...* (London: J. Clarke, 1751), 49-61. [WS]

Feb. 15 Exam I: Units I, II and III

IV. Rise to power: inventions and innovations in the 19th century

You are responsible for Porter, *Greatest Benefit*, Chapters 11, parts of Chapters 12, 14, 19 and 21 for this unit.

- Feb. 18 Surgery: the problem of pain (I)
Porter, *Greatest Benefit*, 360-69
Primary sources: D'Arbly, “A Mastectomy,” and Simpson, “Answer...” in Rothman, 383-9, 398-400.
Writing IV.A: Frances Burney’s “A Mastectomy” is certain an important document in helping us to understand what surgery was like before anesthesia. It is also an important document for insight into how the “doctor-patient” relationship worked in the early 19th century. In two pages (400-500 words) discuss the following: who was in “control” of Madame D’Arbly’s treatment? her operation? the patient? the doctors? how did social status play into her relationship with her doctors?
- Feb. 20 Surgery: the problem of pain (II)
Martin Pernick, “The Calculus of Suffering in Nineteenth-Century Surgery,” *Hastings Center Report* 13 (1983), 26-36; reprinted in Judith Leavitt and Ronald Numbers, eds. *Sickness and Health in America*, 2nd ed. (Madison, 1985), 98-112 [WS]
- Feb. 22 Assessment: How is the course going so far? Exam I and student feedback.
- Feb. 25 The Clinic: the stethoscope, morbid anatomy and clinical correlations
Porter, *Greatest Benefit*, 304-320
Primary sources: Pinel, “The Clinical Training of Doctors,” and Laënnec, “On Mediate Auscultation,” in Rothman, 343-51, 310-13.
- Feb. 27 The Clinic: diagnostic technology and standardization
Porter, *Greatest Benefit*, 341-47.
Hughes Evans, “Losing Touch: The Controversy over the Introduction of Blood Pressure Instruments into Medicine,” *Technology and Culture* 34 (1993), 784-807 [via UNL Library online journals]
Writing IV.B. Hughes Evan’s article is a case study in the adoption of a medical technology into practice. In two pages (400-500 words) discuss the major reasons why measuring blood pressure was both accepted and rejected by medical practitioners.
- Feb. 29 The microscope: cells, germs and bacteriology
Porter, *Greatest Benefit*, 223-26, 320-41, 418-45
Primary sources: Pasteur, “On ... Germ Theory,” and Koch, “On ... Tuberculosis,” in Rothman, 253-57, 319-29.

- Mar. 3 The microscope: sepsis, antisepsis and asepsis
Porter, *Greatest Benefit*, 369-81, 597-610
Primary sources: Semmelweis, "The Etiology ... of Childbed Fever," and Lister, "On the Antiseptic Principle," in Rothman, 240-46, 247-52.
- Mar. 5 Science and change: the problem of being wrong
Anna Greenwood, "Lawson Tait and Opposition to Germ Theory: Defining Science in Surgical Practice," *Journal of the History of Medicine and Allied Sciences*, 53 (1998), 99-131. (via UNL Library on-line journals)
Writing IV.C. In two pages (400-500 words), discuss the most important reasons than Lawson Tait had for criticizing the germ theory. To what extent do those seem to be personal (for example, competition with others) reasons? rational (for example, sound observations) reasons?
- Mar. 7 Science at the bedside: the doctor-patient relationship
Porter, *Greatest Benefit*, 668-86.

V: The public and the profession: 18th-early 20th centuries

You are responsible for Porter, *Greatest Benefit*, Chapter 13, parts of Chapter 12 (and a small part of Chapter 10) in this unit.

- Mar. 10 The Industrial Revolution and public health: cities and dirt
Porter, *Greatest Benefit*, 397-417
Primary sources: Chadwick, "Report ..." in Rothman, 217-39.
- Mar. 12 Medical police: health and the law
Porter, *Greatest Benefit*, 274-77
Judith Leavitt, "'Typhoid Mary' Strikes Back: Bacteriological Theory and Practice in Early Twentieth Century Public Health," *ISIS* 83 (1992), 608-29. (via UNL Library on-line journals)
Writing V.A. In two pages (400-500 words) discuss the historical significance of "Typhoid Mary" for our understanding of public health in the early 20th century America.
- Mar. 14 Reforming the profession: medical licensing and alternative medicine
Porter, *Greatest Benefit*, 348-58, 381-96
- Mar. 17-21 SPRING BREAK
- Mar. 24 Reforming the profession: The Woman Question
Regina Morantz-Sanchez, "The 'Connecting Link': The Case for the Woman Doctor in 19th century America," in J. Leavitt and R. Numbers, *Sickness and Health in America*, 3rd edition (Madison, 1997), 213-24. [WS]
Primary sources: Clarke, "Sex in Education;" Jacobi, "Do Women Require...?" Blackwell, "The Influence of Women," in Rothman, 92-6, 97-102, 282-87.
Writing V.B (close reading). Write two pages (400-500 words) on the ways that Clarke used his medical authority and expertise to make his case. What was his status? What sort of language did he use? What kind of evidence?
- Mar. 26 Reforming the profession: nursing and other "subordinates" in health care
Margarete Sandelowski, "The Physician's Eyes: American Nursing and the Diagnostic Revolution in Medicine," *Nursing History Review* 8 (2000), 3-38. [WS]

- Mar. 28 Reforming society: evolution, race and eugenics (I)
Martin Pernick, "Eugenics and Public Health in American History," *American Journal of Public Health* 87 (1997), 1767-72 (**via UNL Library on-line journals**)
- Mar. 31 Reforming society: evolution, race and eugenics (II)
Primary sources:
1) go to <http://www.eugenicsarchive.org>. Click on "Search the Image Archive." In the search box, enter "id434" to read a letter by Alexander Graham Bell; enter "id1442" to read W.A. Plecker's "Amount of Negro and Other Colored Blood Illegal in Various States for Marriage to Whites: 1929." Browse the site from the home page and **look at least two other primary sources**.
2) go to the UNL Library home page. Under "E-Resources" find Proquest Databases. On the main Proquest page, scroll down to the section for historical databases. Choose a major paper, such as the New York Times. On the basic search page that comes up, type "eugenics" in the text box. Enter a date range (such as 01/01/1890 to 01/01/1899) for a period of time between 1870 and 1929; limit the time period for a reasonable search. Choose two articles to print out, read and bring to class for discussion.
- Writing V.C.** Make a list of the primary sources you found using the on-line resources detailed here. Provide the author of the item (if an author's name is given), the title of the article or item, the title of the newspaper, the date it was published or produced, and any identifying number associated with the item for the Eugenics website and the Proquest newspaper website. Attach this list to your two page essay (400-500 words), in which you use your items as a set of evidentiary documents. What do they tell you, as a group, about eugenics in American society?
- Apr. 2 Reforming society: eugenics and euthanasia
Michael Burleigh, *Death and Deliverance: 'Euthanasia' in Germany, 1900-1945* (Cambridge, 1994), 93-111. [WS]
- Apr. 4 Exam II: Units IV and V

VI: Biomedicine: politics, power and the market

You are responsible for Porter, *Greatest Benefit*, Chapters 17, 18, 20, 21, parts of Chapters 12, 14 for this unit.

- Apr. 7 Medicine and Madison Avenue
Primary sources: Go online to "Medicine and Madison Avenue" at <http://scriptorium.lib.duke.edu/mma/>. Read Stuart Chase and F. J. Schlink, "Consumers in Wonderland," *New Republic* 49 (1927), 348-51 (item MM1177) and Chemical Laboratory, AMA, "Listerine," *Journal of the American Medical Association* 96 (1931), 1303-06 (item MM1169). Find two advertisements for consumer health products **from the years before 1945** using this site to bring to class for discussion.
- Writing VI.A** Identify the advertisements you found for this assignment (attach copies of the ones you found in addition to the selections assigned). In two pages (400-500 words) discuss what they tell you about popular attitudes towards health and sickness in American society for the time that they were published. Are there subtle as well as overt messages for the pre-WWII consumer?

- Apr. 9 Magic Bullets: Ehrlich and Salvarsan
Porter, *Greatest Benefit*, 333-341 (review), 445-54
- Apr. 11 Magic Bullets: antibiotics
Porter, *Greatest Benefit*, 455-61
John Parascandola, "The Introduction of Antibiotics into Medical Therapeutics,"
History of Therapy (Tokyo, 1990), reprinted in Leavitt and Numbers, eds.,
Sickness and Health in America, 3rd edition, 102-111. [WS]
- Apr. 14 Paying for progress
Porter, *Greatest Benefit*, 652-67.
Writing VI.B. In two pages (400-500 words), identify the major reasons that Porter gives for helping us to understand why the UK (and other European/Western countries) developed systems of government-supported health services and the U.S. did not. What were the key political and economic factors?
- Apr. 16 Biomedical research: the laboratory
Porter, *Greatest Benefit*, 525-60
- Apr. 18 Biomedical research: the clinic
Porter, *Greatest Benefit*, 561-96
- Apr. 21 Biomedical research: politics and profits
- Apr. 23 Medicine as a social mirror: The Tuskegee Syphilis Program
Primary sources: articles on the Tuskegee syphilis study [WS]
- Apr. 25 Experimentation and ethics
Primary sources: Bernard, "An Introduction...," Senate Subcommittee, "Human Experimentation" (1973), in Rothman, 314-18, 330-40; Henry K. Beecher, "Ethics and Clinical Research," *The New England Journal of Medicine* 274 (1966), 1354-60. [WS]
- Apr. 28 Redefining death in the 20th century
Primary sources: Pius XII, "The Prolongation of Life," "A Definition of Irreversible Coma..." , Monette, "Borrowed Time: An AIDS Memoir," Larkin, "Aubade," in Rothman, 416-20, 421-25, 426-34, 434-6.
- Apr. 30 Being a patient in the 21st century: historical continuities
- May 2 Review and course evaluations

FINAL EXAM: Monday, May 5, 10:00 am – 12:00 noon.