SYLLABUS FOR HSTS 416/516, "THE HISTORY OF MEDICINE TO 1800"

COURSE OVERVIEW

HSTS 416/516 provides a general survey of the history of Western medicine from antiquity to the close of the eighteenth century, but it emphasizes certain themes that are of value not only is gaining a solid sense of medical history but also the ability to think critically about it. The course explores key conceptual developments and practices of the past, situating healing systems within their cultural and social contexts. Rather than consider the course of medical history as a given, we will compare and contrast scholarly approaches to it. We will begin by examining the emergence of medicine as a recognizable subject of discourse in antiquity, the ways in which this tradition was both preserved and changed during the medieval period, and how it was transformed in the medical, scientific and political revolutions of the sixteenth, seventeenth and eighteenth centuries. An examination of changing concepts of the body, life, health and disease will be used to investigate the rise of scientific rationalism and biological science as a basis for modern medical practice.

SPECIFIC AIMS OF THE COURSE:
1) Provide a history of medicine in the West from antiquity to 1800, through a series of topics and themes that draw in the larger social and cultural context of each period under study.
2) Investigate how medicine, health and illness are perceived, and how these perceptions reflect and shape culture and society.
3) Encourage an understanding of how concepts of the body, disease, gender, normality, expertise, institutions, etc. have shaped medicine.
4) Study the role of patient, healthcare provider, institution and state in medicine.
5) Integrate the history of medicine into social, political and economic history.
6) Examine the evolution of medical ethics.
7) Review strategies for staying well and the development of preventive medicine.
8) Examine major developments in the history of surgery.
9) Discuss the theme of rationalism vs. empiricism and judge its impact on the development of Western medicine.

LEARNING OUTCOMES FOR ALL STUDENTS IN HSTS 416/516:
1) Understand the primary individuals, developments, and themes that shaped Western medicine to 1800.
2) Express their ideas on themes and topics in the history of medicine.
3) Present arguments, in written and oral form, accurately, succinctly and lucidly, in accordance with appropriate scholarly conventions.
4) Analyze primary source material and demonstrate an appreciation of historical interpretations and methodologies.
5) Interpret the appropriate secondary literature.
6) Identify problems, formulate hypotheses, assess evidence and sustain arguments in the history of medicine using ideas and techniques learned in the course.
7) Evaluate critically key themes and issues in the history of medicine in the light of historical/historiographical ideas, contexts, and frameworks.

LEARNING OUTCOMES FOR STUDENTS IN HSTS 516:
In addition to developing these capabilities, students who are taking this course as HSTS 516 should on completion of the course have a well-defined area of expertise within the framework of medical history in the West to 1800. The research papers and extra reading assignments that graduate students will undertake in association with the course (details below) are intended to assist them in attaining this expertise.

PREREQUISITES FOR THE COURSE:
To enroll in this course, student must have upper-division standing.

HONOR CODE:
Students in HSTS 416/516 are expected to uphold OSU’s Student Conduct Code. This code prohibits cheating, fraud and dishonesty (including, but not limited to, plagiarism, buying and stealing course assignments and papers, performing academic assignments by other persons, unauthorized disclosure and receipt of academic information, and other practices commonly understood to be academically dishonest).

Any assignments found to be in violation of the code will receive a failing grade, and all participants will be subject to disciplinary action. To fully understand student conduct expectations, please visit this link: http://oregonstate.edu/studentconduct/regulations/index.php#acdis.

ACCESSIBILITY:
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

LEARNING RESOURCES:
BLACKBOARD:
To all intents and purposes, students in HSTS 416/516 must be able to access Blackboard and to make significant use of the materials provided there. Any students who have difficulty in accessing it should contact the instructor. For this course, Blackboard provides: (1) syllabus; (2) all lecture outlines; (3) study aids; (4) past exams [Note: the questions on your exam will be different, but reviewing rest[s] given previously may provide you with a sense of the order of difficulty]; (6) a guide to writing research papers [required reading]; (7) Power Points slides for all lectures.

EXAMS:
A. Midterm (25% of course grade for HSTS 416 students, 20% for 516 students): short essay section, based on lecture (6 of 12); long essay, based on chapters assigned in Conrad (1 of 2); long essay, based on Clendening selections.
B. Final (35% for HSTS 416 students; 30% for 516 students): same format, except that only materials from the post-midterm portion of the course (lecture, Conrad, and Clendening) will be tested.

PAPER:
The paper is worth 30% of the course grade. It is due Tuesday of the ninth week of term. NOTE: on or before Tuesday of the sixth week, students are expected to submit a progress report, consisting of: (a) the text of their introduction, including a thesis statement; (b) a detailed outline (about 2 pp.) of their paper; and (c) an annotated bibliography. NOTE: this will be graded, and will account for 10% of the grade on the paper; the choice of topic will be binding.
Topics may focus on any aspect of western medical history or an ancillary field (e.g. anatomy) to 1800.
If you wish to proceed on your own, try to choose a topic that is well documented (at least six good sources; primary materials and articles in scholarly journals preferred). [Note: a primary source is one that emanates from the time period studied in the paper, preferably one that provides an inside view of the topic; for example, a student writing about Hippocratic medical ethics should examine and analyze relevant writings by Hippocrates himself. Students enrolled in the course as HSTS 516 are expected to base their papers mainly on primary sources.] Books that are assigned as texts in HSTS 416/516 may not be cited, though they may be helpful in locating sources. While the Internet is a fine resource for locating published sources, electronically obtained materials may be referred to in the paper and be cited only if they are primary in nature (and unavailable in published form) or full-text articles published in reputable journals and available in .pdf. Page references are always required. In choosing topics, students should mainly consider what is in print, not what is on the Web.
Papers should be in large part analytical, rather than just narrative. The paper should be 3500-4500 (14-18 pp.) words long, and noted in accordance with the models in the “Notes on the Research Paper” or The Chicago Manual of Style. The bibliography should
include only works that you have cited in your notes. All aspects of preparation, including research, writing, typing, and proofing, are to be your work alone. Help is available on all aspects of preparation. A style book that includes information on research as well as model footnotes and bibliographical entries, is available at Blackboard. Your grade will be determined primarily by the quality of research, the conceptualization of the topic and construction of the essay, the depth of analysis, and writing skills.

On all aspects of preparation, HELP IS AVAILABLE. Just contact the instructor.

CLASS PARTICIPATION:
This accounts for 10% of the course grade, and is based on attendance and on student participation in discussions. Quality as well as quantity of input will be considered.

ASSIGNED TEXTS:
Lawrence Conrad et al., The Western Medical Tradition:800 BC to AD 1800 (purchase)
Logan Clendening, ed., Source Book of Medical History (purchase or read online)

OPTIONAL TEXT:
Packet of readings on topics in medical history (available at Blackboard); this is simply a resource for students who seek additional insight into the subject. No one in the course will be tested on these readings.

A SPECIAL NOTE TO GRADUATE STUDENTS IN THIS COURSE:
In addition to the reading assignments for HSTS 416, students who are taking this course for graduate credit (i.e. as HSTS 516) are expected to choose an additional book on medical history in consultation with the instructor and prepare a 1500-2000-word paper in response to a question set at that consultation. This assignment provides 10% of the course grade.

WEEKLY LECTURE SCHEDULE

Week One:
Introduction
Disease and healing in prehistoric and primitive societies

Week Two:
Egypt, Mesopotamia, and Israel
Readings: Clendening, "The Egyptian Papyri"

Week Three:
Greece and Rome
The origin of medical ethics

Readings: Clendening, "The Cult of Aesculapius"; "Hippocrates"; "The Four Humours"; Galen"; "Celsius"; "Dioscorides"
Conrad, chapters 1-2

Week Four:
Early Christian and early mediaeval medicine
Readings: Clendening, "Arabic Medicine"
Conrad, chapters 3-4

Week Five:
MIDTERM EXAM
The age of authority, 1000-1500
Readings: Clendening, "The Middle Ages"
Conrad, chapter 5
(Note: these readings will not be covered on the midterm)

Week Six:
Tradition and challenge, 1500-1650
Sea-change, 1650-1700
Readings: Clendening, "Paracelsus"; "Fracastorius"; "Anatomy"; "Harvey";
"Obstetrics"; "Paré"; "Sydenham"; "Malpighi"; "Leeuwenhoek"
Conrad, chapter 6

Week Seven:
The Medical Revolution of the Eighteenth Century:
1. Developments in medical education and training
2. Empiricism vs. rationalism
Readings: Clendening, "Eighteenth Century Clinical Medicine"
Conrad, chapter 7

Week Eight:
The Medical Revolution of the Eighteenth Century:
1. Out with old drugs, in with new
2. Doctor and patient – diagnosis, therapy, and ethics
[No new readings]

Week Nine:
The Medical Revolution of the Eighteenth Century:
1. Specialization in medicine, developments in surgery
2. Health regimen
Readings: Clendening, "Early Gross Pathology"; "Pediatrics"; "Smallpox"
Week Ten:
   The evolution of western medicine – review and broad view
Looking forward
Readings:  Clendening, "The Middle Ages"
           Conrad, chapter 8

FINAL EXAM will take place during Finals Week; details TBA.