



Syllabus: History of the Body in Medicine and Science
MHB 240/440
Fall 2022

Instructors:

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Time: Thursdays 3:30-6:00 pm

Location: Classrooms (in person) at University of Rochester School of Medicine & Dentistry

Course Website: See Blackboard site

Course Description

This medical history course explores key developments in scientific knowledge, technologies and cultural ideas about the human body in health and disease. Beginning with the origins of Western Medicine in the Greek and Roman world and ending with the Human Genome Project, students will consider the medicalized body from interdisciplinary perspectives, including history, medicine, philosophy, biology, genetics, literature, and visual arts. The different ways in which the “body” has been conceptualized in Western medicine and culture, past and present, has significant implications for the patient and for the scientists and clinicians who provide treatment and care.

Each week we will consider the body in a different historical period to explore the scientific developments and cultural context of the time, using medical cases, patient experiences, scientific debates, and representations of medicine in popular culture. We will compare and contrast the issues of the body in these historical settings with contemporary healthcare “examples” in the 21st C.

Course Aims and Objectives

By the end of the course, students will be able to:

1. Describe the development of scientific concepts and theories about the human body in Western medicine from Hippocrates to the Human Genome.
2. Examine the implications of medical and cultural understandings about the body on for patients and for clinicians in the past, present and future through interdisciplinary perspectives in humanities, arts and sciences.
3. Analyse the interrelationship between medical knowledge, technologies and broader cultural and social influences on medical and scientific practices.
4. Identify and sequence critical events, persons and technologies in each historical period, that changed in science and medicine knowledge and practices over multiple historical periods.
5. Compare and contrast past scientific theories and practices regarding the human body in health and disease with contemporary examples.
6. Reflect on the consequences of advancing knowledge, treatments and technologies about the body in the 21st C on the doctor/patient relationship.

Course Learning Activities

This course has been purposefully designed to provide students with opportunities for interaction with classmates and the professor and support active learning. The course learning activities are specifically designed to help students achieve the course learning objectives. Students are expected to

1. Read, reflect on, and think critically about all assigned materials prior to small group activities and class discussions.
2. Complete all Discussion Guides & Study Questions before each weekly Zoom meeting.
3. Engage actively and respectfully in Zoom classroom discussions.
4. Discuss and analyse materials in the course actively and respectfully with classmates in online discussions.
5. Take online quizzes and other assignments in modules to help you assess your comprehension of the materials.
6. Contribute respectfully to support and teach other in the learning environment.
7. To meaningfully engage with the faculty through the online Journal tool.

Course Policies and Expectations

Credit Hour Policy: This course follows the College credit hour policy for four-credit courses. This course meets once weekly for over 3 academic hours per week (170 minutes). The course also includes independent out-of-class assignments for an average 40 minutes per week. In this course, students will complete independent study activities using readings, film, and other course materials. These activities include answering questions on reading guides, and completion of defined reading assignments.

For those enrolled in MHB 440: To fulfill graduate school requirements, all students in the 400 level course are required to attend the Medical Humanities Masters Seminar (MHMS) and complete the assigned work. A student who is unable to attend MHMS sessions is expected to complete the readings, submit written

responses to weekly reading guides, and complete assignments independently with permission of the Course Instructor.

Absences and Attendance: Class attendance and participation is expected. Students should notify faculty in advance of anticipated absences or as soon as possible for unanticipated absences to discuss any missed in class work. Since the class only meets once a week, missing multiple classes will result in missing a large amount of class discussion and participation. Attendance and informed participation in discussions and group work provide the instructors with evidence that you completed assigned readings in advance and are engaged in the materials.

The Instructors should be notified if a student will be absent from class—preferably at least one day prior to the absence. Missing more than two class sessions, without an appropriate excuse and documentation, may lower the final grade by 5%.

Technology: The use of laptops and tablets is permitted in class, but only for class purposes. Use of these devices for any other purpose will not be tolerated. Cellular phones should be turned off and remain out of sight for the duration of class.

Participation: A portion of the final grade is determined by active participation in class activities. Students must come to class having read any required reading, completed any discussion questions or prompts, and having reflected on the topics for the current class session. Attendance and informed participation in discussions and group work provide the instructors with evidence that students have completed assigned readings, watched movies or videos, examined artwork in advance, and are engaged with the materials. Regular electronic communication about assignments or concerns is important for success in the class; emails should be composed in a professional manner, and students should give faculty a reasonable amount of time to respond to email communications. Please complete course evaluations in order to improve future course design and instruction.

Assignments: Specific instructions for each assignment will be provided, but the following are general descriptions of assignment types and their point values. All assignments should be posted to Blackboard.

To be fair to all students, assignments must be handed in on the due date.

Students are asked to discuss an extension if there are *exceptional* circumstances that prevent you from completing an assignment on time. For each day that an assignment is late, a half grade will be deducted.

SMD Grading Policy for Graduate Programs

The School of Medicine and Dentistry requires satisfactory academic performance and accomplishment in coursework for all students. The SMD Policy for Master's programs can be found at <https://www.urmc.rochester.edu/education/graduate/trainee-handbook/policies-benefits/grade-policy.aspx>.

Grading Breakdown *(may need adjustments)*

CLASS WORK

Discussion Boards	total 5	18 pts/discussion X 5	90 pts
Assignments	total 6	20 pts/assignment x 6	120 pts
Journal	total 6	15 pts/entry x 6	90 pts
Reading Guides	total 5	20 pts/guide x 5	100 pts
Quizzes	total 5	20 pts/quiz x 5	100 pts
Participation		5 pts/class x 15	100 pts
<u>Midterm Paper</u>			150 pts
<u>Final Paper</u>			300 pts
TOTAL			1000 pts

Grading Scale

93 and above	77-79 = C+*	60-62 = D-
90-92 = A-	73-76 = C	below 60 = E
87-89 = B+	70-72 = C-	
83-86 = B	67-69 = D+	
80-82 = B-	63-66 = D	

*All grades below B- apply only to undergraduates.

Materials and Access: Reading assignments for individual classes will be available on Blackboard at least one week prior to the session. Readings should be obtained well ahead of time to ensure adequate reading opportunity.

Instructor Feedback: Students can expect to receive written comments and grades from the instructor no later than one week after submitting an assignment.

Academic Integrity: *Academic integrity is a core value of the University of Rochester. Students who violate the University of Rochester University Policy on Academic Honesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since academic dishonesty harms the individual, other students, and the integrity of the University, policies on academic dishonesty are strictly enforced. For further information on the University of Rochester Policy on Academic Honesty, please visit the following website:*

<http://www.rochester.edu/college/honesty/policy.html>

University policy requires that all instructors require students to write out and sign the exam honor pledge on all examinations. The honor pledge can be printed on the exam itself or displayed in the classroom

during the exam. The Medical Humanities and Bioethics program requires that the honor pledge to be written/typed on all graded assignments and group projects. As some assignments are graded anonymously this Honor Pledge will be assumed to be a signed submission simply by being attached. The academic honesty policy applies to all submitted student work, regardless of whether the instructor used an honor pledge.

The following Honor Pledge is to be copied and signed by all students on all examinations/ graded assignments: ***"I affirm that I will not give or receive any unauthorized help on this exam/assignment, and that all work will be my own."***

The following Honor Pledge should be copied and pasted on all submitted assignments (including drafts): ***"I affirm that I have not given or received any unauthorized help on this assignment, and that this work is my own."***

If a group project is submitted for grading each member is to attach the following wording to their assignment submission: ***"I accept responsibility for my role in ensuring the integrity of the work submitted by the group in which I participated."***

Note: Students are responsible for upholding the AS&E Academic Honesty Policy whether or not they are instructed to write and sign a pledge.

Accommodations for Students with Disabilities: The University of Rochester is committed to providing equal educational and employment opportunities for individuals with disabilities, in accordance with state and federal laws and regulations, including the Americans with Disabilities Act (ADA) of 1991 and Section 504 of the Rehabilitation Act of 1973. To ensure equality of access for students with disabilities, the University provides reasonable accommodations, including auxiliary aids and modifications to courses, programs, services, activities or facilities. Exceptions will be made in those situations where the accommodation would fundamentally alter the nature of the program, cause undue hardship on the school, or jeopardize the health or safety of others. Accommodations must specifically address the functional limitations of the disability.

In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations.

It is a personal decision to disclose the existence of a disability and to request an accommodation. A decision not to disclose will be respected. Students who request an accommodation must provide appropriate documentation to the SMD GEPA Access Specialist. The University remains flexible regarding the types of reasonable accommodations that can be made. Students with disabilities are invited to offer suggestions for accommodations

<https://www.rochester.edu/college/disability/current/accommodations.html>

[Access Services & Support](#)

[Equal Opportunity at University of Rochester](#)

You can reach the SMD GEPA (URMC Graduate Students) Access Specialist Jen Prosceo at:
Jen_Proсцеo@urmc.rochester.edu

Course Schedule:

See BB Left Link under title of the course.

Course Materials: Readings, Videos, Podcasts (below)

MODULE 1 - Bodies, Knowledge and the Natures of Things: Origins of Western Medicine and Philosophy

(Weeks 1, 2, & 3)

Weeks/Topics

Week 1: Gods and Mortals in Heroic Greek Period - Homer, Bodies and Selves

Week 2: Philosophers and Natures in the Classical Greek Period - Socrates, Aristotle, Plato

Week 3: Physician, Patient and Disease – Hippocrates and the Humoural Model

Readings

Week 1

- J.P. Vernant, “Dim bodies, Dazzling Bodies”, in *A Fragment of the Human Body, Vol 1, Zone Books 2019*
- Thomas Kuhn, *Structure of Scientific Revolutions, podcast (Then & Now)*
- Homer, “The Book of the Dead”, in *The Odyssey*.

Week 2

- Arthur Herman, *The Cave and the Light: Plato vs. Aristotle and the Struggle for the Soul in Western Civilization, Random House, 2013; Chapters 1 – 4.*
- Plato, *Phaedo*, 57a-72e, 115a-118a
- Plato, *Republic*, VII 514a-521c
- Aristotle, *Physics*, I.1, II.1-9, *On the Soul*, 1.1, II.1,
- BBC podcast *Aristotle the Biologist* (BBS In Our Time)

Week 3

- C. Rosenberg & Golden Framing Disease Intro.pdf
- A. Kleinman, *Illness Narratives* Chapter 1.pdf
- W. Bynum, *History of Medicine: A Very Short Introduction*, Ch 1 (required book)
- Hippocrates, *The Sacred Disease* excerpt.pdf
- A. Fadiman, *The Spirit Catches You and You Fall Down* Ch 1 - 5, 1
- A. Fadiman, *The Spirit Catches You and You Fall Down* Ch 17

MODULE 2 - Books, Bodies and Religion: Dissection and Illness in the Medieval Period

(Weeks 4 & 5)

Weeks/Topics

Week 4: Books to Bodies: History of Anatomy

Week 5: Criminals, Saints and Patients: Dissection and Suffering in the Medieval Period

Readings

Week 4

- K. Park, *The Criminal and Sainly Body*.pdf
- S. Ghosh, *Human Cadaveric Dissection- Historical Account*.pdf
- *Medicine A Graphic History - Chpt 2 all*.pdf
- W Bynum, *A History of Medicine: A Very Short Introduction*, pp.19 – 33.

Video

- TedMed - Youtube video: *The Spellbinding Art of Human Anatomy*
- GUEST Meredith Gozo, Rare Books Collection- Anatomical texts at Miner Library

Week 5

- C. Bynum, *Holy Fast Holy Feast* (excerpt).pdf
- M. Kempe, *The Book of Margery Kempe* with intro .pdf
- A Classen, ed *Illness in the Middle Ages* .pdf
- C. Riley, *Feminist Jesus Medieval Women* (OPTIONAL READING).pdf

MODULE 3 - From Renaissance to Revolution: Re-thinking Bodies and Vexing Nature

(Weeks 6 & 7)

Weeks/Topics

Week 6: The Scientific Revolution & the Body: Descartes' Dualism in Philosophy

Week 7: The Scientific Revolution & the Body: Methods Machines and Medicine

Readings

Week 6

- P. Bowler, *Making of Modern Science*.pdf
- P. Dear, "Descartes and Mechanical Philosophy" excerpt 2018.pdf
- R. Descartes, *Meditations* 1, 2 & 6(1).pdf
- Letters Descartes and Elizabeth (corrected) 09-28-20.pdf

Week 7

- C.. Merchant, "Violence of Impediments" .pdf
- D.. Leder, *Tale of Two Bodies*.pdf
- G.. Engel, "How Long Will Medicine ...17th C?" in *The Task of Medicine* conference pgs 113-136.pdf
- F Bacon *Novum Organum*, Aphorisms.pdf
- J. Le Mettrie,, *Man A Machine* (excerpt).pdf

MODULE 4 - Applying the New Scientific Method: Studying Objects and Bodies/Beings

(Weeks 8, 9)

Weeks/Topics

Week 8: Science and Experimentation on Bodies/Beings: Mary Shelley's *Frankenstein*

Week 9: "Nature Erring and Varying": Studying Sara Baartman

Readings

Week 8

- D. Allchin, *Monsters & the Tyranny of Normality*.pdf
- Dorothy Roberts, "Invention of Race" chapter.pdf
- D. Allchin, *On Monsters & Marvels*.pdf
- L .Schiebinger, *Anatomy of Difference* 18th C 1990 .pdf
- DailyArtMagazine, *Cabinets of Wonder*.pdf

Videos (OPTIONAL)

- The Rise of Natural History Museums <https://www.youtube.com/watch?v=FHiWo84-Yt>
- Thomas Lacquer, The Enlightenment https://archive.org/details/History_5_Spring_2006_UC_Berkeley
- Philip Ball, How Science Became Curious About Everything https://youtu.be/61R3I_N6_m

Week 9

- D. Allchin, How We Think About Human Nature.pdf
- J. Lepore, It's Still Alive- Frankenstein New Yorker 2/22/18 copy.pdf
- M. Shelley, *Frankenstein, or the Modern Prometheus*, 1818 edition, Penguin Classics

MODULE 5: The Body and Heredity: Mendel and Darwin and Eugenics

November 6 – 19 (Weeks 11 & 12)

Weeks/Topics

Week 10: Birds and Peas: theory and mathematics of heredity– Mendel and Darwin

Week 11: Eugenics: applying heredity theory to human bodies/beings

Readings

Week 11

- S. Mukherjee *The Gene* excerpt 17-63.pdf
- S. Mawer, *Mendel's Dwarf* excerpt ALL pages .pdf
- E.R. Lankester, “Degeneration” excerpt.pdf
- H.G. Wells, *The Island of Dr. Moreau*
- W. Bynum, *History of Medicine: A Very Short Introduction* ch. 5 & 6 (optional)

Film

- *Sorry to Bother You* 2018, directed by Boots Riley

Week 12

- A. Cohen, “Harvard and Eugenics”, *Harvard Magazine* 2016.pdf
- S. Mukherjee, *The Gene* Part 1 Eugenics.pdf
- P. Levine *Eugenics* - Chpt 4 Short Intro.pdf
- P. Levine, *Eugenics* - Chpt 1 Short Intro .pdf
- G. M. Thomas, “Keeping the Backdoor to Ethics Ajar”.pdf

Videos

- *Is Iceland on Track to Eliminate Down Syndrome?* <https://www.youtube.com/watch?v=gxJfoftXh9Y>
- P Levine Lecture on History of Eugenics <https://vimeo.com//61028495>
- Eugenicist Movement in America: State of Shame <https://www.youtube.com/watch?v=Nshj9rCTPdE>

MODULE 6: The Body and Power

(Weeks 13 & 14)

Weeks/Topics

Week 13: The Body and Immunity: Host Defence Biopolitics & COVID19

Week 14: Reclaiming the Body and Categories

Readings

Week 13

- Ed Cohen, *A Body Worth Defending* .pdf
- Ed-Cohen, *Self-Not-Self-Not-Not-Self-But-Not-Self-or-The-Knotty-Paradoxes-of-Autoimmunity-A-Generational-Ruminations*.pdf
- Philip Alcabas, “Race and Public Health- the coronavirus reveals how this country fails to relieve suffering”, *American Scholar* 2020 pdf.

Video

- <https://www.youtube.com/watch?v=oMj8UxMPYJU> (on immunity) 2019; or

- <https://www.youtube.com/watch?v=yZ6wWuAQnME> (on autoimmunity)

Week 14

- A. Fausto Sterling, *Dueling Dualisms in Sexing the Body*.pdf
- A. Fausto Sterling *That Sex Which Prevaileth in Sexing the Body(1)*.pdf
- A. Galinsky et al., *Power and Perspectives Not Taken*.pdf
- Susan Stryker, *My Words to Victor Frankenstein and More Words About "My Words to Victor Frankenstein*
- Alok Vaid-Menon, *Beyond the Gender Binary*
- torrin a. greathouse, *Wound from the Mouth of a Wound*
 - Pg 8. When my Doctor First Tells Me I Am a Woman p 8
 - Pg 54. On Using the Women's Bathroom p 54
- Jessica Fisher, *I am Frankenstein's Monster-- an echo of Susan Stryker's Call to Action*
