Instructor: Susan C. Lawrence, Ph.D.
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Office hours: Tuesdays and Thursdays, 12:30-1:30 and by appointment

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Office hours: Tuesdays 11:00-12:00, Thursdays 8:15-9:15, and by appointment

Note
All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

This course fulfills the following GE requirements: Historical Study. It does count toward the history major.

Brief course description:
In this course, we explore the changing intellectual, economic, institutional and cultural relationships that have characterized medicine in the Western world from antiquity to the present. We consider the education of practitioners, locations of healing, and expectations that people had of medicine as ideas about the body and illness shifted with new discoveries and theories about health and disease. We examine the roles both of prominent individuals (Harvey, Pasteur, Ehrlich) and of general trends (industrialization, technology) in shaping medical practice and the medical professions.

Learning outcomes:
History courses develop students’ knowledge of how past events influence today’s society and help them understand how human beings view themselves.

(1) Students construct an integrated perspective on history and the factors that shape human activity.

Students learn that health care never exists in isolation as a single set of “facts” about health and disease. The complicated relationships among science, technology and medicine as a body of knowledge and a set of
practices are continuously defined by social and cultural ideas about health, healing and – of course – money.

(2) Students describe and analyze the origins and nature of contemporary issues.

We look particularly at the evolution of standards for medical education and medical practice, the development of hospitals as sites for care, teaching and research, the provision of health care to the poor, and the historical roots of several themes in medical ethics, such as the doctor-patient relationship, end of life decision making, and human experimentation.

(3) Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

We examine a number of key episodes by comparing accounts in primary and secondary sources. These include the Black Death and the introduction of inhalation anesthesia into surgery. In the process, students come to appreciate the historical contingency of medicine. Current practices were neither self-evident (e.g. awareness of germs) nor inevitable (e.g. private health insurance in the United States).

Required readings:
All of the required readings for this course are available in electronic format. All readings are listed in the Course Schedule. Some readings are directly posted on the course website as Adobe pdf or Microsoft Word document files. Other readings are found on internet sites (instructions are provided in the Carmen). Still others are articles available through journals for which OSU has on-line subscriptions. Students will need to use the library’s interface to find the journal title and article using the information provided (volume number, year, pages).

Please make sure that you check the course schedule well before the readings are due in order to have enough time to access the on-line documents. You may either print out copies to read before class or read them online. In either case, bring the readings and your notes to class on the day(s) they are due. Having copies of the primary sources on hand for class discussion is particularly important.

The Student Response System –TopHat:
All students are required to use a text-enabled phone, smart phone, tablet or laptop (with internet connection) in class as a personal response system. We will TopHat, the program now supported by OSU. Start by going to https://tophat.com and setting up your account in the “sign-up” area. OSU has a help area at https://resourcecenter.odee.osu.edu/top-hat/using-top-hat-students with step-by-step instructions.
TopHat will be used for attendance, as well as to gather information about the class and to monitor student understanding of the material we cover. Your TopHat performance will be used to assess the attendance and participation part of your course grade. Questions that have no correct answer (such as survey-type questions) are worth one point. Content and conceptual questions, for which there are correct or best answers, are worth three points for the correct answer and one point for incorrect answers. The minimum number of clicker points a student should get during a class is equal to the number of questions.

ExamSoft:
This is a pilot class for a test taking system being considered by the College of Arts and Sciences at OSU. The College of Medicine already uses it extensively, and it is likely to be adopted soon by the Colleges of Pharmacy, Dentistry and Veterinary Medicine. Instead of taking exams on paper in class, students go to an exam testing center during a window of time (open for several days) to take two midterms and the final exam. Each exam has two separate tests: a multiple choice/multiple selection test and an essay test. These may be taken at different times, if you chose to do that. Exams are taken using an iPad with a keyboard. The testing center is 060 Denny Hall.

Written assignments and course requirements:
Students are expected to
- attend class. Students who miss class almost inevitably find that their grades suffer.
- complete the reading assignments listed on the course outline on time for class.
- bring the clicker unit and assigned readings to class.
- use the Carmen website to get links to the course materials, check for discussion questions and monitor their posted grades for accuracy and self-evaluation.
- complete two short (3-5 page) essay exam-type questions.
- complete an assignment finding historical newspaper articles on line
- complete a final self-reflection essay (3-5 pages)
- take three examinations (two midterm exams and a final)

Important dates:
Essay I
Sept. 8, 3:00 p.m. on Carmen
Exam I - at the end of Unit III
Sept 24
Essay II
Oct. 13, 3:00 p.m. on Carmen
Exam II -- at the end of Unit V
Nov. 5
Final self-reflection essay
Dec.8, 11:00 p.m. on Carmen
Final Exam
Dec. 11
**Policy on late work**
Late work shall be penalized one letter grade per day. For example, A to A- for one day, A- to B+ for two days, B+ to B for three days. No assignment will be accepted more than one week late, except for *extraordinary* circumstances and with supporting documentation of the reasons for the delay.

Make-up work, including make-up examinations, will be allowed only for absences due to OSU sponsored events, for which advanced notice is required, or for documented illness or family crises, such as funerals of close relatives.

**Policy on class attendance**
Students who choose to miss class for minor illnesses, for attending weddings, family gatherings or other events of personal importance, forfeit their TopHat points for that day. Students who miss class for documented reasons receive the base number of TopHat points (one per question posed). Students who forget their registered device and sign in on the “no device” sheet receive the base number of TopHat points (one per question posed) for that day. Students who forget their registered device four times or more will not be allowed points for attendance for subsequent days without their devices. Students who borrow a device from another student will not be given credit for TopHat points unless they have correctly logged into their own accounts. No exceptions.

**Email policy:**
I like to be accessible to students in my courses and welcome email communications. Please do not expect immediate responses, however. I will do my best to return any email messages within 24 hours on weekdays and by Monday for emails sent on Friday afternoon. All students need to ensure that the email address listed for them on Carmen is accurate and current. Do check the website for basic course information and copies of handouts before emailing me with routine questions.

**Grading:**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Essays</td>
<td>20%</td>
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<tr>
<td>Exam I</td>
<td>15%</td>
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<tr>
<td>Exam II</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
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<tr>
<td>Cumulative TopHat points</td>
<td>15%</td>
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<tr>
<td>Final reflection essay</td>
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**Grade distribution:**
I use the OSU Standard Scheme for assigning letter grades to points:

- 93 - 100 (A)
- 90 - 92.9 (A-)
- 87 - 89.9 (B+)
- 83 - 86.9 (B)
- 80 - 82.9 (B-)
- 77 - 79.9 (C+)
- 73 - 76.9 (C)
- 70 - 72.9 (C-)
- 67 - 69.9 (D+)
- 60 - 66.9 (D)
- Below 60 (E).
Academic misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/csc/) and “What is plagiarism?” at http://cstw.osu.edu/writingcenter/handouts/research_plagiarism

Students with disabilities
Students who have had a disability certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu.

Course schedule

Reading assignments are due on the day they are listed on the schedule. All class meetings involve a mixture of lecture, TopHat response questions and discussion. The reading assignments are directly available on the course website (or via instructions and links). You will find this information listed for the entry for each day’s topic in the Unit modules of our Carmen site.

Please note that this schedule is subject to change if circumstances require it. Such changes will be announced on Carmen and appropriate changes will made to the schedule online. You are responsible for checking due dates on Carmen.

I. Introduction: What is the history of medicine?

Aug. 25  The syllabus, class expectations and community standards

Aug. 27  Key concepts for the course
Read the syllabus, explore the Carmen website
Come to class with your questions about the course’s organization and requirements

II. The Foundations: Classical Antiquity and Medieval Medicine

Sept. 1  Medical practice and medical theories – Greek antiquity and Hippocrates
**Secondary sources:** Vivian Nutton, *Ancient Medicine* (2004), Selections from Chapter 4 and Chapter 7; Chart of the four humors

**Primary sources:** Hippocrates (attributed), *The Hippocratic Oath*

Sept. 3  
Hippocratic and Galenic Medicine  

**Primary sources:** Hippocrates, extracts from *On the Nature of Man; Regimen in Acute Diseases;* and *Epidemics;* Galen, extracts from *On the Art of Medicine, Mixtures,* and *On Exercise with the Small Ball*

Prepare for the first essay assignment: read the instructions and the advice on how to write history essays on Carmen. Bring any questions about this assignment to class.

Sept. 8  
Medieval Medicine: suffering, miracles and academic medicine  

**Primary sources:** Miracles – Excerpts from *The Four Books of the Miracles of St. Martin* (6th c); “Life of Sister Chiara of Montefalco.”

Essay I due by 3:00 p.m. in the Carmen dropbox

Sept. 10  
Disease in History: The Black Death  
**Secondary source:** Lester K. Little, “Plague Historians in Lab Coats,” *Past & Present* 213 (2011), 267-290. [via OSU Library on-line journals]

**Primary sources:** City of Pistoia [Italy], "Ordinances for Sanitation In A Time Of Mortality," 1348; Marchione di Coppo Stefani, extracts from *The Florentine Chronicle* (written in 1370s-1380s).

**III. Challenges: new anatomies and new physiologies**

Sept. 15  
1500: Engines of change for Western medicine  

Sept. 17  
Vesalius: dissections and disputations  

Sept. 22  Harvey: the circulation of the blood
**Secondary source:** Porter, *The Greatest Benefit to Mankind*, 201-216
**Primary source:** Selections from Harvey, *On the Motion of the Heart and Blood in Animals* (1628), in Rothman, 68-75.

Sept. 24  Exam I -- Units I, II and III

IV. Rise to power: inventions and innovations in the 19th century

Sept. 29  Surgery: the problem of pain

Oct. 1  The Clinic: the stethoscope, morbid anatomy and clinical correlations
**Primary sources:** Laënnec, “On Mediate Auscultation.”

Oct. 6  The Clinic: diagnostic technology and standardization
**Secondary source:** Hughes Evans, “Losing Touch: The Controversy over the Introduction of Blood Pressure Instruments into Medicine,” *Technology and Culture* 34 (1993), 784-807 [via OSU Library online journals]

Oct. 8  The microscope: cells, germs and bacteriology
**Primary sources:** Pasteur, “On ... Germ Theory,” and Koch, “On ... Tuberculosis”

Oct. 13  The microscope: sepsis, antisepsis and asepsis
**Primary sources:** Semmelweis, “The Etiology... of Childbed Fever,” and Lister, “On the Antiseptic Principle”

Essay II due by 3:00 pm in the Carmen dropbox

Oct. 15  No class – Fall break

**V: The public and the profession: 18th-early 20th centuries**

Oct. 20  The Industrial Revolution and public health: cities and dirt  

Oct. 22  Medical police: health and the law  

Oct. 27  Reforming the profession: medical licensing and alternative medicine  

Oct. 29  Reforming society: evolution, race and eugenics  

*Primary sources:*  
1) go to http://www.eugenicsarchive.org. Click on “Search the Image Archive.” In the search box, enter “id1442” to read W.A. Plecker’s “Amount of Negro and Other Colored Blood Illegal in Various States for Marriage to Whites: 1929.” AND

(2) go to the OSU Library home page. Under “E-Resources” find Proquest Databases. On the main Proquest page, scroll down to the section for historical databases. Choose a major paper, such as the *New York Times*. On the basic search page that comes up, type “eugenics” in the text box. Enter a date range (such as 01/01/1890 to 01/01/1899) for a period of time between 1890 and 1929; limit the time period for a reasonable search. Choose two articles to print out, read and bring to class for discussion and to hand in. Make sure to put your name on your print outs when you hand them in. *Counts for 10 clicker points*
Nov. 3  Reforming society: eugenics and euthanasia  
**Secondary source:** Michael Burleigh, *Death and Deliverance: `Euthanasia’ in Germany, 1900-1945* (Cambridge, 1994), 93-111.

Nov. 5  Exam II -- Units IV and V

**VI: Biomedicine: politics, power and the market**

Nov. 10  Medicine and Madison Avenue  

Nov. 12  Magic Bullets: Ehrlich and Salvarsan, WWII and Antibiotics  

Nov. 17  Paying for progress  
**Primary source:** Anonymous, “A Doctor’s Advice to His Critics,” *Forum and Century* 87 (1932), 353-8.

Nov. 19  Biomedical research: the laboratory and the clinic  

Nov. 24  Research and Race: The USPHS Syphilis study  
**Primary sources:** articles on Tuskegee by Vandaleer and Rivers

Nov. 26  No class – Happy Thanksgiving!
Dec. 1  Experimentation and ethics  

Dec. 3  Redefining death in the 20th century  
**Primary sources:** Pius XII, “The Prolongation of Life” (1958), Ad-Hoc Committee of Harvard Medical School, “A Definition of Irreversible Coma” (1968)

Dec. 8  Being a patient in the 21st century: technology, autonomy and death  
**Reading:** Selection on the law on advanced directives in Ohio (pdf); James A. Tulsky, “Beyond Advance Directives: Importance of Communication Skills at the End of Life,” *JAMA* 294(3), 359-65  

Final Self-reflection essay due in the Carmen drop box by 11 p.m.

Dec. 11  Final Exam: 10:00 – 11:45 a.m.