**BLHS 350.40: History of Medicine**

**Dates**: May 24 – August 16, 2022. Tuesdays, 5:15 – 8:15 pm. In C121.

**Location**: This course takes place on-site at the Georgetown University School of Continuing Studies’ building located at 640 Massachusetts Ave NW, Washington, DC 20001. Additionally, Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. To learn more about Canvas, please go through the [Canvas Guide for Students](http://guides.instructure.com/m/4212).

**Faculty**: Joseph E. Jensen, Ph.D.

**Contact Information**: jej3@georgetown.edu

**Office Hours**: Tuesday 3:45 – 5:00 pm on C1 at the SCS Mass Ave campus. Best to email me in advance, but usually I will be there. If this time and place is inconvenient, email for an alternative time and place.

## 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.

## 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.

Prior knowledge about medicine and its history is not presumed.

Georgetown’s Bachelor of Arts in Liberal Studies program is not a one-size-fits-all curriculum; rather, it is a combination of many different programs of study. This interdisciplinary approach provides students with a comprehensive learning experience while helping them achieve intellectual advancement, enhanced critical thinking abilities, and a greater cultural understanding. Rooted in Georgetown’s Jesuit values, the program prepares students to excel academically and professionally, equipping them with the tools they need to become successful leaders who are committed to serve others and make an impact on the world. Through an emphasis on educating the whole person, Georgetown provides students with a world-class education that teaches them the art of inquiry and innovation. Students learn advanced critical thinking while developing a deeper understanding of past and present human behavior—in all its interconnected complexity.

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.

Students must own or have easy access to both textbooks. Additional required readings will be posted on Canvas.

Helpful resources:
 From the Mayo Clinic
 [https://libraryguides.mayo.edu/medicalhistory (Links to an external site.)](https://libraryguides.mayo.edu/medicalhistory)
 From the National Library of Medicine
 [https://crln.acrl.org/index.php/crlnews/article/view/9216/10220 (Links to an external site.)](https://crln.acrl.org/index.php/crlnews/article/view/9216/10220)

### COURSE EXPECTATIONS This course consists of 13 weeks. You are expected to do the readings, to attend and participate in classes, and to engage with the course material in depth. Your responsibilities include completing all the assignments. In addition to time attending classes you should expect to spend approximately 6 hours per week completing the course readings and assignments. You are expected to attend every class meeting on time. I understand that, on rare occasions, there are reasons beyond your control that might prevent you from attending a session (e.g., illness or a family emergency). In such circumstances you must email me explaining the situation. If you miss two classes for any reason you can be dropped from the course involuntarily for failing to satisfy the requirements of the course. If you are consistently late know that I may deduct points from their attendance and participation grade.

ASSIGNMENTS

Papers:

1. A six page (1900 words) paper on a topic chosen by the student from a list provided by the , professor (15 % of the final grade). Due on Canvas at 11:59 pm, Saturday, June 18.
2. A six page (1900 words) paper on a topic chosen by the student from a list provided by the professor (15 % of the final grade). Due on Canvas at 11:59 pm, Saturday, July 16.
3. A twelve page (3700 – 4000 words) research paper on a student selected but approved topic or question related to the course content (25 % of the final grade). Due on Canvas at 11:59 pm, Friday, August 19.

Topic and one paragraph description due on Canvas prior to class July 26.

Outline and bibliography due on Canvas prior to class, August 2.

Final paper due on Canvas at 11:59 pm, Friday August 19.

1. Weekly academic essays: Starting with week two, May 31, a short (800 words) essay that reflects upon the week’s assigned readings. The essays are to be submitted on Canvas prior to the beginning of each class (together 45% of the final grade).

The intent of the weekly academic essays is to assure that you and your fellow students will come prepared to actively participate in the class. Appropriate content 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 their essays, students will properly reference the reading materials and sources using proper APA citations.

## ACADEMIC INTEGRITYAll students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. 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](http://honorcouncil.georgetown.edu/system). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](http://www.plagiarism.org/).

### Late Submission Policy: As stated in the Student Handbook and [Standards](https://bulletin.georgetown.edu/regulation/standards) you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will consider granting extensions for assignments as long as the request is made 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 or for any missed lectures. 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.Citation Style: This course uses APA style for all writing and research assignments. Resources for this citation style are available through  [Georgetown Library Citation Guide](http://guides.library.georgetown.edu/c.php?g=425820&p=3799134) [APA Style Guidebook](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## GRADINGGrading 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](http://academicsupport.georgetown.edu/disability), (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](http://academicsupport.georgetown.edu/disability/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

## STUDENT 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](http://academicsupport.georgetown.edu/)
* 202-687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](http://caps.georgetown.edu/)
* 202-687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/)
* (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](http://library.georgetown.edu/scs) 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](http://guides.library.georgetown.edu/scs/online) for additional information.

### Research Guide

The Bachelor of Liberal Arts program has an extensive online [Library Research Guide](http://guides.library.georgetown.edu/researchcourseguides) 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](http://scs.georgetown.edu/academic-affairs/resources/) to its students. Two that you might find particularly helpful in this course are the [Writing Center](http://writingcenter.georgetown.edu/) and [Refworks](http://guides.library.georgetown.edu/refworks).

* The [Writing Center](http://writingcenter.georgetown.edu/) offers professional writing support through its online peer tutoring service.
* [Refworks](http://guides.library.georgetown.edu/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](http://guides.instructure.com/m/4212) and 24 hour Canvas Support Hotline at 855-338-2770.

## COMMUNICATIONS GUIDELINESEtiquette 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 EngagementThe 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 [Bachelor of Arts in Liberal Studies Undergraduate Bulletin](https://bulletin.georgetown.edu/Academic%20Policies). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](https://studentconduct.georgetown.edu/).

### Turnaround and Feedback: I will provide grades and feedback on written assignments within two weeks of their submission. If you have a concern and send me an email you can expect a response within one business day. If your concern requires my immediate review of a submission please allow two business days.

## Extreme weather, Emergencies, and Instructional Continuity: During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university’s Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

## 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>

## Policy Accommodating Students’ Religious Observances:The following is university policy. Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

## Title IX at Georgetown: <https://titleix.georgetown.edu/>  Sexual Misconduct

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct.

More information about campus resources and reporting sexual misconduct can be found at:
 <https://sexualassault.georgetown.edu/get-help>
 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](https://studenthealth.georgetown.edu/self-care)
* [Georgetown Wellness Wheel](https://studenthealth.georgetown.edu/Hoya-Wellness-wheel)
* [Georgetown Guide to Recognizing Students in Distress](https://studenthealth.georgetown.edu/resourceguide)

## Pregnancy Adjustments and Accommodations

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: <https://titleix.georgetown.edu/student-pregnancy>.

IMPORTANT DATES

Monday, May 23 First day of classes

Tuesday, May 24 First History of Medicine class

Monday, May 30 Memorial Day Holiday, no classes

Tuesday, May 31 Second History of Medicine class. Weekly Essay 1 due

Wednesday, June 1 Last day to add classes

Wednesday, June 1 Last day to withdraw without a grade of W

Friday, June 3 Last day to withdraw with 100 % refund

Saturday, June 18 First Paper due at 11:59 pm on Canvas.

Wednesday, June 15 Last day to withdraw with 80 % refund

Monday, June 20 Juneteenth Holiday observed.

Monday, June 27 Last day to withdraw with 70 % refund

Monday, July 4 Independence Day Holliday, no classes

Saturday, July 9 Last day to withdraw with 50% refund

Saturday, July 16 Last day to withdraw with 40 % refund

 (tuition will not be refunded for withdrawals after this date)

Tuesday, August 2 Last day to withdraw

Wednesday, August 17 Last History of Medicine class

Saturday, August 20 Last day of classes

Tuesday, August 23 Grades due for all students

COURSE SCHEDULE

Course schedule will be followed but is not a contract.

Tuesday, May 24, 2022 – WEEK ONE: THE HISTORY OF MEDICINE: WHAT COUNTS AS HISTORY – WHAT COUNS AS MEDICINE

 Read to prepare for class discussion:

 The Syllabus

 Porter. *Greatest Benefit*. Pages 3-13. “Introduction”
 Rothman and others. *Medicine and Western Civilization*. Pages 1-8.

 “Introduction”

Porter. *Greatest Benefit*. Pages 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]

Prepare and submit on Canvas 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.

Tuesday, May 31 – WEEK TWO: 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 Ciilization*.

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

*Western Civilization*.

 Write and submit academic essay

Tuesday, June 7, 2022 – WEEK THREE: Christianity, Islam, and Medieval 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

Tuesday, June 14, 2022 – WEEK FOUR: 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

Saturday, June 18, 2022 – First Paper due at 11:59 pm on Canvas.

Tuesday, June 21, 2022 – WEEK FIVE: 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*.

Andreaus 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

Tuesday, June 28 – WEEK SIX: 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

Tuesday, July 5, 2022 – WEEK SEVEN: 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

Tuesday, July 12, 2022 – WEEK EIGHT: 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

Saturday, July 15, 2022 – Second paper due on Canvas at 11:59 pm

Tuesday, July 17, 2019 – WEEK NINE: 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

Tuesday, July 26, 2021 – WEEK TEN: 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

Tuesday, August 2, 2022 – WEEK ELEVEN: 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

Tuesday, August 9, 2021 – WEEK TWELVE: 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, August 16, 2022 – WEEK THIRTEEN: 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”

Porter. *Greatest Benefit*. Pp. 710-718. “The Past, the Present

and the Future”

“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

Saturday, August 20, 2022 – Final Paper due on Canvas at midnight at 11:59 pm.