

# BLOOD-PHLEGM-BILE

**Professor Howard**

History 415  
Fall 2012  
MWF 9:00 AM



**Rembrandt's  
Anatomy Lesson of  
Dr. Tulp  
1632**

## A SOCIAL HISTORY OF WESTERN MEDICINE

**A survey of medicine from antiquity to the present, with emphasis on medicine's social context. We examine how ideas about health, the body, illness, and therapies are influenced by social and cultural factors.**

From the Hippocratic healers of ancient Greece to the surgical specialists of today, medicine has played a central role in western society. A primary goal of this course--or learning outcome--is to introduce you the ways that medicine has changed over time, with specific emphasis on western Europe and the U.S. We will look at how social values, religion, politics and economics have influenced the way that illness and disease are understood and treated.

Another aim of the course is to improve your understanding of the ways that society constructs ideas of health and illness. Who is well and who is sick? The answer was often not obvious and depended a great deal on the practitioner, the patient and the historical context. A chronological framework in the

course will allow us to chart shifts in medical thinking over time, and see how a host of factors inform the way we think about health and disease today.

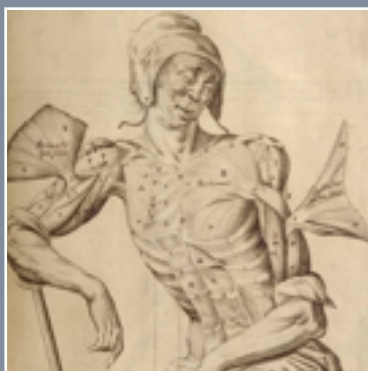
Finally, you will become versed in the ways that historians write about and discuss the past. We're not talking about those stodgy old pedants forever demanding that you remember dates! Rather, we will look at the work of twenty-first century historians, many of whom are asking dynamic and important questions about the past. These questions ultimately help us to think more critically about the present.

Whether you are in this course as a requirement, or here because you are fascinated with the human body, this course promises to challenge you and, hopefully, open up a new avenue of historical study.



**Like many Renaissance artists, Leonardo Da Vinci participated in anatomies to better understand the bodies he depicted.**

# COURSE WORK



## STATS

**Professor:** Nicole Howard  
**Office:** Ackerman 204H  
**Hours:** T/TH 9-10:30 and appt.  
**Phone:** 541-962-3385  
**Email:** nhoward@eou.edu  
**Degree:** Ph.D. History and Philosophy of Science

## Course Assignments

This course involves reading, writing, and group discussion. You will need to read carefully and extensively outside of class, and because this is a UWR course, you will be writing at least 5,000 words cumulatively.

**Moderate Discussion.** You'll be part of a team research presentation related to reading for a specific week in the course. Pairs will be assigned a week and given supplementary references to help them deepen their understanding of the topic at hand. Discussion questions should be prepared for the class, and a pedagogically sound activity developed to help teach the week's materials. **50 pts**

**Book Review.** You will write a scholarly review of 800-1200 words on Tucker's book *Blood Work*. Peer review of your first draft will take place in class in week 7. Final drafts are due Monday of finals week and will be assessed according to the rubric on Blackboard. **50 pts**

**Class Discussion.** The heart of any upper division history course, this is where we talk, analyze, and debate course material. Come to class prepared to speak about the day's reading, whether or not you are presenting that day. Discussion grade includes related periodic group debates and in-class writing assignments.

**150 pts**

**Unit Papers.** Three unit papers are built around course themes are due in weeks 3, 6 and 9. The papers require a response to a prompt that grounded in primary and secondary sources. Details and an assessment rubric are available on Blackboard and will be discussed in class. Each paper is worth 50 points. **150 pts**

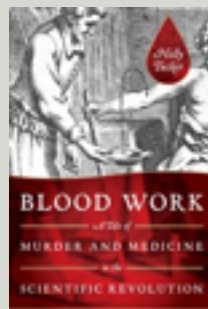
Read.  
Write.  
Think.

*Blood and Guts*, Roy Porter

*Blood Work: A Tale of Medicine and Murder*, Holly Tucker

*The Western Medical Tradition 800 BC to AD 1800*, Lawrence Conrad, et. al.

*Lapham's Quarterly*, "Medicine" (Fall 2009)



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## The Fine Print

**On Plagiarism.** For all work in this class, be it a brief response piece, your presentation notes, or a full-fledged term paper, all work must be your own. In any assignment, you must cite the sources of your information, quotations, or ideas that are not your own. The citation style for this course is Turabian and a link to a citation guide is on Blackboard.

Let me be unequivocal: *any* incident of plagiarism will result in failure of the assignment and, at the professor's discretion, failure of the course. A letter will be submitted to Student Affairs about the incident. Please become familiar with and follow the EOU code for Academic Honesty.

**On Technology in class.** We meet three times a week for 90 minutes and this time needs to be devoted exclusively to course materials. Electronic distractions--text messages, email, facebook, etc.--are frowned upon by your professor. Silence

your phones and put them away. Do not bring laptops to class unless you have a documented disability that requires their use. I don't anticipate problems with technology use but if they arise, I reserve the right to dismiss you from the class.

**On late work.** All work is due in class, printed out in black ink, on the due date. Printer or computer problems are *not* an excuse for late work. Back up your documents in multiple places, including Google Drive, which you have through your EOU email.

**Arrive ready to go.** Come to class on time, ready to read, write and discuss. Chronic tardiness will be frowned upon and ultimately acted upon. Likewise, while I am fine with you having water or coffee in class, a three course breakfast is not appropriate. Fuel up before you arrive and bring your textbooks and other materials with you each time.

## HELP & RESOURCES

If you are feeling overwhelmed or lost...

### 1. Make an appointment with me.

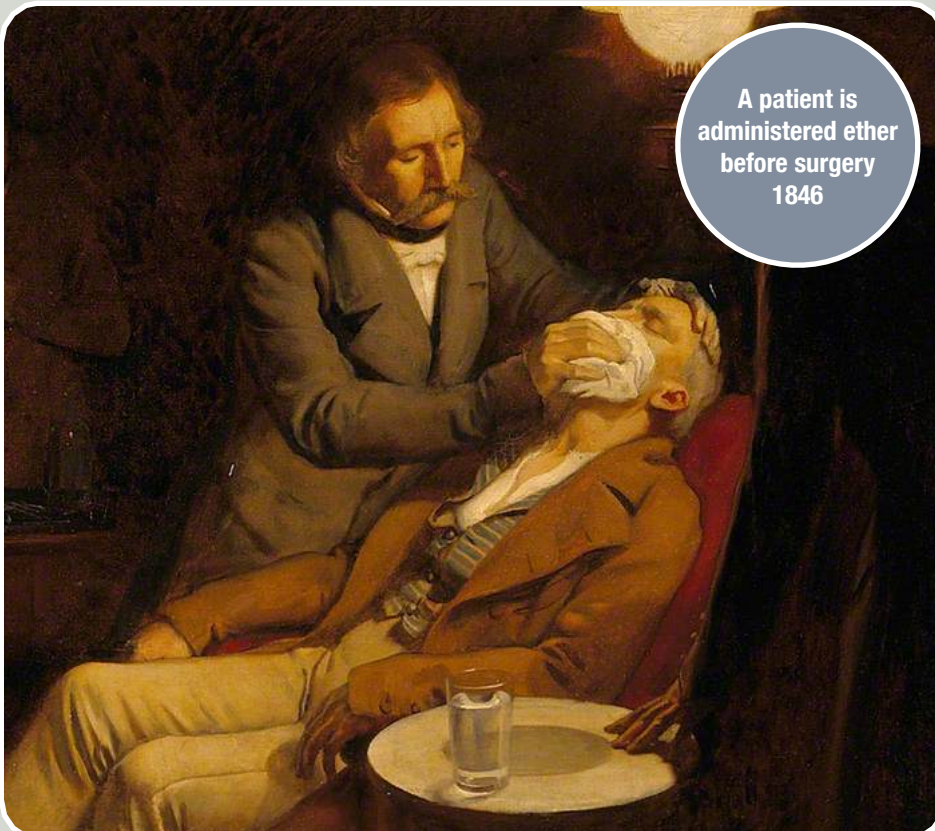
You can email me anytime and make an appointment to see me in my normal office hours or another convenient time. Many questions or issues can be easily resolved this way.

### 2. Use EOU's Writing Center

This is a free and full-service help center that's here for you. They will help you with all aspects of your writing, from developing your early ideas to polishing your final drafts.

### 3. Work with your classmates.

The data is in and the results are clear: students who study with peers perform better in courses, and show greater understanding of course material. Find some classmates and start reading, talking, and writing together.



A patient is administered ether before surgery 1846

## Accommodations

If you have a documented disability, and you need a reasonable accommodation in this course, please consult with me at the outset of this course so that we can discuss potential solutions that will help you be successful.

WEEK	TOPIC AND READING
1: Intro to medicine in the west	Atul Gawande's " <a href="#">Letting Go</a> " from the <i>New Yorker</i> , Aug 2010 Browse the <a href="#">National Library of Medicine's history site</a>
2: Ancient Practices	<i>The Western Medical Tradition</i> chapters 1-2 Three primary sources in BB (pdfs for Hippocrates, Plato, Thucydides) Look at <a href="#">this chart of the humors</a> (courtesy of Prof. Dumler)
3: Medieval Medicine  <b>Unit Paper 1 Due Friday</b>	<i>The Western Medical Tradition</i> , chapters 3-4 Read the pdf of Avicenna on BB Read the very brief <a href="#">blurb on the Course in Medicine</a> from the University of Paris in the 13th C View <a href="#">these medical illustrations</a> from the medieval era in Europe. You can browse some of them, and there will be a discussion board question asking you to post about one of them View <a href="#">these illustrations</a> from a medieval Muslim medical work
4: The Plague	Read Porter chapter 1 on "Disease" Read <a href="#">Giovanni Boccaccio on the arrival of plague</a> in Italy Read the primary sources on BB about the plague
5: The Renaissance	Read chapter 6, "Medicine in Early Modern Europe" by Andrew Wear in <i>The Western Medical Tradition</i> Read the Introduction by Vivian Nutton at the <a href="#">Northwestern website on Vesalius' famous book De Humani Corporis Fabrica (On the Fabric of the Human Body)</a> , first published in 1543 Read the <a href="#">descriptions of these medical texts</a> from the 17th century
6: The Scientific Revolution  <b>Unit Paper 2 Due Friday</b>	Read Porter chapter 1 on "Disease" Read Giovanni Boccaccio on the arrival of plague in Italy Read the primary sources on BB about the plague
7: The 18th Century	Read Harold Cook, "From the Scientific Revolution to Germ Theory" (BB pdf) Read <a href="#">Louis Pasteur's paper</a> on Germ Theory Read, <i>The Western Medical Tradition</i> , chapter 7
8: Germ Theory	Read Porter chapters 4, 5 and 7 and skim pp. 125-26 on Lister Read the four pdfs related to medicine and germ theory
9: The 20th century	Read Porter chapters 6 and 8. Read the pdf from the book <i>Final Exam</i> Optional read: "Sublimaze" (poem)
10: the 21st century <b>Book Review due Friday</b>	Read pdf, "Medicine: 1945-present" Read "Disease Mongering and Drug Marketing"

**Note: Unit Paper 3 Due Monday of Finals Week.**