This introductory course is a general survey of the history of Western medicine from antiquity to the early nineteenth century for students entering the M.A. and Ph.D. programs in the History of the Health Sciences. It explores key conceptual developments and practices of the past, situating healing systems within their cultural and social contexts. The course has a strong historiographical emphasis, comparing and contrasting approaches to episodes in the history of medicine. We will start 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 then 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.

AIMS
- Explore the history of medicine in the West from antiquity to the early 19th century, through a series of topics and themes that draw in the larger social and cultural context of each period under study.
- Investigate how medicine, health and illness are perceived, and how these perceptions reflect and shape culture and society.
- Encourage an understanding of how concepts of the body, disease, gender, normality, expertise, institutions, etc. have shaped medicine.
- Study the role of patient, healthcare provider, institution and state in medicine.
- Integrate the history of medicine into social, political and economic history.

LEARNING OUTCOMES
- Encourage students to express their ideas on themes and topics in the history of medicine.
- Develop students’ skills in presenting arguments, in written and oral form, accurately, succinctly and lucidly, in accordance with appropriate scholarly conventions.
- Promote a critical understanding of primary source material and demonstrate an appreciation of historical interpretations and methodologies.
- Encourage students to bring primary evidence to bear on their interpretations of concepts/perspectives/debates within the appropriate secondary literature.
- Help students identify problems, formulate hypotheses, assess evidence and sustain arguments in the history of medicine using ideas and techniques learned in the course.
- Encourage students to evaluate critically key themes and issues in the history of medicine in the light of historical/historiographical ideas, contexts, and frameworks.
- Work as part of a team in seminar discussions.
- Independently organize their study and workload.
TEACHING METHODS
The format is that of a graduate student seminar. Each seminar will take the form of a student presentation and student led discussion centered on the readings. This syllabus gives reading recommendations for each week’s seminar. The readings comprise a mixture of books, chapters from books, articles and extracts from primary texts. All students are expected to have read the required readings prior to the seminar.

ASSESSMENT
Assessment will take the form of seminar participation, classroom presentations and four pieces of written work.

   **Seminar participation:** 20%
   As this class will be conducted largely as a seminar, class participation is essential. All students are expected to have completed all require readings prior to the seminar. The seminar provides an opportunity for a joint exploration of events, themes and concepts so as to collectively enhance understanding of the subject and provide a forum for the expression of ideas. The class will benefit from the unique perspectives, ideas and informed opinions of all students. Successful seminars depend upon a collective willingness to prepare thoroughly and to participate actively in discussion. Part of the student’s final grade will be based on participation.

   **Classroom presentation:** 20%
   Each student is required to lead one of the seminars. The student responsible for that seminar should be able to present the salient features of the major topics present in the assigned readings, supplement it with material they have gathered themselves (see annotated bibliography below) using both to identify key issues and themes so as to lead, guide and focus the discussion. This presentation should be no more than 20 minutes long. As part of this assignment the student should prepare an annotated bibliography (6 to 10 articles or books) of the supplementary material they are using and have this ready to distribute to fellow students at the seminar.

   **Written work:**
   a) Annotated bibliography: 10%
       - see above.

   b) Weekly topic paper: 50%
   Each week on assigned weeks (starting week two) students will be asked to prepare a written narrative on a specific topic relating to the themes of that week’s class. These written pieces will be handed in at the end of class. Each piece is to be 800-1000 words long, and constitute the equivalent of a "subsection" of a chapter.
September 28

1. Anatomy

* This session will take place in the rare books room of the university library (Kalmanovitz library) on the Parnassus campus. The archivist, Polina Ilieva, will show us an incredible collection of books illustrating the history of anatomy, and tell you about the library resources. 
This will be followed by a presentation of online digital resources for research in the history of medicine.

Evolution of the Anatomical Gaze - An important epistemological shift in Western culture was the move from medieval scholasticism’s acquisition of knowledge from canonical texts to the Renaissance philosophers' new emphasis on empirical observation. In what ways was the practice of "autopsy" emblematic of this?


Julian Offray de La Mettrie. Man a Machine, 1748.

NOTABLE

T. Laqueur, Making Sex: The body and gender from the Greeks to Freud, 1990, Ch 5.


September 28

2. Historical Epochs

Defining epochs, defining terms:
What is the Hippocratic corpus?
What was the Scientific Revolution?
What is Enlightenment?
Theory vs. empiricism in science and medicine (or, is medicine scientific?)


October 5
3. Hospitals


October 12
4. Complementary and Alternative Medicine

Session co-taught with Sara Robertson
Title: "Alternative to What?" Surveying CAM and Its Historiography

Readings:


Introduction: Our discussion will begin with a survey of several types of therapies that are typically filed under CAM and how they have been addressed in the historiography. The readings written by Young, Debus, Cooter, Numbers, Rosenberg, and Porter will inform this part of the discussion. The second half of the discussion will then focus on an in-depth look at mesmerism. I would recommend reading Benjamin Franklin’s “Report to the commissioner...” first; then reading the Laurence, Forrest, and McConkey pieces afterward, which analyze the report and its context. When you are reading all of the articles and chapters, keep the alternative-vs-allopathic tension in mind — how are “regular” therapies defined? Why are alternative therapies labeled “alternative”? Who is making an effort to draw a distinction? What kind of evidence would prove a therapy efficacious in the 18th century medical market?

October 19

5. Cardiology


**PRIMARY**


R. Boyle, Memoirs for the Natural History of Humane Blood (1684). Preface http://www.collphyphil.org/HMDLSubweb/Pages/B/BoyleR/memhumblPrefA8r.htm

**MOVIE**

Watch *Restoration*

**NOTABLE**


October 26

**6. Lungs, Respiration and Environmental Health**

   Session co-taught with Dr. Paul Blanc, MD, who will talk about the history of respiratory disorders and environmental health.

   Miasma - Environmentalism
   Discovery of Oxygen
   Eudiometry and Ventilation

Hippocrates. “Airs, Waters and Places”. x

[http://classics.mit.edu/Hippocrates/airwatpl.html](http://classics.mit.edu/Hippocrates/airwatpl.html)


Stewart, Larry, “His Majesty’s Subjects: From Laboratory to Human Experiment in Pneumatic Chemistry”, *Notes and Records of the Royal Society of London* 63 (2009), 231-245.


ONLINE
An account of how eudiometers work in a short museum video, is here: [http://catalogue.museogalileo.it/multimedia/LandrianisEudiometer.html](http://catalogue.museogalileo.it/multimedia/LandrianisEudiometer.html)

And here for Priestley’s work on oxygen: [http://catalogue.museogalileo.it/multimedia/Eudiometry.html](http://catalogue.museogalileo.it/multimedia/Eudiometry.html)

RECENT
Flurin Condrau and Michael Worboys (eds), *Tuberculosis Then and Now: Perspectives on the History of an Infectious Disease*

November 2

7. Metabolism and Nutrition

Session co-taught with Dr. Wen Shen, MD, who will talk about the history of thyroid disorders.


**NOTABLE**

November 9

8. Nerves and Neurology
   This session is co-taught with Dr. Akhil Mehra, MD, PhD, who will talk about the history of psychiatry.

   How was madness explained in the early modern period?
   Explain shifts in the relationship between madness and religion in the 17th and 18th centuries.
   How far and in what ways did the treatment of the insane become more ‘psychiatric’ in the 18th century?
   What impact did the Enlightenment have on the treatment of the insane?

   (Also notable in the book is “The Hippocratic Corpus” and “Aristotle and Melancholy.”)


**MADNESS**

**EPILEPSY**

NOTABLE


MOVIE
Watch *The Madness of King George*

LATER PERIOD
See Adventures in Physiology for nerve impulses

November 16

9. Life Cycle


SLIDE SHOW
Carol Clark and Orlo Clark, *The Remarkables: Endocrine Abnormalities in Art* (UC Medical Humanities, 2011).

November 23

10. Drugs

This session will be co-taught with Steve Beitler, who will talk about the history of pain killers.


NOTABLE