

The Ohio State University
History 2705: The History of Medicine in Western Society
Fall 2015
31761
Tuesdays and Thursdays 9:35-10:55
Scott Lab E040

Instructor: Susan C. Lawrence, Ph.D.

Office: 253 Dulles Hall

Phone: 614-292-5479

E-mail: lawrence.578@osu.edu

Office hours: Tuesdays and Thursdays, 12:30-1:30 and by appointment

Graduate Teaching Assistant: Will Feuss

Office: 009 Dulles Hall

Email: feuss.1@osu.edu

Office hours: Tuesdays 11:00-12:00, Thursdays 8:15-9:15, and by appointment

Note

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

This course fulfills the following **GE requirements: Historical Study**. It **does** count toward the history major.

Brief 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.

Learning outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how human beings view themselves.

- (1) Students construct an integrated perspective on history and the factors that shape human activity.

Students learn that health care never exists in isolation as a single set of "facts" about health and disease. The complicated relationships among science, technology and medicine as a body of knowledge and a set of

practices are continuously defined by social and cultural ideas about health, healing and – of course – money.

- (2) Students describe and analyze the origins and nature of contemporary issues.

We look particularly at the evolution of standards for medical education and medical practice, the development of hospitals as sites for care, teaching and research, the provision of health care to the poor, and the historical roots of several themes in medical ethics, such as the doctor-patient relationship, end of life decision making, and human experimentation.

- (3) Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

We examine a number of key episodes by comparing accounts in primary and secondary sources. These include the Black Death and the introduction of inhalation anesthesia into surgery. In the process, students come to appreciate the historical contingency of medicine. Current practices were neither self-evident (e.g. awareness of germs) nor inevitable (e.g. private health insurance in the United States)

Required readings:

All of the required readings for this course are available in electronic format. All readings are listed in the Course Schedule. Some readings are directly posted on the course website as Adobe pdf or Microsoft Word document files. Other readings are found on internet sites (instructions are provided in the Carmen). Still others are articles available through journals for which OSU 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).

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. You may either print out copies to read before class or read them online. In either case, bring the readings and your notes to class on the day(s) they are due. Having copies of the primary sources on hand for class discussion is particularly important.

The Student Response System –TopHat:

All students are required to use a text-enabled phone, smart phone, tablet or laptop (with internet connection) in class as a personal response system. We will use TopHat, the program now supported by OSU. Start by going to <https://tophat.com> and setting up your account in the "sign-up" area. OSU has a help area at <https://resourcecenter.odee.osu.edu/top-hat/using-top-hat-students> with step-by-step instructions.

TopHat will be used for attendance, as well as to gather information about the class and to monitor student understanding of the material we cover. Your TopHat performance will be used to assess the attendance and participation part of your course grade. Questions that have no correct answer (such as survey-type questions) are worth one point. Content and conceptual questions, for which there are correct or best answers, are worth three points for the correct answer and one point for incorrect answers. The minimum number of clicker points a student should get during a class is equal to the number of questions.

ExamSoft:

This is a pilot class for a test taking system being considered by the College of Arts and Sciences at OSU. The College of Medicine already uses it extensively, and it is likely to be adopted soon by the Colleges of Pharmacy, Dentistry and Veterinary Medicine. Instead of taking exams on paper in class, students go to an exam testing center during a window of time (open for several days) to take two midterms and the final exam. Each exam has two separate tests: a multiple choice/multiple selection test and an essay test. These may be taken at different times, if you chose to do that. Exams are taken using an iPad with a keyboard. The testing center is 060 Denny Hall.

Written assignments and course requirements:

Students are expected to

- attend class. Students who miss class almost inevitably find that their grades suffer.
- complete the reading assignments listed on the course outline on time for class.
- bring the clicker unit and assigned readings to class.
- use the Carmen website to get links to the course materials, check for discussion questions and monitor their posted grades for accuracy and self-evaluation.
- complete two short (3-5 page) essay exam-type questions.
- complete an assignment finding historical newspaper articles on line
- complete a final self-reflection essay (3-5 pages)
- take three examinations (two midterm exams and a final)

Important dates:

Essay I	Sept. 8, 3:00 p.m. on Carmen
Exam I - at the end of Unit III	Sept 24
Essay II	Oct. 13, 3:00 p.m. on Carmen
Exam II -- at the end of Unit V	Nov. 5
Final self-reflection essay	Dec.8, 11:00 p.m. on Carmen
Final Exam	Dec. 11

Policy on late work

Late work shall be penalized one letter grade per day. For example, A to A- for one day, A- to B+ for two days, B+ to B for three days. No assignment will be accepted more than one week late, except for *extraordinary* circumstances and with supporting documentation of the reasons for the delay.

Make-up work, including make-up examinations, will be allowed only for absences due to OSU sponsored events, for which advanced notice is required, or for documented illness or family crises, such as funerals of close relatives.

Policy on class attendance

Students who choose to miss class for minor illnesses, for attending weddings, family gatherings or other events of personal importance, forfeit their TopHat points for that day. Students who miss class for documented reasons receive the base number of TopHat points (one per question posed). Students who forget their registered device and sign in on the "no device" sheet receive the base number of TopHat points (one per question posed) for that day. Students who forget their registered device four times or more will not be allowed points for attendance for subsequent days without their devices. Students who borrow a device from another student will not be given credit for TopHat points unless they have correctly logged into their own accounts. No exceptions.

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. All students need to ensure that the email address listed for them on Carmen is accurate and current. Do check the website for basic course information and copies of handouts before emailing me with routine questions.

Grading:

Essays - 2 @ 10% each	20%
Exam I	15%
Exam II	20%
Final exam	25%
Cumulative TopHat points	15%
Final reflection essay	5%

Grade distribution:

I use the OSU Standard Scheme for assigning letter grades to points:

93 - 100 (A)		90 - 92.9 (A-)
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E).

Academic misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>) and “What is plagiarism?” at http://cstw.osu.edu/writingcenter/handouts/research_plagiarism

Students with disabilities

Students who have had a disability certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

Course schedule

Reading assignments are due on the day they are listed on the schedule. All class meetings involve a mixture of lecture, TopHat response questions and discussion. The reading assignments are directly available on the course website (or via instructions and links). You will find this information listed for the entry for each day's topic in the Unit modules of our Carmen site.

Please note that this schedule is subject to change if circumstances require it. Such changes will be announced on Carmen and appropriate changes will be made to the schedule online. You are responsible for checking due dates on Carmen.

I. Introduction: What is the history of medicine?

Aug. 25 The syllabus, class expectations and community standards

Aug. 27 Key concepts for the course
Read the syllabus, explore the Carmen website
Come to class with your questions about the course's organization and requirements

II. The Foundations: Classical Antiquity and Medieval Medicine

Sept. 1 Medical practice and medical theories – Greek antiquity and Hippocrates

Secondary sources: Vivian Nutton, *Ancient Medicine* (2004), Selections from Chapter 4 and Chapter 7; Chart of the four humors

Primary sources: Hippocrates (attributed), *The Hippocratic Oath*

Sept. 3 Hippocratic and Galenic Medicine

Secondary source: Vivian Nutton, *Ancient Medicine* (2004), Chapter 16.

Primary sources: Hippocrates, extracts from *On the Nature of Man; Regimen in Acute Diseases; and Epidemics*; Galen, extracts from *On the Art of Medicine, Mixtures, and On Exercise with the Small Ball*

Prepare for the first essay assignment: read the instructions and the advice on how to write history essays on Carmen. Bring any questions about this assignment to class.

Sept. 8 Medieval Medicine: suffering, miracles and academic medicine

Secondary source: Katherine Park, "Medicine and Society in Medieval Europe, 500-1500," in *Wear, Medicine in Society: Historical Essays* (1992), 59-90.

Primary sources: Miracles – Excerpts from *The Four Books of the Miracles of St. Martin* (6th c); "Life of Sister Chiara of Montefalco."

Essay I due by 3:00 p.m. in the Carmen dropbox

Sept. 10 Disease in History: The Black Death

Secondary source: Lester K. Little, "Plague Historians in Lab Coats," *Past & Present* 213 (2011), 267-290. [via OSU Library on-line journals]

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).

III. Challenges: new anatomies and new physiologies

Sept. 15 1500: Engines of change for Western medicine

Secondary source: Elizabeth Eisenstein, *The Printing Press as An Agent of Change: Communications and Cultural Transformation in Early-Modern Europe* (1980), 683-708.

Sept. 17 Vesalius: dissections and disputations

Secondary source: Roy Porter, *The Greatest Benefit to Mankind* (New York: Norton, 1997), 176-190.

Primary sources: Vesalius, "Preface," Hesler, "An Eye Witness Report," and Platter, "Journal"

Sept. 22 Harvey: the circulation of the blood
Secondary source: Porter, *The Greatest Benefit to Mankind*, 201-216
Primary source: Selections from Harvey, *On the Motion of the Heart and Blood in Animals* (1628), in Rothman, 68-75.

Sept. 24 Exam I -- Units I, II and III

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

Sept. 29 Surgery: the problem of pain
Secondary source: Martin Pernick, "The Calculus of Suffering in Nineteenth-Century Surgery," *Hastings Center Report* 13 (1983), 26-36 [via OSU Library on-line journals]
Primary sources: Dale Ingram, "Of Stones in the Bulb of the Urethra," *Practical Cases and Observations in Surgery, with Remarks...* (London: J. Clarke, 1751), 49-61; D'Arblay, "A Mastectomy," and Simpson, "Answer..."

Oct. 1 The Clinic: the stethoscope, morbid anatomy and clinical correlations
Secondary source: Stanley Joel Reiser, "The Science of Diagnosis: Diagnostic Technology," in W. F. Bynum and Roy Porter, eds. *Companion Encyclopedia of the History of Medicine*, vol. 2 (London, 1993), 826-51.
Primary sources: Laënnec, "On Mediate Auscultation."

Oct. 6 The Clinic: diagnostic technology and standardization
Secondary source: Hughes Evans, "Losing Touch: The Controversy over the Introduction of Blood Pressure Instruments into Medicine," *Technology and Culture* 34 (1993), 784-807 [via OSU Library online journals]

Oct. 8 The microscope: cells, germs and bacteriology
Secondary source: Susan C. Lawrence, "Anatomy, Histology, Cytology," in Peter Bowler and John Pickstone, eds. *The Cambridge History of Science: Volume 6, The Modern Biological and Earth Sciences* (2009)
Primary sources: Pasteur, "On ... Germ Theory," and Koch, "On ... Tuberculosis"

Oct. 13 The microscope: sepsis, antiseptis and asepsis
Secondary source: 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 OSU Library on-line journals]

Primary sources: Semmelweis, "The Etiology... of Childbed Fever," and Lister, "On the Antiseptic Principle"

Essay II due by 3:00 pm in the Carmen dropbox

Oct. 15 No class – Fall break

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

Oct. 20 The Industrial Revolution and public health: cities and dirt

Secondary source: Richard Shyrock, "Medicine and the Public Health Movement, 1800-1880," chapter 12 in his *The Development of Modern Medicine: An Interpretation of the Social and Scientific Factors Involved* (1979), 211-47.

Primary sources: Jenner, "On Variolation," Chadwick, "Report"

Oct. 22 Medical police: health and the law

Secondary source: Judith Leavitt, "'Typhoid Mary' Strikes Back: Bacteriological Theory and Practice in Early Twentieth Century Public Health," *ISIS* 83 (1992), 608-29. [via OSU Library on-line journals]

Oct. 27 Reforming the profession: medical licensing and alternative medicine

Secondary source: Rennie B. Schoepflin, "Therapeutic Choice or Religious Liberty," chapter 6 in his *Christian Science on Trial: Religious Healing in America* (2003), 138-67.

Oct. 29 Reforming society: evolution, race and eugenics

Secondary source: Martin Pernick, "Eugenics and Public Health in American History," *American Journal of Public Health* 87 (1997), 1767-72 [via OSU Library on-line journals]

Primary sources:

- 1) go to <http://www.eugenicsarchive.org>. Click on "Search the Image Archive." In the search box, enter "id1442" to read W.A. Plecker's "Amount of Negro and Other Colored Blood Illegal in Various States for Marriage to Whites: 1929." **AND →**
- (2) go to the OSU 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 1890 and 1929; limit the time period for a reasonable search. Choose two articles to print out, read and bring to class for discussion and to hand in. Make sure to put your name on your print outs when you hand them in. *Counts for 10 clicker points*

Nov. 3 Reforming society: eugenics and euthanasia
Secondary source: Michael Burleigh, *Death and Deliverance: 'Euthanasia' in Germany, 1900-1945* (Cambridge, 1994), 93-111.

Nov. 5 Exam II -- Units IV and V

VI: Biomedicine: politics, power and the market

Nov. 10 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).

Nov. 12 Magic Bullets: Ehrlich and Salvarsan, WWII and Antibiotics
Secondary source: Patricia Spain Ward, "The American Reception of Salvarsan," *Journal of the History of Medicine and Allied Sciences* (1981), 44-62 [via OSU Library on-line journals]; 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.

Nov. 17 Paying for progress
Secondary source: Ronald Numbers, "The Third Party: Health Insurance in America," reprinted from *The Therapeutic Revolution* (1979) in J. Leavitt and R. Numbers, *Sickness and Health in America*, 3rd edition (Madison, 1997), 269-83.
Primary source: Anonymous, "A Doctor's Advice to His Critics," *Forum and Century* 87 (1932), 353-8.

Nov. 19 Biomedical research: the laboratory and the clinic
Secondary sources: Roy Porter, *The Greatest Benefit to Mankind* (New York: Norton, 1997), 551-70; James Le Fanu, "1950: Streptomycin, Smoking and Sir Austin Bradford Hill," chapter 3 in his *The Rise and Fall of Modern Medicine* (1999), 26-51.

Nov. 24 Research and Race: The USPHS Syphilis study
Primary sources: articles on Tuskegee by Vandaleer and Rivers

Nov. 26 No class – Happy Thanksgiving!

- Dec. 1 Experimentation and ethics
Primary sources: Bernard, "An Introduction..," Senate Subcommittee, "Human Experimentation" (1973); Henry K. Beecher, "Ethics and Clinical Research, *The New England Journal of Medicine* 274 (1966), 1354-60.
- Dec. 3 Redefining death in the 20th century
Primary sources: Pius XII, "The Prolongation of Life" (1958), Ad-Hoc Committee of Harvard Medical School, "A Definition of Irreversible Coma" (1968)
- Dec. 8 Being a patient in the 21st century: technology, autonomy and death
Reading: Selection on the law on advanced directives in Ohio (pdf); James A. Tulsky, "Beyond Advance Directives: Importance of Communication Skills at the End of Life," *JAMA* 294(3), 359-65 [**via OSU Library on-line journals**] Henry S. Perkins, "Controlling Death: The False Promise of Advance Directives," *Annals of Internal Medicine* 147 (2007), 51-57, plus Appendix. [**via OSU Library on-line journals**]
- Final Self-reflection essay due in the Carmen drop box by 11 p.m.
- Dec. 11 Final Exam: 10:00 – 11:45 a.m.