"The history of medicine is, in fact, the history of humanity itself, with its ups and downs, its brave aspirations after truth and finality, its pathetic failures. The subject may be treated variously as a pageant, an array of books, a procession of characters, a succession of theories, and exposition of human ineptitude, or the very bone and marrow of cultural history." (Fielding Garrison, An Introduction to the History of Medicine)

We shall adopt each of these approaches, and more. Birth, life, illness, and death are universal experiences for all of humankind. How do we think about these experiences? Who do we call to attend childbirth? Who do we call to care for the sick? The answers to these questions have been quite different for different people at different times and in different places.

We will discuss how medical practice has changed. We will consider the perspectives of not only elite healers, but also of typical patients. We will examine the history of ideas and institutions, asking: Who has practiced medicine? How did those practitioners claim legitimacy? How have changes in medical thinking changed the practice of medicine? In so doing we will discuss:

- revolutions in medical knowledge and clinical practice
- transformations in how the human body and disease have been conceptualized
- inventions of tools to treat sick people
- ways that people have experimented on other human beings
- the changing roles of healers in social and cultural context
- the history of institutions such as medical schools and hospitals

**Class structure:** Two 1.5-hour lectures per week; one 1-hour discussion section per week.

The University of Michigan offers many presentations and seminars throughout the semester. When these presentations touch on topics relevant to this class the event will be announced and students will have the opportunity to attend and to obtain limited extra credit (see below). Please feel free to let me know about presentations that you may hear about.
Readings will include both primary and secondary sources. No prerequisites are necessary; any technical medical knowledge necessary will be presented in class.

A coursepack is available at DollarBill. In order to keep the cost of this coursepack reasonable, not all readings are found therein. All of the readings (except for one play, Miss Evers Boys) are found on the course CTools site. The CTools site also includes some optional readings, marked “optional,” for students who wish to learn more about a particular subject.

The readings include two plays, An Enemy of the People and Miss Evers Boys, which students should bring to the relevant classes. Please take care to get the original Enemy of the People, not the Arthur Miller adaptation. (This play is also available on CTools.)

Instructors:

Faculty: Joel Howell. jhowell@umich.edu
Office Hours: Monday 4-5, Wednesday 1:30-2:30, or by appt, 2773 Haven Hall

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Academic Integrity Policy: History 234 follows the academic integrity guidelines set forth by the College of LSA [http://www.lsa.umich.edu/academicintegrity/] and the History Department [http://www.lsa.umich.edu/history/undergraduate/courses/guidelinesandpolicies]. Students should familiarize themselves with both of these documents, which explain the standards of academic integrity and clarify the prohibited forms of academic misconduct. The penalties for academic misconduct range from a grade of “0” on the assignment to failure for the course. Cases that the instructor judges to be particularly serious, or those in which the student contests the charge of academic misconduct, will be handled by the office of the Assistant Dean for Undergraduate Education. All cases of deliberate academic misconduct that result in formal sanctions of any kind will be reported to the dean’s office, as required by LSA policy, which also ensures due process rights of appeal for students.

Week 1) What is medical history? Jan 7

Wednesday: What is health? What is disease? What is medicine? How can history help us think about assessing medicine’s role (if any) in improving health?


Week 2) Guns and medicine. Jan 12, 14
French Revolution, Paris Hospitals, physical diagnosis, bloodletting. Ideas about localizing disease. Impact on medicine in the U.S.


**Week 3) Experimental Medicine on the frontier.** Jan 21

*Wednesday*: Science and human experimentation on the frontier: Alexis St. Martin and William Beaumont


**Week 4) Childbirth and its challenges.** Jan 26, 28

*Monday*: Childbirth and Death in the Vienna Hospital


*Wednesday*: Enslaved women, J. Marion Sims, and the search for a cure for vesico-vaginal fistula


**Week 5) Laboratory medicine and the germ theory of disease.** Feb 2,4

*Monday*, SNOW DAY!!

*Wednesday*: How did this new idea about disease causation affect medical practice? What difference did it make?
• Henrik Ibsen, *An Enemy of the People* (for in-class reading and discussion).

**Week 6**) **A revolution in medical education, Hospitals and hospital medicine.** Feb 9, 11

*Monday:* Rise of allopathic medicine, women and minorities in medical schools.


*Wednesday:* What was a 19th century hospital? When, where, and why did the role of the hospital change? How is today’s hospital different?

• Michael Kimmelman, “In Redesigned Room, Hospital Patients May Feel Better Already,” *New York Times* 21 August 2014. [http://www.nytimes.com/2014/08/22/arts/design/in-redesigned-room-hospital-patients-may-feel-better-already.html?module=Search&mabReward=relbias%3Aw%2C%7B%221%22%3A%22RI%3A9%22%7D](http://www.nytimes.com/2014/08/22/arts/design/in-redesigned-room-hospital-patients-may-feel-better-already.html?module=Search&mabReward=relbias%3Aw%2C%7B%221%22%3A%22RI%3A9%22%7D)

**Week 7: History of the hospital.** Feb 16, 18

*Monday, Wednesday:* Continue discussion of the history of the hospital

**Week 8) New technology and a new disease? Heart attacks.** Feb 23
Monday: Different theories used to explain heart disease, focusing on the disease that we now call “heart attack.” Was this a new disease? How should it be diagnosed? How should it be treated?


***Mid Term Examination: Wednesday, Feb 25***

Week 9) Technology. March 9,11

Monday and Wednesday: How did Western medicine come to be dominated by the ideology of science and technology?

- Joel Howell, Technology in the Hospital (Baltimore: Johns Hopkins University Press, 1995), 1-68.

Week 10) Specialization, Surgery, Anesthesia. March 16, 18

Monday and Wednesday: The creation of medical specialties. Surgery becomes medical. The introduction of anesthesia.

- Ernest Hemingway, “Indian Camp.”

Week 11) Race, Geography, and Medicine; Insulin. March 16, 18
Monday: Tuskegee, Guatemala

- David Feldshue, Miss Evers’ Boys (for an in-class reading and discussion)

Wednesday: Discovery of Insulin


Week 12) War and medicine, new diseases. March 23, 25

Monday: Radiation poisoning

- Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb

Wednesday: Hepatitis, Clinical Ethics


Week 13) War and Lead. April 6, 8

Monday: Special guest Perrin Selcer: “Is war good for medicine?
- Perrin Selcer is an Assistant Professor of History and Assistant Professor of Environment, College of LSA

Wednesday: lead poisoning

**Week 14): Transplantation, Ethics, Controversy, and technology.** April 13, 15

**Monday:** Race, transplantation and the growth of clinical ethics; international experimentation; gender and body modification


**Wednesday:** Special Guest, Matthew Davis: “Historical Reflections on Contemporary Issues in Health Policy”
• Readings tbd
• Matthew Davis is Professor of Pediatrics and Communicable Diseases, Medical School, Professor of Internal Medicine, Medical School, Professor of Public Policy, Gerald R. Ford School of Public Policy, Professor of Health Management and Policy, School of Public Health, and is the Chief Medical Executive of the State of Michigan in the Department of Community Health.

**Week 15) Looking backwards and looking forward.** April 20


**Evaluation/Grading**

Section Grade: 20%. The section grade will be determined by participation in section discussions. It will start at a “B.” Most section discussions will focus on the critical use of sources to discuss and debate historical questions. Arriving at section having read and thought about the material, and being able intelligently to discuss your thoughts, will result in this grade going up. The section grade will also be based on occasional, unscheduled quizzes.

Attendance/Class Participation: 10%. Attendance is required. While we will not formally take attendance, there will be occasional, short, unannounced quizzes at the start or at the end of the class. Unless your absence has been approved in advance there will not be an opportunity to make up these quizzes.

“Extra credit” may be obtained by taking advantage of occasional learning opportunities around the university. All eligible events will be announced in class and on CTools. If you go to the event and write a paragraph or two about how the presentation related to themes in this class you may obtain an additional 1-3 points for each event. These reports are due no later than one week after the event.

Exams will be made up of short-answer and essay questions.

Midterm Exam (in regularly scheduled class): 25 February: 35%

Final Exam: 30 April (Thursday), 10:30 -12:30: 35%