TRENT UNIVERSITY
DEPARTMENT OF HISTORY
(2014-2015)

HISTORY 4550Y

Medicine and Society in Europe 1500-1800
(Peterborough Campus)

Professor Kevin Siena                          Office Hour: Tues., 3:00-4:00
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FORMAT: One two-hour seminar, weekly
TIME/PLACE: Thursday 12:00-13:50, OC 207

This course will explore the social history of health and healing in early modern Europe. It will explore the important social, cultural, intellectual, and institutional developments that transformed European healthcare from its inherited medieval tradition. Throughout the course efforts will be made to demonstrate how social and cultural factors helped mold early modern medicine. Therefore we will explore issues that highlight this connection between science and society. Such topics will include the construction of the early modern body, medical discussions of sexuality, the nature of the doctor-patient exchange, the public response to diseases such as plague and syphilis, medical provision for the poor, the relationship between professional medicine and popular healers, and the institutionalization of healthcare in early modern hospitals. This will be as much a history of patients as it is a history of doctors, and as much a history of practices as of ideas.

Course Texts: The following are available at the Trent University Bookstore

1) HISTORY 4550 Coursepack.
2) Peter Elmer (ed.) The Healing Arts: Health, Disease and Society in Europe, 1500-1800 (Manchester Univ. Press, 2004).
3) Peter Elmer and Ole Peter Grell, (eds.) Health, Disease and Society in Europe, 1500-1800. A Sourcebook (Manchester Univ. Press, 2004)
Seminars: There is no lecture component to this course. The course will be structured around seminar discussions of the weekly readings. Attendance and participation is (unsurprisingly) crucial. (20%)

Seminar Leadership: Each student (often as part of a pair) will lead one seminar. The task is to help guide a discussion that covers what you perceive to be important about the week’s readings, individually and collectively. In addition to dissecting each reading, we want to work towards some kind of synthesis or raise points of contrast that bring the readings together and offer a bigger picture. Seminar Leaders will do this by constructing a list of no fewer than 10 questions to pose to their classmates. You can demonstrate mastery of the topic just as well through a list of well-written and thoughtful questions as by giving a formal presentation. You are free to set up questions with introductory thoughts, but with a class of smart advanced students I do not want Seminar Leaders to speak for long stretches. Get your classmates talking! Students will be graded on how well they generate and lead discussion and how thorough their questions cover the readings. (10%)

Research Paper: As this is a fourth-year seminar, it requires a major research paper, due in the second term. (minimum 30 pages in length) It can be on any topic that relates to health or medicine in the period. I will be very flexible on paper topics, so don’t be afraid to be original. I will have to approve all paper topics in advance, but I will try to accommodate your interests as much as I can. At the last seminar in December you should hand in a Research Prospectus. The Prospectus is an essay – not an outline or annotated bibliography – that should describe your project, identify your central research question and give the contours of the current historiographic debate. It must contain a bibliography of at least 15 secondary sources (both books and articles), as well as significant primary source material. It is expected that you will have explored these sources and not just pulled titles together from TopCat that you haven’t read. (Better read that last sentence again…) Moreover, this bibliography will only represent a foundation on which you will continue to build in the second term!!

(Prospectus = 15%) Due: November 27
(Essay = 45%) Due: April 16

Research Workshop: (10%) Students will workshop their research in the spring term. Students will discuss their work to get feedback in order to hone their final papers. Everyone may use this opportunity differently. Some may present a trial run of their argument. Some may discuss problems that they are trying to work through. The point of the exercise is to utilize a resource that is available to you – your classmates’ brains. Students will present their research as a work-in-progress and then field questions, comments and suggestions from the class that will help them as they move towards writing up their final version of the paper. NOTE: everyone’s participation as engaged audience members will factor into their seminar grade.
Grading Scheme:
Seminar Participation = 20%
Seminar Leadership = 10%
Research Prospectus = 15%
Workshop Presentation = 10%
Research Paper = 45%

Note: Half of the Seminar Participation marks will be assessed at mid-year, so that all students will have at least 25% of their grade reflected in their mid-year mark (i.e. regardless of which term they lead seminar.)

Course goals:
As a fourth year course, History 4550 provides students with the opportunity to explore a specialized topic -- medicine in early modern Europe -- in depth, both through class discussion of scholarship and through advanced independent research. Students should be able to use their advanced knowledge of history and historical methodologies and their advanced skills in critical thinking and historical writing, to research a topic deeply -- using primary and secondary sources -- in order to produce an original analytical argument situated in the appropriate historiographical and theoretical contexts. Students should be able to communicate their arguments to the instructor and their peers with clarity, accuracy, and logic through major research papers and class presentations. Students on completing the course successfully should understand the conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge, and should be able to evaluate historical writing effectively through examinations of sources, arguments, and methodologies.

Learning Outcomes: I have developed the course to address several learning outcomes. By the end of the course a successful student should:

1) Apprehend the major developments that transformed how people understood their bodies, health and sickness during the early modern age.
2) Gain a deeper appreciation of the methods historians use to draw conclusions about the pre-industrial world.
3) Become more adept at handling primary sources.
4) Improve their understanding of historiography.
5) Become a better writer and researcher.
6) Think in more complex ways about how scientific knowledge is produced.

Other Business:

Papers must be handed in to me directly. You assume the risk of loss if you attempt any other method of submission. I will not accept paper’s submitted electronically.
**Late Penalty:** Extensions will only be considered in exceptional circumstances, and will require supporting documentation (e.g. medical notes). Any extension must be arranged before the due date. The penalty on late papers is three (3) points per day including weekends. Note: I have assigned the latest possible due date for the research essays (April 16) in order to give everyone the most possible time, and especially to give the people who present at the April 2 Research Workshop a reasonable amount of time (2 weeks) to incorporate feedback. As a result, there is little room for lateness, as I must have all the papers graded in a short time in order to get course marks submitted. Because of this situation, late papers will likely receive only the briefest of comments. That would be a shame for papers you’ve worked so hard on. So plan to get them in on time.

**Academic Integrity:**
Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent’s Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

**Access to Instruction:**
It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (SAS), (BH Suite 132, 705-748-1281 or email accessibilityservices@trentu.ca). For Trent University in Oshawa Student Accessibility Services Office contact 905-435-5102 ext. 5024. Complete text can be found under Access to Instruction in the Academic Calendar.

**Do Not Submit Identical Work for Two Classes:** It is important to make explicit that it can constitute an academic offence to submit the same work for credit in two separate courses. Even though it is your original work, you might unwittingly get yourself into trouble. See me if you have any doubts when planning your research.

Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.

The last date to withdraw from Fall/Winter full courses without academic penalty is February 5, 2015.
SEMINAR SCHEDULE AND READINGS

Sept. 4) Introduction.

Sept. 11) The Medical World circa. 1500

Elmer, *The Healing Arts*, Chapters 1 & 2
Elmer and Grell, *Health, Disease and Society: sourcebook* Chapters 1 & 2

Sept. 18) Medicine, Religion and the Scientific Revolution

Elmer, *The Healing Arts*, Chapters 4 & 5
Elmer and Grell, *Health, Disease and Society: sourcebook* Chapters 4 & 5

Sept. 25) Renaissance Anatomy

Elmer, *The Healing Arts*, Chapter 3
Elmer and Grell, *Health, Disease and Society: sourcebook* Chapter 3

*** Discussion of Research Projects ***

October 2) Workshop: using electronic sources for medical history

LOCATION TBA

Oct. 9) The Medical Marketplace

Elmer, *The Healing Arts*, Chapter 13
Elmer and Grell, *Health, Disease and Society: sourcebook* Chapters 13

Harold Cook, The Medical Marketplace” in his *The Decline of the Old Medical Regime in Old Stuart London* (Cornell UP, 1986), pp. 28-69

Oct. 16) = Anatomy and the Gendered Body

Elmer, *The Healing Arts*, Chapter 8 ** Only through Section 8.3**
Elmer and Grell, *Health, Disease and Society: sourcebook* Chapter 8 **only sources 8.1 and 8.2**


Oct. 23) READING BREAK

Oct. 30) Medical Thought: Enlightenment:

Elmer, *The Healing Arts*, Chapter 7
Elmer and Grell, *Health, Disease and Society: sourcebook*, Chapter 7

*** Discussion of Prospectus***

_Students should be prepared to identify their research topic and note 5 sources that they have found on the topic._

Nov. 6) Alternative Healers


-- Early Modern Medical Advertisements, available electronically. Details to follow.

Nov. 13) Women and medicine:

Elmer, *The Healing Arts*, remainder of Chapter 8 (i.e. from 8.4 on)
Elmer and Grell, *Health, Disease and Society: sourcebook* remainder of Chapter 8 (from sources # 8.3 on)


Nov. 20) Plague

Elmer, The Healing Arts, Chapter 6 ** sections on plague only (only pp. 136-146)
Elmer and Grell, Health, Disease and Society: sourcebook Chapter 6 – ** only sources 6.1-6.3.


Nov. 27) PROPOSALS DUE

*****HOLIDAY BREAK*****

Jan 8) Mental Health

Elmer, The Healing Arts, Chapter 9
Elmer and Grell, Health, Disease and Society: sourcebook Chapter 9


**Jan 15) Sex and Disease: The French Pox**


**Jan 22) Medicine and Charity: Hospitals**

Elmer, *The Healing Arts*, remainder of Chapter 6 (from p. 146 on)

Elmer and Grell, *Health, Disease and Society: sourcebook*, Chapter 6 (except sources 6.1-6.3)


**Jan 29) Heredity and the Origins of Race**


**Feb 5) Military Medicine**

Elmer, *The Healing Arts*, Chapter 10  
Elmer and Grell, *Health, Disease and Society: sourcebook*, Chapter 10

**Feb. 12) Medicine and the Environment and the New World**

Elmer, *The Healing Arts*, Chapter 11  
Elmer and Grell, *Health, Disease and Society: sourcebook*, Chapter 11

**Feb 19) READING BREAK**

**Feb. 28) – Medicine and the New World**

Elmer, *The Healing Arts*, Chapter 12  
Elmer and Grell, *Health, Disease and Society: sourcebook*, Chapter 12

**March 5) Research Workshop**

**March 12) Research Workshop**

**March 18) Research Workshop**

**March 26) Research Workshop**

**April 2) Research Workshop**

**RESEARCH ESSAYS DUE APRIL 16**