



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit SOLS Department
Subject BIO Number 318 Title History of Medicine Units: 3
Is this a cross-listed course? (Choose one)
If yes, please identify course(s) yes, with HPS 331
Is this a shared course? (choose one) If so, list all academic units offering this course no
Course description:

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 (SO/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):

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.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	syllabus
		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.	

Course Prefix	Number	Title	Designation
BIO /HPS	318/331	Hlstory of Medicine	Hlistorical Awareness

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. History focus	The course is historical at its essence, looking at the development of the multiple factors in medicine, or time.	The general overview explains the historical emphasis.
2. Human Development as sequence of events	The course is thematic, looking at different eras and exploring different themes as they develop through time and in different places.	The daily schedule shows the sequence.
3. Disciplined study of institutions 4. Relationships.	<p>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.</p> <p>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.</p>	<p>The descriptions of each day, and the reading list will show this.</p> <p>The general description shows this, as do the specific daily assignments. We use the book <i>Plagues and Peoples</i>, 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</p>

		<p>in Philadelphia, the capital city of the new nation when yellow fever hit in 1793 . That's one example, and we compare other.s</p>
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**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:

<u>Paper</u>	
First Installment	5%
Second Installment	10%
Third Installment	15%
Final Draft	<u>30%</u>
Total	60%

<u>Exams</u>	
Midterm	20%
Final	<u>20%</u>
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"

Sherwin Nuland, "Hippocrates" and "The Paradox of Pergamon. Galen" in *Doctors*. New York: Knopf, 1995

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.

The Western Medical Tradition, 800 B.C. to A.D. 1800. Cambridge: Cambridge University Press, 1995.

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

Readings: Pasteur "The Germ Theory and its Applications to Medicine and Surgery"

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

Readings: “DENT v. STATE OF WEST VIRGINIA.

<http://www.law.cornell.edu/supremecourt/text/129/114>.

Numbers, Ronald L. “Do It Yourself the Sectarian Way.” In *Medicine without Doctors: Home Health Care in American History*, edited by Guenter B Risse, Ronald L. Numbers, and Judith Walzer Leavitt, 49–71. New York: Science History Publications/USA, 1977.

Oct 10 The Healthy Household

Readings: “‘HAS OUTLIVED ITS DAY.’: A New Executive Mansion Badly Needed at Washington.” *The Washington Post (1877-1922)*. March 27, 1889.

“MRS. GARFIELD BETTER.: THE PHYSICIAN MORE HOPEFUL OF THE PATIENT’S RECOVERY. Her Temperature Lower and the General Symptoms More Favorable -- Reports From the Homoeopaths in Attendance.” *The Washington Post (1877-1922)*. May 15, 1881.

“Plumbers Before the Courts.” *The New York Times*, January 8, 1888.

“The White House All Right.” *The Washington Post (1877-1922)*. April 13, 1889.

Tomes, Nancy. “The Private Side of Public Health.” In *Sickness and Health in America: Readings in the History of Medicine and Public Health*, edited by Judith Walzer Leavitt, 506–528. Univ of Wisconsin Press, 1997.

Oct 15 *Fall Break – No Class*

Oct 17 Epidemics and the Rise of Public Health

Readings: “Buck v. Bell - 274 U.S. 200 (1927).” *Justia US Supreme Court Center*.

“Buck v. Bell (1927) | The Embryo Project Encyclopedia.”

<http://embryo.asu.edu/pages/buck-v-bell-1927>.

Leavitt, Judith Walzer. “Politics and Public Health: Smallpox in Milwaukee, 1894-1895.” *Bulletin of the History of Medicine* 50, no. 4 (1976): 553.

Leavitt, Judith Walzer. *Typhoid Mary: Captive to the Public’s Health*. Beacon Press, 1997. pp 14-38

Pernick, Martin S. “Thomas Edison’s Tuberculosis Films: Mass Media and Health Propaganda.” *Hastings Center Report* 8, no. 3 (1978): 21–27.

Oct 22 *EXAM*

Oct 24 *Discussion (paper due next class)*

Oct 29 Johns Hopkins and the professionalization of medical education

Readings: Fleming, Donald. *William H. Welch and the Rise of Modern Medicine*. Johns Hopkins University Press, 1987. pp. 84-118

Flexner, Abraham. *Medical Education in the United States and Canada*. Carnegie Foundation for the Advancement of Teaching, 1910. pp. 29-50

Oct 31 Ideal of the Modern Physician and Modern Patient

Readings: Osler, William. *Aequanimitas: With Other Addresses to Medical Students, Nurses and*

Pratitioners of Medicine. P. Blakiston, 1922. pp. 23-41

Shorter, Edward. *Bedside Manners: The Troubled History of Doctors and Patients*. New York: Simon and Schuster, 1985. pp. 75-102

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

Readings: Rosenberg, Charles E. *The Care of Strangers: The Rise of America's Hospital System*. Baltimore: Johns Hopkins Univ. Press, 1995. pp. 237-261

Rosenberg, Charles E. "The Tyranny of Diagnosis: Specific Entities and Individual Experience." *Milbank Quarterly* 80, no. 2 (2002): 237-260.

Nov 7 Alternatives, Others, Elsewheres

Readings: Burke, Adam, Tony Kuo, Rick Harvey, and Jun Wang. "An International Comparison of Attitudes Toward Traditional and Modern Medicine in a Chinese and an American Clinic Setting." *Evidence-Based Complementary and Alternative Medicine* 2011 (2011): 1-9.

Craig, John, and Victor Patterson. "Introduction to the Practice of Telemedicine." *Journal of Telemedicine and Telecare* 11, no. 1 (2005): 3-9.

Hsu, Elisabeth. "Reflections on the 'Discovery' of the Antimalarial Qinghao." *British Journal of Clinical Pharmacology* 61, no. 6 (June 2006): 666-670.

Magnier, Mark. "Scalpel vs. Herb in China." *Los Angeles Times*, January 8, 2007. <http://articles.latimes.com/2007/jan/08/world/fg-healing8>.

Nov 12 *Veteran's Day – No Class*

Nov 14 Drugs, Doctors and the FDA

Readings: Angell, Marcia. "Big Pharma, Bad Medicine." *Boston Review*, May 1, 2010. <http://www.bostonreview.net/angell-big-pharma-bad-medicine>.

Long, J. H. "On the Work of the Council on Pharmacy and Chemistry of the American Medical Association." *Science* 32, no. 834 (December 23, 1910): 889-901.

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

Nov 21 Madness and Medicine

Readings: "A Question About a Diagnosis." *The New York Times*, November 16, 2009, sec. Opinion. <http://www.nytimes.com/2009/11/16/opinion/116asperger.html>.

Baron-Cohen, Simon. "The Short Life of a Diagnosis." *The New York Times* 9 (2009).

Fee, Elizabeth, and Theodore M. Brown. "Freeing the Insane." *American Journal of Public Health* 96, no. 10 (October 2006): 1743-1743. doi:10.2105/AJPH.2006.095448.

Frances, Allen. "Diagnosing the DSM." *The New York Times* 11 (2012).

Greenberg, Gary. "Not Diseases, but Categories of Suffering." *The New York Times*, January 29, 2012, sec. Opinion.

Johnson, Dale L. "Schizophrenia as a Brain Disease: Implications for Psychologists and Families." *American Psychologist* 44, no. 3 (1989): 553.

Rifkin, A et al. "Sane: Insane." *JAMA* 224, no. 12 (June 18, 1973): 1646.

Rosenhan, D. L. "On Being Sane in Insane Places." *Science* 179, no. 4070 (January 19, 1973): 250–258.

Nov 26 21st Century Medicine

Readings: Deisboeck, Thomas S. "Personalizing Medicine: A Systems Biology Perspective." *Molecular Systems Biology* 5 (March 17, 2009). doi:10.1038/msb.2009.8.

Nesse, Randolph M., Carl T. Bergstrom, Peter T. Ellison, Jeffrey S. Flier, Peter Gluckman, Diddahally R. Govindaraju, Dietrich Niethammer, Gilbert S. Omenn, Robert L. Perlman, and Mark D. Schwartz. "Making Evolutionary Biology a Basic Science for Medicine." *Proceedings of the National Academy of Sciences* 107, no. suppl 1 (2010): 1800–1807.

Relman, Arnold. "A Coming Medical Revolution?" *The New York Review of Books*, October 25, 2012. <http://www.nybooks.com/articles/archives/2012/oct/25/coming-medical-revolution/>.

"What Happened to Personalized Medicine?" *Nature Biotechnology* 30, no. 1 (January 2012): 1–1. doi:10.1038/nbt.2096.

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?

Readings: Gawande, Atul. "The Case of the Read Leg." In *Complications: A Surgeon's Notes on an Imperfect Science*. New York: Metropolitan Books, 2002. pp. 228–252

Verghese, A. *My Own Country: A Doctor's Story of a Town and Its People In the Age of AIDS*. New York: Simon & Schuster, 1994.

Williams, William Carlos. "A Night In June." In *The Doctor Stories*. New Directions Publishing, 1984. pp. 136–168

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