Welcome to the History of Medicine Survey 2. In this course we will explore health and healing from the Middle Ages into the Early Modern period. 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 experience. We examine the translation movement of the High Middle Ages, the advent of medical regulation, and impact of the the Black Death, before moving to topics in early modern medicine such as Renaissance anatomy, the impact of the voyages of explorations, and the shape of the early modern medical marketplace. The course focuses upon the organization of health-care, the circulation of medical knowledge, and the experiences of patients, and seeks to relate forms of healing to their social and cultural contexts.

Survey 1 is not a pre-requisite to this course, but if you have not taken it, we would recommend that you watch the lectures “Why Study Pre-Modern Medicine?”; “Galenic Physiology”; and “The Long Life of Humoral Medicine” for background.

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Learning Objectives
Upon successfully completing this course, students will be able to:
• Analyze medieval and early modern medical practices in historical context
• Compare and contrast the medical translation movements of the Islamic world and the medieval West
• Explain the causes and consequences of the Black Death
• Analyze the impact of the advent of medical regulation
• Describe changes that made early modern medicine different from that of the Middle Ages
• Utilize the concept of the medical marketplace to analyze early modern medicine
• Interpret a variety of types of primary sources

Course structure:
Every week you will watch a few short lectures that provide a narrative overview of themes in medieval and early modern medicine; these lectures provide essential context for understanding the assigned readings. The readings form the basis for the
discussions via Voice Thread and Live Talk conversations. There are also short skills videos that introduce specific historical practices in the Online Toolbox; some weeks I'll point you towards a specific item, but feel free to browse. Toolbox is listed on Course Plus as if it's a separate course, but you are already signed up for it and can jump in any time.

We will be holding virtual office hours (live video) every week via Adobe Connect, the same technology you'll use for the Live Talks. Office hours are completely optional! You can stop by with a question (there are no stupid questions, just un-asked ones), or ask me to explain something in greater detail that you didn't quite get, or just chat about course material. Adobe Connect has the potential to have video chats with multiple people at the same time, so if you need to talk with me about a private issue, please let us know and we can make other arrangements.

Assessment: Your progress in the course will be assessed in four ways.

1. Mini-quizzes. Every week there will be a quick online mini-quiz (3-4 questions) covering the previous week’s material. The quiz is designed to help you see if you are understanding the material in sufficient depth; you will not be graded on correct or incorrect answers. Just taking the quiz is all that’s required. You can check your progress by reading the explanations of the correct/incorrect answers. 20%

2. Online participation. Each week there will be either a Voice Thread or a Live Talk discussion. Successful completion of the course requires that you participate on-line; if the scheduling of the Live Talks does not work for you, you can do an optional writing assignment based upon the Live Talk discussion. Each student will be asked to work with a partner and summarize a week’s discussion. 30%

3. Brief writing responses. Every week you will be asked to write a brief response to some aspect of the readings -- formats will vary, but the length is usually 1-2 pages, double-spaced. You will need to complete the writing responses to participate in the discussions. 25%

4. Short paper. You will write one short (5-6 page) paper analyzing a primary source. 25%.

Like all of our graduate courses, this one is graded Pass/Fail, with a narrative evaluation at the end.

Overview texts (purchase used or new in paperback from Amazon or other):

another student may have “signed out” the e-copy and you may not be able to
access it.]

(Cambridge: Cambridge University Press, 2010). Be sure to get the 2nd ed.

The remainder of the readings can be accessed through on Course Plus or via e-
Reserves; see the link on Course Plus.

**Week 1, March 27: Early Medieval Medicine**

This week we explore medicine in the so-called Dark Ages. How did monasteries
preserve medical knowledge, and how did they make new knowledge? How did
medicine in Baghdad incorporate classical learning with new advances in clinical
medicine? If you did not take Survey 1, you may wish to view the lecture
“Monastic Learning” for background.

Please subscribe to the course Voice Thread here: GET URL and join our “Get
to Know You” Voice Thread before we do the Live Talk. Introduce yourself and
try out this technology, especially the video comments feature to introduce
yourself. New to Voice Thread? You can watch an intro to Voice Thread that lays
out the basics; it’s included with the course VTs.

Lecture: Medicine in Baghdad
Lecture: Avicenna and Rhazes
Lecture: The Translation Movement in Europe

**Live Talk: Thursday March 30:**

Faith Wallis, “Signs and Senses: Diagnosis and Prognosis in Early Medieval Pulse and

Max Meyerhof, “Thirty-three Clinical Observations by Rhazes (ca. 900 AD),” *Isis* 23
(1935), 321-56.


Jean of Tournemire treats breast cancer, *Acta Sanctorum* Julii Tomus Primus,

If you have not seen the Toolbox video “Reading a Primary Source” you might want to watch it as preparation for reading this week’s primary sources (Rhazes; Salernitan demonstration; and Jean of Tournemire).

Response:
In 1-2 pages, double-spaced, analyze some aspect of the social relations in Rhazes’ cases. For example, how would you describe the patient-practitioner relationship? or how does Rhazes create authority at the bedside? We’ve put a short guide “How to Write a Response Paper” in the Online Library for this week.

Learning Objectives:
— Analyze continuity and change in Islamic medical practices.
— Compare and contrast knowledge transmission practices in East and West.
— Describe teaching practices in Salerno.
— Utilize a hagiography to explore the social and cultural history of healing.

Week 2, April 3: Medieval Medicine: Physicians and Surgeons

The new institution of the university changed the ways that physicians and surgeons were trained and how they understood themselves as healers. This week we explore what it meant to be a physician or a surgeon in this period of change.

Lecture: Universities and Physicians
Lecture: Guilds and Surgeons

Voice Thread:


Siraisi, Medieval and Early Renaissance Medicine, 153-186.

Response: Working in pairs (we’ll pair you up), go to the Loren McKinney collection of medieval medical images: http://www2.lib.unc.edu/dc/mackinney/mackinney.htm Select one that depicts surgery or that shows a physician at work, and post it to the Voice Thread BY WEDNESDAY MORNING; leave a (brief) comment indicating what you think this image might tell us about the identity of the medieval surgeon or physician. There’s a short VT that walks you through how to upload your images here: GET URL. These images and your comments will form part of our discussion. There’s other slides to start discussions going on VT; please don’t wait to Wednesday to start to discuss those.

Learning Objectives:
— Describe the impacts of new university training on medical occupations.
— Describe the development of surgery in the Middle Ages.
— Explain how deontological precepts can be used to interpret patient/practitioner relations.
— Develop interpretive skills for medieval medical images.

Week 3, April 10: Medieval Medicine: Practices

This week we look at healing practices outside of those of the university-trained physicians and surgeons, asking about the wider medical marketplace in the High Middle Ages. So too, we explore the origins of anatomical dissection outside the university setting.

Lecture: Medieval Practitioners
Lecture: Medieval Dissectors

Voice Thread:


Please watch the brief You Tube Video “Ancient Biotics" at: https://www.youtube.com/watch?v=mo4K51bQVs0

A description of the project is at http://www.nottingham.ac.uk/news/pressreleases/2015/march/ancientbiotics---a-medieval-remedy-for-modern-day-superbugs.aspx

Siraisi, Medieval and Early Renaissance Medicine, 115-152.

Response: Compare and contrast the articles by Cabré and Blumenthal, focusing on methods and sources. Which do you find more convincing?

Learning Objectives:
— Analyze the mix of religious and practical precepts that characterized much of medieval healing.
— Interpret medieval therapeutics
— Describe the wide array of medieval healers.
— Critically review the early history of anatomical dissection.
— Connect the religious and medical histories of the hospital.

Week 4, April 17: Medieval Medicine: Leprosy and The Black Death

Some of the earliest institutions for health care in Western Europe were the medieval leper hospitals. People in the Middle Ages feared leprosy like no other disease — until the advent of the Black Death the middle of the 14th century, one of the first epidemics that seemed global in scale to many who experienced it. This week we explore both ailments, asking a range of questions about experiences of disease in the past. If you have not already seen the Toolbox lecture “Retrospective Diagnosis”, please watch it this week.

Lecture: Leprosy
Lecture: Life as a Leper
Lecture: The Coming of the Black Death
Lecture: Experiencing the Epidemic
Live Talk Wed., Wed. April 19:


Response: Choose 2 of the authors of primary sources about the Black Death. What kinds of people are these two? How might their particular situations/experiences shape their accounts? When you have submitted your response, I will pair you with another student, and ask you to comment upon each other's response paper via the Peer Assessment tool. Please be supportive, and offer one positive comment (“I liked the way you…”) and one constructive criticism (“I think the paper could be stronger if…”). The Peer Assessment tool requires that you give a numerical rating to aspects of the peer but it’s the comments that matter, not the numbers.

Please go to the Midterm Survey and answer a couple of quick questions on how the course is going so far.

Learning Objectives:
— Analyze how social developments shaped the spread of the plague.
— Interpret how different cultures responded to the plague.
— Integrate several primary accounts of the same event.
— Compare and contrast medieval responses to leprosy and the plague.

Week 5, April 24: Renaissance and Reformation
This week we begin to explore the series of changes that made early modern medicine, looking at the impact of humanism, the new practices of anatomical dissection, and the advent of chemical medicines. If you have not taken Survey 1, you may wish to view the lecture “Galen in Rome”.

Lecture: Humanism and Medicine: Texts and Botany
Lecture: Vesalius and *De Fabrica*

Voice Thread:


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

OR


AND an image from Vesalius, *De Fabrica*, also on NLM website: http://www.nlm.nih.gov/exhibition/historicalanatomies/vesalius_home.html

We will have put you into working groups in advance, and built a Voice Thread for each group. Post your selected images to your group’s Voice Thread, and with your group, select 3-6 images and build a mini-exhibit, following the instructions on Course Plus. It’s fine to go back to the sources and select new images, discard the ones you initially chose, etc. as you work on it! Write 1 paragraph collectively about the theme of your exhibit (post as 1st slide), and then brief video/text/audio captions for each image. Your exhibit is your response paper for this week; the final version is due Thursday midnight. Friday-Sunday: please leave brief comments on your classmates’ exhibits. I’ll also run a class-wide Voice Thread about the Park and Platter readings, please be sure to participate in those conversations.

**Learning Objectives:**
— Analyze how Vesalian anatomy was a product of both continuity and change.
— Develop interpretive skills for reading Renaissance image.
— Describe the impacts of humanism on medicine.
— Compare and contrast how Paracelsus and Vesalius re-shaped medicine.

Don’t forget to complete the Peer Assessment of your classmate’s work by the end of the week, Sunday April 29!

Learning Objectives:
— Describe how the voyages of discovery brought new therapeutics to Europe
— Explain the concept “Columbian Exchange”.
— Analyze how European practitioners in new colonial spaces drew upon sources of authority and translated local practices.

Week 6, April 30: New Worlds, New Drugs

This week we turn to therapeutics. Paracelsus devised the first theory of the body that seriously contested humoral theory, and with his challenge came dramatic new therapeutics. Voyages of exploration were also crucial to the re-making of medicine in the early modern period; we examine a series of cross-cultural exchanges that brought new drugs, practices, and diseases to various parts of the world.

Lecture: Paracelsus
Lecture: Voyages of Exploration and the Columbian Exchanges
Lecture: New Practices, New Drugs

Voice Thread:


Garcia da Orta, Colloquies on the Simples & Drugs of India, (London, H. Sotheran and co., 1913 [ch. 36-37, 42]: 302-320; 335-41.
Hermann Busschof, *Two treatises the one medical, Of the gout and its nature more narrowly search'd into than hitherto...*, (London: Printed by H. C. and are to be sold by Moses Pitts ..., 1676): 129-132.


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

**Week 7, May 7: Early Modern Patients & Practitioners**

With the advent of rising rates of literacy, for the first time we can ask what the patient/practitioner relationship looked like from the patient’s perspective. This week we examine the evolution of that relationship in the early modern period, focusing on changes in the medical marketplace and patients’ perspectives.

Lecture: The Medical Marketplace: Healers
Lecture: Inventing the History of the Patient [also shown in IHOM]
Lecture: Patients’ Perspectives

Live Talk, Thursday, May 11


Seventeenth-century London advertisements for practitioners:

— Margaret Searl, "Margaret Searl, wife to the late Samuel Searl" [London?: s.n. 1706], printed April 10. 1706.

— Mrs. Mary Green, “Mrs. Mary Green, living at a haberdasher”, [London: s.n., 1693] Wing G1811.

— John Case; "The Sick may have Advice for nothing", [London: s.n., 1680?] Wing S3748C.

Response: Write a 1 page advertisement for an early modern medical practitioner, and post it to the Voice Thread BY WEDNESDAY NIGHT. Take it seriously and be historically accurate -- no penicillin please! What do you think such practitioners offered their patients? What were their strong points? Then comment on your classmates’ ads.

Start working on your final paper:

**Paper DUE MIDNIGHT MAY 19.**
Choose ONE of the following excerpts. Drawing on the skills and knowledge you have developed in this course, write an 5-6 page essay. Each source consists of a series of cases. You can either write about a theme that you see exemplified across a number of the cases, or focus on a close reading of a case or a couple of cases. I’ve given you fairly long excerpts so that you have a range of cases to choose from; I don’t expect you to address the entire excerpt. Questions to get you thinking: What kind of text is this? What does it tell us about health and healing in early modern Europe? What is the author trying to persuade you of, by means of cases? You are very welcome to consult with me beforehand about choosing your theme.


**Learning Objectives:**
— Explain the concept of the “medical marketplace”
— Evaluate the roles of women healers in the medical marketplace.
— Describe the primary ways early modern patients understood illness

**Week 8, May 15: Making New Knowledge**
In the seventeenth century, the model of the humoral body, a legacy of classical antiquity, was challenged by new views of the body as machine. This week we explore how new models of the body were made, and how they functioned in therapeutic encounters.

Lecture: William Harvey and *De Motu*
Lecture: New Institutions
Lecture: Making Mechanical Bodies
Voice Thread:


Response: Please complete the brief Reflection Piece on Course Plus. **Don’t forget to submit your final paper by midnight May 19!**

Learning Objectives:
— Explain how Harvey came to discover the circulation of the blood, and how his model differed from Galenic physiology.
— Describe new mechanical models of the body form Descartes through Cheyne
— Evaluate the role of new scientific societies in the production of new medical knowledge.