COURSE DESCRIPTION

This course will explore a key issue in the social, intellectual, and cultural history of western society: the evolution of medical thinking in the period 1500-1800. The course will focus on readings in English language primary source materials, including medical textbooks, journals from medical practitioners and patients, political records, and printed tracts and pamphlets. Topics covered will include: historiographical debates on the meaning of "medicine" in early modern culture; various ideas about the natural world, disease, and the body in circulation; the variety of medical practitioners (physicians, midwives, barber-surgeons, apothecaries, etc.) and their approaches to health and sickness; the intersection between public health and political authority; and the experience of illness. Alongside what we would consider to be fairly modern and sophisticated understandings of human anatomy, we will find more obscure, but no less serious professional debates about the functions of the four humours, the impact of astrological phenomena on human health, and the nature of diabolical magic. The fact that early modern Europe beliefs about the body and the natural world can be simultaneously familiar and alien to our own ideas is one of the important lessons to be taken away from this study.

COURSE OBJECTIVES

By the end of the semester, you should be able to demonstrate the following skills:

• The ability to differentiate between a primary and secondary source
• The ability to locate and retrieve both primary and secondary sources from the Milne Library and through Inter-Library Loan
• The ability to locate and critique how a historian uses primary sources in his/her writing
• The ability to locate and critique the thesis in a secondary source
• The ability to clearly articulate the strengths and weaknesses of different categories of primary source material, including (but not limited to): official church/state documents, economic records, diaries, personal correspondence, sermons, printed tracts and pamphlets, literary works, visual arts, and music.
• The ability to utilize primary source materials in crafting a thesis
• The ability to correctly cite evidence using the Chicago style of citation

COURSE REQUIREMENTS

Assignments

Final Paper 40%
10% in Projects 1.1-1.2 (Preparation Exercises)
10% in Project 1.3 (Rough Draft)
80% in Final Paper
Journal 15%
Short Papers 30% (3 total, worth 10% each)
Class Participation 10%
Library Mini-Assignments 5%

Final Paper (40% of grade)
Throughout the semester, students should be working on a lengthy (approximately 20 page) independent research paper on a topic of their choice from the period of 1500-1660. The final paper is due at noon on Thursday, 14 December. Although there are no hard and fast rules about what should go into a research paper, an average paper (C grade) must demonstrate at a minimum:

- A clear problem and thesis
- 3-4 pages that assess what other historians have said about the topic
- Readings in approximately 5-7 book-length secondary sources
- Research in at least 200-300 pages of primary source evidence
- A complete, annotated bibliography and citations in the Turabian style
- Clear and coherent writing

Although this course is focused tightly on the history of medicine from approximately 1500-1800, students are welcome to consult the instructor in formulating a paper dealing with broader topics of interest (including early modern issues that go beyond medicine or issues in the history of medicine that extend beyond the time frame for the course). In general, it is advised that students research a topic that they are interested in!

To facilitate the preparation of the paper, the following sub-assignments are required. Students who do not complete all of these sub assignments will receive, at best, a D grade on their final paper.

Final Paper Project 1.1: Proposal (due October 5)
Students should craft a one paragraph proposal for their final paper. This should include a research question and a justification of why this is a historically significant question. The proposal should be fairly in depth and specific – leave yourself time to do some library research before the assignment is due! This paper should also include a bibliography of at least 4 reliable scholarly secondary sources that you have ordered from ILL.

Final Paper Project 1.2: Historiography and Bibliography (due October 31)
Students will submit a 2-3 page essay that illustrates the ways that different historians have dealt with (or why they have ignored) the issue set forth in Project 1.1. This essay should utilize not less that four secondary sources and should identify any significant debates or disagreements.

Students will also submit at this time a final bibliography in correct Turabian format. The bibliography should indicate all the primary and secondary sources that will be used in the paper, and should be annotated (i.e. a 2-3 sentence description of each source).

Final Paper Project 1.3: Rough Draft (due November 16)
Students will submit a readable draft of their final paper, with clear citations. These will be read and critiqued by peer review groups the week after Thanksgiving, and students will have ample time to revise work for the final paper.
**Class Journal (15% of grade)**

Students must keep a journal consisting of reflective writing on the readings. Each journal entry should begin with a one or two sentence analytical question and 2 full pages of writing that addresses this question and uses specific references from the reading to back up ideas. Journal entries should be completed before the class in which we discuss a book (so, for example, a journal entry on Paracelsus must be completed before class starts on September 21). For the first several weeks of the semester, I will provide a list of possible journal topics.

I will collect journals periodically over the course of the semester. By October 5, journals should contain at least 4 entries and by November 7, journals should contain at least 8 entries.

Somewhere in the journal, students should also keep a running log of time spent on the final historiography paper. This should include a diary of time spent with bibliographic resources, in the library, and reading texts for the final paper. This is also a good place to keep notes on the paper. This will count as a 9th journal entry at the end of the semester.

Individual journal entries will receive a check plus (roughly equivalent to a low A), check (roughly equivalent to a low B), or a check minus (roughly equivalent to a low C) grade. In assigning a final grade for the journal, I will take these marks into consideration, as well as evidence of consistent performance and/or improvement. Evidence of declining work on the journals may also be factored into the final journal grade.

**Short Papers (30% of grade)**

There will be three short papers due over the course of the semester (due on September 28, October 19 and November 7). Each paper is worth 10% of the final grade. In 3-4 pages, students will critique one primary source from the syllabus. Each critique should explore the content, context, and the strengths or weaknesses of one primary source discussed in class. These papers can incorporate writing and ideas from the journals, but should be polished and include new material above and beyond what is included in the journal. Additional information on the short papers appears at the end of the syllabus.

**Class Participation (10% of grade)**

Students are expected to attend class and participate in discussions. Although I am sympathetic to the problem of shyness, students who do not engage themselves with class discussions, group work, or other class activities will see this portion of their grade suffer. Likewise, habitual absenteeism will quickly have a negative effect on your grade.

Part of the class participation requirement includes peer reviews of the rough drafts for the final paper. Once everyone has selected a paper topic, students will be assigned to a draft group of two or three other students who are working on similar projects. Students will be responsible for reading the rough drafts of other members of the group and will write up substantive critical comments. Peer review exercises will be worth 20% of the class participation grade.

All students must also make a final oral report on their research paper during the exam session. These are short (5-10 minutes), low stakes opportunities for students to discuss their work, and will be worth 10% of the class participation grade.

**Library Mini-Assignments (5% of grade)**

In conjunction with the course readings, students will occasionally be asked to go to the library and find a specific kind of resource (e.g. a book review, an example of a secondary source, etc.)
and report back on their findings to the class. Like the journals, these assignments will receive a check, check minus, or check plus as a grade.

OTHER POLICIES

Readings and ERes
Unfortunately, a research seminar requires work with primary sources that are not readily available in print. Therefore, many of the source readings that we will be doing this semester are listed as electronic reserve readings. For class discussions, you must bring a copy of the required documents with you. These can be hard copies printed off the ERes page, they can be copied from the coursepack available outside of my office, or they can be accessed on a laptop in class. I apologize for this inconvenience.

Students are required to read all assigned texts before class. The readings for this class are admittedly difficult and lengthy; this is why the course is worth 4 credits. You should leave yourself enough time to complete the readings and critically reflect on what the authors are trying to say.

Assignment Due Dates
Written assignments are due at the beginning of class. Please plan ahead to ensure that your papers are written, spell checked and printed early enough that you can arrive to class on time. Late papers will lose 10% per day. Barring a major catastrophe, papers that are submitted more than one week late will automatically receive a zero. If you hand work in late, please be aware that your work will be graded at my convenience. It takes several days for me to read and comment on papers and drafts, and late work automatically moves to the bottom of my to-do list.

Preliminary assignments for the final paper are non-negotiable requirements to receive a passing grade on the final project. Unless a documented emergency occurs, students will receive a failing grade on the final paper for preliminary assignments that are more than one week late. Car troubles, colds and most computer problems do not constitute emergencies.

Classroom Conduct and Class Participation Standards
Geneseo is a liberal arts college. The curriculum assumes that students will show up to class having prepared and reflected upon the course materials and will be ready to discuss them. To get an A in class participation, you need to be present, you need to demonstrate that you’ve read and thought about the readings, and you need to be willing to raise relevant and high quality critical points during class discussions. I do take other factors into consideration including: evidence of engagement with the class materials (e.g. visits to office hours, participation in small group discussions, or particularly impressive journal entries), a commitment to individual improvement over the course of the semester, and quality of participation (I do not believe that the amount that a student talks necessarily translates into high quality class participation).

There is no formal attendance policy. However, since this is a discussion-based class, you are expected to attend class regularly. Excessive absenteeism will negatively affect your class participation grade – and frankly, if you miss more than an accumulated 3 weeks worth of class in a 15 week semester, I will with a clear conscience give you a zero for class participation, regardless of your work in discussions in which you are present. These penalties can be waived if a long-term absence arises as a result of illness, injury, family emergency, etc.. Please, however, inform me of these issues early so that I am aware of your situation.
Email and Outboxes
Everyone will automatically be enrolled in a HIST 221 email listserv. Announcements for this class (e.g. schedule changes, class cancellations, etc.) and occasional handouts will be distributed through this list. Be sure to check your geneseo.edu account on a regular basis.

Email is a terrible format for communication certain kinds of information, and is particularly unsuited to giving feedback on written work or class participation. If you want to discuss your work, please try to make an appointment to see me or drop by during open office hours. If you cannot find time to speak with me personally, you may email me. However, my response will not be instantaneous (especially at busy points in the semester and over the weekends) and may not be as detailed as you would like.

I store copies of all class handouts and papers for peer reviews on my network outbox. Please check the outbox before you ask me/email me for copies of handouts (please do, however, email me if you can’t find a document in the outbox). Learn how to use this incredibly useful resource at www.geneseo.edu/~cit/quickguides/pdf/boxes.pdf.

Plagiarism
Plagiarism is defined in the SUNY-Geneseo Undergraduate Bulletin as the “deliberate representation of someone else's words or ideas as one's own or the deliberate arrangement of someone else's material(s) as one's own. Any one of the following constitutes plagiarism: (A) Direct quotation without appropriate punctuation and citation of source; (B) Paraphrase of expression or thought without proper attribution; (C) Dependence upon a source for a plan, organization or argument without appropriate citation.” (http://handbook.geneseo.edu/3). If you commit an act of academic dishonesty on any assignment in this class, you will automatically fail the course and a letter will be placed in your academic file at the dean’s office. I will not negotiate this penalty.

Grades
If you have questions or concerns about your grades, please come talk to me. Please remember, however, that the main objective in this class is for you to cultivate the skills needed to practice and/or teach history. I respond positively to evidence of self improvement, engagement with the course material, and a commitment to excellence. Conversely, I tend to respond poorly to the question: “what do I need to do to get an A in your class?”

Accessibility
I will be happy to make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should discuss needed accommodations with me and should contact the Director in the Office of Disability Services (Tabitha Buggie-Hunt, 105D Erwin) as early as possible in the semester.

READINGS
• Mary Lindemann, Medicine and Society in Early Modern Europe (Cambridge University Press, 1999)
• Logan Clendening, Source Book of Medical History (Dover, 1960)
• Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, 6th edition (University of Chicago, 1996)
• Electronic Reserve texts (password = “cope”)
SCHEDULE: Written Assignments are in bold

Tuesday, August 29  Introductions

Thursday, August 31  What Historians Do
  • Carl Becker, “Everyman His Own Historian” (ERes)

Tuesday, September 5  Foundations: The Concept of Sickness
  • Lindemann, introduction and chapters 1-2

Thursday, September 7  Foundations: Medical Knowledge
  • Lindemann, chapters 3-4
  • Library Mini Assignment: Locating book reviews

Tuesday, September 12  Foundations: Social Responses to Disease
  • Lindemann, chapters 5-6

Thursday, September 14  Patients and Practitioners
  • Lindemann, chapter 7 and conclusion

Tuesday, September 19  Classical Concepts of the Body
  • Clendening, 41-52 (Galen)
  • Class meets in 104 MILNE

Thursday, September 21  Renaissance Contributions to the History of the Body
  • Clendening, 76-94 (The Middle Ages)
  • Clendening, 95-105 (Paracelsus)
  • Library Mini Assignment: Locating background information

Tuesday, September 26  Medical Practice: The Professionals
  • Culpeper, Directory for Midwives (ERes) – Acrobat pages 125-144 only
  • Pharmacopoea (ERes) – Acrobat pages 98-124 only

Thursday, September 28  Medical Practice: Midwives
  • Jane Sharp, The Midwives Book (ERes)
  • Aristotle’s Masterpiece (ERes) – Acrobat pages 1-25 only
  • Short Paper 1 due

Tuesday, October 3  Interpreting Disease: Birth Defects
  • Aristotle’s Masterpiece (ERes) – Acrobat, pages 25-28 only
  • A Declaration of a Strange and Wonderful Monster (1645)
  • The Strange Monster: Or True News from Nottinghamshire (1668)
  • A True Relation of the Birth of a Monster (1682)
  • Library Mini Assignment: Journal articles
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<tr>
<td><strong>Thursday, October 5</strong></td>
<td>Interpreting Disease: Infectious Diseases</td>
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<td>- Clendening, 106-121 (Fracastorius)</td>
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<td>- Clendening, 194-208 (Thomas Sydenham)</td>
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<td>- <strong>Final paper project 1.1 due (Proposal)</strong></td>
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<td><strong>Tuesday, October 10</strong></td>
<td>Fall Break</td>
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<td><strong>Thursday, October 12</strong></td>
<td>Individual Meetings, No Class</td>
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<td><strong>Tuesday, October 17</strong></td>
<td>Changing Views of Health and the Body</td>
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<td>- Clendening, 126-151 (Vesalius) and class handouts of Vesalius illustrations</td>
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<td>- Clendening, 152-169 (William Harvey)</td>
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<td>- Clendening, 189-194 (Ambroise Paré)</td>
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<td>- Clendening, 240-253 (Giovanni Battista Morgagni)</td>
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<td><strong>Thursday, October 19</strong></td>
<td>Library Research Seminar</td>
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<td>- <strong>Class meets in 104 MILNE</strong></td>
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<td>- <strong>Short Paper 2 due</strong></td>
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<td><strong>Tuesday, October 24</strong></td>
<td>Debates on Disease: The Plague of 1665</td>
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<td>- Orders Heretofore Conceived and Agreed, 1625 (ERes)</td>
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<td>- Orders Conceived and Published by the Lord Mayor, 1665 (ERes)</td>
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<td>- Thomas Cocke, Advice for the Poor, 1665 (ERes)</td>
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<td>- Some Wholesome Counsels and Directions, 1665 (ERes)</td>
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<td>- <strong>Library Mini Assignment: Primary and secondary sources in Milne</strong></td>
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<td><strong>Thursday, October 26</strong></td>
<td>The Experience of Disease: The Plague of 1665 continued</td>
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<td>- Samuel Pepys, <em>Diary</em> (ERes)</td>
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<td>- Daniel Defoe, <em>Journal of a Plague Year</em> (ERes)</td>
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<td><strong>Tuesday, October 31</strong></td>
<td>Medical Practitioners: The Conquest of Smallpox</td>
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<td>- Clendening, 291-305 (Smallpox)</td>
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<td>- John Lamport, <em>A Direct Method of Ordering and Curing People</em>, 1685 (ERes)</td>
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<td>- <strong>Final paper project 1.2 due (historiography and bibliography)</strong></td>
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<td>- <strong>Library Mini Assignment: Primary and secondary sources in WorldCAT</strong></td>
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<td><strong>Thursday, November 2</strong></td>
<td>Optional Individual Meetings, No Class</td>
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<td><strong>Tuesday, November 7</strong></td>
<td>Library Research Seminar</td>
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<td>- <strong>Class meets in 104 MILNE</strong></td>
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<td>- <strong>Short Paper 3 Due</strong></td>
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<td><strong>Thursday, November 9</strong></td>
<td>Mandatory Individual Meetings, No Class</td>
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<td><strong>Tuesday, November 14</strong></td>
<td>Research Day, No Class</td>
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<td>Thursday, November 16</td>
<td>Final paper project 1.3 (rough draft) due</td>
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<td>Tuesday, November 21</td>
<td>Research Day, No Class</td>
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<td>Thursday, November 23</td>
<td>Thanksgiving</td>
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<td>Tuesday, November 28</td>
<td>Peer reviews of rough drafts</td>
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<td>Thursday, November 30</td>
<td>Peer reviews of rough drafts</td>
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<td>Tuesday, December 5</td>
<td>Optional Individual Meetings, No Class</td>
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<td>Thursday, December 7</td>
<td>Optional Individual Meetings, No Class</td>
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<td>Thursday, December 14</td>
<td>Final paper due and oral reports (session lasts 12-3)</td>
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SHORT PAPERS: due September 28, October 19 and November 7

Papers should be four or five pages in length, in a readable font (12 point), with reasonable margins. I have never graded a paper down based solely on length, so please do not artificially pad your paper or worry if the paper ends up longer than five pages.

Approximately two-thirds of the paper should demonstrate a critical analysis of the text, particularly raising questions about context and content. This section of the paper should explore the nature of the evidence, the strengths and weaknesses of the material, and an analysis of how the text should be interpreted. You may particularly want to consider:

- Who wrote the document, when, and where?
- Who was the author writing for? What are his/her biases? What purpose did he/she have in mind when the document was composed?
- Is it based on eyewitness or hearsay evidence? When was it written in relation to the actual events?
- What does the document say and why is it important? What supporting arguments or evidence does the author use to prove the point? Is this supporting material persuasive?
- What does the document not say? Are silences in the document significant?
- What assumptions did the author have when s/he wrote? Is it possible to read between the lines and recover some of these preconceptions or assumptions?
- What new kinds of questions does the document raise?
- What new sources does this document point to?
- What firm conclusions about early modern culture and belief can we draw from this document? What speculative conclusions can we draw?

Approximately one-third of the paper should engage with the questions: “what can I use this for?” and/or “what does this document tell me?” There are no hard and fast rules about how to accomplish this. You may, for example:

- discuss what a historian could use this document for
- discuss why this source would be problematic for a historian to utilize
- discuss how this source illustrates, challenges, or complicates a point that is made in a secondary source (e.g. Lindemann)
- discuss how this source compares to other primary sources we have looked at in class

Other Issues:

- These are critical response papers, not summaries. No more than one paragraph of your paper should be devoted to summarizing the document.
- In order to address context, you may need to conduct outside research. We will talk in class about possible reference sources, but you should prepare to do some research in the library for each paper that you write.
- Information (not just quotes) from the assigned primary and secondary sources, as well as any outside information you consult must be footnoted in proper Turabian style.
- Your paper should be well-written and the structure of your analysis should make sense. Grades will be based on the content of your analysis and the presentation.
- Blanket complaints (the text was boring, hard to read, too many misspellings, etc.) will not suffice. You can complain in class, not in your paper.
- Journal entries can be incorporated into these papers. The short papers should, however, demonstrate a deeper engagement with the texts, more polished writing, and more specific argumentation.
LIBRARY MINI ASSIGNMENT 1: Locating Book Reviews  
Due Thursday, 7 September

Assignment:

1. Find two book reviews of Mary Lindemann’s *Medicine and Society in Early Modern Europe* that are available on campus. Write down the full citation of the reviews in proper Turabian bibliographic format. Copy or print both reviews, read them carefully, and bring them to class with you.

2. Find citations for two book reviews of Roy Porter’s *Disease, Medicine and Society in Early Modern England*. Write down the full citation of the reviews in proper Turabian bibliographic format.

3. Hand in one sheet of paper that indicates, in proper Turabian format, citations for the two reviews of Lindemann’s book and the two reviews of Porter’s book

Issues to think about:

- How reliable are book reviews?
- What are the strengths/weaknesses of the specific reviews of Lindemann that you looked at?
- Do you agree with the reviews? Are the reviewers’ comments overly-critical or overly-supportive?
- How do the two reviews differ?
- What can book reviews be used for?

How to Find Book Reviews:

- On the Milne Library webpage, find the “Arts and Humanities Search” database. Hint: check the “Databases” tab under “Quicksearch”. You may need to enter your Geneseo username and password to enter the database.
- In the “Arts and Humanities Search” database, type the exact book title you are looking for in the “Title” field. For example “Medicine and Society in Early Modern Europe”.
- You should get a list of relevant reviews of the book. The list indicates full citations and whether the journal title is available at Geneseo.
- Write down or print the full citations and use them to find the book review in Geneseo’s collection (using GLOCAT). Many journals can be accessed electronically. Hard copies of journals are also kept in the basement of Milne, arranged alphabetically.