

Medicine before 1800:

Changing Conceptions of the Body, Disease and Health in Early Modern Europe

Semester 1 2004-5

HS 2171 / HS 2671/ HS 3171



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with
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**Medicine before 1800:
Changing Conceptions of the Body, Disease and Health in Early Modern Europe**

TIMETABLE

Lecture: 11.00-12.00 Wednesdays in Arts 1.04

Workshop: 12.00-1.00 Wednesdays in Arts 1.04

Seminars 1 hour per week, to be arranged

Week	Date	SEMINAR (AM)	LECTURE 11.00-12.00	WORKSHOP 12.00-1.00
1	29 Sept		Galen and Hippocrates: overview of course	medicine, health and disease – definitions
2	6 Oct	<i>Galenism and humoral medicine</i>	The Medical Renaissance	<i>De fabrica</i> and problems of plagiarism
3	13 Oct	<i>Vesalius and Renaissance anatomy teaching</i>	The Practice of Medicine	Petition of the barber surgeons
4	20 Oct	'Orthodox' vs 'unorthodox' medicine	Medicine and the Reformation	Customs and superstitions – Browne
5	27 Oct	<i>Paracelsus and the reformation of medicine</i>	Women and Medicine (lecturer Clare Pilsworth)	Petition of the midwives
6	3 Nov	Reading week: no seminar	Reading week: no lecture	Reading week: no lecture
7	10 Nov	<i>Medicine 'from below'</i>	The Scientific Revolution: Harvey and Descartes	English experiments vs Descartes
8	17 Nov	<i>Descartes and rational medicine</i>	Plague and Public Health	causes of plague
Friday 19 Nov deadline for 1,500 word essay (10 and 20 credits)				
9	24 Nov	<i>Civic responses to plague and other epidemics</i>	Treatments for Plague and other Epidemic Diseases	what to do with smallpox
10	1 Dec	<i>17th century plague texts</i>	Hospitals and Clinical Medicine	Admiration for French hospitals
11	8 Dec	<i>The 'English Hippocrates'</i>	Medicine and the Enlightenment	Cullen on 'phrensy'
12	15 Dec	<i>Edinburgh physiology and mental health</i>	Course quiz and review	
Wed 15 December deadline for seminar questions (10 and 20 credits)				
Mon 17 January deadline for 3,000 word project (20 credits only)				

Aims and Objectives

How did medical practitioners and the lay public understand the nature of the body, disease, and health in a 'pre-modern' and 'pre-scientific' age? Until the 19th century, the guiding system of Western medicine was one which went back to Galen (2nd century AD). However, between c. 1550-c. 1700 there were major challenges to this traditional system by men who are considered to have laid the foundations of the 'medical Enlightenment' of the eighteenth century and beyond. This course places 'heroes' such as Vesalius, Paracelsus, Harvey and Sydenham within a broader social and religious context, and also draws attention to the ideas and experience of ordinary men and women.

The aims of the course are:

- to introduce students to how medical practitioners and the lay public understood the body, health and disease in early modern Europe
- To identify changes and continuities in medical knowledge and practice of the period, and to explain their relationship to broader social and cultural trends

By the end of the course students should be able to:

- outline the features of traditional humoral medicine and compare them to alternative theories emerging in the period
- understand the overall structure of the early modern medical marketplace and its relationship to domestic and vernacular medicine
- explain why it is important to know about religious and social change for an understanding of early modern medicine
- use the main source documents in a critical manner to analyse and discuss these themes and also to substantiate their own judgements

Course Requirements

Please read the following requirements thoroughly. All students are responsible for meeting the course requirements and deadlines. Please notify the course tutor in advance if you must miss any class meeting or deadline.

This course is taught through one lecture, one workshop and one seminar each week.

Attendance is required at both lectures and seminars. Students who do not attend will be reported to their departmental tutors.

Readings:

Students *must* read the readings required for the seminars, and it is highly recommended that they read the other texts as well. Lecture readings are mostly taken from the course textbook **Peter Elmer, ed. *The Healing Arts: Health, Disease and Society in Europe, 1500-1800*** (Manchester University Press, 2004). It is strongly recommended that you buy your own copy. Seminar readings are compulsory, and provide the basis for seminar discussion and written coursework. Workshop readings will help your webskills as well as your assessed work.

Background readings include important works on the topics of the lectures and seminars, and are meant to be used for writing the essays and projects. **All lecture and seminar readings, and most background readings, are available in the Short Loan Collection in the John Rylands Library.** (SLC call marks are given in brackets for photocopies in this outline). **Ask the library staff for help if you do not understand how to find anything as ignorance is no excuse!!!**

Assessment and Deadlines

	10 credit	20 credit	Deadline
1,500 word essay	50%	25%	due 19 November
6 seminar answers @ 250 words each	45%	25%	due 15 December
course quiz	5%	5%	on 15 December
3,000 word project	N/A	45%	due 17 January

Essay:

You are expected to produce a 1500 word essay (two copies) to be posted in the CHSTM essay box outside room 3.45 in the Maths Tower by 3.00pm on **Friday 19 November 2004**. A list of essay questions is given on p. 15 of this outline. Essays should conform to the Essay Guidelines attached to this outline. You need to allow considerable time for reading around the subject, since you are expected to consult a minimum of five sources for an essay of this length. It is strongly recommended to start looking for the readings you will need as soon as possible in the library, and if they are already on loan, put in a reservation. Essays which ignore essay guidelines, or are handed in late without a good explanation, will lose marks.

Seminar answers:

Each week you are expected to prepare answers to some questions based on your seminar reading and any other relevant sources that you find useful in thinking about the questions. The questions are designed to help you assimilate the week's reading and to provide a basis for class discussions, so you may be asked what you have written! This weekly preparation will help you to develop your analytical, writing and communication skills, and also provides the basis for your assessed coursework.

Assessed answers: You are expected to produce six answers of approximately 250 words each (i.e. a total of 1500 words maximum), two copies to be handed in at the last lecture on Wednesday 15 December 2004. Each answer must be from a different seminar text. Put the relevant question in front of each answer. Do not use bullet points or diagrams. Do not copy out chunks of texts without attribution (See *Plagiarism*) but rephrase in your own words.

Workshop preparation:

If you attend the workshop you are expected to bring along a print out of the text that you have located on the web and be prepared to discuss it – building on what you have just learned in the morning's lecture. For further details of the workshop and readings see pp. 000 below.

Course quiz:

The last lecture on **Wednesday 15 December** will take the form of a light-hearted quiz session to test your knowledge of key facts and concepts learned on the course. An easy chance to gain 5% of your course marks! (Non-attenders will be unable to take the quiz.)

Project (20 credit option only) :

The 3000-word project is to be submitted (two copies) to be posted in the CHSTM essay box outside room 3.45 in the Maths Tower by 3.00pm on Monday **17th January 2005**. A list of questions is given on p. 15 of this outline (do not answer the same question that you have taken for your 1,500 word essay). Follow the *Essay Guidelines* attached to this outline. The purpose of the project is to introduce you to the specialist literature on a topic arising from the course that you want to study in more depth. You need to allow considerable time for reading around the subject, since you are expected to consult a minimum of ten sources, and where possible this will include at least one primary source. It is strongly recommended to start looking for the readings you will need as soon as possible in the library, and if they are already on loan, put in a reservation. Projects which ignore essay guidelines, or are handed in late without a good explanation, will lose marks.

Plagiarism

Plagiarism is a very serious offence, comparable to cheating in exams. It consists of passing off others' work as though it were your own (eg, lifting passages – either word-for-word or closely paraphrased - from books, articles, the internet, etc.). Even 'recycling' parts of your own work, which has been submitted for assessment at this University or elsewhere, constitutes plagiarism. (It is not difficult for experienced staff to recognise instances of plagiarism, and software for detecting material lifted from the internet is now available.) The penalties for plagiarism range from being required to resubmit the piece of work in question (with a maximum possible mark of 40%) for minor instances to expulsion from the University in serious ones. It is your responsibility, therefore, to familiarise yourself with the University's policy on plagiarism before you prepare and submit any coursework so that you do not inadvertently commit this offence. The information you need can be accessed via the Student Intranet (via the University's home page). At the end of this course outline, accordingly, you will find a 'plagiarism declaration' form which you must complete, sign, and attach to your essay(s) and assessed coursework for this course.

Disability

The University of Manchester is committed to providing all students access to learning in the way most beneficial to them. It is important to tell us about any additional support that you need. If you have a disability, a learning difficulty or any condition that YOU FEEL may affect your work then you might want to tell me about it. Please feel free to approach me to discuss any additional needs that you have. You may wish to email me, or we can meet in my office. Any discussion we have will be confidential. If you wish, you can also inform the Disability Support Office. It is based on the lower ground floor of the John Owens Building. You can drop in, but for appointments/enquiries telephone 0161 275 7512, or email disability@man.ac.uk

SCHEDULE

Week 1 (29 September) Lecture

Galen, and Hippocrates: overview of course

This lecture introduces you to two of the most important medical figures in antiquity, including an explanation of how they understood the body, disease and health in terms of the humoral system, and explains why this is essential knowledge for starting this course on early modern medicine.

Lecture Reading:

Peter Elmer, *Healing Arts*, cap 1.

Week 2 (6 October) Seminar

Humoral medicine

In this seminar we will concentrate on the basic principles of humoral medicine, as they were understood in the early modern period, and consider why this system was so useful to medical practitioners as well as lay folk. You should prepare written answers to the questions below. They will not be formally assessed at this stage but they will help your performance in the assessed coursework, where you are expected to answer one question from each of six seminar texts.

Seminar Reading

Elmer, *Healing Arts*, pp. 4-11.

Seminar Questions:

- 1) Why was balance such an important concept in humoral medicine?
- 2) What does 'regimen' mean, and why was it associated with a person's 'complexion'?
- 3) What were the 'non-naturals'?

Week 2 (6 October) Lecture

The 'Medical Renaissance'

With its superb anatomical illustrations

http://www.nlm.nih.gov/exhibition/historicalanatomies/vesalius_home.html

Andreas Vesalius's *De fabrica corporis humana* (1545) is still regarded as one of the most innovative medical textbooks in Western history. This lecture places Vesalius's achievement in the broader context of the artistic and scientific developments of the Renaissance, and also considers the impact of this cultural movement on the education of early modern physicians.

Lecture Reading:

Elmer, *Healing Arts*, cap. 3.

Week 3 (13 October) Seminar

Vesalius and Renaissance anatomy teaching

The purpose of this week's seminar will be to understand the significance of Vesalius's contribution to the development of anatomical knowledge by examining how he presented himself and his findings, and the long-term consequences of this on anatomy teaching in the early modern period. In particular, we will look at the devices employed by Vesalius to convince others of the importance of his work. You should read the text very carefully, and prepare answers to the questions below. These questions are to help guide your reading, and will be a starting-point for class discussions.

Seminar Readings:

Preface of A. Vesalius, *De Corporis Humana* (1553) in C. D. O'Malley, *Andreas Vesalius*. Los Angeles: 1965, pp. 317-26. [C.Res 999/O44]

L. Conrad et al, *Western Medical Tradition*, pp. 264-293 on anatomy. [C.Res. 610.9/C17]

For an alternative translations of the Preface and lots more besides (Historical Introduction, Essays, Images, Bibliography etc) see

<http://vesalius.northwestern.edu/> (accessed 15.7.04)

Seminar Questions:

- 1) What reasons does Vesalius give for the decline of 'ancient' medicine?
- 2) What is the 'triple method' of treatment he recommends?
- 3) Who does he think his audience will be for the *De Fabrica*, and why does he need pictures?

Week 3 (13 October) Lecture

The practice of medicine

From our present-day perspective, the notion that anyone should be allowed to diagnose and treat illnesses, and even to prescribe and administer drugs for themselves or other people (with their permission, of course) seems incredible. This lecture explores the wide range of health care that was available to people in the early modern period, from self-help through to advice from university-educated physicians, and explains how this latter group tried to differentiate themselves from the other categories of 'orthodox' and 'unorthodox' medical practitioners.

Lecture Reading (from course textbook):

Elmer, *Healing Arts*, cap. 2 and cap. 13, pp. 344-56.

Week 4 (20 October) Seminar

'Orthodox' vs 'unorthodox' medicine

This week's seminar will consider the range of medical practitioners available to the sick in early modern society, through focusing on France. In particular we will be addressing questions about the differences in health care offered by 'orthodox' and 'unorthodox' practitioners, and the

comparative availability of resources in urban and rural areas. Although the seminar text is about France, there is a great deal of similarity with medical practice in early modern England.

Seminar Reading:

Laurence Brockliss and Colin Jones *The Medical World of Early Modern France*, Oxford, 1997, pp. 284-306 (from chapter 5 'The sick and their practitioners'). [C. Res. 999/B862]

Seminar Questions:

- 1) Why was the distinction between rich and poor in practitioner choice less acute than it might seem?
- 2) Why did elite physicians hate empirics?
- 3) What obligations did the informal 'contract' between patient and practitioner usually entail (on both sides)?

Week 4 (20 October) Lecture

Medicine and the Reformation: disease and disorder in society

During the sixteenth century Europe experienced a succession of religious and social upheavals which in the long term were to have a profound effect on medical and scientific thought. This lecture describes the impact of the Reformation on European society and explains the relevance of the ideas of religious leaders like Luther and Calvin to the theory and practice of medicine. It provides an essential background to the revolutionary ideas of the Swiss medical reformer Paracelsus (1493-1541), and also those of his later followers, the 'Paracelsians' of the late sixteenth and early seventeenth centuries.

Lecture Reading:

Elmer, *Healing Arts*, cap. 4, and cap 5, pp. 108-124.

Week 5 (27 October) Seminar

Paracelsus and the reformation of medicine

In this seminar we will explore Paracelsus's ideas for new kind of medicine, especially his theories about the nature and causes of disease, and compare them with traditional Galenic principles. Although very few of Paracelsus's works were published during his lifetime, they became much more widely circulated after his death, and one of the questions we will be considering in this seminar is why 'Paracelsianism' became recognised as a distinct alternative to 'Galenism' during the late sixteenth and early seventeenth centuries.

Seminar Reading:

Allen G. Debus, *Man and Nature in the Renaissance*. Cambridge, 1978, pp. 16-33. [C.Res. 999/D237] See also http://www.nlm.nih.gov/exhibition/paracelsus/paracelsus_1.html

Seminar Questions:

- 1) What are the key features of Paracelsian alchemy?
- 2) which of these features does Debus identify as contributing to modern science?

3) How did Paracelsian physicians differ in their medical theory and practice from the Galenists?

Week 5 (27 October) Lecture: lecturer **Dr Clare Pilsworth**

Women and medicine

Until a generation or so ago, the history of medicine was mostly written about in terms of the medical profession, above all from the perspective of elite male physicians and their rise to prominence as a successful body of professionals. As the lecture in Week 3 has already shown, in reality medicine involved a much more diverse range of practitioners, including many women, and more recent work in the social history of medicine and feminist history has made these women much more visible. This week's lecture focuses specifically on the many different roles that women played in early modern health care, and identifies the changes and continuities in these roles between the 'medieval' and 'early modern' periods.

Lecture Reading :

Elmer, *Healing Arts*, pp. 34-7 and cap. 8.

Note that the next seminar and lecture take place a fortnight from today, on November 10

Week 6 (3 November) **READING WEEK – NO SEMINAR**

Week 6 (3 November) **READING WEEK – NO LECTURE OR WORKSHOP**

As the course essay deadline is **Friday 19 November** it is **STRONGLY RECOMMENDED** that you start planning and writing it this week if you have not already done so!!! Those working on a project should also be reading around their topic.

Week 7 (10 November) Seminar

Medicine 'from below'

Many different kinds of evidence can be used discover how ordinary women (and men!) used to diagnose and treat disease, and to find out what health care was available to them before 1800. The seminar reading is an excellent example of one historian's use of a seventeenth-century country clergyman's diary as a means of learning more about these issues. During the seminar, we will consider this article along with some other examples of historians interpreting primary sources (e.g. diaries, recipes, printed books, etc.) in relation to the history of medicine in early modern England.

Seminar Reading:

Lucinda McCray Beier, "In sickness and in health: a seventeenth-century family's experience." In R. Porter, ed. *Patients and practitioners: lay perceptions of medicine in pre-industrial society*. Cambridge, 1985, 101-128.[C. Res. 999/P168]

Seminar Questions:

- 1) What forms of evidence can historians use to discover how 'ordinary' people diagnosed and treated their ailments in the early modern period?
- 2)) How did early modern people know if a remedy 'worked' or not?
- 3) What does Josselin's diary reveal about the roles of women in early modern health care?

Week 7 (10 November) Lecture

The Scientific Revolution: Harvey and Descartes

Between Copernicus's *De Revolutionibus* (1543) and Newton's *Principia mathematica* (1687), a profound transformation took place in understandings about the laws governing the universe and humanity's place within it. This lecture gives an overview of the 'Scientific Revolution', a period during which the conceptual, methodological and institutional foundations of modern science were laid. It looks in detail at two of its most prominent 'heroes': William Harvey (1578-1657), who 'discovered' the circulation of the blood, and René Descartes(1596-1650), who visualised the body as a machine and tried to explain the universe in terms of a new 'mechanical philosophy'.

Lecture Reading:

Elmer, *Healing Arts*, cap. 7.

Week 8 (17 November) Seminar

Rational medicine and the new science

The purpose of this seminar is to build on last week's investigation into individuals and their historical context. It will concentrate on Descartes, a key figure in the seventeenth century 'Scientific Revolution'. Analysing Descartes's attitudes towards popular medicine and rationalism, we will begin to gauge the complexity of the relationship between traditional medical theory and that supposedly based on a 'new philosophy'.

Seminar reading:

S. Shapin, "Descartes the doctor: rationalism and its therapies." *British Journal for the History of Science* 33, no. 2 (2000): 131-154. SEARCH IN LIBRARY E-RESOURCES
<http://rylibweb.man.ac.uk/cgi-bin/cupa.pl?BJH>

Seminar Questions:

- What were Descartes' goals in reforming medicine, and how were they to be achieved?
- What kind of medical advice did he offer to his friends?
- How different was this from traditional medicine?

Week 8 (17 November) Lecture

Plague and Public Health

The plague first swept through early modern Europe in the middle of the fourteenth century (the Black Death 1348-52) and then frequently reappeared before mysteriously disappearing from the

Continent in 1721, the 'last Great Plague' in England occurring in 1665. This lecture considers the impact of plague and pestilence on early modern society, with particular reference to the English experience but also comparing Continental examples. Overall in the early modern period we can see a direct correlation between epidemics, emergency methods of prevention, and the development of civic attempts to impose public health measures, which took place more out of fear than philanthropy.

Lecture Reading:

Elmer, *Healing Arts*, cap. 6, pp. 136-50, cap. 7, pp. 315-26.

For an on-line transcription of John Graunt, *Observations on the Bills of Mortality 1662* see <http://www.ac.wvu.edu/~stephan/Graunt/bills.html>

DEADLINE FOR 1,500 WORD ESSAY IS 3.00pm FRIDAY 19 NOVEMBER

Week 9 (24 November) Seminar

Civic responses to plague and other epidemics

Down to the present day, the reasons for the disappearance of plague from Europe in the early eighteenth century remain controversial. This seminar reading, by one of the leading authorities on plague in early modern England, asks whether the public policies adopted there might have contributed to its departure. In the process he brings forward evidence of the diverse responses to plague, which will provide a starting-point for class discussion about early modern ideas about the causes of epidemic disease and how these influenced public policy as well as medicine.

Seminar Reading:

P. Slack, "The response to plague in early modern England: public policies and their consequences." In *Famine, disease and the social order in early modern society*, ed. J. Walker and R. Schofield. Cambridge, 1989, pp.167-87.[999.W141]

Seminar Questions:

- 1) What were the main differences between the English plague orders and those implemented in other European countries?
- 2) What conditions does Slack think were necessary for a series of major epidemics to occur?
- 3) What part did public policies play in the final disappearance of plague from England?

Week 9 (24 November) Lecture

Treatments for plague and other epidemic diseases

While last week's lecture concentrated on civic responses to plague, this week's lecture addresses the controversies which raged over its causes and the treatments individuals should use to protect themselves against its devastating effects. The boundaries between medical and

moral advice were blurred, and people were undecided whether to put their faith in providence, or in medicine, or a mixture of the two. Was the plague a universal and divinely ordained threat, a more localised punishment for a sinful life, or simply a disease with natural origins? English plague tracts, almanacs, and other forms of evidence reveal intense rivalry between ‘official’ physicians, ‘chemical’ practitioners, and other empirics over the best remedies and antidotes for this disease.

Lecture Reading:

Elmer, *Healing Arts*, cap. 11, cap. 12, pp. 327-343.

Week 10 (1 December) Seminar

Seventeenth-century plague texts

In this seminar we look at one of the many plague pamphlets produced in London during the seventeenth century. Its author, J. V., has not been identified but in the light of *Golgotha's* contents we may be able to conjecture about his (?) possible motives for publishing. With its use of ‘f’s for ‘s’ the text is hard to read at first, it will also be helpful to have a Bible at hand to check the Scriptural references. If you can, find out what, or rather where, ‘Golgotha’ is!

Seminar Reading:

Selections from J. V., *Golgotha: or, A Looking-Glass for London*. London, 1665.[C.Res.999/G234]

Seminar Questions:

- 1) What causes does the author invoke for the ‘present plague’, and why is Israel relevant?
- 2) On what grounds does he reject the practice of ‘shutting up’?
- 3) What treatments does he recommend towards the cure and prevention of plague?

Week 10 (1 December) Lecture

Hospitals and clinical medicine

Early modern hospitals were not the centres of medical technology and clinical expertise we take for granted today. This lecture gives an overview of the different kinds of institution the term ‘hospital’ was used for during the Middle Ages and Renaissance (not just those for healing the sick), traces the various changes which took place in hospital organisation, structure and function in the wake of the Reformation, and concludes by looking forward to the rise of specialist hospitals and the growth of clinical, or bedside, medicine in the eighteenth century.

Lecture Reading:

Elmer, *Healing Arts*, cap. 5 pp. 150-65, cap 9 pp. 245-56

Week 11 (10 December) Seminar

The ‘English Hippocrates’

Thomas Sydenham (1624-89) has long been celebrated as the inaugurator, or revivor, of clinical medicine, being the so-called 'English Hippocrates' whose observations and detailed case studies provided a model for later scientific medicine. This week we will examine the approach of one historian who has tried to show how Sydenham's 'modern' treatment and classification of diseases was shaped by a complex set of social, religious, and intellectual circumstances, especially the revolutionary upheavals in mid-seventeenth century England.

Seminar Reading:

Andrew Cunningham, "Thomas Sydenham: epidemics, experiment and the "Good old cause". In R. French and A. Wear, eds. *The Medical Revolution of the Seventeenth Century*. Cambridge, 1989, 164-90.[C. Res. 999.F103]

Seminar Questions:

- 1) What reasons does Cunningham give for Sydenham taking up medical practice and why are these seen as political?
- 2) Why did Sydenham and other 'godly people' regard the advancement of medicine as a religious act?
- 3) What led him to study epidemic diseases through his medical method (and what was this)?

Week 11 (10 December) Lecture

Medicine and the Enlightenment

The eighteenth century 'Enlightenment' was a period characterised by an optimism about the advance of human knowledge and improvement of society through the proper application of science. Enlightenment intellectuals, including many physicians, envisaged a world in which a new kind of scientific medicine would contribute to the health of individuals and society at large. This lecture sketches out the key features of the European Enlightenment, including both its positive and negative attributes, and shows how changes in medical theory and education were influenced by these trends. In particular it will focus on the medical curriculum established by Herman Boerhaave (1668-1738) at Leiden, and the new medical schools established by his followers at Vienna, Gottingen, and especially Edinburgh (founded in 1726).

Lecture Reading:

Elmer, *Healing Arts*, cap. 9, cap. 13.

Week 12 (17 December) Seminar

Edinburgh physiology and mental health

By the late eighteenth century Edinburgh had become one of the most popular medical schools in northern Europe, and a major centre for the teaching of the new 'scientific medicine' in which theories of nervous disease, as one of the main 'diseases of civilization' caused by luxury and excess predominated. During this seminar we will consider how one historian has tried to show the integral relationship between Scottish philosophy, medical physiology, and aspects of the

Scottish social structure; in other words the correspondence between the workings of social and human bodies.

Seminar Reading:

C. Lawrence., "The nervous system and society in the Scottish Enlightenment." In *The Natural Order*, ed. B. Barnes and S. Shapin, London, 1979, pp. 19-40. [C.Res.999 B813]

Seminar Questions:

- 1) Why are the three key phases in 18th-century Scottish history relevant to Lawrence's overall argument?
- 2) Why was the nervous system central to Whytt's physiology?
- 3) What relevance did Edinburgh physiology have to Edinburgh theories of society and history?

Week 12 (17 December) Lecture

Course quiz and review

The last lecture session will be devoted to a general knowledge quiz based on what you have learned at the lectures and seminars this semester, followed by a review/feedback session on the course overall. The quiz will be assessed and contributes 5% towards the overall course marks. Only those who attend the lecture will be allowed to take the quiz.

Remember:

THE LECTURE ON WEDNESDAY 15 DECEMBER IS THE DEADLINE FOR YOUR 6 SEMINAR QUESTIONS TO BE HANDED IN.

WORKSHOP READINGS

Week	EEBO	Elmer
1	Galen's <i>Art of Physick</i> , 1662, chapters 1- 4 – how does Galen define 'medicine', 'health' and 'disease' and what constitutes a healthy body?	Galen, The art of Medicine (1.1), section on six non-naturals, pp.3-4 q- why these 6?; what constitutes health? What does 'morbid' mean? OR – 1.2- consilium – practice of the theory, or 11.1 on air.
2	(NOT IN EEBO!!) http://vesalius.northwestern.edu/flash.html 'Printers note to the reader' essay on 'Friends and enemies in the <i>Fabrica</i> ' why did Vesalius give such strict instructions to his printer?	3.3 short eyewitness account of Vesalius' technique p.67
3	Anon, Petition of barber surgeons to parliament 1624. What are the barber surgeons asking for?	
4	Thomas Browne, <i>Religio Medici</i> 1642 Pp.2-3. what does Browne think of pilgrimages, images etc?	4.3 Paracelsus on medicine and travel, <i>Seven Defensiones</i> (no.4). why has he been criticised? How does he defend himself? What, in his view, is the way to learn medicine?
5	Midwives' Just petition 1643 – what is their complaint?	8.3 Louise Bourgeois on Midwives – why writing about marie de Bourbon? What was Marie's health before birth? What was the problem and how was it treated? Who does she criticise and grounds for her criticism? 2.3 Primrose's <i>Popular Errours</i>
6	READING WEEK	READING WEEK

Week	EEBO	Elmer
7	Sprat, <i>History of Royal Society</i> , 1668 pp. 95-99 What does he think is wrong with Descartes' method, and why is the Royal Society's better?	7.2 Descartes, <i>Treatise of Man</i> - How does the mechanics of digestion work? How does this model differ from classical theories of the working of the body?
8	Stephen Bradwell, <i>Physick for the Sicknesse</i> 1636 pp. 1-5 What kinds of plague are there and what are their causes?	Same as EEBO – Stephen Bradwell on causes plague – p.155 re women and plague
9	A.M. <i>A rich closet of physical secrets</i> – smallpox. 2nd edn 1652 pp. 50-55 what cures does A.M advise? could be compared with Sydenham's treatment	11.8 Voltaire on smallpox 11.10 Luton on smallpox and inoculation
10	Anon, <i>A pattern of a well-constituted and well-governed hospital</i> 1695 pp. iv-vii, xii-xiv Why does the translator think the French hospital is a good model?	6.5 St. Bart's (1653) Minutes – what are the Boards concerns re the patients? 6.6 Winchester (1736) what are the benefits of a hospital?
11	(ECCO) Cullen, <i>First Lines</i> 1777, preface, pp. 232-8 on Phrensy Any different to 17th cent treatments?	

MEDICINE BEFORE 1800

ESSAY AND PROJECT QUESTIONS

- 1) What evidence suggests that the traditional distinction between ‘medieval’ and ‘early modern’ medicine has been overdrawn?
- 2) Using examples from lecture and seminar texts where possible, explain why historians now believe that a sharp division between “popular” and “elite” medicine ‘fails to capture the medical reality of early modern Europe’ (Lindemann).
- 3) What were the long-term consequences of the invention of printing on medical literature? As well as considering what ‘medical literature’ might include, your answer should examine changes in content as well as distribution of this material (16th-18th centuries), giving specific examples where possible.
- 4) In what ways did the teaching of anatomy change in the early modern period?
- 5) How did hospitals change in Europe between the fifteenth and eighteenth centuries? You may draw on examples from more than one country.
- 6) Did eighteenth-century medical understandings of mental afflictions differ from those of the sixteenth and/or seventeenth centuries, and if so, how?
- 7) What roles did early modern women play in healing and medical practice, and what evidence can be used to bring these to light? (you may draw on examples from more than one country)
- 8) Why were early modern developments in medical education and qualification disadvantageous to women?
- 9) How did ‘Paracelsian’ medical practitioners see themselves as different from ‘Galenists’?
- 10) To what extent can William Harvey’s theory of circulation be described as revolutionary? Consider this question from a seventeenth-century perspective as well as your own.
- 11) What was ‘Hippocratic’ about Sydenham’s medical theory and practice, and why has it been seen as different from ‘Galenic’ medicine?
- 12) Is the concept of a ‘Scientific Revolution’ still useful for the history of medicine?
- 13) What means were used towards the cure and prevention of plague in early modern Europe, and by whom?
- 14) What do you see being the key differences between early modern treatments for disease, and 21st century biomedical responses?

Centre for History of Science, Technology and Medicine
University of Manchester
ESSAY GUIDELINES

1. Presentation

Word length: 1500 words (course essay) 3000 words (project).

Type (word-process) your essay, double-spaced, on one side of the paper only.

Number the pages and leave margins—left, right, top and bottom—of at least one inch for marker's comments.

Leave two copies of your essay in the CHSTM essay box outside room 3.45 in the Maths Tower by no later than 3.00pm on the day of the deadline.

Essays which ignore these guidelines will lose marks.

2. Planning the essay

Reading: you are expected to go well beyond required lecture and seminar readings; at minimum five sources should be consulted for a course essay, ten for a project.

Prepare an outline of your argument. The outline should list in abbreviated form (e.g. on one side of A4), the points you wish to make, and the kind of evidence which you will cite. Once this outline is coherent, then draft the essay from it.

3. Writing the essay

The first paragraph should introduce the overall aims of the essay, and the last paragraph should briefly summarise your conclusions.

In order to help the reader, your paragraph structure should mirror the structure of your argument. Avoid a succession of very short paragraphs (one or two sentences) or long ones (more than one page).

Although your essay may refer briefly to required readings or lectures, your argument will need to go well beyond these sources. Simply re-iterating points already made therein will be heavily penalised.

4. Citing sources

If you use an author's argument or evidence, you must cite the author and title of the work you have used. You may cite these sources at the bottom of the page (footnotes), at the end of the essay (endnotes) or in the text in brackets (...). Since the full reference will be in your bibliography (see 4d below), you need only use an abbreviated form of reference, e.g. 'Pickstone, *Medicine & Industrial Society*, p. 123'.

Do not bother to quote an author directly unless his/her particular phrasing is important for your argument.

If you do quote directly from a work however, you must cite the author's name, title and the page where the quote appeared. Short quotes (3 lines or less) need only be set off with inverted commas. Longer quotes should be indented as a bloc, so that the reader can easily distinguish it from your own text.

Attach a bibliography at the end of your essay. Include only those sources you have used, following this model

Book: J.V.Pickstone, Medicine and Industrial Society (Manchester 1985).

Article: D.Edgerton, "Science and Technology in British Business History", Business History, vol.29 (1987), 84-103.

If you cite a web address in your bibliography the reference must include the date you accessed it.

Use your sources critically. Simply reproducing what an author says does not impress markers. Noticing where an author's argument is weak does.

5. Marks

Once the essay has been marked, you may collect it from the appropriate tray outside the course tutor's office (Maths Tower 3.37) after 17 January 2004 (course essay), project by arrangement with course tutor. The mark given at this stage is provisional only; it does not become final until approved at the examiners' meeting in June.

Marks are awarded according to the following criteria:

Coverage of the relevant literature: have you drawn upon a reasonable number of sources from the reading list?

Understanding (of lectures, required readings, and readings used in your essay).

Structure of the argument: have you set out your argument or analysis in a clear way and supported it with relevant evidence?

Critical capacity: have you noticed the weaknesses in some authors' work? Have you reflected upon the weak points in your own argument?

Quality of prose: have you used complete sentences properly punctuated? Is your meaning clear?

Organisation of the material: does the sequence in which you present material make sense? Have you started a new paragraph each time you make a new point? Have you included an introduction and a concluding paragraph?

Format: have you followed the essay guidelines?

6. Plagiarism

For a general definition of 'plagiarism', see the University's policy on plagiarism, accessed via the Student Intranet (accessed via the University's home page).

<http://www.man.ac.uk/policies/39e.htm>

Bear in mind that plagiarism also includes 'recycling' parts of your own work which have been submitted for assessment at this University or elsewhere. CHSTM policy is that work displaying plagiarism gets an automatic mark of zero. The University may, however, opt to impose additional penalties; for details, see the Student Intranet cited above.

READING LIST

Essential Reading- Course Textbook

Peter Elmer, ed. *The Healing Arts: Health, Disease and Society in Europe, 1500-1800* (Manchester University Press, 2004). It is strongly recommended you buy a copy.

Also useful for seminar work:

Peter Elmer and Ole Peter Grell, eds. *Health, Disease and Society in Europe 1500-1800: A Sourcebook*. Manchester (Manchester University Press, 2003). This goes well with the above.

Medical History

For further general reading, I also recommend

M. Lindemann, *Medicine and Society in Early Modern Europe* (Cambridge, 1999).

Copies available in JRUL SLC Cres.610.94/L1

L. I. Conrad et al, *The Western Medical Tradition 800 BC to AD 1800*. Cambridge, 1995.

Copies available in SLC CRes. 610.9/C17

Other useful introductory text books on aspects of medical history covered in the course include:

R. Porter, *Disease, medicine and society in England, 1550-1860*. 2nd ed., Basingstoke, 1993.

R. Porter, ed., *The Cambridge Illustrated History of Medicine*. Cambridge, 1996.

R. Porter, *The Greatest Benefit to Mankind. A Medical History of Humanity from Antiquity to the Present*. London, 1997.

I. Loudon, ed. *Western Medicine: An Illustrated History*. Oxford, 1997.

Companion Encyclopedia of the History of Medicine, ed. W. F. Bynum and R. Porter. London and New York, 1993.

For further reading on medicine before 1600 the following can be suggested:

C. Rawcliffe, *Medicine and Society in Later Medieval England*. Stroud: Sutton, 1995.

N. G. Siraisi, *Medieval and Early Renaissance Medicine. An Introduction to Knowledge and Practice*. Chicago and London, 1990.

Early Modern History

If you have not done any history courses before, I also recommend that you browse one or two general history textbooks on European and British history which cover c.1400-1800.

E. Cameron, *The European Reformation*. Oxford, 1991.

De Lamar Jensen, *Reformation Europe: Age of Reform and Revolution*, Lexington, MA and Toronto, 1992.

D. H. Pennington, *Seventeenth-century Europe*, London, 1970.

C. Hill, *A Century of Revolution 1603-1714*, 2nd edn London, 1991.

J. Black, *Eighteenth-Century Europe 1700-1789*. London, 1990.

D. Marshall, *Eighteenth-Century England*. 2nd ed., London, 1974.

D. Outram, *The Enlightenment*. Cambridge: Cambridge University Press, 1995.

S. Mendelson and P. Crawford. *Women in Early Modern England*, 1998.

General Reading List

There is also a comprehensive General Reading List for the course available from the course tutor on request.

WWW sources

You might also wish to consult the World Wide Web for further information on specific topics, but there is a lot of misinformation and some bad history there, and you should not believe everything that you read. **If you cite a web address in your bibliography the reference must include the date you accessed it.**

BACKGROUND READING – USEFUL FOR ESSAYS, PROJECTS, AND SEMINAR PREPARATION

(remember that information on the following topics can also be found in Lindemann, Conrad, and the other general medical history texts cited above.)

Hippocrates, Galen, humoral medicine

G. E. R. Lloyd, ed. *Hippocratic Writings*. London, 1983.

D. Cantor, ed. *Reinventing Hippocrates*, Aldershot 2002.

V. Nutton, "Humoralism." In *Companion Encyclopedia of the History of Medicine*, ed W. F. Bynum and R. Porter, 281-91. London and New York, 1993.

V. Nutton, "Galen at the Bedside: the Methods of a Medical Detective." In *Medicine and the Five Senses*, ed. W. F. Bynum and R. Porter. Cambridge, 1993. 1-6.

O. Temkin, *Galenism: rise and decline of a medical philosophy*. Ithaca, N.Y.: 1973.

R. E. Siegel, *Galen's System of Physiology and Medicine*. Basel and New York, 1968, especially cap 4, 'The humoral doctrine'.

Vesalius and Renaissance medicine, anatomy

K. Park, "Medicine and the Renaissance." Cap 5 In Loudon, ed., *Western Medicine*. 66-79.

A. Cunningham, *The Anatomical Renaissance*. Aldershot, 1997.

C. D.O'Malley, *Andreas Vesalius of Brussels*. Los Angeles, 1965.

I. Maclean, *Logic, signs and nature in the Renaissance: the case of learned medicine*. Cambridge, 2002.

N. G. Siraisi, *The Clock and the Mirror: Girolamo Cardano and Renaissance Medicine*. Princeton, 1997.

J. Sawday, *The body emblazoned: dissection and the human body in Renaissance culture*. London, 1995.

A. Wear & R. K. French, eds. *The Medical Renaissance of the Sixteenth Century*. Cambridge, 1985.

C. Webster, ed., *Health, Medicine and Mortality in the Sixteenth Century*, Cambridge, 1979.

G. Ferrari, "Public anatomy lessons and the Carnival: the Anatomy Theatre of Bologna." *Past and Present* 117 (1987): 50-106.

V. Nutton, "Greek science in the sixteenth-century Renaissance." In *Renaissance and Revolution*. ed. J. V. Field and F. A. L. James. Cambridge, 1993. 15-28.

V. Nutton, "Wittenberg anatomy." in *Medicine and the Reformation*. Eds. O. Grell and Andrew Cunningham. Cambridge, 1993. 11-32.

J. Tedeschi and A. C. Tedeschi. *Books of the Body: Anatomical Ritual and Renaissance Learning*. Chicago and London, 1999.

F. J. Cole, *A History of Comparative Anatomy from Aristotle to the Eighteenth Century*. London, 1944

Orthodox and unorthodox medical practitioners (see also women, gender and medicine below)

R. French, *Medicine before Science: The Rational and Learned Doctor from the Middle Ages to the Enlightenment*. Cambridge, 2003.

- H. J. Cook, *The Decline of the Old Medical Regime in Stuart London*. Ithaca, 1986.
- W. Bynum and R. Porter, eds., *Medical Fringe and Medical Orthodoxy*. London, 1987.
- J. Henry, "Doctors and healers: popular culture and the medical professions." In *Science, culture and popular belief in Renaissance Europe*. Eds. S. Pumfrey, P. L. Rossi and M. Slawinski. Manchester, 1991. 191-221 [C.Res. 999/P294]
- A. W. Russell, ed. *The Town and State Physician in Europe from the Middle Ages to the Enlightenment*. Wolfenbüttel, 1981.
- M. Pelling, *Medical conflicts in early modern London: patronage, physicians, and irregular practitioners 1550-1640*. Oxford, 2003.
- M. Pelling, *The common lot: sickness, medical occupations and the urban poor in early modern England*. London and New York, 1998.
- M. Pelling, 'Unofficial and Unorthodox Medicine' in Loudon, ed., *Western Medicine*, 264-76.
- M. Pelling, "Compromised by Gender: the Role of the Male Medical Practitioner in Early Modern England." In *The Task of Healing: Medicine, Religion and Society in England and the Netherlands 1450-1800*. Ed. H. Marland and M. Pelling: Erasmus, 1996, pp. 101-33
- M. Pelling, "Occupational diversity: Barbersurgeons and the trades of Norwich, 1550-1640." *Bulletin of the History of Medicine* 56 (1982): 484-511.
- R. Porter, *Health for sale: quackery in England 1650-1850*. Manchester, 1989.
- R. Porter, *Bodies politic: disease, death and doctors in Britain, 1650-1900*. London, 2001.
- M. E. Fissell, *Patients, Power, and the Poor in Eighteenth-Century Bristol*. Cambridge, 1991.
- H. M. Dingwall, *Physicians, Surgeons and Apothecaries: Medicine in Seventeenth-Century Edinburgh*. East Linton, 1995.
- P. Elmer, *The Library of Dr John Webster: The Making of a Seventeenth-Century Radical*, London, 1986.
- A. Geneva, *Astrology and the Seventeenth-Century Mind: William Lilly and the Language of the Stars*. Manchester, 1995.
- L. Kassel, "How to read Simon Forman's Casebooks: Medicine, Astrology and Gender in Elizabethan London." *Social History of Medicine* 12, no. 1 (1999): 3-18.
- O. Thulesius, *Nicholas Culpeper, English Physican and Astrologer*. Basingstoke, 1992.
- M. MacDonald, "The Career of Astrological Medicine in England." In *Religio Medici*, ed O. Grell and A. Cunningham, Aldershot, 1997, pp. 62-90.
- H. J. Cook, *Trials of an ordinary doctor: Joannes Groenevelt in seventeenth-century London*. Baltimore, 1994.
- G. Pomata, *Contracting a Cure. Patients, Healers, and the Law in Early Modern Bologna*. Baltimore, 1998.
- W. Frijhoff, "Medical education and early modern Dutch medical practitioners: towards a critical approach." In *The Task of Healing* Ed. H. Marland and M. Pelling, pp. 205-20.
- D. Gentilcore, "'All that pertains to medicine': *Protomedici* and *Protomedicati* in early modern Italy." *Medical History* 38 (1994): 121-142.
- D. Gentilcore, "'Charlatans, mountebanks and other similar people': the regulation and role of itinerant practitioners in early modern Italy." *Social History* 20 (1995): 297-314.
- D. Gentilcore, *Healers and healing in early modern Italy*. Manchester, 1998.
- L. Brockliss and C. Jones, *The Medical World of Early Modern France*. Oxford, 1997.

Women, gender and medicine

- M. Alic, *Hypatia's Heritage. A history of women in science from antiquity to the late nineteenth century*. London, 1986. Pp. 77-147.
- S. Broomhall, *Women's Medical Work in Early Modern France*. Manchester: Manchester University Press, 2004.
- M. Green, 'Women's medical practice and medical care in medieval Europe', *Signs*, 14 (1989)

- M. Green, 'Documenting medieval women's medical practice', in I. Garcia- Ballaster et al. (eds), *Practical Medicine from Salerno to the Black Death*. Cambridge, 1994.
- J. Benton 'Trotula, woman's problems and the professionalisation of medicine in the Middle Ages', *Bulletin of the History of Medicine* 59 (1985): 30-53.
- J. Cadden, *Meanings of Sex Difference in the Middle Ages* Cambridge, 1993.
- D. Jacquart & C. Thomasset, *Sexuality and Medicine in the Middle Ages* Cambridge, 1988.
- T. Laqueur, *Making Sex: Body and Gender from the Greeks to Freud*, London, 1990.
- M. Wiesner, *Women and Gender in Early Modern Europe*. Cambridge, 1993.
- S. Mendelson and P. Crawford, *Women in Early Modern England*, 1998, from Cap. 6 on 'Occupational Identities and Social Roles, pp. 301-327. [C.Res 999/M 712]
- D. E. Nagy, *Popular medicine in seventeenth-century England*. Ohio, 1988, cap. 5, 'Women's role in Stuart Medicine' .
- L. Hunter and S. Hutton, eds *Women, Science and Medicine, Mothers and Sisters of the Royal Society*. Thrupp, Stroud, 1997.
- J. Donnison, *Midwives and medical men: a history of the struggle for the control of childbirth*. New Barnet, 1988.
- E. Hobby, ed. *Jane Sharpe's The midwives book, or, The whole art of midwifry discovered*. New York and Oxford, 1999.
- H. King, "'As if none understood the art that cannot understand Greek: the education of midwives in seventeenth-century England.'" In *History of Medical Education in Britain*, ed. V. Nutton and R. Porter. *Clio Medica* 30, 1995, 184-198.
- H. Marland, ed. *The Art of Midwifery: Early Modern Midwives in Europe*. London, 1993.
- A. Wilson, *The Making of Man-Midwifery: Childbirth in England, 1660-1770*. London, 1995
- L.S. Dixon *Perilous Chastity: Women and Illness in Pre-Enlightenment Art and Medicine*. Ithaca, 1995.
- B. Duden, *The Woman beneath the Skin: A Doctor's Patients in 18th-Century Germany*. Cambridge MA, 1991.
- B. Duden, *Disembodying Women: perspectives on pregnancy and the unborn* Cambridge, MA 1993.
- E. Shorter, *Women's Bodies: A Social History of Women's Encounter with Health, Ill-Health, and Medicine*. New Brunswick, NJ, 1991.

Medicine and the Reformation, Paracelsus and 'Paracelsianism':

- A. Cunningham, *The Four Horsemen of the Apocalypse: Religion, War, Famine and Death in Reformation Europe*. Cambridge, 2000.
- K. Thomas, *Religion and the Decline of Magic*. Harmondsworth, 1971.
- O. Grell and A. Cunningham, eds. *Medicine and the Reformation*. London, 1993.
- O. Grell and A. Cunningham, eds. *Religio medici: Medicine and Religion in Seventeenth-Century England*. Aldershot, 1996.
- O. Grell, ed. *Paracelsus: the man and his reputation, his ideas and their transformation, Studies in the History of Christian Thought*. Leiden, 1998.
- W. Pagel, *Paracelsus*. 2nd rev. edn, Basel and London, 1982.
- A. Weeks, *Paracelsus: speculative theory and the crisis of the early Reformation* Albany, 1997.
- On line exhibition of PARACELSUS, *Five Hundred Years*:
http://www.nlm.nih.gov/exhibition/paracelsus/paracelsus_1.html (accessed 5/8/03)
- A. G. Debus, *The English Paracelsians*. New York, 1965.
- A. G. Debus, *The French Paracelsians*. Cambridge, 1991.
- A. G. Debus, *Alchemy and Chemistry in the Seventeenth Century*. Los Angeles, 1966.
- C. Webster, 'Paracelsus: medicine as popular protest' in O. Grell and A. Cunningham, eds. *Medicine and the Reformation*. Cambridge, 1993, pp. 57-77. [CRes. 999/G266]

- C. Webster, "Alchemical and Paracelsian medicine." In Webster, ed. *Health, Medicine and Mortality in the Sixteenth Century*. Cambridge, 1979. 301-34.
- C. Webster, *The Great Instauration: Science, Medicine and Reform 1626-1660*. London, 1975.
- C. Webster, *From Paracelsus to Newton: magic and the making of modern science*. Cambridge, 1982.
- H. J. Cook, *The Decline of the Old Medical Regime in Stuart London*. Ithaca, 1986.
- A. Wear, *Knowledge and practice in English medicine: 1550-1680*. Cambridge, 2000.

Vernacular medicine and self-help

- M. E. Fissell, *Patients, Power, and the Poor in Eighteenth-Century Bristol*. Cambridge: Cambridge University Press, 1991, chap 2, 'Everyone their own physician' [C. Res. 999/F205]
- W. Brockbank, "Country Practice in Days Gone By: parts 1 and 2." *Medical History* 4 (1960): 65-9; *Medical History* 5 (1961): 173-7. (extracts from contemporary diaries.)
- B. Capp, *Astrology and the popular press: English almanacs 1500-1800*. London, 1979.
- L. Hunter, "Women and Domestic Medicine: Lady Experimenters, 1570-1620." In *Women, Science and Medicine*, ed. L. Hunter and S. Hutton. Thrupp, 1997, 89-107.
- Jardine, Lisa (1999). *Ingenious Pursuits: Building the Scientific Revolution*. London, 1999.
- D. E. Nagy, *Popular medicine in seventeenth-century England*. Ohio, 1988.
- R. Porter, "The patient in England, c. 1660-c.1800." *Medicine in society* Ed. A. Wear. Cambridge, 1992. 91-118.
- P. Slack, "Mirrors of health and treasures of poor men: the uses of the vernacular medical literature of Tudor England." In *Health, Medicine and Mortality in the Sixteenth Century*, ed C. Webster, Cambridge, 1979, pp. 237-74
- A. Wear, "The popularization of medicine in early modern England." In *The popularization of medicine, 1650-1850*. Ed. Roy Porter. London, 1992, 17-41.
- C. E. Rosenberg, "Medical text and social context. explaining William Buchan's *Domestic Medicine*." In *Explaining Epidemics and Other Studies in the History of Medicine*, ed Rosenberg, 32-56. Cambridge, 1992.

Medicine and the 'Scientific Revolution'

- W. F. Bynum, "Nosology." In *Companion Encyclopedia of the History of Medicine*, ed. W. F. Bynum and R. Porter. London and New York, 1993. Vol. 1, 335-56.
- A. G. Debus, ed. *Medicine in seventeenth-century England*. Berkeley, 1974.
- R. French, *William Harvey's Natural Philosophy* Cambridge, 1994, chapter 7 (on Descartes).
- J. Henry, *The Scientific Revolution*. London, 1997.
- L. Jardine, *Ingenious Pursuits: Building the Scientific Revolution*. London: Little, Brown, 1999.
- B. B. Kaplan, *Divulging of useful truths in physick: the medical agenda of Robert Boyle* Baltimore, 1993.
- W. Pagel, *Joan Baptista Van Helmont: Reformer of Science and Medicine*. Cambridge, 1982.
- C. Webster, *The Great Instauration: Science, Medicine and Reform 1626-1660*. London, 1975.
- A. Wear, *Knowledge and practice in English medicine: 1550-1680*. Cambridge, 2000.
- R. S. Westfall, *The Construction of Modern Science*. Cambridge, 1977.
- R. Porter, "The Scientific Revolution? A Spoke in the Wheel." In *Revolution in History*, ed R. Porter and M. Teich, 290-316. Cambridge, 1986.
- C. Wilson, *The Invisible World: Early Modern Philosophy and the Invention of the Microscope*. Princeton, 1995.

Harvey and the circulation of the blood

- For a translation of William Harvey, *On the Motion of the Heart and Blood*, see <http://www.fordham.edu/halsall/mod/1628harvey-blood.html> (Accessed 5/8/03)
- A. Cunningham, "William Harvey: the discovery of the circulation of the blood." *Man masters nature*. Ed. Roy Porter. London, 1987, pp 65-76.[C. Res. 999/P169]
- J. J. Bylebyl, ed. *William Harvey and his Age*. Baltimore and London, 1979.
- A. G. Debus, "Harvey and Fludd: The irrational factor in the rational science of the seventeenth century." *Journal of the History of Biology* 3 (1970): 81-105.
- Debus, A. G., ed. *Medicine in Seventeenth-Century England*. Berkeley, 1974 (chapter on Harvey and Fludd).
- R. A. Erickson, 'The Phallic Heart: William Harvey's The Motion of the Heart and "The Republic of Literature"'. *The language of the heart, 1600-1750*. Philadelphia, 1997. pp. 61-88.
- R. G. Frank, *Harvey and the Oxford physiologists: scientific ideas and social interaction*. Berkeley, Los Angeles and London, 1980, especially pp. 1-42.
- A. Gregory, *Harvey's Heart: The Discovery of Blood Circulation*. Cambridge, 2001.
- G. Keynes, *The life of William Harvey*. Oxford, 1978.
- W. Pagel, *William Harvey's biological ideas: selected aspects and historical background*. Basel and New York: 1967.
- W. Pagel, *New light on William Harvey*. Basel; London, 1976.
- A. Wear, "The heart and blood from Vesalius to Harvey." *A Companion to the History of Modern Science*. Ed. R. C. Olby, et al. London and New York, 1990. 568-82.
- G. Whitteridge, *William Harvey and the Circulation of the Blood*. London, 1971.

Plague and public health

- M. N. Cohen, *Health and the Rise of Civilisation*. London, 1989.
- J. N. Hays, *The Burdens of Disease: Epidemics and Human Response in Western History* New Brunswick, NJ. 1998.
- W. H. McNeill, *Plagues and Peoples*, London, 1998.
- A. W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* Westport, Conn, 1972.
- A. W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* Cambridge, 1993.
- A. G. Carmichael, *Plague and the Poor in Renaissance Florence*. Cambridge, 1986.
- C. M. Cipolla, *Cristofano and the Plague*. London, 1973.
- C. M. Cipolla, *Fighting the Plague in Seventeenth-Century Italy*. London, 1981.
- B. Pullan, "Plague and perceptions of the poor in early modern Italy." *Epidemics and Ideas*: Ed. T. Ranger and P. Slack. Cambridge, 1992, 101-123
- A. Wear, "Making sense of health and the environment in early modern England." In Wear, *Medicine in society*. 119-47.
- R. Porter, *Disease, medicine and society in England, 1550-1860*. 2nd ed., Basingstoke, 1993.
- P. Slack, *The impact of plague on Tudor and Stuart England*. Oxford, 1985.
- O. P. Grell, and A. Cunningham, eds. *Health Care and Poor Relief in Protestant Europe 1500-1700*. London, 1997.
- O. P. Grell, and A. Cunningham, eds. *Religio medici: medicine and religion in seventeenth-century England* Aldershot, 1996.
- E. A. Eckert. "The retreat of plague from Central Europe, 1640-1720: a geomedical approach." *Bulletin of the History of Medicine* 74, no. 1 (2000): 1-28.

Hospitals

- L. Granshaw and R. Porter, eds. *The Hospital in History*. London, 1989.
- L. Granshaw, "The rise of the modern hospital in Britain." In *Medicine in society* ed. A. Wear. Cambridge, 1992. 197-218.
- L. Granshaw, "The Hospital." In *Companion Encyclopedia of the History of Medicine*, edited by W. F. Bynum and R. Porter, 1180-203. London and New York, 1993.
- N. Orme and M. Webster. *The English Hospital 1000-1570*. New Haven and London, 1995.
- G. Risse, *Mending bodies, saving souls : a history of hospitals*. Oxford, 1999.
- C. Stevenson, *Medicine and Magnificence: British Hospital and Asylum Architecture, 1660-1815*. New Haven and London, 2000.
- G. Risse, *Hospital Life in Enlightenment Scotland: Care and Teaching at the Royal Infirmary of Edinburgh*. Cambridge, 1986.
- S. C. Lawrence, *Charitable Knowledge: Hospital Pupils and Practitioners in Eighteenth-Century London*. Cambridge, 1996.
- M. E. Fissell, *Patients, Power, and the Poor in Eighteenth-Century Bristol*. Cambridge, 1991.
- A. Digby, *Madness, morality and medicine: a study of the York Retreat 1796-1914*. Cambridge, 1985.
- C. Jones, *The Charitable Imperative: Hospitals and Nursing in the Ancien Régime and Revolutionary France*. London, 1989.

Sydenham, Hippocrates and the English Revolution

(See also 'Medical History' and 'Early Modern History' readings in the General Reading section)

- G. E. R. Lloyd, ed. *Hippocratic Writings*. London, 1983, pp. 139-47, 'The Science of Medicine'.
- D. Cantor, ed. *Reinventing Hippocrates*, Aldershot 2002.
- H. J. Cook, *The Decline of the Old Medical Regime in Stuart London*. Ithaca, 1986.
- K. Dewhurst, *Dr Thomas Sydenham (1624-1689)*. Berkeley, 1966.
- L. S. King, "Empiricism and rationalism in the works of Thomas Sydenham." *Bulletin of the History of Medicine* 44 (1970): 1-11.
- C. Webster, "The College of Physicians: 'Solomon's House' in Commonwealth England." *Bulletin of the History of Medicine* 41 (1967): 393-412.
- C. Webster, *The Great Instauration: Science, Medicine and Reform 1626-1660*. London, 1975.
- L. G. Wilson, "Fever" In *Companion Encyclopedia of the History of Medicine*, ed. W. F. Bynum and R. Porter. London, 1993, Vol. 1, 382-411 (esp. 394-7).
- D. E. Wolfe, "Sydenham and Locke and the limits of anatomy." *Bulletin of the History of Medicine* 35 (1960): 193-220.

Enlightenment, Enlightenment medicine and medical education

(See also Enlightenment readings in the General Reading section)

- P. Wood, *The Scottish Enlightenment: Essays in Reinterpretation*. Rochester, NY, 2000.
- R. H. Campbell, and A. S. Skinner, ed. *Origins and Nature of the Scottish Enlightenment*. Edinburgh, 1982.
- R. Porter, "The New Eighteenth Century Social History", in J. Black, "Culture and Society in Britain 1660-1800, Manchester, 1997.
- R. Porter, ed. *Medicine in the Enlightenment*. Amsterdam, 1995.
- A. Cunningham and R. French, eds. *The Medical Enlightenment of the Eighteenth Century*. Cambridge, 1990.
- L. S. King, *The Medical World of the Eighteenth Century*. Chicago, 1958.
- A. Doig, ed. *William Cullen and the eighteenth century medical world*. Edinburgh 1993.

- E. M. McGirr, *Cullen in context: William Cullen, M.D. (1710-1790)* Glasgow: 1990.
- L. Haakonssen, *Medicine, Morals and the Enlightenment: John Gregory, Thomas Perceval and Benjamin Rush*, Amsterdam and Atlanta, 1997.
- S. C. Lawrence, "Anatomy and address: creating medical gentlemen in eighteenth-century London." *The History of Medical Education in Britain*. Eds. V. Nutton and R. Porter. Amsterdam, 1995, pp. 199-228.
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see also relevant material on Galenism and humoralism

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