

# HPS 515/ HIST 89: Magic, Medicine, & Science

Spring 2020  
Thursday 6-8:30 PM  
Lawrence Hall 207

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Office Hours: TBD and by appointment

- 1. Course Description.** This course will focus on the history of medicine and physiology, covering important medical and biological texts from the Ancient Greeks to the Renaissance. Because the literature on this topic is vast, we will focus our study on the scientific and medical views of sex and sex differences, looking primarily at historical accounts of the female and male roles in reproduction and generation. In addition, we will explore the complex and interconnected relationship among magic, religion, and medicine throughout the majority of this history. For the first half of the course, we will focus on the Ancient Greeks, including the Hippocratic Corpus, Aristotle, and Galen. In the second half, we will explore the uptake and modification of these ancient views on sex difference in the Late Middle Ages before exploring some of the ways in which these ancient views continue to influence modern medicine. By tracing these important lines of thought in Western intellectual history, this course will enable students to gain an understanding of the origins of modern medical science. There are no prerequisites and no background in history or biology is required. The course is designed for students interested in history, biology, or science more generally, and it satisfies the University of Pittsburgh's Historical Change general education requirement.
- 2. Course Learning Objectives.** This introductory history and philosophy of science course aims for students to develop certain skills and dispositions that are important for both historical and philosophical engagement with the medical and biological sciences as well as more general critical engagement with arguments from other academic and non-academic fields. The table below lists the primary course objectives along with the assessments that will be used to measure student mastery.

<b>By the end of this course, you will be able to do the following:</b>	<b>Assessments</b>
1. Recognize and summarize arguments from historical, medical, and scientific texts.	Active Reading Assignment, Argument Reconstructions, Mini Paper, Term Paper
2. Critically evaluate these arguments, identifying their strengths and weaknesses.	Argument Reconstructions, Mini Paper, Term Paper
3. Develop and defend a historical or philosophical position in a clear, well-structured argumentative essay.	Argument Reconstructions, Mini Paper, Term Paper
4. Apply analytical tools to novel problems and context that are important and relevant to your interests.	Term Paper, Historical Podcast
5. Become a more curious and self-reflective learner, better able to identify what you need to do in order to achieve your own learning goals.	End-of-Class Reflections, Participation Paper, Historical Podcast

3. **Texts.** All readings for the course will be available on CourseWeb. You should bring copies of all the weekly texts to each class meeting. Additional resources and recommended texts can be found on CourseWeb.
4. **Graded Assessments.** Please see CourseWeb for further instructions, submission information, and rubrics for these assignments.

*Reading (10%)*

- Active Reading Assignment (2 x 5%)

*Writing (40%)*

- Argument Reconstruction (5%)
- Mini Paper (10%)
- Term Paper (25%)

*Participation & Metacognition (30%)*

- End-of-Class Reflections (10%)
- Participation Paper (10%)
- Discussion Board Posts (10%)

*Creative Engagement (20%)*

- Historical Podcast (20%)

*Active Reading Assignment (2 x 5%):* Using the method outlined in David Concepción’s (2004), “Reading Philosophy with Background Knowledge and Metacognition,” you will mark up and hand in your copy of selected readings. Through this exercise, you will learn to identify various features of academic history and philosophy papers (e.g., thesis, arguments, definitions, distinctions, etc.) and begin the process of mastering effective notetaking.

*Argument Reconstruction (5%):* After in-class practice outlining and mapping arguments, you will be asked to reconstruct the main argument from one of the philosophy papers we read for class. Your summary should be 300-500 words and should present that argument in your own words without any critical evaluation. You will be assessed on the content—i.e., your correct identification of the argument—as well as your writing.

*Mini Paper (10%):* The mini paper serves as a bridge between the argument reconstruction and the term paper. In this paper, you will be tasked with reconstructing the argument from one of the papers we read in class, as before, but you will then need to provide a critical evaluation and assessment of the argument. Your evaluation should include a defense of your own thesis regarding the author’s argument. The mini paper should be 600-800 words in length.

*Term Paper (25%):* You will write a 1,200- to 1,600-word essay addressing an important historical issue relevant to the course material, on a topic of your choosing. You will be graded both on the final essay (20%) and at various stages during the essay drafting process (5%). Everyone will have the opportunity to revise and resubmit their final essay to receive up to half of the points lost.

*End-of-Class Reflections (10%):* At the end of most class sessions you will have the opportunity to reflect on your learning during that session. You will be asked to address something you learned and to identify questions raised by our discussion and learning activities. There will be

12 weeks in which you can submit a reflection, but only 10 will be counted toward your final grade. You must be present for the entire class session in order to submit a reflection.

*Participation Paper (10%):* You will produce a 2 to 3-page paper reflecting on your participation during the course. This paper will provide a self-evaluation that identifies your modes of participation and shows how your participation has helped you and your classmates achieve the learning objectives for the course.

*Discussion Board Posts (10%):* Throughout the semester, you will be asked to contribute to the class Discussion Board on CourseWeb. Once during the term, everyone will be asked to write a 300-400 word post on one of the course readings. This substantive post should follow the rubric for a mini paper, including both a summary of the author's thesis and your critical evaluation. It will be worth 5% of your grade and will be due at 5PM on the Monday before class. The remainder of the class will have the option to respond and comment on these substantive postings, offering a critique, alternative reading, or possible extension. Everyone is required to post a 150-250 word response, engaging with one of the substantive posts, at least twice during the term. These shorter posts will be due by 5PM Wednesday before class. They are worth 2.5% each for a total of 5% of your grade.

*Historical Podcast (20%):* You will choose an episode from the history of medicine not already covered in the course readings and record it as a 5- to 7-minute podcast. In your podcast, you will develop a narrative to explain why your chosen topic is important for the history of medicine and show how it relates to modern medical theory or practice. The historical podcast serves as a way for you to apply the historical and analytical skills you have acquired from the course to other topics you find interesting and relevant, using a novel format. It is an opportunity for you to integrate your historical and analytic skills with your other academic and non-academic interests.

*Optional Extra Credit Office Hours Visit (+1%):* Stop by my office to meet with me to discuss your term paper, historical podcast, or other course material.

## **5. Grading Policies.**

*Late Work.* All work is due by the specified date and time. If work is submitted late, it will be penalized by 5% for each 24h period it is late. Exceptions may be provided for health, familial, or religious obligations on a case-by-case basis.

*Anonymous Grading.* I practice anonymous grading for all written work in order to eliminate the effects of implicit bias, which have been shown to affect even those who do not hold explicitly prejudiced beliefs (<http://plato.stanford.edu/entries/implicit-bias/>). We will discuss in class how to anonymize your online submissions.

## **6. Inclusivity Statement.** I am firmly committed to diversity and equality in all areas of academic life. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I further believe that our ability to understand and grapple with potentially challenging topics is improved by respectfully engaging with a variety of diverse viewpoints and perspectives. Each of us brings a unique set of experiences and knowledge into the classroom. One of the pleasures of the study of history and philosophy is the ability for each of us to learn from the experience and knowledge of others. I believe the responsibility for learning is distributed among all of us, so your preparation and participation

in the class will be a key factor in your success and mine. I value and encourage each of your contributions, and I hope that you will always feel comfortable offering opinions, asking questions, and helping everyone get the most out of the course. To further promote inclusion and civility, I will make every attempt to acknowledge student contributions by name, and I encourage you to learn your classmates' names and pronouns so that you can do the same.

7. **Mental Health.** I recognize that balancing the academic demands of college with other commitments can be challenging at times. If you find yourself feeling overwhelmed and struggling to keep up with the course for any reason, please do not hesitate to approach me after class or during office hours or send me an email with your concerns. In addition, the University Counseling Center offers professional counseling services for students. If you would like to talk to someone, please call 412-648-7930. This service is available 24 hours a day, seven days a week. See the Counseling Center's website for additional information about appointments and drop-in visits (<https://www.studentaffairs.pitt.edu/cc/>).
8. **Plagiarism.** Plagiarism, as well as cheating of any kind, will not be tolerated. Please refer to the University of Pittsburgh's policies on academic integrity for details on this subject (<http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html>). We will discuss proper academic citations before any papers are due to help you avoid inadvertent plagiarism. All graded assignments are expected to be new for this course. Students agree that by taking this course all written assignments may be subject to submission for textual similarity review for the detection of plagiarism.
9. **Writing Center.** Effective written communication is critical to philosophy and to academic discourse. You are strongly encouraged to trade drafts of your writing assignments with your classmates for editing and to make use of the Writing Center at 317B O'Hara Student Center ([www.writingcenter.pitt.edu](http://www.writingcenter.pitt.edu)).
10. **Disability Services and Accommodations.** Your success in this course is important to me, as I believe that every student is entitled to a meaningful and stimulating learning experience. If there are any circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting activities and assignments to meet both your needs and the requirements of the course. Additionally, if you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact me and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. For further information on University policy, please visit <https://www.studentaffairs.pitt.edu/drs/>.
11. **Non-discrimination Policy.** The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The University also prohibits and will not engage in retaliation against any person who makes a claim of discrimination or harassment or who provides information in such an investigation. Further, the University will continue to take affirmative steps to support these values consistent with the University's mission.

# SCHEDULE OF READINGS & ASSIGNMENTS

<b>Week 1</b> Jan. 9 <sup>th</sup>	Introduction	1. No Required Readings
<b>Week 2</b> Jan. 16 <sup>th</sup>	Ancient Greek Medicine & Humoral Theory	1. Black (2020), “Medicine and Healing Among the Ancient Greeks,” pp. 25-28 (4 pgs) 2. Hippocratic Corpus, <i>Nature of Man</i> , selection in Black (2020), pp. 29-32 (4 pgs) 3. Plato, <i>Timaeus</i> , selection in Black (2020), pp. 33-34 (2 pgs) 4. Concepción (2004), <i>Reading Philosophy</i> , selection (17 pgs)
<b>Week 3</b> Jan. 23 <sup>rd</sup>	Hippocratic Corpus – Reproduction	1. Hippocrates, <i>Diseases of Women I</i> in Hanson (1975), 567-584 (19 pgs) 2. King (2014), “Constructing the Body: The Inside Story” in <i>Hippocrates’ Woman: Reading the Female Body in Ancient Greece (HW)</i> , pp. 21-39 (17 pgs)
Jan. 23 <sup>rd</sup>	<b>1<sup>st</sup> Active Reading Assignment</b> on King (2014), “Constructing the Body,” due in class	
<b>Week 4</b> Jan. 30 <sup>th</sup>	Hippocratic Corpus – Magic, Myth, and Hippocratic Medicine	1. Hankinson (1998), “Magic, Religion, and Science: Divine and Human in the Hippocratic Corpus,” selections (20 pgs) 2. King (2014), “Asklepios and Women’s Healing” pp. 99-113 (14 pgs)
Jan. 31 <sup>st</sup>	<b>Argument Reconstruction</b> on Hankinson (1998) due by 5PM, online submission	
<b>Week 5</b> Feb. 6 <sup>th</sup>	Plato – On the Nature of Women	1. Plato, <i>Symposium</i> , “The Speech of Aristophanes” (7 pgs) 2. Smith (1983), “Plato and Aristotle on the Nature of Women,” 467-478 (12 pgs) 3. Lloyd (1968), “Plato as a Natural Scientist,” pp. 78-92 (17 pgs)
Feb. 6 <sup>th</sup>	<b>2<sup>nd</sup> Active Reading Assignment Option 1</b> on Smith (1983), due in class	
<b>Week 6</b> Feb. 13 <sup>th</sup>	Aristotle – On the Nature of Women	1. Aristotle, <i>Parts of Animals</i> 2.7 (3 pgs) 2. Mayhew (2004), “Aristotle and ‘Ideology’” in <i>The Female in Aristotle’s Biology (FAB)</i> , pp. 1-18 (18 pgs) 3. Mayhew (2004), “Smaller Brains” in <i>FAB</i> , pp. 69-72 (4 pgs)
<b>Week 7</b> Feb. 20 <sup>th</sup>	Aristotle – Female Contribution to Reproduction	1. Aristotle, <i>Generation of Animals</i> 1.17-1.20, selections (4 pgs) 2. Mayhew (2004), “Embryology” in <i>FAB</i> , pp. 28-53 (28 pgs)
Feb. 21 <sup>st</sup>	<b>Mini Paper</b> on Mayhew (2004), “Aristotle and ‘Ideology’” or “Embryology,” due by 5PM, online submission	
<b>Week 8</b> Feb. 27 <sup>th</sup>	Galen – Female Contribution to Reproduction	1. Galen, <i>On Semen</i> , excerpts (10 pgs) 2. Connell (2000), “Aristotle and Galen on Sex Difference and Reproduction,” pp. 405-427 (21 pgs)
Feb. 28 <sup>th</sup>	<b>Term Paper Thesis</b> due by 5PM, online submission	
<b>Week 9</b> Mar. 5 <sup>th</sup>	Late Middle Ages – Scholastic Uptake of Aristotle-Galen Debate	1. Cadden (1993), “Academic Questions: Female and Male in Scholastic Medicine and Natural Philosophy” in <i>Meanings of Sex Differences in the Middle Ages (MSD)</i> , pp. 105-130 (26 pgs) 2. Avicenna, <i>Canon</i> , selections in Black (2020), pp. 241-242 (2 pgs)
Mar. 5 <sup>th</sup>	<b>5-sentence paper</b> due in class and online	
Mar. 6 <sup>th</sup> -9 <sup>th</sup>	<b>Historical Podcast Proposal</b> , due by 5PM, Mar. 9 <sup>th</sup> , online submission	
Mar. 12 <sup>th</sup>	Spring Break – No Class	

<b>Week 10</b> Mar. 19 <sup>th</sup>	Late Middle Ages – Monastic and Medical Thought	<ol style="list-style-type: none"> <li>1. Cadden (1993), “Hildegard of Bingen: Extension and Integration” in <i>MSD</i>, pp. 70-88 (19 pgs)</li> <li>2. St. Hildegard of Bingen, <i>Causes and Cures</i>, moralized explanation of menstruation in Black (2020), pp. 243-244 (2 pgs)</li> <li>3. Copho, “Anatomy of the Uterus” from <i>Anatomia Porci</i> in Black (2020), pp. 238-9 (2 pgs)</li> </ol>
Mar. 19 <sup>th</sup>	<b>2<sup>nd</sup> Active Reading Option 2</b> on Cadden (1993), “Extension and Integration,” due in class	
<b>Week 11</b> Mar. 26 <sup>th</sup>	Renaissance – Humanism and Sex Difference	<ol style="list-style-type: none"> <li>1. Marie De Gournay, (1622) <i>The Equality of Men and Women</i>, selection in King (2014) pp. 289-295 (7 pgs)</li> <li>2. LaBrada (2017), “Unsexing Subjects: Marie de Gournay’s Philosophy of Sex Eliminativism,” pp. 51-72 (22 pgs)</li> </ol>
Mar. 26 <sup>th</sup>	<b>Complete draft of Term Paper</b> due in class Peer Paper Workshop in class	
<b>Week 12</b> Apr. 2 <sup>th</sup>	Student Choice #1: Influence of Hippocratic, Aristotelian, or Galenic Views of Sex and Sex Difference on Modern Medicine Possible topics: contraception, pregnancy, pain and childbirth, hysteria, queer and trans bodies, etc.	
Apr. 3 <sup>rd</sup>	<b>Term Paper</b> , due by 5PM, online submission	
<b>Week 13</b> Apr. 9 <sup>th</sup>	Student Choice #2: Influence of Hippocratic, Aristotelian, or Galenic Views of Sex and Sex Difference on Modern Medicine	
Apr. 13 <sup>th</sup>	<b>Historical Podcast</b> , due 5PM, online submission	
<b>Week 14</b> Apr. 16 <sup>th</sup>	Historical Podcast Presentations and Course Wrap-up	
Apr. 17 <sup>th</sup>	Participation Paper due by 5PM, online submission	
<b>Week 15</b> Apr. 23 <sup>rd</sup>	Exam Week – No Class and No Exam	
Apr. 23 <sup>th</sup>	Optional <b>Term Paper Revisions</b> , due 5PM, online submission	

\*I may modify this schedule as needed throughout the term. Any changes to the readings or assignments will be made at least two weeks in advance. Check CourseWeb and your University email for updates.