ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Subject</th>
<th>Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIO</td>
<td>318</td>
<td>History of Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? (Choose one)
yes, with HPS 331

Is this a shared course? (choose one)
If so, list all academic units offering this course
no

Course description:
If, so, list all academic units offering this course

Requested designation: (Choose One)
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 the General Studies Program Office at (480) 965-0739.

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, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

Contact information:
Name: Miles Orchinik
Phone:
Mail code: E-mail: m.orchinik@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Date:
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12
Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td></td>
<td>1. History is a major focus of the course.</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>2. The course examines and explains human development as a sequence of events.</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
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<tr>
<td>✗</td>
<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
</tr>
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**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. History focus</td>
<td>The course is historical at its essence, looking at the development of the multiple factors in medicine, or time.</td>
<td>The general overview explains the historical emphasis.</td>
</tr>
<tr>
<td>2. Human Development as sequence of events</td>
<td>The course is thematic, looking at different eras and exploring different themes as they develop through time and in different places.</td>
<td>The daily schedule shows the sequence.</td>
</tr>
<tr>
<td>3. Disciplined study of institutions</td>
<td>Institutions are one of the main factors in medicine, and the course looks at a diversity of institutions in different contexts, different cultures, and in connection with developments by people and ideas in different places.</td>
<td>The descriptions of each day, and the reading list will show this.</td>
</tr>
<tr>
<td>4. Relationships.</td>
<td>This is actually the major emphasis of the course, the way that a number of key factors in medicine interact to demonstrate changing responses to changing disease conditions and medical treatment options. Since medicine is not one unified thing, this shows the complexity of the social, intellectual, science and technological, institutional, cultural, economic, ethical, and other factors in medicine.</td>
<td>The general description shows this, as do the specific daily assignments. We use the book Plagues and Peoples, for example, to make precisely the point that many different factors intersect to shape what is considered good medicine at any given time -- in this case</td>
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in Philadelphia, the capital city of the new nation when yellow fever hit in 1793. That's one example, and we compare other. s
HPS 331/BIO 318  History of Medicine  
Fall 2012. Class: MW 1:30-2:45, PSH 152  

Professors:
Jane Maienschein  maienschein@asu.edu  LSC-284  
Office hours:  M 10:00-11:30 and by appointment  (480-965-6105)  
Manfred Laubichler  manfred.laubichler@asu.edu  LSA-256  
Office hours:  W 11:00 -12:00 and by appointment  (480-965-5481)  
Benjamin Hurlbut  benh@asu.edu  LSC - 246  
Office hours:  T 1:15-3:00 and by appointment  

Teaching Assistants:
Mark Craft  mark.craft@asu.edu  LSA-253  
Office Hours: MW 12:00-1:30 and by appointment  
Sean Cohmer  sean.cohmer@asu.edu  LSA-253  
Office Hours:  T 1:30-3:00  
Th 1:00-2:30 and by appointment  
Lijing Jiang  ljiang12@asu.edu  LSC-268  
Office Hours: F 10:00-12:00 and by appointment  

Description
This course considers the development of western medicine as a theoretical, practical, scientific,  
and social pursuit. 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?  

Course Outline:  
I. Traditional Medicine and Approaches to Disease and Health, Ancient-18th Century  
II. Scientific Medicine, Germ Theory and Public Health  
III. The Growth, Professionalization and Regulation of Biomedicine  
IV. Medicine Today and Tomorrow: Developments and Dilemmas  

Requirements:
1) A term paper that will be written in four installments over the course of the semester. Each of these installments will build on the previous and should add approximately three pages to the paper. For example, paper one will be around three pages, paper two around 6 pages (3+3) and so on culminating in a final revision that will be around 12 pages. Each installment will be focused on a particular period in the history of medicine (corresponding to the respective unit of the course), but will be connected with the others by a cross-cutting theme that will be used to explore important similarities, differences and transformations between the historical periods. Each installment will include revision of the previous installment(s) and synthesis with the added installment, leading to a final draft that will join all of the previous work into a single, long paper. The final paper must be unified by a coherent thesis and cross-cutting analysis. Overall, this is worth 60% of your grade for the class. See the grading section below for breakdown. (Examples of potential cross-cutting themes are “the doctor-patient relationship,” or “the role of expert medical knowledge in clinical care,” or “responsibilities of the patient,” etc.)

2) Peer Review: For full credit, you will need to peer review two other students’ first and second papers. Failure to submit a thoughtful review will result in loss of points for the course (three points per failure). You will be assigned two other students’ paper to review for the first and second installments. Then, you will need to carefully read these authors’ papers and provide thorough and helpful reviews by October 1st for the first paper, and by November 5th for the second paper. You will do so by posting a peer-review form with edited paper and additional comments for each paper you review. At the same time, two students will review your papers, and you are expected to improve your papers according to good suggestions from these reviews in the future submissions. Detailed instructions and tips, as well as the peer-review form will be provided later in this course.

3) Two in-class exams, largely short answers: 20% each (Each exam must be taken at the assigned time, unless you have a documented emergency. Cheating is forbidden and will be punished with failure, and you are expected to understand and follow ASU’s Student Academic Integrity Policy: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)

4) There are four “discussion” classes scheduled over the course of the semester. Attendance is mandatory (exceptions will be made where circumstances warrant it). In preparation for discussions, students will be required to write a short (100-200 word) reflection in response to a pre-circulated prompt. These are a chance for you to “think out loud” in advance of the discussion session. They will serve as the foundation for discussion and will be useful in writing the short papers. They will not be given a letter grade, but they are required. Failure to turn one in will result in a loss of 3 points from the course grade.

In addition, substantive and significant participation in discussions can raise your grade.

Grading:
Paper
First Installment  5%
Second Installment 10%
Third Installment 15%
Final Draft 30%
Total 60%

Exams
Midterm 20%
Final 20%
Total 40%

(Please note, failure to turn any assignment in by the due date and time without an approved excuse will result in a zero for the assignment that will significantly hurt your final grade)

Readings are available through Blackboard and are labeled with the topic and date
Honors: students may receive 3 hours of honors credit by completing the course with a B or better.
(Details subject to change, including some possible additions to help with the third section)
Aug 27
Introduction to themes, course approach, and intro to the Ancients, Hippocrates, Galen, and the Middle Ages
Readings: Hippocrates, “On the Natural Faculties”
    Galen, “On the Sects for Beginners”

Aug 29
Universities and the rise of “modern” medicine
Readings: Lawrence I. Conrad, Michael Neve, Vivian Nutton, Roy Porter, and Andrew Wear.

Sept 3  Labor Day – No Class

Sept 5  Harvey Film
Readings: Royal College of Surgeons film, and Harvey, De Motu

Sept 10  Vesalius, Harvey and “scientific” medicine
Readings: Andreas Vesalius, De Humani Corporis Fabrica

Sept 12  Laennec and Morbid Anatomy
Readings: Stanley Reiser, Medicine and the Reign of Technology, chapters 1 and 2
    Oliver Wendell Holmes, “The Stethoscope”

Sept 17  Yellow Fever
Readings: Powell Bring out Your Dead

Sept 19  Discussion (paper due next class)

II
Sept 24  Germ Theory and Bacteriology/Koch and Pasteur
    Koch, Essays of Robert Koch

Sept 26  Semmelweis
Readings: Sherwin Nuland, The Doctor’s Plaque

Oct 1  1850s: Lister, Nightingale, and Sanitarians (first peer reviews due)
Readings: Nancy Tomes, The Gospel of Germs
    Florence Nightingale, Notes on Nursing
    Joseph Lister, “On the Antiseptic Principles of the Practice of Surgery”

Oct 3  Scientific Medicine: Virchow and cellular pathology
Readings: Rudolf Virchow, Cellular Pathology
Oct 8  Competition and the development of mainstream (and alternative) medicine

Oct 10  The Healthy Household

Oct 15  Fall Break – No Class

Oct 17  Epidemics and the Rise of Public Health

Oct 22  EXAM

Oct 24  Discussion (paper due next class)

Oct 29  Johns Hopkins and the professionalization of medical education

Oct 31  Ideal of the Modern Physician and Modern Patient
Readings: Osler, William. Aequanimitas: With Other Addresses to Medical Students, Nurses and
Practitioners of Medicine. P. Blakiston, 1922. pp. 23-41

**Nov 5**  
Hospitals, Technology and Medical Specialization (second peer reviews due)

**Nov 7**  
Alternatives, Others, Elsewheres

**Nov 12**  
Veteran’s Day – No Class

**Nov 14**  
Drugs, Doctors and the FDA

**Nov 19**  
Discussion (paper due 26th November, or submit by 21st for earlier grading)

**Nov 21**  
Madness and Medicine

**Nov 26**  
*21st Century Medicine*  

**Nov 28**  
*Patients, Consumers and Research Subjects (Clinton, civil right to care, etc.)*  
Readings: Advisory Commission on Consumer Protection and Quality in the Health Care Industry. *President’s Advisory Commission on Consumer Protection and Quality in the Health Care Industry* (Appendix A)

**Dec 3**  
*Medicare to Obamacare to Who Knows Where?*  

**Dec 5**  
*FINAL EXAM*

**Dec 10**  
*Discussion* and Doctors’ Stories *(discussion readings and assignment due)*  
(final paper due December 14 9:50 am, or before)  
**Friday, December 14  9:50am  Final Papers Due**