



GEORGETOWN UNIVERSITY
School of Continuing Studies

BLHS 350-01 History of Medicine

Dates: January 27 – May 12, 2021. Wednesdays, 5:20 pm – 7:50 pm.

No class, Wednesday, January 13 – Monday Schedule, Wednesday, January 20 – Inauguration day, March 3 – Spring Break

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Faculty: Joseph E. Jensen, Ph.D.

Contact Information: jej3@georgetown.edu

Virtual Office Hours: If you would like to meet with me or should you have questions or concerns about the course, please attend my virtual office hours via Zoom on Tuesdays, 6:30 – 8:00 p.m. EST or email me to schedule a one-on-one meeting. The Tuesday times will be open and informal for student questions and discussion.

COURSE DESCRIPTION

A survey of the development of medical knowledge and practice from ancient time down through modern times. Special attention is given to understanding these developments and advances in the context of the cultures and the historical and societal circumstances in which they occurred. Prior knowledge about medicine and its history is not presumed.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Articulate in class discussion examples of how the historical advance of medical knowledge and practice is tied to cultural and social structures.
2. Defend and take seriously in discussion and in writing past (and even discredited) medical knowledge and practices on their own terms rather than judging them by today's standards and knowledge.
3. Reflect in weekly essays and shorter research papers upon the interaction of medical advances with religion, politics, arts and culture, and their mutual impacts.
4. Demonstrate a familiarity with the lives of important medical practitioners and researchers and the difficulties that arise when new knowledge confronts long standing convictions and prejudices.
5. Demonstrate and summarize in a final longer paper how the historical advances in medical knowledge and applications consistently reflect that while medicine is a science its practice is at the same time and forever will be an art.

REQUIRED READINGS

The Greatest Benefit to Mankind: A Medical History of Humanity. Roy Porter. W.W. Norton. 1997. ISBN 978-0-393-31980.

Medicine and Western Civilization. David J. Rothman, Steven Marcus, and Stephanie A. Kiceluk. Rutgers University Press. 1995. ISBN 978-0-8135-2190-9. [Selected assigned readings for most classes]

Additional required readings will be posted on Canvas.

Helpful resources

From the Mayo Clinic

<https://libraryguides.mayo.edu/medicalhistory>

From the National Library of Medicine

<https://crln.acrl.org/index.php/crlnews/article/view/9216/10220>

COURSE REQUIREMENTS.

Technical Requirements

As part of your learning experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use TurnItIn and Zoom, and perhaps VoiceThread.

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here.](#)

Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here.](#)

VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides.](#)

Audio Visual Capability

You will need an internal or external microphone. Most computers now come with them built in.

You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

Student Expectations

This course consists of 15 weeks. You are expected to do the readings, to attend and participate in the online classes, and to engage with the course material in depth. Your responsibilities include completing all the assignments.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. This class requires the same level of participation, commitment, and academic rigor as a face-to-face class. Students should expect to spend approximately 6 hours per week completing the course readings and assignments.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES.** Follow-ups and class participation are contingent on the timely submission of your initial responses.

Late Submission Policy: As stated in the [Student Handbook](#), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Assignments

1. Thirteen two and a half page (750 words) academic essays each of which reflects upon the week's assigned readings and is to be submitted on Canvas prior to the beginning of each class (together 45 % of the final grade).
2. A seven page (2300 words) paper on a topic chosen by the student from a list provided by the professor (15 % of the final grade). Due on Canvas March 13.
3. A seven page (2300 words) paper on a topic chosen by the student from a list provided by the professor (15 % of the final grade). Due on Canvas April 6.
4. A twelve page (3700 – 4300 words) research paper on a student selected but approved topic or question related to the course content (25 % of the final grade).
 - Topic and one paragraph description due April 9
 - Outline and bibliography due April 17
 - Final paper due May 15

Weekly Academic essays: Beginning with the second class (March 3) a short academic essay reflecting upon the assigned readings is due on Canvas prior to the beginning of each weekly class. The purpose is to assure that you and your fellow students will come prepared to actively participate in the class. Appropriate to include in the essays are:

- How do the readings assigned for this week fit in with the course overall? How do they relate to material already covered?
- Did something confirm what you already knew, believed, or suspected? What was the source of the information you brought to the material? How do the readings relate to your own life experience and background?
- Was anything surprising to you? Why?
- Was anything completely new to you? Does this build on what you already knew, or does it challenge strongly held beliefs? Does it make a difference? Why?
- What questions did the readings raise for you that you would like to see discussed in class? Can you propose some possible answers to your questions based on what you already know?

In the Essays, students will properly reference the reading materials and sources using proper APA citations.

Citation Style: This course uses APA for all writing and research assignments. Resources for this citation style are available through:

[Georgetown Library Citation Guide](#) and
[APA Style Guidebook](#)

GRADING

Grading in this course will be determine by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that

oversees [disability support services](#), (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services: SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

[Academic Resource Center](#) 202-687-8354 | arc@georgetown.edu

[Counseling and Psychiatric Services](#) 202-687-6985

[Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#) (202) 687-4798

Georgetown Library: Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Research Guide: The Project Management program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources: SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support: Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use TurnItIn and Zoom, and perhaps VoiceThread.

- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available.](#)
- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available.](#)

COMMUNICATIONS GUIDELINES

Netiquette Guidelines: To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much

more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement: The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students’ instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication with Peers

Notifications: In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your

notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Questions Forum: In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback: If you have a concern and send me a message, you can expect a response within one business days. Please allow two business days for assessment submission feedback.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here: <https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

SEXUAL MISCONDUCT

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

1. Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
2. Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician.

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- [Georgetown Self-Care Resource Guide](#)
- [Georgetown Wellness Wheel](#)
- [Georgetown Guide to Recognizing Students in Distress](#)

PREGNANCY ADJUSTMENTS AND ACCOMMODATION

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the [Pregnancy Adjustments and Accommodations for Students webpage](#).

IMPORTANT DATES

Monday, January 18	Martin Luther King, Jr. Holiday. No classes
Wednesday, January 20	Inauguration Day. No classes.
Friday, January 22	Last day to add or drop classes.
Tuesday, January 26	Last day to withdraw with 100% refund.

Wednesday, January 27	First class
Wednesday, February 3	Second class. First Academic Essay due prior to class.
Tuesday, February 9	Last day to withdraw with 80 % refund.
Monday, February 15	Presidents' Day Holiday. No classes.
Tuesday, February 23	Last day to withdraw with 70 % refund.
Friday, February 26	First short paper due on Canvas at 11:59 pm.
Friday, February 26	Spring break begins after last class.
Wednesday, March 3	No class.
Monday, March 8	Classes resume.
Tuesday, March 9	Last day to withdraw with 50 % refund
Tuesday, March 16	Last day to withdraw with 40 % refund.
Wednesday, March 31	Easter break begins after last class.
Monday, April 5	Registration for Fall 2021 term begins.on
Tuesday, April 6	Classes resume.
Tuesday, April 6	Second short paper due on Canvas at 11:59 pm.
Monday, April 12	Topic for research paper due
Monday, April 19	Outline and Bibliography for research paper due
Wednesday, April 21	Last day to withdraw from courses.
Wednesday, May 5	Last class.
Wednesday, May 12	Student guided course summation and evaluation.
Sunday, May 16	Research paper due on Canvas at 11:59 pm.

COURSE SCHEDULE

Course schedule will be followed but is not a contract. For each class after the first there will be at least one additional assigned reading taken from an original medical source that supplements the assigned reading from the textbook. All readings outside the assigned textbook are posted on Canvas.

Wednesday, January 27, 2021 – WEEK ONE: INTRODUCTION TO THE COURSE AND TO THE HISTORY OF MEDICINE

Read to prepare for class discussion:

The Syllabus

Porter. *Greatest Benefit*. Pages 3-13. "Introduction"

Prepare and submit a two page (625 words) self-introduction. Say something about your background, your educational experience, and ambitions and goals for the future. Comment on your interest in this particular course, and your expectations.

Wednesday, February 3, 2021 – WEEK TWO: WHAT COUNTS AS MEDICINE /
WHAT COUNTS AS HISTORY

Read to prepare for class discussion:

Porter. *Greatest Benefit*. Pp. 14-43. “Roots of Medicine

Michael Finkel, “The Hadza,” from *National Geographic* 216 (6,
2009) 94-119. [Canvas]

Carol MacCormac, “Medicine and Anthropology” 1427-1439
[Canvas]

Write and submit academic essay

Wednesday, February 10, 2021 – WEEK THREE: THE BEGINNINGS:
MESOPOTAMIA, EGYPT, GREECE, ROME

Read to prepare for class discussion:

Porter. *Greatest Benefit*. Pp. 44-82 “Antiquity”

Hippocrates, “The Nature of Man,” pp 43-47 in *Medicine & Western
Civilization*.

“The Sacred Disease,” pp 139-144 in *Medicine & Western
Civilization*.

Plato, “Timaeus,” pp 48-53 in *Medicine & Western Civilization*.

Aristotle, “The Generation of Animals,” pp 79-83 in *Medicine &
Western Civilization*.

Write and submit academic essay

Wednesday, February 17, 2021 – WEEK FOUR: CHRISTIANITY, ISLAM, AND
MEDIÉVAL EUROPE

Read to prepare for class discussion:

Porter, *Greatest Benefit*, “Medicine and Faith” & “The Medieval
West” pp. 83 – 134

Hippocrates, “The Oath,” pp 421-426 in *Medicine & Western
Civilization*.

Galen, “The Hand,” pp 17-22 in *Medicine & Western Civilization*.

St. Augustine, “The Creation of the Man’s Soul,” pp 145-151 in
Medicine & Western Civilization.

Asaf Jdaeus, “Admonition,” pp 267-268 in *Medicine & Western
Civilization*.

L. I. Conrad, “Arab-Islamic Medicine” 676-727 [Canvas]

Write and submit academic essay

Wednesday, February 24, 2021 – WEEK FIVE: THE EAST: INDIA & CHINA

Read to prepare for class discussion:

Porter, *Greatest Benefit*, “Indian Medicine” & “Chinese Medicine,”
pp. 135 – 162

Dominik Wujastyk, “Indian Medicine” 755-758 [Canvas]
“The Yellow Emperor’s Classic of Medicine” [Canvas]

Write and submit academic essay

Wednesday, March 3 – Spring break. No class.

Wednesday, March 10, 2021 – WEEK SIX: EXPERIENCE CONFRONTS
TRADITION

Read as preparation for class discussion:

Porter, *The Greatest Benefit*, “Renaissance” & “The New Science,”
pp. 163-222

Arnald of Villanova, “On the Precautions a Physician must Observe,”
pp 269-273 in *Medicine & Western Civilization*.

Heinrich Kramer & James Springer, “Malleus Maleficarum,” pp 84-
88 in *Medicine & Western Civilization*.

Ulrich Von Hutten, “Of the Beginning of the French Pox, and the
Several Names by Which It Has Been Called,” pp 212-216 in
Medicine & Western Civilization.

Andreas Vesalius, “The Fabric of the Human Body,” pp 54-60 in
Medicine & Western Civilization.

Baldasar Heseler, “Eyewitness to Vesalius,” pp 61-65 in *Medicine &
Western Civilization*.

Write and submit academic essay

Saturday, March 13. First short paper due on Canvas at 11:59 pm.

Wednesday, March 17, 2021 – WEEK SEVEN: THE ART OF HEALING
BECOMES A SCIENCE.

Read as preparation for class discussion:

Porter, “The New Science,” pp. 223-244

“Enlightenment,” pp. 245-303

Paracelsus, “Volumen Medicinae Paramirum,” pp 23-32 in *Medicine & Western Civilization*.

William Harvey, “An Anatomical Study on the Motion of the Heart and the Blood in Animals,” pp 68-75 in *Medicine & Western Civilization*.

Edward Jenner, “An Inquiry into the Causes and Effects of the Variolae Vaccinae, or Cow-Pox,” pp 299-309 in *Medicine & Western Civilization*.

Benjamin Rush, “The Vices and Virtues of Physicians,” pp 278-281 in *Medicine & Western Civilization*.

Philippe Pinel, “The Clinical Training of Doctors,” pp 343-351 in *Medicine & Western Civilization*.

Elizabeth Blackwell, “The Influence of Women in the Profession of Medicine,” pp 282-287 in *Medicine & Western Civilization*.

Write and submit academic essay

Wednesday, March 24, 2021 – WEEK EIGHT: THE RISE OF SCIENTIFIC MEDICAL RESEARCH AND EXPERIMENTATION

Read as preparation for class discussion:

Porter, *Greatest Benefit*, “Scientific Medicine in the Nineteenth Century,” pp. 304-346

R.T.H. Laënnec, “A Treatise on the Diseases of the Chest and on Mediate Auscultation,” pp 310-313 in *Medicine & Western Civilization*.

Claude Bernard, “An Introduction to the Study of Experimental Medicine,” pp 314-318 in *Medicine & Western Civilization*.

Write and submit academic essay

Wednesday, March 31, 2021 – WEEK NINE: ANESTHESIA, ANTISEPTICS, AND SPECIALIZATION IN MEDICAL PRACTICE

Read as preparation for class discussion:

Porter. *Greatest Benefit*. Pp. 348-396. “Nineteenth-Century Medical Care”

Frances Burney (Madame D’Arbay), “A Mastectomy,” pp 383-389 in *Medicine & Western Civilization*.

James Young Simpson, “Answer to the Religious Objections Advanced against the Employment of Anaesthetic Agents in

Midwifery and Surgery,” pp 398-401 in *Medicine & Western Civilization*.

Florence Nightingale, “Notes on Nursing,” pp 360-364 in *Medicine & Western Civilization*.

Massachusetts General Hospital, “Bylaws, Rules and Regulations, Acts and Resolves,” pp 365-367 in *Medicine & Western Civilization*.

Write and submit academic essay

Wednesday, April 7, 2019 – WEEK TEN: PUBLIC HEALTH & THE DISCOVERY OF ANTIBIOTICS

Read as preparation for class discussion:

Porter. *Greatest Benefit*. Pp. 397-461. “Public Medicine” and “From Pasteur to Penicillin”

Ignaz Semmelweis, “The Etiology, Concept and Prophylaxis of Childbed Fever,” pp 240-246 in *Medicine & Western Civilization*.

Joseph Lister, “On the Antiseptic Principle in the Practice of Surgery,” pp 247-252 in *Medicine & Western Civilization*.

Louis Pasteur, “On the Extension of the Germ Theory to the Etiology of Certain Common Diseases,” pp 253-257 in *Medicine & Western Civilization*.

Robert Koch, “The Aetiology of Tuberculosis,” pp 319-329 in *Medicine & Western Civilization*.

Paul Monette, “Borrowed Time: An AIDS Memoir,” pp 426-429 in *Medicine & Western Civilization*.

Write and submit academic essay

Saturday, March 27. Second short paper due on Canvas at 11:59 pm.

Wednesday, April 14, 2021 – WEEK ELEVEN: COLONIALISM AND THE THIRD WORLD & PSYCHOLOGY, PSYCHIATRY, AND MENTAL HEALTH

Read as preparation for class discussion:

Porter. *Greatest Benefit*. Pp. 461-524. “Tropical Medicine” and “Psychiatry”

David Arnold, “Medicine and Colonialism,” 1385-1405 [Canvas]

Jack D. Pressman, “Concepts of Mental Illness in the West,” 59-84
[Canvas]

Dorothea L. Dix, “On Behalf of the Insane Poor,” pp 352-359 in
Medicine & Western Civilization.

Josef Breuer and Sigmund Freud, “Studies on Hysteria” pp 178-197 in
Medicine & Western Civilization.

Write and submit academic essay

Wednesday, April 21, 2021 – WEEK TWELVE: NEUROLOGY,
BIOCHEMISTRY, AND NUTRITION

Read as preparation for class discussion:

Porter. *Greatest Benefit*. Pp. 525-560. “Medical Research”

Christopher Booth, “Clinical Research,” pp 205-229 [Canvas]

W.H. Brock, “The Biochemical Tradition,” pp. 153-168 [Canvas]

K.J. Carpenter, “Nutritional Diseases,” 463-482 [Canvas]

Write and submit academic essay

Wednesday, April 28, 2021 – WEEK THIRTEEN: THE WISDOM OF THE
BODY. CARDIOLOGY AND IMMUNOLOGY. INVASIVE SURGERY
AND TRANSPLANTATION

Read as preparation for class discussion:

Porter. *Greatest Benefit*. Pp. 561-627. “Clinical Science” and
“Surgery”

Pauline M.H. Mazumdar, “Immunology” pp.126-139 [Canvas]

P. Weindling, “The Immunological Tradition” pp. 192-204 [Canvas]

Ulrich Tröhler, “Modern Surgery” pp. 980-1023 [Canvas]

Write and submit academic essay

Wednesday, May 5, 2021 – WEEK FOURTEEN: MEDICINE, SOCIALIZED
AND NOT. FROM PRIVATE TO GROUP PRACTICE. MEDICAL
ETHICS.

Read as preparation for class discussion:

Porter. *Greatest Benefit*. Pp. 628-709. “Medicine, State, and Society”
and “Medicine and the People”

“Hearings before the Senate Subcommittee on Health: Quality of
Health Care—Human Experimentation,” pp 330-340 in

Medicine & Western Civilization.

Pius XII. "The Prolongation of Life," pp 417-420 in *Medicine & Western Civilization.*

"A Definition of Irreversible Coma: Report of the Ad Hoc Committee of the Harvard Medical School to Examine the Definition of Brain Death," pp 421-426 in *Medicine & Western Civilization.*

Write and submit academic essay

Wednesday, May 12, 2021 – WEEK FIFTEEN: SUMMATION AND EVALUATION

Read as preparation for class discussion:

Porter. *Greatest Benefit*. Pp. 710-718. "The Past, the Present and the Future"

This session Class will be devoted principally to a student led and guided discussion of the course as a whole, its goals and objectives, its relation to other courses, to the Liberal Studies program, and to their own life and aspirations. Faculty will share some concluding thoughts on the course.

Sunday, May 16, 2021 Final Paper due on Canvas at midnight at 11:59 pm.