

## **History of Medicine: Antiquity to the Scientific Revolution HSMT 140.105. Autumn 2014**

Welcome to the History of Medicine, Antiquity to the Scientific Revolution. We will be meeting Monday and Wednesday 10-10:50 a.m. for lecture. Friday discussion sections meet at 9, 10, or 11, depending on the section in which you are enrolled.

In this course we explore health and healing in Classical Antiquity, the Middle Ages, and the Early Modern period, roughly 500 BCE to 1700 CE. Sufferers and healers worked with models of the body and therapeutics very different to those of our own day. But healers had to persuade patients of their skills, sufferers had to choose 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 own lives. The course focuses upon the organization of health-care, the transmission of medical knowledge, and the experiences of patients, and relates forms of healing to their social and cultural contexts.

Prof. Mary E. Fissell

[mfissell@jhu.edu](mailto:mfissell@jhu.edu); Phone: 410-955-3662.

Office Hours: Monday, 11-12 369B Gilman Hall, and by appointment.

TAs: Julia Cummiskey, James Flowers, Kirsten Moore, Justin Rivest

### Requirements and grading:

The course is organized into two lectures and one discussion section per week. Doing well in this course requires regularly attending lectures, understanding lecture material, participating in discussions, and keeping up with the readings.

Your grade will be based on the following: participation in discussion section (20%); participation in lecture (10%); response papers (15%); short papers (20%); mid-term exam (15%); second exam (20%).

For each Friday, primary and secondary sources are listed that will form the basis of the discussion. Pages are given for sections of the textbook that reinforce that week's learning for those who wish supplementary material. The textbook is not required.

For most Fridays, you will write a brief 1 page response paper for a reading; specific questions are posed for each week that a response paper is assigned.

### Readings:

All other readings for the course are on reserve at the Eisenhower Library and on the library website, <http://www.library.jhu.edu/> look for "electronic reserves" in the middle column under "Tools and Tips". You'll be asked to login with your JHED ID.

### Supplementary Text:

THIS TEXT IS NOT REQUIRED. If you feel the need for a supplementary textbook, please use this one: Lawrence I. Conrad, Michael Neve, Vivian Nutton, Roy Porter, and Andrew Wear *The Western Medical Tradition: 800 BC-1800 AD*, (Cambridge: Cambridge University Press, 1995). You can order it new or used from Amazon or

other online retailers.

### iClickers

We will be using iClickers in lectures to facilitate learning. If you do not already own an iClicker, you can buy one at the bookstore; be sure to get the i>clicker2 model if you order online; it is the only model in use for all Homewood classes. For instructions on registering your iClicker etc., see <http://www.cer.jhu.edu/clickers.html>. **You must register your iClicker by Sept. 15; see the course's Blackboard website.** Participation in lecture is determined by your votes, not by correct answers; to get the full 10% of your grade you must vote on 80% of the questions - so don't panic the day your battery dies, or you forget the clicker. You only need 80%! Do NOT give your clicker to a friend and have him/her vote for you; it is a violation of the JHU Ethics policy.

### Blackboard:

The Blackboard website has the syllabus, various guidelines and hints, and a link to the reserve readings. Slides from the lectures are also on the site. To access the website, go to: <http://blackboard.jhu.edu>. Login 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.

### How to do well in this course:

Being an **active learner** is the best way to succeed in this course. That means not just coming to lecture, but listening carefully and taking notes -- note-taking helps you understand and absorb what you are hearing. Just recording the lecture is not the same, although reviewing the recording can help supplement your notes. Every Monday we will start lecture with a couple of quiz questions. Test yourself; see if you are keeping up; these quiz questions are not graded. Take notes when you read for section also; note-taking will help you focus on what is important in the readings and will also help when you study for exams.

### Academic Ethics

Doing history is a social process. We rely upon other scholars for finding sources, translating them, and offering us fresh interpretations based upon them. Therefore it is very important to credit others for such work, usually by means of footnotes or other forms of citation. Please see the helpful guide to citation practices on the library's research help website: <http://library.jhu.edu/researchhelp/>, and if you have any questions, please raise them with me or your TA. It is also important to listen respectfully to the views of others; history is a conversation, and everyone is entitled to their own point of view, provided they can offer evidence for it. When you disagree with another student's interpretation, say so courteously and explain why you see it differently.

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, re-use of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments,

forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. You may consult the associate dean of student affairs and/or the chairman of the Ethics Board beforehand. See the guide on “Academic Ethics for Undergraduates” and the Ethics Board Web site ([http://www.jhu.edu/design/oliver/academic\\_manual/ethics.html](http://www.jhu.edu/design/oliver/academic_manual/ethics.html)) for more information.

## **Week 1 Introduction**

Fri. Aug 29 Introductory discussion:

Lynn R. LiDonnici, ed and transl, *The Epidaurian Miracle Inscriptions. Text, Translation, and Commentary*, (Atlanta, GA: Scholars Press, 1985): 87-93. Reading will be handed out in class for discussion; if you can, please read in advance.

## **Week 2 Pre-Modern Medicine: An Introduction**

Mon. Sept. 1 LABOR DAY NO CLASS

Wed. Sept. 3 Pre-Modern Medicine: an Introduction

Fri. Sept 5 Discussion Section:

Shigehisa Kuriyama, *The Expressiveness of the Body*, (New York: Zone Books, 1991), 17-32; 37-48.

### Response paper:

How does the “mo” differ from modern Western ideas about the pulse?

Supplementary: Conrad et al., *Western Medical Tradition*, 11-38.

## **Week 3 Medicine in the Ancient World 1**

Mon. Sept. 8 Society & Religious Healing in Ancient Greece

Wed. Sept. 10 Hippocratic Medicine

Fri. Sept. 12 Discussion Section:

G. E. R. Lloyd, ed., *Hippocratic Writings*, (Harmondsworth: Penguin, 1978), 121-138 [*Epidemics*]; 237-245 [*On the Sacred Disease*, sections 1-12]; 160-163 [*Airs, Waters, Places*].

### Response paper:

What arguments does *On the Sacred Disease* use to persuade the reader about the non-divine nature of the ailment?

## **Week 4 Medicine in the Ancient World 2**

Mon. Sept 15 Medical Practice in Ancient Greece

Wed. Sept. 17 Alexandrian Anatomy

Fri. Sept. 19 Discussion section:

Material evidence of the past: Sections will meet in the Archaeology Museum on the 1st floor of Gilman Hall. [no reading; no response paper] **START KEEPING YOUR HUMORAL DIARY** this coming week; see form and instructions on Blackboard.

## **Week 5 Medicine in the Ancient World 3**

Mon. Sept. 22 Galen and Roman Medicine

Wed. Sept. 24 Medicine and Christianity

Fri. Sept. 26 Discussion Section:

Galen, *On Prognosis*, ed. & trans. Vivian Nutton, (Berlin: Akademie Verlag, 1979), [*Corpus Medicorum Graecorum*; vol. V, pt. 8, no. 1.]: 127-143.

Response paper: Using the humoral diary you have kept for 7 days (see form on Blackboard) write a 1 page analysis of your health over the past week using humoral theory; submit with your diary.

Supplementary: Conrad et al., *Western Medical Tradition*, 44-47; 58-70.

## **Week 6 Medieval Medicine 1**

Mon. Sept. 30 Monastic Medicine

Wed. Oct. 1 The Transmission of Learning 1

Fri. Oct. 3 Discussion Section:

“A Miracle of St. Trophimena Provides a Cure for Theodonanda” in Patricia Skinner, *Health and Medicine in Early Medieval Southern Italy*, (Leiden: Brill, 1997): 149-151.

Response paper: no response paper this week; work on your essay due by 5 pm on Monday.

Supplementary: Conrad et al., *Western Medical Tradition*, 73-83; 146-153.

## **Week 7 Medieval Medicine 2**

**PAPER 1 DUE 5 pm TODAY Mon Oct 6:** Write a 5-page double-spaced paper using Galen, *On Prognosis*, ed. & trans. Vivian Nutton, (Berlin: Akademie Verlag, 1979), [*Corpus Medicorum Graecorum*; vol. V, pt. 8, no. 1.]: 111-117, to answer the following questions: What other medical practitioners did Galen encounter? What kind of relationship did he have with these other practitioners? Be sure to give evidence for your answers drawn from the source; cite and/or quote the specific places in the text that you use to answer the questions. Unexcused late papers will lose half a grade per day.

Mon. Oct. 6 Medicine in 10th-century Baghdad

Wed. Oct. 8 The Transmission of Learning 2

Fri. Oct. 10 Discussion Section:

Max Meyerhof, "Thirty-three Clinical Observations by Rhazes (ca. 900 AD)", *Isis* 23 (1935), 332-46, [note, this is only part of longer article].

Response paper: Choose a case from Rhazes and discuss a theme, such as: how does Rhazes reason about the case? What kinds of social relations do you see among healer, patient, and family? What lessons does he intend the case to teach?

Supplementary: Conrad et al., *Western Medical Tradition*, 96-122; 139-146.

NOTE: SUNDAY OCT 12 IS LAST DAY TO DROP COURSES. If you are struggling in the course, you will have received an email to that effect by late Friday Oct. 10.

## **Week 8 Medieval Medicine 3**

Mon. Oct 13 Guilds and Universities

Wed. Oct. 15 Medieval Practitioners

**NOTE ADDITIONAL DAY:** Thursday Oct. 16 is taught on a Monday schedule:

### **Review Session**

FALL BREAK NO CLASS FRI OCT Oct. 17

Supplementary: Conrad et al., *Western Medical Tradition*, 153-175.

## **Week 9 Medieval Medicine 4**

Mon. Oct. 20 **Midterm exam**

Wed. Oct. 22 Leprosy and Contagion

Fri. Oct. 24 Discussion Section:

Katharine Park, "The Life of the Corpse: Division and Dissection in Late Medieval Europe," *Journal of the History of Medicine* 50 (1995): 111-32.

"The Second Salernitan Demonstration" transl. Faith Wallis, in Wallis, ed., *Medieval Medicine. A Reader* (Toronto: University of Toronto Press, 2010): 159-170. [note: just part of longer text.]

Response paper: What are the two different ways that medieval Europeans treated dead bodies? Give an example from Park's paper of each kind.

Supplementary: Conrad et al., *Western Medical Tradition*, 175-189.

## **Week 10 Reformations**

Mon. Oct. 27 The Black Death

Wed. Oct. 29 Humanism and the Re-discovery of Ancient Texts

Fri. Oct. 31 Discussion Section:

*The Black Death. The Great Mortality of 1348-1350*, ed. John Aberth, (Boston, New York: Bedford/St. Martin's Press, 2005), 41-45; 55-63; 71-74.

Response paper: What kinds of people are the 3 authors of descriptions of the Black Death? How might their particular situations/experiences shape their accounts?

Supplementary: Conrad et al., *Western Medical Tradition*, 189-198; 250-260.

## **Week 11 Renaissance**

Mon. Nov. 3 Vesalius and Anatomy

Wed. Nov. 5 Paracelsus

Fri. Nov. 7 Discussion Section:

Andreas Vesalius, Preface, *On the Fabric of the Human Body*, see translation at: <http://vesalius.northwestern.edu/books/FA.a.html>

Go to the NLM website Historical Anatomies on the Web:

<http://www.nlm.nih.gov/exhibition/historicalanatomies/home.html>

Choose an image from a pre-Vesalian author on the NLM website, either:

Johannes Ketham, *Fasiculo de medicina*, Venice: Zuane & Gregorio di Gregorii, 1494

OR

Jacopo Berengario da Carpi, *Isagogae breues, perlucidae ac uberrimae in anatomiam humani corporis*, Bologna: Beneditcus Hector, 1523.

AND an image from Vesalius, *De Fabrica*, also on NLM website:

[http://www.nlm.nih.gov/exhibition/historicalanatomies/vesalius\\_home.html](http://www.nlm.nih.gov/exhibition/historicalanatomies/vesalius_home.html).

Print both of them out and bring them to section, and be prepared to discuss them.

Response paper: compare and contrast your 2 images (be sure to turn in copies of the images with your response paper!)

Supplementary: Conrad et al., *Western Medical Tradition*, 264-285; 310-322.

## **Week 12 Early Modern Medicine 1**

Mon. Nov. 10 The French Disease

Wed. Nov. 12 Exchanges with New Worlds

Fri. Nov. 14 Discussion Section:

Daniela Bleichmar, “Books, Bodies, and Fields: Sixteenth-Century Transatlantic Encounters with New World Materia Medica”, in *Colonial Botany. Science, Commerce, and Politics in the Early Modern World*, ed. Londa Schiebinger and Claudia Swan, (Philadelphia: University of Pennsylvania Press, 2005): 83-99.

Garcia da Orta, *Colloquies on the Simples & Drugs of India*, (London, H. Sotheran and co., 1913: [ch. 1, 39, 42], 1-3; 323-25; 335-341.

Response paper: Summarize Bleichmar’s argument about Monardes. What does she highlight about him? Why does it matter?

Supplementary: Conrad et al., *Western Medical Tradition*, 215-227; 292-310.

## **Week 13 Early Modern Medicine 2**

**Mon. Nov. 17 PAPER 2 DUE by 5 pm TODAY**

Write a 5 page double-spaced paper analyzing a theme in the source, Felix Platter, *Beloved Son Felix: The Journal of Felix Platter, a Medical Student in Montpellier in the Sixteenth Century*, trans. Sean Jennet (London: Frederick Muller, 1961), pp. 70-90, which is on the library's website as a part of the reserve readings for the course, and on Blackboard. Please confer with your TA about the theme you choose. Unexcused late papers will lose half a grade per day.

Mon. Nov. 17 Practitioners

Wed. Nov. 19 Patients

Fri. Nov. 21 Discussion Section:

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.

Response paper:

Write a 1 page advertisement for an early modern medical practitioner. Take it seriously and be historically accurate -- no penicillin please. What do you think such practitioners offered their patients? What were their strong points?

Supplementary: Conrad et al., *Western Medical Tradition*, 232-250; 292-295; 325-359.

**Week 14: Thanksgiving Vacation Mon. Nov 24 - Sun Nov 30**

**Week 15: Early Modern Medicine 4**

Mon. Dec. 1 Making New Knowledge

Wed. Dec. 3 Mechanical Models

Fri. Dec. 5 Discussion Section:

Thomas Willis, *Willis's Oxford Casebook (1650-52)* ed. Kenneth Dewhurst. (Oxford: Sandford Publications, 1981): 124-137.

George Cheyne, *The English Malady (1733)* reprint edition, edited by Roy Porter, (London: Tavistock/Routledge, 1991): 1-5; 307-311.

Response Paper: Compare and contrast the way that Willis and Cheyne interact with their patients.

The final exam will take place during Finals week.

**Extra Credit option:** Students demonstrate mastery of course materials in a variety of ways: in exams, discussions, response papers, and essays. If you wish to demonstrate that you understand a key course concept in an additional format, you can make a very short movie that illustrates and explains a course concept -- you need not shoot a film, but can make an animation from a slide show using Power Point, Keynote, iMovie, or an equivalent. Movies can be as brief as 2 minutes; for an example please see “Living in the Humoral Body” video on Blackboard. Films will earn extra credit, up to 1/2 a grade, based upon accuracy, skill of exposition, and use of media. We will run a brief explanatory session for those interested.