



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Liberal Arts and Sciences (CLAS) Department School of Life Sciences (SOLS)

Subject BIO Number 318 Title History of Medicine Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s) HPS 331

Is this a shared course? No If so, list all academic units offering this course _____
Course description: _____

Requested designation: Humanities, Arts and Design-HU
Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SO/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

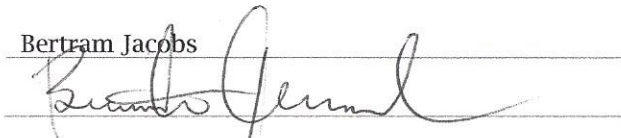
Contact information:

Name Jennifer Craer Phone 480-727-2460

Mail code 4503 E-mail: jcraer@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Bertram Jacobs Date: 3/6/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
BIO/HPS	318/331	History of Medicine	HU

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This course is open to all, but aimed at science majors and explores the field of medicine through a historical and ethical perspective. Students are encouraged to engage primary texts and art to develop humanistic and aesthetic analyses of medicine as a field, and asks students to trace the changes in ethics and belief systems surrounding healthcare, disease, doctors, patients and public health, over time.	Course Description, Research Projects, Final Exam sections of the Syllabus.
2	In this course students engage and analyze written and visual historical text to interpret medicine as a field over time and recognize the power of humanistic values in establishing, supporting, and changing various traditions throughout time and space.	Course Description, Reading List, Research Projects in the syllabus.
4	Throughout the semester students engage written and visual texts and participate group discussions to explore the changing philosophical, ethical and religious beliefs and how these changes manifested in the field of medicine. This is best demonstrated through students' ongoing independent research projects, which they develop over the course of the semester and workshop in small groups and with their TAs. These projects culminate in an essay portion of their final, where they develop a historical perspective informed by philosophy, religion and ethics about changes in the field of medicine over time.	Research Project and Final Exam sections of the syllabus.

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COURSE CATALOGUE DESCRIPTION

History of Medicine

BIO 318/HPS 331

Scientific study of the human body, changing theories of disease, evolution of practical opinions on treatment, and the emerging institutionalization of medical practice.

History of Medicine – BIO 318 | HPS 331 | Fall 2014, ASU

MW 1:30-2:45, SCOB 210

Professors:

Dr. Jane Maienschein | maienschein@asu.edu

LSC 284 | Office Hours: Monday/Wednesday 10:00-11:30 am or by appointment

Dr. Ben Hurlbut | bhurlbut@asu.edu

LSC 246 | Office Hours: Tuesday 1:30-3:30 pm or by appointment

(To sign up, please go to: <http://tinyurl.com/Hurlbut-Fall14-Office-Hours>)

Teaching Assistants: Alexis Abboud | Alexis.Abboud@asu.edu

LSC 280 | Office Hours: Monday 3:00-5:00 pm

Zane Bartlett | zbartlet@asu.edu

LSA 253 | Office Hours: Tuesday 1:30-3:30 pm

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LSA 222 | Office Hours: Wednesday 11:00-1:00 pm

Jennifer Craer | jennifer.craer@asu.edu

LSA 253 | Office Hours: Thursday 12:00-2:00 pm

Kenneth Aiello | Kenneth.Aiello@asu.edu

LSA 253 | Office Hours: Friday 10:00-12:00 pm

Course Description: This course considers the development of western medicine as a theoretical, practical, scientific, and social pursuit from a historical and ethical perspective. Three major themes provide an organizing framework: the rise of scientific study of the human body; changing interpretations of the nature, causes, and treatments of disease; and emerging institutionalization and specialization of medical practice. How these three themes have combined into a coherent art and science of medicine provides the focus for the course. What health care dilemmas has society faced, and how has the relationship of patients and the health care system changed over time and for what reasons?

The course will explore health and disease from antiquity to today. Driving questions throughout are: **What is a “Good Doctor,” and in what ways does the context matter? What is “Good Medicine,” and how does that change over time? How do different people in different times and contexts make sense of health and disease?**

Requirements:

- Two brief in-class exams consisting of short answers to test specific knowledge, and a short synthetic essay. **20% each**
- A final exam consisting of (1) a short in-class component consisting of short answers to test specific knowledge, and (2) a take home component involving a modest-length essay question that will require you to engage with cross-cutting themes and synthesize knowledge from the entire course, including your project. The take-home component is to be submitted via SafeAssign by 11:59pm on December 8. **30%**.
(Each exam must be taken at the assigned time, unless you provide documentation of an emergency or get written permission ahead of time. Late submission of the take-home essays or projects will result in the deduction as described below.)
- Research Project (see below): **30%**.

Readings: All readings will be made available in electronic form on Blackboard. **Readings must be completed ahead of time, and you should come to class prepared to discuss them.**

Policies

- Any assignment handed in late, without an appropriate excuse, will be penalized 5% per day (including weekend days).
- Students with permanent or temporary disabilities who would like to discuss course requirements and accommodations are asked to see one of the Professors as soon as possible.
- Grammar and writing style do matter in this class. If you need help with your writing, please visit studentsuccess.asu.edu/

Academic honesty

If you submit work that is not your own, you will be fully disciplined in accordance with university policies. **Plagiarism or cheating in any form will not be tolerated.** It is your responsibility to be aware of, understand, and adhere to the rules and regulations of Arizona State University. Please consult your student handbook and <http://provost.asu.edu/academicintegrity> for further details.

Research Projects: Students will form research clusters of 6 or 7 members, which will meet during the designated projects days. **Research clusters will be focused on a theme or topic such as a disease or a dimension of public health that lends itself to examining historical change over time: for instance, smallpox, childbirth, influenza, polio, STDs, or milk laws.** We will supply a list of options to choose from, or a group can propose its own. We will open sign-up for topics and groups on **Oct 6**, and everyone must be associated with a research cluster by **Oct 15**.

Each cluster will have a TA assigned to help guide you in your thinking. For project days on the syllabus, the clusters will meet in the assigned rooms with the TA, unless you work out an agreement ahead of time to meet nearby where the TA and professors can find you. The professors are available for consultations at any time, and will circulate during the project days as well.

We expect you to do individual work that is also informed by work of others in your cluster. By presenting and discussing individual work within the group, members of a research cluster will develop collective knowledge about the topic/theme, while also sharpening research skills. Learning from and with others is a key part of the projects. Therefore, while you will each be graded for your own work, your own work will be improved if you take the group discussions seriously. In addition, a portion of each project grade will reflect the quality of individual participation in group discussions. The TAs are all experienced in guiding teamwork while allowing you to develop your own individual voice within the group. Please ask if you have any questions at any time; it is your responsibility to make this work for you!

Once you have selected your cluster and the class is divided into groups, **members of each research cluster will identify promising sources of primary historical materials** and one or two relevant secondary sources, and share these with other members of the group. During “project” class sessions, each member will share the individual findings and other members will offer feedback. You will learn from each other by discussing what discoveries you made, and what new questions have emerged from them. Through these conversations, members of research clusters will identify specific issues and areas to investigate within the research cluster’s overarching topic. **Members of the research cluster will then take a particular issue, question and body of historical materials to focus on during the next phase of the project, using the group’s collective research as background. For each stage, each student will produce a written, 300-400 word analysis of his/her primary historical document(s).** **These are due by noon**

on the designated project days, and must be submitted to SafeAssign. You should also bring a hard copy to class.

The research project is worth 30% percent of the course grade. Each stage is worth **7.5 points**, due before class on designated project days. The grade covers the written assignment and also participation, including being present in class and taking part in the discussion of the other contributions.

Stage One: *Medicine in the News* (Due before class Oct 26)

Locate 2 newspaper articles or texts from popular media sources that relate to the research cluster's chosen topic. Taken together, the research cluster's articles should span a period of roughly 100 years. The aim will be to get a general sense of how your topic was discussed at particular moments. What was at stake, and for whom? What seem to be the key historical moments when your topic was in the public eye, and why? Using these insights, you will define questions to guide research for stage two.

Stage Two: *A Picture of Health...or Disease* (Due before class Nov 3)

Pictures are worth a thousand words, but also leave much unsaid. Here you use images to explore representations of medicine, bodies, health, disease, as they relate to the topic of your research cluster. Students will each locate 2 images drawn from medical literature, popular media, advertisements, public health educational initiatives, etc. Your analysis will 1) analyze and place the image in historical context, and 2) compare it to the other image to make observations about continuities and differences.

Stage Three: *What Does the Doctor Say?* (Due before class Nov 10)

Building on your discoveries from stage one, you will try to figure out what medical authorities (including public health experts, regulators, etc) had to say about your topic, particularly at the key historical moments that you identified in stage one. You can consult medical textbooks, manuals, journals, policies of professional societies, public health institutions, legislative, regulatory or policy documents.

Stage Four: *From the Patient's Point of View* (Due before class Nov 24)

A challenge for the history of medicine is recovering patient experiences. Here you will identify and analyze sources that tell something about the experience of those who suffered from disease and received medical care. You can: (1) locate sources (texts or images) by patients, such as narratives, memoirs, letters, drawings, or anything that gives an account of the experience of illness and/or of receiving medical care; (2) examine sources produced by medical authorities that record what patients say and/or do; and/or (3) locate sources not produced by either physicians or patients, but that reveal something important about the experience of illness and/or patients. For each, analyze the source to assess (a) what it makes visible, what is left out, ignored or unsaid, and why; and (b) what we can learn about how the patient regarded the doctor and other aspects of medicine. This will include assessment of the (dis)regard that the patient held for authority, the (dis)respect of individual doctors, and the relative importance different contributions to health each participant was thought to play for the patient.

Final Exam Take Home Essay: *What is Good Medicine?* (Due by 11:59 pm Dec 8)

Here you will draw on the 4 parts of your project, in the context of course themes and materials. Your results, as well as course readings will count as evidence for the claims you make in this final essay. You will need to ask the question "what is good medicine" and then provide an answer "good medicine for patients meant such-and-such and for doctors meant another" or "good medicine should be defined in terms of promoting public health" or "good medicine is what makes a patient feel good, and here's

what that meant in this case . . .” or whatever. In one or two short essays, you’ll do this for your case and for other material from the course – we’ll explain more later. You’ll have some thesis statement or claim, with evidence and argument, and comparison of two cases. You will be graded on the effectiveness of your argument as well as on the use of evidence. And you must refer to at least some readings and lecture materials to provide context for your claims. You could do this with a background section that sets up your own selected topic and highlights what you see as the important themes.

Course Schedule (details subject to change):

Unit I. Traditional Medicine and Approaches to Disease and Health, Ancient-19th Century

Aug 25: Course Introduction and Intro to the Classics, Hippocrates, Galen
Aug 27: Universities and the Rise of “Modern” Medicine
Sept 1: **Labor Day- No Class**
Sept 3: Harvey
Sept 8: Vesalius, Harvey and “Scientific” Medicine
Sept 10: Yellow Fever
Sept 15: Yellow Fever Continued (with discussion)
Sept 17: Laennec and Morbid Anatomy

Unit II. Scientific Medicine, Germ Theory and Public Health

Sept 22: Germ Theory and Bacteriology/Koch and Pasteur
Sept 24: Semmelweis, Virchow and Cellular Pathology
Sept 29: 1850s: Lister, Nightingale, and Sanitarians
Oct 1: **Exam**
Oct 6: Competition and the Development of Mainstream (and Alternative) Medicine
Oct 8: Epidemics and the Rise of Public Health
Oct 13: **Fall Break—No Class**
Oct 15: Introduction to Projects and Research Methods
Oct 20: The Healthy Household
Oct 22: Drugs, Doctors, and the FDA

Unit III. The Growth, Professionalization and Regulation of Biomedicine

Oct 27: Projects #1
Oct 29: Johns Hopkins and the Professionalization of Medical Education
Nov 3: Projects #2
Nov 5: Exam
Nov 10: Hospitals, Technology and Medical Specialization
Nov 12: Case Stories by doctors
Nov 17: Project #3
Nov 19: Madness and Medicine
Nov 24: Projects #4
Nov 26: TBA
Dec 1: Medicine Today and Tomorrow
Dec 3: Wrap-up
Dec 8: Final Exam: In class component, 12:10-2:00 Final Projects due by 11:59pm

History of Medicine Reading List

Fall 2014

August 25th & 27th

Nuland, S. B. (1995). *Doctors: the biography of medicine*. Vintage.

- "Hippocrates" Chapter 1; pp 3-27
- "Galen" Chapter 2; pp 31-59

September 3rd

Harvey, William. *An anatomical dissertation upon the movement of the heart and blood in animals*. G. Moreton, 1894.

Harvey, William, and Robert Willis. *The Works of William Harvey...* Vol. 11. Sydenham society, 1847.

- "Anatomical Exercises on the Motion of the Heart and Blood in Animals," Chapter 26; pp 152-169

September 8th

Vesalius, Andreas. "De Humani Corporis Fabrica Libri Septem." (1758).

Vesalius, Andreas. *On the Fabric of the Human Body: A Translation of De Humani Corporis Fabrica Libri Septem. The bones and cartilages. Book I. No. 4*. Norman Publishing, 1998.

September 10

Powell, John Harvey. *Bring out your dead: the great plague of yellow fever in Philadelphia in 1793*.

University of Pennsylvania Press, 1993.

- Introduction & Preface
- pp 1- 63
- pp 65-140
- pp 141-286

September 22

Rosenberg, Charles E. *Explaining epidemics*. Cambridge University Press, 1992.

- "Florence Nightengale on Contagion: The Hospital as a Moral Universe" pp 90-75
- "Lister: On the Antiseptic Principle of Practice of Surgery" pp271-282

Nuland, Sherwin B. "The doctors' plague." (2003).

- Chapter 1; pp 1-29
- Chapter 4; pp 73-87

September 24th

Carter, K. C. "Essays of Robert Koch." *Carter KC (transl.)*. New York: Greenwood Press.[Primary reading] (1987).

- Introduction

September 29th

Buchan, William. *Domestic Medicine or a treatise on the prevention and cure of diseases*. 1788.

- xi-xvii
- a few pages of entry on fever (p 133) OR smallpox (168)

Gunn, John C. *Gunn's Domestic Medicine, Or Poor Man's Friend...* Allston Mygatt, Publisher, 1847.

- pp 9-18 (especially 16-17)
- a few pages of entry on bilious fever, (p 190)

September 29th (ct'd)

Dent v. West Virginia, 129 U.S. 114, 9 S. Ct. 231, 32 L. Ed. 623 (1889).

October 6th

Leavitt, Judith Walzer. "Politics and public health: smallpox in Milwaukee, 1894-1895." *Bulletin of the History of Medicine* 50.4 (1975): 553-568.

Pernick, Martin S. "Thomas Edison's Tuberculosis Films: Mass Media and Health Propaganda." *Hastings Center Report* 8.3 (1978): 21-27.

Buck v. Bell, 274 U.S. 200, 47 S. Ct. 584, 71 L. Ed. 1000 (1927).

October 8th

Leavitt, Judith Walzer. *Typhoid Mary: captive to the public's health*. Beacon Press, 2014.

- pp 14-38

October 15

MRS. GARFIELD BETTER. *The Washington Post* (1877-1922); May 15, 1881; ProQuest Historical Newspapers *The Washington Post* (1877 - 1994) pg. 1

THE WHITE HOUSE ALL RIGHT. *The Washington Post* (1877-1922); Apr 13, 1889; ProQuest Historical Newspapers *The Washington Post* (1877 - 1994) pg. 4

"HAS OUTLIVED TTS DAY." *The Washington Post* (1877-1922); Mar 27, 1889; ProQuest Historical Newspapers *The Washington Post* (1877 - 1994) pg. 4

PLUMBERS BEFORE THE COURTS. *New York Times* (1857-1922); Jan 8, 1888; ProQuest Historical Newspapers *The New York Times* (1851 - 2007) pg. 4

SMALLPOX QUESTION IN THE SOUTHWEST: VIGILANT COMMUNITIES AND ...*Arizona Republican* (1890-1922); Feb 14, 1911; ProQuest Historical Newspapers: *The Arizona Republican* (1890-1922) pg. 8

DOCTORS IN THE CRUSADE: Resolution Adopted by the Marieopa Country ...GODFREY, EDWARD, Jr *Arizona Republican* (1890-1922); Jan 6, 1913; ProQuest Historical Newspapers: *The Arizona Republican* (1890-1922) pg. 7

MORBIDITY STATISTICS: Annual Report of Territorial Board of Health AN ...*Arizona Republican* (1890-1922); Sep 11, 1910; ProQuest Historical Newspapers: *The Arizona Republican* (1890-1922) pg. 4

October 20th

Tomes, Nancy. "The private side of public health: sanitary science, domestic hygiene, and the germ theory, 1870-1900." *Bulletin of the History of Medicine* 64.4 (1989): 509-539.

October 22nd

Angell, Marcia. "Big pharma, bad medicine." *Boston Review*. Available at: www.bostonreview.net/BR353 (2010).

Long, J. H. "On the Work of the Council on Pharmacy and Chemistry of the American Medical Association." *Science* (1910): 889-901.

October 20th

Fleming, Donald. *William H. Welch and the rise of modern medicine*. Johns Hopkins University Press, 1987.

- pp 82-115

Flexner, Abraham. *Medical education in the United States and Canada: a report to the Carnegie Foundation for the Advancement of Teaching*. No. 4. Carnegie Foundation for the Advancement of Teaching, 1910.

- pp 29-50

Osler, William. *Aequanimitas: With Other Addresses to Medical Students, Nurses and Practitioners of Medicine*. P. Blakiston, 1922.

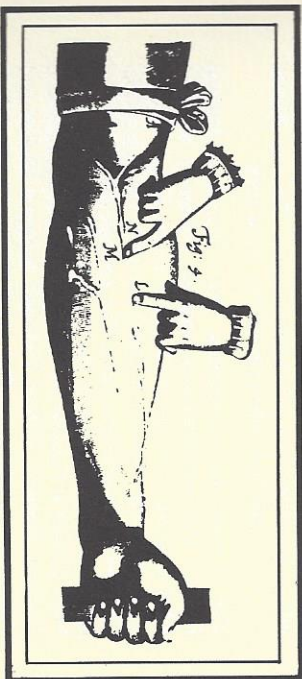
- pp 23-41

*Sherwin B.
Nuland*



ALFRED A. KNOPF
NEW YORK 1989

Doctors



The Biography of Medicine

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To Sarah, to Sal
O. A. G. S.
This book, and my life, are gifts from you.

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Acknowledgments

Tattooed onto the surface of my psyche is a pedagogical motto that was thundered at me and my college-biology classmates four decades ago: in order to receive a proper grade, the answer to every examination essay-question must fulfill the five criteria of being clear, consecutive, concise, complete, and correct; anything less would be considered defective. Delivered by a crusty, nematode-loving misanthrope who had only disdain for those of us who cared about mammals (or, heaven forbid, planned careers in clinical medicine), that ringing admonition has echoed in my thoughts ever since, on each new occasion of putting thoughts to paper. I have treated Professor Horace Wesley Stunkard's dictum like an article of religious faith, perhaps to assuage my guilt at letting him down when I rejected the laboratory in favor of the clinic. More likely, though, I remember his alliterative adjectives because they add up to sound advice.

With Stunkard in mind, I ran the sundry chapters of this volume through a gauntlet of readers. A book, of course, is not an exam essay, and it is impossible (and surely not even desirable) to make it complete. To replace that one *c*, I added two others: cohesive and consistent. If the reader finds that the Stunkardian criteria have been met, it is to the credit of those colleagues and friends who were willing to

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Bring Out Your Dead

THE GREAT PLAGUE OF YELLOW FEVER
IN PHILADELPHIA IN 1793

J. H. POWELL

Reprinted with a new Introduction by
Kenneth R. Foster, Mary F. Jenkins, and
Anna Coxe Toogood

PENN

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Studies in Health, Illness, and Caregiving

Joan E. Lynaugh, General Editor

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CHARLES E. ROSENBERG

University of Pennsylvania

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Mary

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Judith Walzer Leavitt

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For Lewis

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