

	<b>History of Medicine: Antiquity to the Scientific Revolution HSMT ASI40.105</b>	
	Fall 2020 SYLLABUS	
<b>Time &amp; Zoom Links</b>	<p>Mon Weds Lectures 10:00-10:50 am, <a href="https://zoom.us/j/96826171032">https://zoom.us/j/96826171032</a> - Meeting ID: 968 2617 1032 - Passcode: 140105 (same passcode also for all sections)</p> <p>Section 1: Fridays from 10:00-11:00 with Michael at <a href="https://JHUBBlueJays.zoom.us/j/93224425986?pwd=YUN3bmQwUnJxZmxlNG9DeUJnd3RUdz09">https://JHUBBlueJays.zoom.us/j/93224425986?pwd=YUN3bmQwUnJxZmxlNG9DeUJnd3RUdz09</a></p> <p>Section 2: Fridays from 10:00-11:00 with Alex at <a href="https://JHUBBlueJays.zoom.us/j/93059696504">https://JHUBBlueJays.zoom.us/j/93059696504</a></p> <p>Section 3: Fridays from 11:00-12:00 with Michael at <a href="https://JHUBBlueJays.zoom.us/j/92733479728?pwd=SWNMT050dE@rRTUxUkNKZWU5ZmlVZz09">https://JHUBBlueJays.zoom.us/j/92733479728?pwd=SWNMT050dE@rRTUxUkNKZWU5ZmlVZz09</a></p> <p>Section 4: Fridays from 11:00-12:00 with Alex at <a href="https://JHUBBlueJays.zoom.us/j/92474194081">https://JHUBBlueJays.zoom.us/j/92474194081</a></p>	
<b>Locations are Fully Online</b>	<p><b>Zoom:</b> Where all synchronous lectures, sections, and office hours occur.</p> <p><b>Blackboard:</b> Where all asynchronous course content, assignments, and announcements are posted.</p> <p>See individual Modules under Course Content for detailed instructions on when you are expected to do what, what you are expected to write about, instructions on assignments, and some supplementary sources when relevant for assignments.</p> <p><b>MS Teams:</b> Where all asynchronous discussions happen including both topic-driven conversations and collaborative work on group documents in preparation for work on the Sharepoint site. Here is link:  <a href="https://teams.microsoft.com/l/team/19%3a270211d2bb0042c7bd9643200deb2171%40thread.factv2/conversations?groupId=7e15ef23-025c-49cf-87b3-1ea60b1f32ce&amp;tenantId=9fa4f438-b1e6-473b-803f-86f8aedf0dec">https://teams.microsoft.com/l/team/19%3a270211d2bb0042c7bd9643200deb2171%40thread.factv2/conversations?groupId=7e15ef23-025c-49cf-87b3-1ea60b1f32ce&amp;tenantId=9fa4f438-b1e6-473b-803f-86f8aedf0dec</a></p> <p><b>Sharepoint site:</b> Where you will put your refined work as it relates to the collaborative course gallery project. It is connected to the MS Teams site (icon located on upper right side)</p>	
<b>Email Instructor</b>	Professor Marta Hanson: <a href="mailto:mhanson4@jhmi.edu">mhanson4@jhmi.edu</a>	
<b>Email TAs</b>	Alex Parry: <a href="mailto:aparry2@jhmi.edu">aparry2@jhmi.edu</a> & Michael Healey: <a href="mailto:mhealey4@jhmi.edu">mhealey4@jhmi.edu</a>	
<b>Office Hours &amp; Locations</b>	<p>Alex Parry Tues 12:00-2:00 (or by appointment)  <a href="https://JHUBBlueJays.zoom.us/j/93312562197?pwd=TFdPZURzVWVHK2F4UjBxOVUya1l1UT09">https://JHUBBlueJays.zoom.us/j/93312562197?pwd=TFdPZURzVWVHK2F4UjBxOVUya1l1UT09</a></p> <p>Michael Healey Fri 12:00-2:00 (or by appointment)  <a href="https://JHUBBlueJays.zoom.us/j/97054670936">https://JHUBBlueJays.zoom.us/j/97054670936</a></p> <p>Marta Hanson Monday &amp; Wednesday right after lectures for 10 minutes (just stay in the class-Zoom-room)</p> <p>"Zoom lunch hour" Weds 12:00pm- 1:00pm. <a href="https://zoom.us/j/95985757834">https://zoom.us/j/95985757834</a>  Passcode: 140105</p> <p>We will meet regularly throughout the semester to discuss whatever those who attend would like to review related to the course, writing assignments, and gallery space. One-to-one meetings via Zoom or by phone are also available upon request.</p>	
<b>Overview</b>	<p>Welcome to the History of Medicine, Antiquity to the Scientific Revolution. In this course we will review the long-term development of Western medicine in the pre-modern period (roughly 400 BCE to 1700 CE) from a global perspective that emphasizes European contact and exchange with other medical cultures. The course thus explores health and healing according to four periods: Antiquity, Medieval, Early Modern, and the First Global Age. During each periodization, we will examine examples of cross-cultural medical exchanges. The course focuses upon the organization of healthcare, medical pluralism, and the transmission of medical knowledge within the broader European sphere and cross-culturally from the Islamic world, Latin America, and East Asia. We will also examine the social and intellectual contexts of medical personnel, institutions, practices and ideas, addressing in particular these issues:</p>	
<b>Course Themes</b>	<ol style="list-style-type: none"> <li>a) Notions of body, health and illness in a comparative and cross-cultural perspective.</li> <li>b) The social definition of the physician's role. We will examine the tension between the medical marketplace, populated by a variety of competing</li> </ol>	

<p style="text-align: center;"><b>Learning Objectives</b></p>	<p>healers, and the medical licensing system, as it was gradually introduced starting in the European Middle Ages. We will review the varying criteria of inclusion and exclusion from medical practice (such as gender, class and education). We will look at important changes in the relationship between healers and patients, as regulated by social custom and by the law.</p> <p>c) Medicine as a system of knowledge. We will examine the interplay of theoretical models with the practices of observation and recording of data. We will also consider the intellectual exchange between medicine and other disciplines, such as natural philosophy and natural history.</p> <p>d) The intersection of medicine and religious beliefs.</p> <p>e) How sufferers and healers worked with models of the body and therapeutics very different to those of our own day. How healers persuaded patients of their skills, sufferers chose amongst a range of health-care options, and each sought meaning in experiences of illness in ways that may not be so alien to our experiences.</p> <p>f) How medical cultures spread, came in contact, and influenced each other.</p> <p>We will be meeting Monday and Wednesday 10-10:50 a.m. for synchronous lectures; on Fridays, you will meet in sections with your TAs to discuss each week's theme. At the end of this course, students who regularly attend lectures and section meetings, and engage with the assigned readings, written assignments and class discussion, will be able to achieve the following learning goals:</p> <ol style="list-style-type: none"> <li>1) To understand the making of medical cultures as a historical process. In particular, the development over time of European medical ideas and practices as well as engagement first with Islamic and then Chinese medicine. This will include a clear sense of the basic chronology and contours of European premodern social and intellectual history, and the role of medicine in it.</li> <li>2) To distinguish between primary and secondary sources, material and conceptual methods, in the history of medicine, and use them critically and appropriately in oral discussion and written form.</li> <li>3) To take notes accurately and concisely from the assigned readings, to summarize readings by selecting and highlighting the salient data and issues, and to cite from sources and select appropriate quotations to construct and support a historical argument.</li> <li>4) To write well-researched short essays based on close readings of primary and secondary sources that can function in a gallery setting to introduce a subject to a broader museum-visiting audience</li> </ol>
<p style="text-align: center;"><b>Course Goal</b></p> <p style="text-align: center;"><b>Required Textbooks</b></p> <p style="text-align: center;"><b>Online Resources</b></p>	<p>We will develop an online exhibition of the history of medicine from antiquity to the scientific revolution. Although the two required books for this course combined with the synchronous lectures will cover the territory well, the goal of this course is to collectively develop the content of the best possible online exhibition intended for a broader audience, such as college undergraduates, their family members, and friends. In short, this class will be creating together a collaborative exhibition, with each section responsible for one "gallery room." You'll find links to many online galleries on the history of medicine listed each week on this syllabus as well as on blackboard under the content folder Online Galleries for the History of Medicine.</p> <p>1) Lawrence I. Conrad, Michael Neve, Vivian Nutton, Roy Porter, and Andrew Wear <i>The Western Medical Tradition: 800 BC-1800 AD</i>, (Cambridge: Cambridge University Press, 1995)</p> <p>2) Winston Black, <i>Medicine and Healing in the Premodern West: A History of Documents</i>. The Broadview Sources Series. Peterborough, Ontario, Canada: Broadview Press, 2020.</p> <p>Although copies are available at the MSE library, you can obtain them through B&amp;N-Hopkins or order them from Amazon or other online retailers.</p> <p>All readings for the course are on reserve at the Eisenhower Library and on the library website. Look for "reserve readings" under the course number or the instructor's name: <a href="http://www.library.jhu.edu/">http://www.library.jhu.edu/</a> Look for "electronic reserves" in the middle column under "Tools and Tips". You'll need your JHED ID to login.</p>

<p><b>Participation &amp; Absence policy</b></p>	<p>The Blackboard website has the syllabus, guidelines for the written assignments, and a link to the reserve readings, plus other material for the course. To access the website, go to: <a href="http://blackboard.jhu.edu">http://blackboard.jhu.edu</a>. Log in using your JHED ID and select the course. If you are not yet registered for the course, or you do not yet have a JHED ID, you can log in as a guest. Use test_140.105 as your login and student as your password.</p>
<p><b>Exhibition Project: Gallery Images &amp; Essays</b></p>	<p>This course combines lectures with discussion and some group collaborative work. You are expected to attend all classes, read and reflect on the assigned texts, pose relevant questions, and offer informed and thoughtful responses. Sometimes polls will be taken to assess class comprehension. We will be tracking attendance for synchronous sessions. Unexcused absences will be deducted from the participation grade. Students may make up for absences in consultation with the course instructor by writing an additional display based on a primary source and submitting to Sharepoint.</p>
<p><b>Make-up Options</b></p>	<p>You will write a response each week based on the analysis of primary sources and other readings that will be discussed during section. A wide range of sources are available in the Broadview Sources Series textbook on <i>Medicine and Healing in the Premodern West</i>. Although you are expected to read all of the sources, you need only choose one source each week to respond to depending on the prompt for the assignment each week.</p> <p>10 short (1-2 page) "specific focus" essays will be due by 6 pm every Thursday evening on blackboard so that your TA has some time to review them before section. These essays will not only form the basis of discussions in your sections, but also will be the rough drafts you can select from for your final two contributions to your section's gallery space. Then sometime over the weekend submit to Sharepoint so that your classmates also have a chance to read what you are writing about. Instructions for MStTeams and Sharepoint will be given during the first discussion session as well as provided on blackboard.</p>
<p><b>Final Project Options:</b></p> <ol style="list-style-type: none"> <li>1. two essays &amp; For gallery space</li> <li>2. introduction</li> <li>3. creative project</li> </ol>	<p>If you have an excused absence from discussion section, or for some other reason you could not make the Thursday 6pm deadline for the weekly response, you will still need to do the writing assignment. But you can easily make this up by 1) either comparing two primary sources in your essay for the week or 2) creatively responding to one source via an additional illustration, image, material object, etc. Please discuss options with the course professor or one of the TAs. Please do not hesitate to talk with us to work out a plan depending on your individual circumstances so you can complete your course assignments.</p>
<p><b>Plagiarism</b></p>	<p>Working independently, or collaboratively with other classmates, you have three options 1) revise and expand upon two of your 10 one-page essays (4-5 pages total), situating them in a general theme for your section's gallery space. These essays should be based on two of the drafts you submitted during the course but supported by some kind of image as well as secondary source explicitly linked to an overall theme from the course; 2) write a new 4-5 page introduction to a theme covered in class that relates to what you already wrote about but can function as an overview essay for the gallery space; or 3) a creative project - podcast, video, graphic comic, illustration - that can be used to amplify a theme covered in this course and will work in the gallery space. Please consult with us about options.</p> <p>Consider what audience you want to direct your final project toward a specific audience: elementary students to high-school students, cultural groups, professional, special-interest, general adult audience, etc.</p> <p>We will be working closely with students to ensure proper citation of sources in papers and multimedia presentations. As per University policy, any use of another person's words or ideas, taken directly or paraphrased, without citing the source is plagiarism; this includes taking material from the Internet without citing the website. For Johns Hopkins' policies on plagiarism and proper sourcing, please refer to <a href="http://krieger.jhu.edu/writingcenter/writing_resources/">http://krieger.jhu.edu/writingcenter/writing_resources/</a>. For questions on how to</p>

	properly cite your sources, please refer to the "Research Guide" page on the course website.										
<b>Disabilities</b>	<p>The health and wellness of students are of utmost importance to us here at Johns Hopkins. If you are struggling with anxiety, stress, depression, or other wellbeing-related concerns, please consider contacting the Johns Hopkins Counseling Center, Homewood Apts, S-200, 410-516-8278. If you are concerned about a friend, please encourage that person to seek out counseling.</p> <p>If you have a disability or any health issue and may require accommodations in this course, to discuss your specific needs please contact the Student Disabilities Services (SDS) office for undergraduate students by email: studentdisabilityservices@jhu.edu Or phone: 410-516-4720 (messages checked each hour 8:30-5 M-F).</p>										
<b>Evaluation</b>	<p>The course is graded according to S/U required for all undergraduate courses Fall 2020. Unsatisfactory will be given to anyone who does not obtain 60% based on following criteria. Alternatively, all students may also request to have a grade option for taking this course.</p> <table border="1"> <tr> <td>• 10 short displays</td> <td>40%</td> <td>4% each</td> </tr> <tr> <td>• Attendance of lectures &amp; participation in section</td> <td>20%</td> <td>5% for lecture responses 15% for section participation</td> </tr> <tr> <td>• Final Project Option 1</td> <td>40%</td> <td>10% for process assignments (2.5% each) 30% for the final summative gallery project</td> </tr> </table> <p>-1st Essay with illustration -2nd Essay with illustration -Paragraph on how 2 essays fit into Gallery themes</p> <p>• Option 2 Introduction to a broader theme for gallery combining 2 or more essays</p> <p>• Option 3 Creative Project (Discuss with us what you'd like to do as an alternative)</p>	• 10 short displays	40%	4% each	• Attendance of lectures & participation in section	20%	5% for lecture responses 15% for section participation	• Final Project Option 1	40%	10% for process assignments (2.5% each) 30% for the final summative gallery project	<p>Final projects need to be uploaded to the SharePoint website by the date set for this course's final, during week of Dec 10-18</p>
• 10 short displays	40%	4% each									
• Attendance of lectures & participation in section	20%	5% for lecture responses 15% for section participation									
• Final Project Option 1	40%	10% for process assignments (2.5% each) 30% for the final summative gallery project									
<b>Required Texts</b>	<p>The following books are available at the JHU Bookstore and are on reserve at Eisenhower:</p> <p>1) Lawrence I. Conrad, Michael Neve, Vivian Nutton, Roy Porter, and Andrew Wear <i>The Western Medical Tradition: 800 BC-1800 AD</i>, (Cambridge: Cambridge University Press, 1995)</p> <p>2) Winston Black, <i>Medicine and Healing in the Premodern West: A History of Documents</i>. The Broadview Sources Series. Peterborough, Ontario, Canada: Broadview Press, 2020. You can order them new or used from Amazon or other online retailers.</p>										
<b>Recommended books to read on writing</b>	<p>All the other assigned readings are available on Blackboard at <a href="https://blackboard.jhu.edu/">https://blackboard.jhu.edu/</a>; click on the <b>E-reserves</b> link from the left side pane. Or directly from the E-reserves website at <a href="https://ares.library.jhu.edu/shib/">https://ares.library.jhu.edu/shib/</a> (expect to be prompted to enter JHED ID and password).</p> <p>Michael Harvey. <i>The Nuts and Bolts of College Writing</i>. New York: Hackett Publishing, 2003.</p> <p>Richard A. Lanham. <i>Revising Prose</i>. New York: MacMillan, 1992.</p> <p>William Zinsser. <i>On Writing Well: The Classic Guide to Writing Nonfiction</i>. New York: Collins, 2006.</p>										
<b>Shared Responsibilities</b>	<ul style="list-style-type: none"> <li>• If there are any problems or unavoidable absences, please inform me as well as your TA.</li> </ul>										

**For visual images at Johns Hopkins**

- Submit weekly response to Blackboard by Thursday 6pm for assessment, then post to MS Teams - Sharepoint sometime over the weekend to share with classmates.
- Take advantage of being able to read your classmates posts on the course SharePoint site.
- You are expected to write your best quality work for all assignments, participate actively in class discussions, and contribute to the success of the overall course.
- I along with Michael and Alex will do our best to engage you with the rich material about the History of Medicine From Antiquity to the Scientific Revolution, answer your questions, and assist you in achieving greater clarity in your own thought and writing on this subject.
- If you would like a recommendation letter, please make an effort to make yourself known to me via the Zoom Lunch Hour on Weds 12-1:00 or by arranging to meet by Zoom or phone call. I am more than happy to write recommendation letters for students who I've worked with in my courses.

[Artstor at JHU: Johns Hopkins Visual Resources Collection](#)  
[Johns Hopkins Visual Resources Collection \(VCR\)](#)

To request a service, email Lael Ensor-Bennett at [ensor@jhu.edu](mailto:ensor@jhu.edu), [vrce@jhu.edu](mailto:vrce@jhu.edu). Services include helping you find a specific image(s) or image(s) on a particular topic/theme, assisting with using Artstor and other image databases, acquiring or creating digital images, editing or annotating images or consulting on image formatting/size/quality, and "visiting" a course to present on finding and using images, visual literacy, and/or basic copyright (or providing advance materials on a given topic). Virtual Office Hours for Lael Ensor-Bennett and John Juedes about VCR every Weds 11am at [the link](#) (meeting ID 990 5565 4812)

**OVERVIEW SUMMARY OF THE COURSE**

Modules	Date	Module Topic	Assignments	Discussions
<b>I. ANTIQUITY</b>				
1	08/31-09/04	Anthropological Models, Archeological Sources	Apply one anthropological model (secondary source) to one of the earliest known texts on medicine (primary source).	Curator zoom visit. Distinguish primary from secondary sources, material from conceptual methods .
<b>Due Friday</b>	<b>9/4</b>	<b>SharePoint Tutorial</b>	Submit during section first draft about any of <b>one</b> of the primary sources. Finish up whatever you couldn't complete during section over the weekend so you have something to work with if you chose to develop this further for your final project.	
2	09/05-09/11	Comparative Medical History	Differentiate philosophical-epistemological from historical-contextual methods for comparison.	Comparing medicine in ancient Greece and ancient China
3	09/12-09/18	Medicine in Late Antiquity	Analyze practitioner-patient interactions in the healing spaces of late antiquity using primary sources	Religious Healing in Ancient Greece
4	09/19-09/25	Medicine in Alexandria & Rome	Choose one source (material) and explicitly connect it to one of the arguments (conceptual) presented in textbook and/or lectures.	Curators zoom visit to section. Hellenistic Medicine and Alexandrian Anatomy
<b>II. THE MEDIEVAL PERIOD</b>				
5	09/26-10/02	Religion, Medicine & Healing Rituals	Analyze one primary source for perspectives other than the authors and how it is related to medical diversity in the medieval era	Christian Healing in Medieval Europe
6	10/03-10/09	Medicine between Islam & the Latin West	Provide a close-reading of one of Rhazes's 33-clinical observations in terms of how it illustrates differences and similarities between Greek and Arab-Islamic medicine, sectors of healthcare, efficacy, and/or history of disease concepts .	Arab-Islamic Medicine and the Medical Case History
7	10/10-10/16	Institutions, Theory, Practice	Analyze how the perspective of the author shapes the content of each primary source through one of the sources for this week.	Lived Experiences of the Black Death
<b>Due Saturday</b>	<b>10/17</b>	<b>Project Proposal</b>	Submit a preliminary proposal for a Final project so we have an idea of what you're thinking about doing and how it might fit into the class project	
<b>III. THE EARLY MODERN PERIOD</b>				
8	10/17-10/23	The Medical Renaissance	Do a close reading of the subject matter, visual conventions, and purposes of medical illustrations through one primary source.	Illustrating the Body during the Medical Renaissance
9	10/24-10/30	The Early Modern Medical Profession	Do a close-reading of the personal narrative of Samuel Pepys to reconstruct 1) either the popular understandings of illness and the body of a 17 <sup>th</sup> -c English person or 2) his perspectives on plague in 1665. OR 3) write on <b>one</b> seventeenth-century medical advertisement	The Medical Marketplace

10	10/31-11/06	Challenges to the Medical Orthodoxy	Using evidence from either Paracelsus or Sydenham, interpret how these historical actors and their texts are "products" and "producers" of their historical moments.	Challenging Galenism and the Medical Establishment
<b>Due Friday</b>	<b>11/06</b>	<b>Project Proposal Revision</b>	Resubmit your project proposal based on received comments	
<b>IV. THE FIRST GLOBAL AGE</b>				
11	11/07-11/13	Age of Discovery & Scientific Revolution	Put in your words what is new in the writing of one of these 17 <sup>th</sup> -century authors - Harvey, Bacon, or Descartes - and why it matters in medical history.	Redefining the Body during the Scientific Revolution
12	11/14-11/20	Cross-Cultural Global History	Demonstrate how one of the authors (conceptual methods) used one the primary sources (material methods) on materia medica, acupuncture, or moxibustion in your own words.	Cross-cultural Exchanges of <i>Materia Medica</i> and other Therapeutic Strategies
<b>Due Friday</b>	<b>11/20</b>	<b>Wireframe</b>	This is your landing page and sub-sections for the gallery space	
<b>Fall Break Work</b>	<b>11/21-11/29</b>	<b>Usability Test</b>	Conduct the test over fall break and present later	
13	11/30-12/04	Comparative & Connected History of Medicine	Choose either 1) Experiential exercise: How does one interpret what one feels when taking the pulse? Or 2) Historical argument: Was there an "Eurasian Medicine"? If yes, what was it? If not, why not?	Comparative and Connected Medical History
14	12/05-12/07	Medical Revivalism & Diasporas	No assignment	No sections
<b>Due Finals week</b>	<b>TBD</b>	<b>Submit final project at least 1 day before Finale</b>	During reading period work individually and with your group to submit your final project to the Sharepoint website for the final course gallery project.	

Course Schedule		
		<b>I. ANTIQUITY</b>
<b>Module 1</b>	<b>Orientation to Anthropological Methods and Archeological Sources</b>	
<i>Aug 31</i>	Lecture 1: Anthropological Approaches to Medical Pluralism & Efficacy	
<i>Sept 2</i>	Lecture 2: Earliest Medical Writings in the Near East, Mediterranean, and China	
<i>Sept 2</i>	First Zoom lunch hour 12-1pm All are welcome every Wednesday at noon to talk about anything related to this course. Today we'll focus on what you would like to write about for the first assignment and any questions on how to use Sharepoint in advance of Friday's section.	
<i>Section 1 Sept 4</i>	Zoom visit with curator, Margaret Swaney, of the virtual Egyptian mummy exhibition sponsored by the Johns Hopkins Archeological Museum for first 15 min Then training in MSTeams & SharePoint. Start an entry in section on one of the earliest medical records of the Near East, Mediterranean, and China. Everyone in sections 1 & 2 10-10:50 go to: <a href="https://JHUBlueJays.zoom.us/j/93059696504">https://JHUBlueJays.zoom.us/j/93059696504</a> Everyone in sections 3 & 4 11:11:50 go to: <a href="https://JHUBlueJays.zoom.us/j/92474194081">https://JHUBlueJays.zoom.us/j/92474194081</a> <a href="#">Passcode 140105</a>	
<b>Readings</b>	1. "Orientations 1: The Problem, the Setting, and the Approach," "Orientations 2 Culture, Health Care Systems, and Clinical Reality," in Arthur Kleinman, <i>Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology, Medicine, and Psychiatry</i> (Berkeley: University of California Press, 1981), 1-23, 24-70. 2. Moerman, Daniel E. <i>Meaning, Medicine and the 'Placebo Effect'. Cambridge Studies in Medical Anthropology, Book 9.</i> (Cambridge, England: Cambridge University Press, 2002): Part 1 The Meaning Response, 1-21. 2. Broadview Sources: Part I The Earliest Medical Writings of the Near East and Mediterranean (ca. 2000-700 BCE), 11-23; and 3. Primary Sources: Robert Eno, "Deities and Ancestors in Early Oracle Inscriptions," Lopez, ed. <i>Religions of China in Practice</i> (Princeton: Princeton Univ. Press, 1996): 41-51.	
<b>National Museums Scotland</b>	<a href="#">Oracle Bones</a> from the late Shang dynasty (c. 1200-1050 BCE)	
<b>Johns Hopkins Archeological Museum</b>	<a href="#">Who Am I? Remembering the Dead Through Facial Recognition</a> Online exhibition that brings the humanity back to two female Egyptian mummies in their collection. Curator Dr. Margaret Swaney will visit the first 15 minutes of section to answer ?s about Who Am I?	
<b>Module 2</b>	<b>Comparative Global Medical History: Two Ways To Do It</b>	
<i>Sept 7</i>	Labor Day No class	
<i>Sept 9</i>	Lecture 3. Comparing ancient Greek and Chinese medicine & views of the body	
<i>Sept 9</i>	Zoom lunch hour: Focus on Sharepoint questions	
<i>Section 2, Sept 11</i>	Comparing medicine in ancient Greece and ancient China	
<b>Readings</b>	1. Lloyd and Sivin, "Ch. 6 Chinese and Greek Sciences Compared," <i>The Way and the Word</i> (New Haven: Yale University Press, 2003), 239-271; and 2. Shigehisa Kuriyama, <i>The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine</i> (New York, Zone Books, 1999 ), introduction, ch. 3: "Styles of seeing: muscularity and identity," 1-17, 111-151. Supplementary reading available on blackboard related to Lloyd & Sivin : Nathan Sivin, "Why Some Comparisons Make More Difference Than Others," in Lloyd, G. E. R., & Jingyi Jenny Zhao, eds, <i>Ancient Greece and China Compared</i> (Cambridge, England: Cambridge University Press, 2018): 3-40. Note: Primary sources for this week are in the readings and embedded within Lecture 3.	
<b>Terracotta Army, China</b>	<a href="#">Mausoleum Site Museum</a> of the First Emperor Qin Shihuang (259-210 BCE) - see esp. the Acrobats Pit	
<b>The Walters Museum</b>	<a href="#">Ancient Greece</a> (3 <sup>rd</sup> millennium - 1 <sup>st</sup> cent. BCE) - see esp. figures of athletes on the vases or hydria	
<b>Module 3</b>	<b>Medicine in late Antiquity</b>	
<i>Sept 14</i>	Lecture 4. Hippocratic medicine: birth and diffusion of a medical tradition	

<i>Sept 16</i>	Lecture 5. Healers and patients in ancient Mediterranean cultures	
<i>Sept 16</i>	Zoom lunch hour: Open discussion	
<i>Section 3, Sept 18</i>	Religious Healing in Ancient Greece	
<b>Readings</b>	1. Textbook, ch. 1: Vivian Nutton, "Medicine in the Greek world, 800-50 BC," 11-38. 2. Broadview Sources: Part II Medicine and Healing among the Ancient Greeks (ca. 500 BCE-200 CE), 25-61; and 3. Primary Source: Lynn R. LiDonnici, ed and transl, <i>The Epidaurian Miracle Inscriptions. Text, Translation, and Commentary</i> , (Atlanta, GA: Scholars Press, 1985): 85-95. Ignore the pages in ancient Greek.	
	View the very brief YouTube video By Prof. Mary Fissell on " <a href="#">How to Read a Primary Source</a> " (Link also on Blackboard).	
<b>The Recipes Project</b>	<a href="#">Something old - something new: Greek and Roman recipes in focus</a>	
<b>University of Virginia Health Sciences Library</b>	<a href="#">Antiqua Medicina: From Homer to Vesalius</a>	
<b>Module 4</b>	<b>Ancient medicine in Alexandria and in Rome</b>	
<i>Sept 21</i>	Lecture 6. Hellenistic medicine and Alexandrian anatomy	
<i>Sept 23</i>	Lecture 7. Medicine in Imperial Rome. Galen and the transformation of Hippocratic medicine	
<i>Sept 23</i>	Zoom lunch hour: Open discussion	
<i>Section 4 Sept 25</i>	Hellenistic Medicine and Alexandrian Anatomy All sections will investigate material evidence from the Roman period through a Zoom session with two curators at the Johns Hopkins Archaeology Museum: Associate Director Sanchita Balachandran and Assistant Curator Kate Gallagher Everyone in sections 1 & 2 10-10:50 go to: <a href="https://JHUBlueJays.zoom.us/j/93059696504">https://JHUBlueJays.zoom.us/j/93059696504</a> Everyone in sections 3 & 4 11:11:50 go to: <a href="https://JHUBlueJays.zoom.us/j/92474194081">https://JHUBlueJays.zoom.us/j/92474194081</a>	
<b>Readings</b>	1. Textbook ch. 2: Vivian Nutton, "Roman medicine, 250 BC to AD 200" in <i>The Western Medical Tradition: 800 BC-1800 AD</i> , 39-70; and 2. Broadview Sources: Part 3 Professional Medicine in the Roman Mediterranean, 63-86 and Part 4 Practical Medicine for the Roman Family (ca. 1-500 CE), 87-100.	
<b>Johns Hopkins Archeological Museum</b>	<a href="#">Artstor images of Roman-era votives</a> and a <a href="#">Roman healer's surgical kit from Colophone</a>	
<b>II. THE MEDIEVAL PERIOD</b>		
<b>Module 5</b>	<b>Religion, Medicine, &amp; Healing Rituals</b>	
<i>Sept 28</i>	Lecture 8. From paganism to monotheism	
<i>Sept 30</i>	Lecture 9. From Galen to Galenism	
<i>Sept 30</i>	Zoom lunch hour: Open discussion	
<i>Section 5, Oct 2</i>	Christian Healing in Medieval Europe	
<b>Readings</b>	1. Textbook, ch. 3: Vivian Nutton, "Medicine in Late Antiquity and the Early Middle Ages," <i>The Western Medical Tradition</i> , 71-88; 2. Broadview Sources: Part 6 Medical Diversity in the Early Middle Ages (ca. 600-1000), 121-148; and 3. Primary Source: "A Miracle of St. Trophimena Provides a Cure for Theodonanda" in Patricia Skinner, <i>Health and Medicine in Early Medieval Southern Italy</i> , (Leiden: Brill, 1997): 149-151. <b>Supplemental Reading:</b> 4. Nancy Siraisi, <i>Medieval and Early Renaissance Medicine</i> , ch. 1, "Formation of Western European Medicine," 1-16.	
<b>Center for the History of Medicine, Countway Library, Harvard</b>	<a href="#">Magical Stones and Imperial Bones: The Middle Ages</a>	
<b>Module 6</b>	<b>Medieval medicine between Islam and the Latin West</b>	
<i>Oct 5</i>	Lecture 10. Greek medicine in medieval Islam, Tibet, and South Asia	
<i>Oct 7</i>	Lecture 11. Avicenna's medical synthesis and Rashid al-Din's Translation Project	
<i>Oct 7</i>	Zoom lunch hour: Focus on your gallery project ideas	
<i>Section 6, Oct 9</i>	Arab-Islamic Medicine and the Medical Case History	



<b>Readings</b>	<p><b>Readings:</b> 1. Textbook, ch. 4: Lawrence I. Conrad, "The Arab-Islamic Medical Tradition," <i>The Western Medical Tradition</i>, 93-138; 2. Broadview Sources: Part 7: The Arabic Tradition of Learned Medicine (ca. 900-1400), 149-182; 3. Primary Source: Max Meyerhof, "Thirty-three clinical observations by Rhazes (circa 900 AD)", in <i>Isis</i>, 23, 2, 1935, pp. 332-349. [Only part of a longer article reproduced here].</p> <p><b>Supplementary 2ary readings:</b> 4. Claudia Liebeskind, "Unani Medicine of the Subcontinent," Jan Van Alphen and Anthony Aris, eds, <i>Oriental Medicine: An Illustrated Guide to the Asian Arts of Healing</i> (Boston: Shambhala, 1996), 39-66; 5. Ronit Yoeli-Tlalim, "Revisiting 'Galen in Tibet', <i>Medical History</i> 56.3 (2012), 355-365; 6. Paul D. Buell, "How did Persian and Other Western Medical Knowledge Move East, and Chinese West? A Look at the Role of Rashid al-Din and Others," <i>Asian Medicine: Tradition and Modernity</i>, 3.2 (2007): 279-95. and 7. Peter E. Pormann and Emilie Savage-Smith, ch. 1 "The emergence of Islamic medicine," <i>Medieval Islamic Medicine</i>, Georgetown University Press, 2007, 6-40; 5.</p>
National Library of Medicine, Bethesda	<a href="#">Islamic Medical Manuscripts</a>
<b>Module 7</b>	<b>Medieval medicine: institutions, theory, and practice</b>
<i>Oct 12</i>	Lecture 12. Hospitals, universities and the emergence of medical licensing
<i>Oct 14</i>	Lecture 13. Theory, practice, and the Black Death in medieval medicine
<i>Oct 14</i>	Zoom lunch hour: Focus on your project proposal due Sat. Oct 17
<i>Section 7, Oct 16</i>	Lived Experiences of the Black Death
<b>Readings</b>	<p><b>Reading:</b> 1. Textbook, ch. 5: Vivian Nutton, "Medicine in Medieval Western Europe, 1000-1500," 139-206; 2. Broadview Sources: Part 8: Learned Medicine in High Medieval Europe (ca. 1000-1400 CE), 183-218; 3. Primary Source: "Three perspectives on the Black Death," in John Aberth, ed. <i>The Black Death. The Great Mortality of 1348-1350</i>, (Boston, New York: Bedford/St. Martin's Press, 2005), 41-45; 55-63; 71-74.</p> <p><b>Supplementary Reading:</b> 3. Peter E. Pormann and Emilie Savage-Smith, ch. 2, "Medical Theory," <i>Medieval Islamic Medicine</i>, 41-79; 4. Nancy Siraisi, <i>Medieval and Early Renaissance Medicine</i>, ch. 2, "Practitioners and Conditions of practice," 17-47.</p>
Museum of London	<a href="#">East Smithfield Black Death cemetery summary</a>
Monica Green, editor	<a href="#">Pandemic Disease in the Medieval World: Rethinking the Black Death</a>
Due Saturday 10/17	Preliminary Project Proposal
<b>III. THE EARLY MODERN PERIOD</b>	
<b>Module 8</b>	<b>The Medical Renaissance</b>
<i>Oct 19</i>	Lecture 14. Medical Humanism.
<i>Oct 21</i>	Lecture 15. The Renaissance of anatomy.
<i>Oct 21</i>	Zoom lunch hour: Open discussion
<i>Section 8, Oct 23</i>	Illustrating the Body during the Medical Renaissance
<b>Readings</b>	<p><b>Readings:</b> 1. Broadview Sources: Part 9: Medical Practice in the High Middle Ages (ca. 1000-1400), 219-248; 2) Textbook, ch. 6: Andrew Wear, "Medicine in Early Modern Europe, 1500-1700," <i>The Western Medical Tradition</i>, 250-280; 298-310; and 3. Primary Source: : a. Andreas Vesalius, <a href="#">Preface, On the Fabric of the Human Body</a>. b. choose an image from a pre-Vesalian author on the NLM website, either: 1) Johannes Ketham, <i>Fasiculo de medicina</i>, Venice: Zuane &amp; Gregorio di Gregorii, 1494 or 2) Jacopo Berengario da Carpi, <i>Isagogae breues, perlucidae ac uberrimae in anatomiam humani corporis</i>, Bologna: Benedictus Hector, 1523.</p> <p>c. and an image from Vesalius, <a href="#">De Fabrica</a>.</p>

National Library of Medicine in Bethesda	<a href="#">Website of Historical Anatomies on the Web</a>	
<b>Module 9</b>	<b>The Early Modern Medical Profession</b>	
<i>Oct 26</i>	Lecture 16. Medical colleges, professionalization, and the medical marketplace	
<i>Oct 28</i>	Lecture 17. Physicians, apothecaries and barber-surgeons. Cooperation and rivalry	
<i>Oct 28</i>	Zoom lunch hour: Open discussion	
<i>Section 9, Oct 30</i>	The Medical Marketplace	
<b>Readings</b>	1. Textbook, ch. 6: Andrew Wear, "Medicine in Early Modern Europe, 1500-1700" <i>The Western Medical Tradition</i> , 215-250; and 2. Primary Sources: a. The Diary of Samuel Pepys (1533-1703), consisting of entries from 1660-1669; b. Four seventeenth-century London advertisements for practitioners: 1. Edmund Gray, "A Doctor in Physick", [London: s.n., 1675] Wing G1622C; 2. Margaret Searl, "Margaret Searl, wife to the late Samuel Searl" [London?: s.n. 1706], printed April 10. 1706; 3. Mrs. Mary Green, "Mrs. Mary Green, living at a haberdasher", [London: s.n., 1693] Wing G1811; 4. John Case; "The Sick may have Advice for nothing", [London: s.n., 1680?] Wing S3748C.	
Run by Phil Gyford	<a href="#">The Diary of Samuel Pepys</a> (Search for entries on plague in 1665)	
EEBO	<a href="#">Early English Books Online</a> (Search for more advertisements here)	
<b>Module 10</b>	<b>Challenges to the Medical Orthodoxy.</b>	
<i>Nov 2</i>	Lecture 18. Paracelsianism and "chymical" medicine	
<i>Nov 4</i>	Lecture 19. Neo-Hippocratism and the decline of Galenism	
<i>Nov 4</i>	Zoom lunch hour: Focus discussion on revision of Project proposal due Nov 6	
<i>Section 10, Nov 6</i>	Challenging Galenism and the Medical Establishment	
<b>Readings</b>	1. Charles Webster. <i>Paracelsus: Medicine, Magic and Mission at the End of Time</i> , (New Haven: Yale University Press, 2008), 1-33; and 2. Primary Sources: 1) Thomas Sydenham, <i>The Works of Thomas Sydenham, M.D., On Acute and Chronic Diseases</i> , ed. Benjamin Rush (Philadelphia: Benjamin and Thomas Kite, [1676] 1809) xxiii-xxxv. 2) Paracelsus, "Seven Defensiones," in <i>Four Treatises</i> , Baltimore, Johns Hopkins Univ. Press, 1941 (New York, Arno Press reprint, 1979), 1-42.	
<b>Due Friday Nov 6</b>	<b>Revision of Project Proposal</b>	
National Library of Medicine, Bethesda	<a href="#">Paracelsus, Five Hundred Years Exhibit from the National Library of Medicine</a>	
Museum für Medizinhistorische Bücher Muri	<a href="#">Der Großen Wundartzney</a> ( <i>Great Surgery Book</i> , ca. 1536) this website is bilingual so you can choose the English option to learn more about Paracelsus's book for the field surgeon.	
<b>IV. THE FIRST GLOBAL AGE</b>		
<b>Module 11</b>	<b>Age of Discovery &amp; the Scientific Revolution</b>	
<i>Nov 9</i>	Lecture 20. Post-Vesalian anatomy, the circulation of the blood, and the lymphatic vessels	
<i>Nov 11</i>	Lecture 21. Mechanical medicine and natural philosophy, medicine and the Scientific Revolution	
<i>Nov 11</i>	Zoom lunch hour: Open discussion	
<i>Section 11, Nov 13</i>	Redefining the Body during the Scientific Revolution	
<b>Readings</b>	1. Andrew Wear, "Medicine in Early Modern Europe, 1500-1700," <i>The Western Medical Tradition</i> , 280-298; 325-340; and 2. Primary Sources: William Harvey, "An Anatomical Study on the Motion of the Heart and the Blood in Animals (1628)," Rothman, Marcus, Kiceluk, eds, <i>Medicine and Western Civilization</i> , 68-75; 2. Francis Bacon, "The New Organon, or True Directions Concerning the Interpretation of Nature (1620)," and 3. René Descartes, "Treatise on Man (1664)," in Daniel J. McKaughan and Holly	

	VandeWall, eds, <i>The History and Philosophy of Science: A Reader</i> (London: Bloomsbury Academic, 2018): ch. 43, 375-385, ch. 79, 701-708.	
Royal College of Physicians	<a href="#">Inspiring physicians, William Harvey</a>	
The Francis Bacon Society	<a href="#">The Francis Bacon Society</a>	
René Descartes House Museum	<a href="#">Maison Musée René Descartes</a>	
<b>Module 12</b>	<b>Cross-cultural Global Medical History</b>	
Nov 16	Lecture 22. New World materia medica: Physicians, naturalists, & natural history	
Nov 18	Lecture 23. The European encounter with other medical cultures	
Nov 18	Zoom lunch hour: Focus on Wireframe due on Friday Nov 20	
Section 12, Nov 20	Cross-cultural Exchanges of <i>Materia Medica</i> and Other Therapeutic Strategies	
<b>Readings</b>	<b>Readings.</b> Primary Sources: 1) on materia medica, Garcia da Orta, <i>Colloquies on the Simples &amp; Drugs of India</i> , (London, H. Sotheran and co., 1913: [ch. 1, 39, 42], 1-3; 323-25; 335-341; 2. on acupuncture, Engelbert Kaempfer, <i>Exotic Pleasures. Curious Scientific and Medical Observations</i> , (1712), translated with Introduction and Commentary by Robert W. Carrubba, Carbondale, Southern Illinois Univ. Press, 1996: Observation XI: "Acupuncture: A Cure For Colic Employed by the Japanese"; and 3. on moxibustion, Hermann Busschof, <i>Two treatises the one medical, Of the gout and its nature more narrowly search'd into than hitherto...</i> , (London: Printed by H. C. and are to be sold by Moses Pitts ...,1676): 129-132. <b>Supplementary 2ary reading:</b> For Lecture 23. 1. Daniela Bleichmar, "Books, Bodies, and Fields: Sixteenth-Century Transatlantic Encounters with New World Materia Medica", in <i>Colonial Botany. Science, Commerce, and Politics in the Early Modern World</i> , ed. Londa Schiebinger and Claudia Swan, (Philadelphia: University of Pennsylvania Press, 2005): 83-99; For Lecture 24. 2. Margaret Garber, "Domesticating moxa: The Reception of Moxibustion in a Late Seventeenth-Century German Medical Journal," in Harold Cook, ed., <i>Translation at Work: Chinese Medicine in the First Global Age</i> (Leiden: Brill, 2020), 134-156; 3. Harold J. Cook and Timothy D. Walker, "Circulation of Medicine in the Early Modern Atlantic World" in <i>Social History of Medicine</i> , 26 (2013) pp. 337-51; and 4. Harold J. Cook, "Conveying Chinese Medicine to Seventeenth-Century Europe," in <i>Science Between Europe and Asia</i> , ed. Feza Günergün and Dhruv Raina, Boston Studies in the Philosophy of Science, 2011, Vol. 275, Part 4, pp. 209-232.	
Due Friday Nov 20	Wireframe for Sharepoint	
Week 13 Nov 21-29	Thanksgiving Vacation Carry out a Usability Test during this time	
<b>Module 13</b>	<b>Medical History Through Connected &amp; Comparative Histories</b>	
Nov 30	Lecture 24. Transmission of Chinese sphygmology from China to 14 <sup>th</sup> -c. Persia and 17-18 <sup>th</sup> -c. Europe	
Dec 2	Lecture 25. Comparisons of Chinese and European sphygmology	
Dec 2	Zoom lunch hour: Focus on final projects	
Section 13, Dec 4	Compare philosophical-epistemological and historical-contextual methods for the history of medicine.	
<b>Readings</b>	1. Textbook, ch. 7: Roy Porter, "The Eighteenth Century," 371-476. 2. Shigehisa Kuriyama, <i>Expressiveness of the Body</i> , ch. 1, "Grasping the Language of Life", pp. 17-60. 3. Marta Hanson and Gianna Pomata, "Travels of a Chinese Pulse Treatise: The Latin and French Translations of the <i>Tuzhu majiue bianzhen</i> 圖註脈訣辨真 (1650s-1730s)," 23-57; and 4. Motoichi Terada, "The Montpellier Version of Sphygmology: Classical Chinese Medicine and Vitalism," 176-205, in Cook, ed., <i>Translation at Work: Chinese Medicine in the First Global Age</i> (Leiden: Brill, 2020).	
Center for the History of Medicine, Countway Library, Harvard	<a href="#">Traditional Chinese Medicine: <i>Specimen Medicinae Sinicae</i></a> and also features some other early modern European-language translations of Chinese medical texts	
Science Museum, London	<a href="#">Understanding Bodily Functions: Detecting Illness Through Touch</a>	

<b>Module 14</b>	<b>Medical Revivalism &amp; Medical Diasporas in the Modern World</b>	
Dec 7	Lecture 26: Why do some Traditional Medicines Persist into the Present?: Muslim Unani-tibb, Western Herbalism, South Asian Ayurveda, Traditional Chinese Medicine, Korean Hanyak, Japanese Kampo	
<b>Readings</b>	<p>Main article: Charles Rosenberg, "Alternative to What? Complementary to Whom? On the Scientific Project in Medicine," in <i>Our Present Complaint: American Medicine, Then and Now</i> (Baltimore: Johns Hopkins University Press, 2007): 113-138.</p> <p>Choose any one of these articles on reasons why traditional medical systems persist in modern society:</p> <ol style="list-style-type: none"> <li>1. Claudia Liebeskind, "Arguing science: Unani tibb, hakims and biomedicine in India 1900-50," in Waltraud Ernst, ed., <i>Plural Medicine, Tradition and Modernity, 1800-2000</i> (London: Routledge, 2002), 58-75;</li> <li>2. Hardiman, David, "Indian Medical Indigeneity: From Nationalist Assertion to the Global Market," <i>Social History</i>, vol. 34 no 3 (2009): 263-283;</li> <li>3. Ralph Croizer, "The Ideology of Medical Revivalism in Modern China," in Charles Leslie, ed., <i>Asian Medical Systems: A Comparative Study</i> (Berkeley: University of California Press, 1976), 341-355;</li> <li>4. Margaret M. Lock, "The organization and practice of East Asian medicine in Japan: Continuity and change," <i>Social Science and Medicine</i> 14.4 (1980): 245-53.</li> <li>5. Lee, Taehyung, "The State-Centered Nosology: Changing Disease Names of Traditional Medicine in Post-Colonial South Korea," <i>Asian Medicine: Tradition and Modernity</i>, 11.1-2 (2016): 100-132.</li> </ol>	
US Center For Chinese Medicine, Rockville, MD	<a href="#">Museum of Chinese Medicine</a>	
Historical Collections University of Virginia	<a href="#">A Brief History of Herbalism</a>	
Encyclopaedia Britannica	<a href="#">Unani Tibb medicine</a>	
Dec 8-9	<b>Reading Days &amp; Online Assessment of the Collaborative Course Gallery Site</b>	
Dec 9	Zoom lunch hour: Focus discussion on Final Project	
Dec 10-18	<p><b>Finals Week</b></p> <p><b>FINALE:</b> The finale will take place the day of our course final during Finals week (December 10-18) - not yet determined. Final essays, introductory overview, or creative project are due final's week, no later than when the course's "Final exam" is scheduled. We will have a course "Finale" that day during which students will present their own individual or their group's online gallery space for the History of Medicine: Antiquity to Scientific Revolution.</p>	