IDH 3034/4008   Fall 2017, 3 Credits
History of Medicine through Art

Monday 1:00 p.m. to 3:30 p.m. in Room 107
Patricia and Phillip Frost Art Museum
Course Director: Amilcar A. Castellano-Sanchez, M.D.
castelam@fiu.edu or 305-348-4390; AHC4 256

Office hours by appointment.

Students will access all course materials via Blackboard: http://ecampus.fiu.edu/

This course encompasses the study of medical world history as it has occurred through time portrayed in different forms of art, i.e. visual, written, performed in a global perspective thus emphasizing certain areas in this review such as: anatomy, physical diagnosis, different types of illness -with a focus on infectious diseases-; a few specialties such as: obstetrics / gynecology, surgery, and psychiatry amongst others also including selected examples of preventive medicine and therapeutic approaches; all from the perspective of the vast historical registry available to us. Thus, this course qualifies as a Global Learning Course that is discipline specific. Sessions will include: faculty and invited speaker lectures / workshops; video / movie screenings, required readings (articles / book / novel (s), homework assignments and group projects.

**Course Goals:**

1. To provide a historical and global perspective of the history of medicine’s general and specialty areas through the unparalleled use of different art forms to incite them into the future selection of a field in selecting a career in medicine.
2. To enhance students’ preparedness for a career in medicine (by different methodologies used in the current practice of medicine nevertheless viewed from their historical development through time and civilization.)
3. To help students acquire knowledge that will advance their understanding of healthcare delivery locally, nationally and globally by presenting the history of medicine through time and from the perspective of several authors.

4. To provide opportunities for mentorship and guidance by HWCOM faculty

**Course Objectives:**

Upon completion of this two-semester course, students will:

- Identify the role of the arts in different health practices through human history and diverse cultures.
- Analyze and interpret global and intercultural issues.
- Explain and link scientific and practical means of the times with their theoretical and cultural background using the arts and the concepts of health and healthcare through civilization.
- Critically read and interpret peer-reviewed material in the topics of medical history through art.
- Develop their interest and skills in leadership, communication, analysis and organization.
- Develop learning strategies, test taking strategies and strategies to facilitate time management.
- Be able to apply their knowledge in the behavioral, natural and social sciences to solve problems that call for scientific reasoning.
- Conduct an analysis of texts - novels or articles -, discourses and representations produced through history or by current scholars as it relates to the different topics mentioned in the course description with a global and local perspective when applicable.
- Have developed skills to work collaboratively and in an interdisciplinary manner.
- Students will develop an awareness of the distinct set of professional skills (competencies) required for success as a medical student and emerging doctor.

**Format**

- Class meets once a week. In general, each meeting is divided into two sessions with a break included, meeting style can vary as there can be a lecture or another presentation format by course director, an invited guest faculty or peers as stated in the calendar below. There will be opportunities for active learning in related “hot topics” or in the development of learning skills as they relate to art and history of medicine.
- Class will be supplemented by active learning strategies. Faculty will engage students with controversial/ethical discussion topics, case study analysis through class discussion, and out of class assignments.
  - Readings to be assigned by course director or other participating faculty as stated via the calendar or course announcements as needed.
  - Assignments such as conducting a literature search or data search on a research topic and presenting the findings to the class.
Required Resources

For this course you will need dependable Internet access. This is a web-assisted course. While some of the weekly required materials are posted on CANVAS at:

http://canvas.fiu.edu/

There are required books that would be available through the University bookstore. You are responsible for regularly consulting online materials. You will receive announcements in class and by email through your FIU email address. You are responsible for any material distributed through Blackboard or through email. Details of the assigned reading materials will be posted in the calendar below.

**A History of Medicine, Second Edition | Edition: 2**

Author: Lois N. Magner  
ISBN: 9780824740740  
Publisher: Taylor & Francis  
Publication Date: 06/28/2005  
Estimated Student Price  *(Savings based on Print, New)*

Library access: http://eds.b.ebscohost.com/ehost/detail/detail?sid=c5246f25-ac08-4ba0-b7b2-0ffd9596956d%40sessionmgr104&vid=0&hid=126&bdata=JnNpdGU9ZWhvc3QtbGl2ZStzaXRl&preview=false#AN=158950&db=nlebk

**The History of Medicine A Very Short Introduction**

Author: William Bynum  
ISBN: 9780199215430  
Publisher: Oxford University Press  
Publication Date: 08/24/2008  
Estimated Student Price  *(Savings based on Print, New)*
**Medicine in Art**

Author: Giorgio Bordin, Laura Polo D'Ambrosio
ISBN: 9781606060445
Publisher: Getty Publications
Publication Date: 10/12/2010
Estimated Student Price (Savings based on Print, New)


**The Plague**

Author: Albert Camus, Stuart Gilbert (Translator), Stuart Gilbert (Translator)
ISBN: 9780679720218
Publication Date: 05/28/1991
Publisher: Knopf Doubleday Publishing Group
Estimated Student Price (Savings based on Print, New)
Print, new: $15.00
Print, used: $11.25 (25% Savings)
Print, new rental: $9.75 (35% Savings)
Print, used rental: $6.75 (55% Savings)
Student use of this title is Required

**Year of Wonders: A Novel of the Plague**

Author: Geraldine Brooks
ISBN: 9780142001431
Publisher: Penguin Publishing Group
Publication Date: 04/30/2002
Estimated Student Price (Savings based on Print, New)

Library access: hard copy only: [http://fiu.catalog.fcla.edu/permalink.jsp?27FI022375906](http://fiu.catalog.fcla.edu/permalink.jsp?27FI022375906)

NOTE: It is strongly advised that you obtain these editions of both movies as reading assignments and discussion board related activities would be linked to specific pages of both books.
Recommended resources:

**Medicine: Perspectives in history and art.**

![Image of Medicine: Perspectives in history and art.](image1)

**The Art of Medicine**

![Image of The Art of Medicine](image2)

Global Learning Outcomes

Upon completion of this course students will:

- **Global Awareness** - Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

- **Global Perspective** - Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.

- **Global Engagement** - Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See [http://honors.fiu.edu/academics/policies/citizenship/](http://honors.fiu.edu/academics/policies/citizenship/).
Student Portfolios
The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student-learning outcomes over the 4-year Honors experience. See www.honors.fiu.edu/portfolios.

Honors College Academic Misconduct Statement
In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties
An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (http://honors.fiu.edu/academics/policies/), and the Academic Misconduct Procedures, available at http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm.

Please refer to the following documents for additional information:

FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.html
FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html

Religious Observances
Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Policy for Assigning an “I” Incomplete Grade
An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student’s own negligence. Please see FIU’s Policy for Assigning an Incomplete Grade.

Physical, Mental and Sensory Challenges
Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.
**Grading and Evaluation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight %</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Response/Reflection Papers: 5 @ 25 points each</td>
<td>31.25</td>
<td>125</td>
</tr>
<tr>
<td>Discussion board – Novels- participation 6 @ 10 points each</td>
<td>15.00</td>
<td>60</td>
</tr>
<tr>
<td>Individual Presentation</td>
<td>3.75</td>
<td>15</td>
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<tr>
<td>Group presentation</td>
<td>5.00</td>
<td>20</td>
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<tr>
<td>Formative quizzes</td>
<td>5.00</td>
<td>20</td>
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<tr>
<td>Exam 1</td>
<td>17.50</td>
<td>70</td>
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<tr>
<td>Exam 2</td>
<td>17.50</td>
<td>70</td>
</tr>
<tr>
<td>Final Exam</td>
<td>5.00</td>
<td>20</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.00</strong></td>
<td><strong>400</strong></td>
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Grades will be calculated based on percent of total points earned:

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<thead>
<tr>
<th>Letter</th>
<th>Range (%)</th>
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<tbody>
<tr>
<td>A</td>
<td>95 or above</td>
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<tr>
<td>A-</td>
<td>90 - 94</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<td>B-</td>
<td>80 - 82</td>
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<td>C</td>
<td>77 - 79</td>
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<tr>
<td>C+</td>
<td>70 - 76</td>
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<tr>
<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>59 or less</td>
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</tbody>
</table>

**Attendance, Participation, Quizzes, etc.**

**Participation:** There are many faculty members participating in this course, and as a result, not only many different teaching styles, but also many ways of assessing your mastery of the material. You are expected to be an active participant in class presentations and discussions in class and on the boards through Blackboard. To participate, you have to be there, so attendance is mandatory. Should something arise, you will be allowed 2 absences. However, please keep in mind that it will not be possible to make up grades for missed presentations, class participation, or for missed quizzes.
Formative quizzes may be administered impromptu or announced on readings and in-class discussions. These short FORMATIVE assessments will gauge faculty and students coverage of the material and strengths and deficits of the course.

**ATTENDANCE:** Three unexcused absences will result in a decrease of one letter grade. Four or more unexcused absences will result in a course grade of ‘F.’ please also keep in mind that this course is designed for you—the future health professional. It is important that you maintain the highest ethical conduct and professionalism in your academic and personal life in order to be successful in attaining your future goals. If any problems should arise, please contact Dr. Castellano-Sanchez.

**Individual Presentations:** (15 points): You will be offered a topic / image to present to peers and classmates during the course of the weekly sessions. Topics encompass different themes / artists / movements / disciplines covered in each 16 week (semester) period. You are expected to prepare a presentation that would last 5-7 min. Faculty and your peers will evaluate your presentation. The grade will be calculated as an average of your faculty’s and peer’s grading. The rubric is posted under evaluation “forms” in Blackboard.

**Group presentations:** (15 points): Groups of two or three students will be offered a list of well-known physicians and artists. Groups are to select one individual from the list and prepare a 10 min oral presentation to be shared during class time. The list provided will include a few mandatory items to be addressed in the presentation as well as several OPTIONAL items, two of which are to be presented by the group. The order of those presentations will likely mirror the content of the class. The list will be posted to Blackboard under Group presentation. Groups are to inform other class members via discussion board labeled “Group project” as for the topic and date to avoid duplication. The grade will be calculated as an average of your faculty’s and peer’s grading. The rubric is posted under evaluation “forms” in Blackboard.

**Novels:**

We will be reading together two novels throughout the semester. We will begin by “The Plague” by Albert Camus a Francophone Maghreb Algerian Nobel Prize winner depicting a story through a plague and then a “Year of Wonders” by Geraldine Brooks, a novel based on the Plague in Britain. The first five of six discussion boards will deal with this novel.

Students are expected to respond to the initial prompt and follow up the discussion with two additional comments while each discussion board is opened.

For both these authors I will be making a brief introduction of the author and the novels themselves.

**Netiquette** ([http://online.fiu.edu/html/blackboardlearn/policies/](http://online.fiu.edu/html/blackboardlearn/policies/))

Keep in mind that when communicating through text in an online course, others cannot always take your body language and tone into account. This makes the words you use even more important. While you should feel free to express your ideas as you would in a face-to-face course, the following tips should help you as you communicate inside your course:

**DON’T SHOUT!** Typing in all caps indicates shouting and might be offensive to others.
Check your writing for grammar and spelling errors. Nobody's perfect, but a good writing style will make a better reflection on you and your ideas. Use general systematic options to check your spelling before sending/posting communication in an online course.

Treat your classmates with respect in terms of their privacy and of their opinions. Ask for clarification if you don't understand what another classmate means or if you feel there might be a conflict.

Keep it polite and maintain all discussions in the context of a classroom where we are all learning from each other in order to help each other achieve a positive and valuable learning experience.

Think before you write. Words live for a long time on the Internet, including to some extent in an online class. While you should feel free to express your opinions and participate in class discussions, it is a good idea to think first about the consequences before posting.

Use proper language and titles. Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they may sound offensive to the reader. As a sign of respect you should recognize and refer to your professor as Professor, Instructor, and/or Dr. (if s/he is credentialed as so.)

Be Professional. Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are, your professor will not. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you to demonstrate requests or appreciation versus making statements that might sound like demands as your professor and colleagues are there to facilitate your learning experiences.

Avoid Spam. Any information not related to the course must be approved by the instructor before posting. No advertising, selling or soliciting will be accepted.

Students are prohibited from posting advertisements or commercial solicitations in any area of the course, including on the discussion board or through messages/email, without the express consent of the instructor.

Exams 1, 2 and final:

The format may include: multiple choice questions, fill in the blanks from a pool of topics provided, work of art recognition (image, write up or description), short response questions and brief essays. Closed book segment of the exam (in paper or through Blackboard as technology allows it) (50 % of each exam’s grade)

The second part of the test is an open book segment with peer assistance during exam time. Students will be able to discuss their ideas to the topic (s) chosen for the written part of the exam with their peers in order to complete a small essay during class time. (50 % of each exams grade)

Details of the final exam will come closer to the exam date.
Two Semester Course Overview:

Invited / Guest Faculty:

- Rodolfo Bonnin Ph.D. (RB). HWCOM. Director Office of Assessment. (RB)
- Maria Antonieta Garcia. Senior University Instructor in French. Department of Modern Languages. (MAG)

All articles, videos or excerpts for reading and assignments will be posted on Blackboard.

Note: Syllabus subject to change. Students will be notified by email or in class.
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Topic/ Facilitator</th>
<th>Learning Objectives</th>
<th>Reading assignment (prior to class)</th>
<th>Activity (in class)</th>
<th>Key words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug 21</td>
<td>Paleopathology and Paleomedicine (AC) Symbolic Images</td>
<td>1. List and classify the diseases known to occur in this period. 2. Briefly review Darwin’s theory of evolution. 3. Define paleomedicine and paleopathology. 4. Which societal and living features can be drawn from the art work at various caverns, 5. Contrast the Paleolithic vs. Neolithic period. 6. Summarize the limitations of the paleopathology methods. 7. Analyze the diseases</td>
<td>IDH 3034 on Blackboard</td>
<td>Lecture <a href="http://www.metmuseum.org/toah/hd/preh/hd_preh.html">Link</a> <a href="https://www.khanacademy.org/humanities/prehistoric-art/paleolithic-art/a/paleolithic-art-an-introduction">Link</a> <a href="https://www.khanacademy.org/humanities/prehistoric-art/neolithic-art/a/the-neolithic-revolution">Link</a> <a href="http://whc.unesco.org/en/list/85/video">Link</a></td>
<td>Medicine in Art pp. 174-177</td>
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<td>Diseases, healing, super natural, mummies, iceman, disease, paleomedicine, surgery, healing, rituals, traditions, magic, Asclepius, Hygeia, Hippocrates, panacea, assistance, corpus humane.</td>
</tr>
</tbody>
</table>
| 2 Aug-28 | **Medicine in ancient civilizations: Mesopotamia and Egypt (AC)** | found from mummified cadavers.  
8. Identify examples or pre-historical art and infer their use then by using current representations.  
9. Recognize the different healing rituals, traditions, magic and surgical procedures of the time.  
10. Interpret the use and message(s) related to ancient instruments that represent medicine today. | Magner Ch. 2 pp. 25-49  
Medicine in Art pp.178-183 | **LECTURE**  
In advance video screening:  
[https://www.youtube.com/watch?v=bz-KaLa_y_E](https://www.youtube.com/watch?v=bz-KaLa_y_E)  
[https://www.khanacademy.org/humanities/ancient-art-civilizations/egypt-art](https://www.khanacademy.org/humanities/ancient-art-civilizations/egypt-art)  
[https://www.khanacademy.org/humanities/ancient-art-civilizations/ancient-near-east1#sumerian](https://www.khanacademy.org/humanities/ancient-art-civilizations/ancient-near-east1#sumerian)  
Mesopotamia, Hammurabi’s code, Egypt, medical papyri, |
<table>
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<tr>
<th>3 Sep 04</th>
<th>LABOR DAY – NO CLASS MEETING</th>
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<tbody>
<tr>
<td>4 Sep-11</td>
<td>ASSIGNEMENTS POSTED TO BLACKBOARD</td>
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<thead>
<tr>
<th>Individual Presentations (5)</th>
<th>Rubric and Topic assigned in class</th>
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</table>
| Medical traditions of India and China (AC)-Part 1 | 1. Relate how the social and ethnical mixtures of India lead to the development of their civilization and specifically their medical history.  
2. Describe Ayurvedic Medicine from a historical point of view.  
4. Describe the bases of Ayurvedic Medicine as defined by it ancient authors.  
5. Identify Dosas, humors and basic tissues as defined by Ayurvedic medicine.  
6. Enumerate characteristics of the practitioner.  
7. Categorize the |  
| | https://www.youtube.com/watch?v=i-NRHHP4WE  
https://www.khanacademy.org/humanities/art-asia/beginners-guide-asian-culture#hindu-art-culture |
| | Ayurvedic medicine, surgery, anatomy, dissection. Vedas, Rig-Veda, Atharvaveda, vaidya, branches of Ayurveda, Caraka, Susruta, Vagbhata, humors, |
| | Magner pp. 53-62 |
|---|---|---|---|
| Medical traditions of India and China (AC)-Part 2 | 1. Distinguish Chinese from Greek medicine.  
2. Describe the ancient and current characteristics of Traditional Chinese Medicine (TCM).  
3. Review the limitations as to the information that pertains to ancient Chinese Medicine.  
4. Describe the relationship amongst the five phases or elements.  
5. Provide the basic concepts of anatomy in Chinese medicine.  
6. Defend the “yin-yang” complex as a status of harmony.  
7. Using representations of the time depict the characteristics of sages, physicians, healers and quacks.  
8. Illustrate examples of acupuncture and mixobustion.  
10. Examine the current state of TCM in the United States. | Magner pp. 63-84 |  |
<table>
<thead>
<tr>
<th>Individual presentations (5)</th>
<th>Rubric and Topic assigned in class</th>
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</thead>
</table>
**Due Sept 25th by 11:59 PM** |
<p>| <strong>Discussion Board 2</strong> | The Plague | Pp. 67-121 | |
| | Individual presentations (5) | Rubric and Topic assigned in class | Asclepiades, Cato, Pliny, Roman Medicine, Dioscorides, dogmatists, empiricists, Methodists, cardinal |</p>
<table>
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<tr>
<th>Individual presentations (5)</th>
<th>Rubric and Topic assigned in class</th>
<th>footnotes</th>
</tr>
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</table>

Galen culturally. 3. Describe a profile for Asclepiades, Pliny, Dioscorides and Cato. 4. Identify the therapeutics alternatives that existed to the Romans and their records. 5. Differentiate dogmatists from empiricists and Methodists. 6. Identify the characteristics and knowledge of roman surgery. 7. Recall key biographic features of Galen that would influence his participation in roman medicine. 8. Describe Galen’s interventions and advances in anatomy, physiology, therapy and causes of diseases. 9. Illustrate the influence of Mithraides in roman therapeutics. 10. Compare Galen’s position over the practice of medicine to that of your current view.

1. Describe general features of the historical segment of the middle ages. 2. List the advances of medicine though the middle ages. 3. Differentiate “religious medicine from human medicine. 1. Religious medicine, human medicine, middle ages, religion, humanism, Cosman Damian, St.. Sebastian, St. Edward the Confessor, St Thomas of Canterbury, St.
| Discussion board 3 | 4. List the ways in which the church influenced medicine.  
5. Illustrate examples of religious martyrs and their cures.  
6. Describe the influence of Greek medicine in medieval times.  
7. Illustrate the medieval concept of a hospital.  
8. Describe and illustrate the establishment of universities.  
9. Appraise the influence of monasteries in education and specifically in medical education.  
10. Qualify the scenario in which medical education took place in the middle ages.  
11. Describe the status of surgery during the middle ages.  
12. Illustrate the participation of women in medicine.  
13. Summarize the legalities involved in the practice of medicine and other health professions. | The Plague | Pp. 122-185 | Respond to the discussion board as suggested in the instructions.  
Due Oct 9th by 11:59 |
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<tbody>
<tr>
<td>9</td>
<td>Epidemic diseases in the Middle ages- Bubonic plague</td>
<td>1. List the most common infectious diseases during the</td>
<td>Magner</td>
<td><a href="https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-">https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-</a></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Content and Material Covered</td>
<td>Reading Material</td>
<td>MCQ / Essay</td>
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| Oct-16 | Middle Ages.  
2. Describe the microbiologic and clinical features of the bubonic plague.  
3. Illustrate the geographic extent of bubonic plague.  
4. Describe previous episodes of a plague (Egypt and Athens).  
5. Appraise the economic and social impact of the plague in the Middle Ages.  
6. Illustrate the historical / religious background of leprosy.  
| 10 Oct-23 | Content and material covered in weeks 1 to 7 (Pre-Historic to Greek Roman) | E1 | Closed and Open Book Segments |  |
| Discussion Board 4 | The Plague | Pp. 189-257 | Respond to the discussion board as suggested in the instructions.  
Due October 23rd by 11:59 |  |
| 11 Oct-30 | Middle Ages part 2  
Islamic Medicine (AC) | 1. Describe Islamic medicine and prophetic medicine.  
2. Identify “yunani” medicine.  
3. Name common pharmaceutical preparations and their intended use.  
4. Characterize the function of Islamic hospitals.  
5. Describe medical education in the Islamic world.  
6. Review the | Magner pp. 178-193  
Medicine in Art pp. 188-191 | Islamic medicine, prophetic medicine, Hadith, Koran, caliphs, hospitals, madrasas, clinical medicine, the great sages of Islamic medicine, Rhazeses, Avicenna, Albcasis, Averroes, case of Ibn an Nafis, greco-islamic medicine survival |
<table>
<thead>
<tr>
<th>12 Nov-06</th>
<th>Renaissance and Scientific revolution Part 1 (AC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Describe the renaissance as a historical period.</td>
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<tr>
<td></td>
<td>2. Identify the positive and negative events that occurred in this period.</td>
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<td>3. Delineate the benefits of printing to community and medical professions.</td>
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<td>4. Infer the influence of other sciences to the advancement of medicine.</td>
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<td>5. Describe the evolution of the Royal College of physicians and how was medical practice changed.</td>
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<td>6. Explain the importance of autopsy and anatomy to the practice of medicine in this period.</td>
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<td>7. Illustrate examples of the contributions of Leonardo da Vinci and Andreas Vesalius to anatomy.</td>
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<td>8. Characterize the work of women in medicine during this period.</td>
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LECTURE

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<thead>
<tr>
<th>13</th>
<th>Case presentation (MAG)</th>
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<tbody>
<tr>
<td></td>
<td>1. Discuss and illustrate the illnesses that existed in Louis XIV, the Sun King.</td>
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<td>Material provided Article: Louis</td>
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<tr>
<th>LECTURE</th>
<th>Inventions, printing, incunabula, medical humanists, Copernicus, Kepler, Galilei, Thomas Linacre, Royal College of Physicians, John Caius, Andreas Vesalius, Sudor Anglicus, autopsies, anatomy, art, Andreas Vesalius, Leonardo Da Vinci, Epitome, Ambroise Pare, medicine, surgery,</th>
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<tr>
<td></td>
<td>Medicine in Arts pp. 212-217</td>
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| Renaissance and scientific revolution Part 2 (AC) | 1. Describe the contributions of Ambroise Pare to surgery.  
2. Describe the influence of astrology in medicine.  
3. Enumerate the contributions of Paracelsus to medicine.  
4. Describe why syphilis is defined as the scourge of the renaissance.  
5. Differentiate the terms venereal disease from sexually transmitted disease.  
6. Identify basic clinical and microbiologic features of gonorrhea, syphilis, and other minor diseases and their accepted therapies.  
7. Describe and illustrate the contributions of Servetus, Harvey, Colombo, and Fabrici to the understanding of blood circulation and blood transfusion.  
8. Identify the importance of Landsteiner to transfusion medicine.  

Ambroise Pare, Astrology, alchemy, Paracelsus, syphilis, gonorrhea, AIDS, chancroid, Trichomoniasis, fever therapy, Holy wood, mercury, congenital syphilis, blood circulation, Michael Servetus, Leech and Lancet therapy, blood transfusion, Landsteiner, immunology, ABO group, solid organ transplantation.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>14 Nov-20</td>
<td>Group Presentations</td>
<td>Order TBD and posted to Blackboard site</td>
</tr>
</tbody>
</table>
| 15 Nov-27 | Discussion board 6 | “Year of Wonders” Geraldine Brooks  
Content and material covered in weeks 8-15 (Middle Ages to Renaissance)  
MCQ / Essay Closed and Open Book Segments  
Respond to the discussion board as suggested in the instructions.  
Due Nov 27th by 11:59 |
| 16 Dec-04 | FINAL EXAM | TAKE HOME: ESSAY-  
TOPICS: TBA  
INDIVIDUAL ESSAIS  
MCQ- IMAGE RECOGNITION  
Closed book |