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*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.*

## COURSE SYLLABUS, Spring 2019

### **HIST 496A: History of Health, Disease and Medicine (Directed Study)**

#### **Instructor Information:**

<b>Instructor Name</b>	Dr. Valerie Pennanen
<b>Office Number:</b>	525
<b>Phone Number:</b>	(219) 473 - 4294
<b>Email:</b>	<a href="mailto:vpennanen@ccsj.edu">vpennanen@ccsj.edu</a>
<b>Hours Available:</b>	TBA
<b>Instructor Background:</b> B.A., Classical and Near Eastern Archaeology and Ancient Greek (Bryn Mawr College); M.A. and Ph.D., Classical Art and Archaeology (The University of Michigan); teaching experience primarily in history (all levels and numerous topics) but also in classics, art history, art appreciation, liberal studies, world literature, global perspectives (history and literature courses), and basic writing.	

#### **Course Information:**

<b>Course Time:</b>	Monday and Wednesday 12 noon - 1:30 P.M.
<b>Classroom:</b>	265
<b>Prerequisites:</b>	EWPC 103 and one General Education History course (HIST 110, 115, or 120), OR permission of the instructor.
<b>Required Books and Materials:</b>	<i>Medicine: The Definitive Illustrated History</i> (Dorling Kindersley 2016).
<b>Learning Outcomes/ Competencies:</b> The student will:	
<ul style="list-style-type: none"><li>• Know a general chronology of the global history of medicine. Know names, dates, and key accomplishments of outstanding medical researchers, nurses, physicians, and patient advocates in</li></ul>	

the history of medicine.

- Understand and discuss how science and technology have transformed medicine, especially over recent decades.
- Analyze past and present cultural attitudes toward health, illness, and healing in different parts of the world.
- Synthesize information and insights gained from personal interviews and material covered in class.
- Evaluate the achievements and failures of modern Western medicine, both from a scientific perspective and in a social justice context.
- Evaluate strengths and limitations of traditional folk medicine and various branches of alternative medicine.

This course meets the HIST 496 “Topics” course requirement for the Minor in History.

**Course Description:**

This course surveys the history of medicine from prehistoric times through the contemporary period.

**Learning Strategies:**

Readings, group discussions, and independent research and writing projects.

**Experiential Learning Opportunities:** Each student will interview an experienced healthcare professional about changes (both positive and negative) that the professional has witnessed and participated in during his or her career.

<b>Assessments:</b>		
<b>Major Assignments (Summative Assignments):</b>	<ul style="list-style-type: none"> <li>• Research paper (on a topic <i>not</i> covered by the textbook)</li> <li>• Oral report on interview with a healthcare professional</li> <li>• Final assignment done as homework: essay on medical ethics</li> </ul>	<p>20% of course grade</p> <p>15% of course grade</p> <p>15% of course grade</p>
<b>Assessments (Formative Assignments):</b>	<ul style="list-style-type: none"> <li>• On-the-spot summaries (What did you learn today or this week from the sources we examined, from your classmates’ observations [if applicable], and from your instructor’s input?)</li> </ul>	50% of course grade
<b>Class Participation</b>	Class participation is a vital component of each session!	

<b>Grading Scale:</b>		
100% – 93%: A	92% – 90%: A-	
89% – 87%: B+	86% – 83%: B	82% – 80%: B-
79% – 77%: C+	76% – 73%: C	72% – 70%: C-
69% – 67%: D+	66% – 63%: D	62% – 60%: D-
59% and below:	F	

## Course Schedule:

<b>Course Schedule:</b>		
<b>Class Date</b>	<b>Class Discussion/Activities</b>	<b>Assignments</b>
Monday, January 14	Welcome and introduction. What is health? What is the distinction between “disease” and illness”?	Read <i>Medicine</i> 12-25.
Wednesday, January 16	Prehistoric health issues and medical treatments. The enduring tradition of shamanism. Medicine in ancient Egypt. <a href="#">ON-THE-SPOT SUMMARY # 1.</a>	Choose the topic for your research paper (a list of topics will be provided).
Wednesday, January 23	<b>RESEARCH PAPER TOPIC(S) DUE.</b> Medicine in ancient Mesopotamia. Ancient Jewish attitudes toward disease and healing.	Read <i>Medicine</i> 26 – 37, AND begin actively researching your paper topic.
Monday, January 28	Ancient Chinese and Indian (including Ayurvedic) medicine. Ancient Greek medicine. <a href="#">ON-THE-SPOT SUMMARY # 2.</a>	Read <i>Medicine</i> 38– 43, and continue researching your paper topic.
Wednesday, January 30	Ancient Greek (continued) and Roman medicine.	Read <i>Medicine</i> 49 – 71, and continue researching your paper topic.
Monday, February 4	Islamic “Golden Age” medicine, and medieval European medicine. <a href="#">ON-THE-SPOT SUMMARY # 3.</a>	Continue researching your paper topic.
Wednesday, February 6	Medieval European medicine, continued.	Read <i>Medicine</i> 72 – 85, 88 – 89; also opening paragraphs on 102 (through end of section on “Early Variolation”); and also, opening paragraphs on 186 (through end of section on the “Questionable Origin” of syphilis). Continue researching your paper topic.
Monday, February 11	Medicine during the European Renaissance / Age of Global Exploration. <a href="#">ON-THE-SPOT SUMMARY # 4.</a>	Read <i>Medicine</i> opening paragraphs on 86 (through end of section on the “Early Removal” of cataracts), and also 90 – 103. Continue researching your paper topic.
Wednesday, February 13	Medicine during the Age of Enlightenment.	Read <i>Medicine</i> 104, 106 – 109, and 115 – 143. Continue researching your paper topic.
Monday, February 18	19 <sup>th</sup> -century medicine. <a href="#">ON-THE-SPOT SUMMARY # 5.</a>	Read <i>Medicine</i> 145 – 177. Continue researching your paper topic.

Wednesday, February 20	19 <sup>th</sup> -century medicine, continued.	Continue researching your paper topic.
Monday, February 25	19 <sup>th</sup> -century medicine, continued. <b>ON-THE-SPOT SUMMARY # 6.</b>	Begin actively WRITING your research paper.
Wednesday, February 27	19 <sup>th</sup> -century medicine, continued.	Read <i>Medicine</i> 182 – 203. Continue writing your research paper.
Monday, March 11	Early to mid- 20 <sup>th</sup> century medicine. <b>ON-THE-SPOT SUMMARY # 7.</b>	Read <i>Medicine</i> 204 – 219, 224 – 227, 240, and 251. Continue writing your research paper.
Wednesday, March 13	Early to mid- 20 <sup>th</sup> century medicine.	Continue writing your research paper.
Monday, March 18	Early to mid-20 <sup>th</sup> century medicine, continued. <b>ON-THE-SPOT SUMMARY # 8.</b>	Read <i>Medicine</i> 228 – 239, 242 – 249, 252 – 259, and 265 – 270. Continue writing your research paper.
Wednesday, March 20	Late 20 <sup>th</sup> through early 21 <sup>st</sup> century medicine.	Finish your research paper.
Monday, March 25	<b>RESEARCH PAPER DUE.</b> Discussion of research papers' content. <b>ON-THE-SPOT SUMMARY # 9.</b>	Read <i>Medicine</i> 260 – 261, AND start contacting potential interviewees for your interview project / oral report.
Wednesday, March 27	Changes in life expectancy, and the ramifications (both good and bad) of living longer.	Read <i>Medicine</i> 262 – 263, AND continue contacting potential interviewees for your interview project / oral report.
Monday, April 1	Traditional end-of-life care and the modern hospice.	Make definite arrangements for your interview.
Wednesday, April 3	Viewing and discussion of a still-controversial film from 1934 (!): "Men in White."	If possible, conduct your interview sometime in the days ahead.
Monday, April 8	Experiencing illness: the patient's perspective.	Unless you have already done so, conduct your interview sometime in the days ahead.
Wednesday, April 10 <sup>th</sup>	Experiencing illness: the patient's perspective, continued. <b>ON-THE-SPOT SUMMARY # 10.</b>	Begin preparing oral report on interview.
Monday, April 15	Social responses to illness through the ages.	Finish preparing oral report on interview.
Wednesday, April 17	<b>ORAL REPORT(S) ON INTERVIEW(S).</b>	Begin planning your Medical Ethics essay. (Please be sure to incorporate some material from recent sessions of our class.)
Monday, April 22	Misuses of medicine.	Continue planning your Medical Ethics essay. (Please be sure to incorporate some material from recent

		sessions of our class.)
Wednesday, April 24	Medicine, money, and politics.	Begin actively writing your Medical Ethics essay.
Monday, April 29	Traditional and alternative medicines today.	Finish preparing your Medical Ethics essay.
Wednesday, May 1	<b>MEDICAL ETHICS ESSAY(S) DUE.</b> Discussion of essay content.	

I reserve the right to change this schedule to meet the needs of the class.

<b>Responsibilities</b>	
<b>Attending Class</b>	<b>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</b>
<b>Turning In Your Work</b>	<b>You cannot succeed in this class if you do not turn in all your work when due.</b>  <b>Extensions on written homework and on oral presentations / required discussions will be granted ONLY in case of illness, family emergency, or unavoidable conflicts due to other commitments you have for CCSJ. Please remember that extensions are not issued automatically; you must request them. <u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u></b>
<b>CCSJ Student Honor Code</b>	<b>This course asks students to reaffirm the CCSJ Student Honor Code:</b>  <b>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</b> <ul style="list-style-type: none"> <li>• <b>Continuously embrace honesty and curiosity in the pursuit of my educational goals;</b></li> <li>• <b>Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community;</b></li> <li>• <b>Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</b></li> <li>• <b>Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.</b></li> </ul>
<b>Using Electronic Devices</b>	<b>Electronic devices can only be used in class for course-related purposes (e.g., end-of-semester surveys) . If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</b>
<b>Participating in Class</b>	<b>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not</b>

	prepared for class, you may be asked to leave, in which case you will be marked absent.
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
<b>Sharing Your Class Experience</b>	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a> . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>Student Assistance Program</b>	Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with

	<b>academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a>.</b>
<b>CCSJ Alerts:</b>	<b>Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</b>