Medical Foundations I

IDMD 101

Fall 2021

**Professor:** Professor Horan **Time:** M, W 2 – 3:15

**Email:** [hhoran@ua.edu](mailto:hhoran@ua.edu) **Place:** Blount Living & Learning Center 119

**Student Hours:** T, 2-3 p.m., or by appointment, ten Hoor Hall Rm 15

**Description:** The practice of medicine is as old as civilization. This course studies the shifting conceptions of health and disease, and how that makes a difference to the way we conceive of physicians, remedies, mental sickness, and societal responses to sickness from an interdisciplinary perspective incorporating history, philosophy, religion, anthropology, and literature. The course focuses on these questions. *(1) How have our conceptions of health and disease shifted over time?* Future medical leaders need to understand our current practice and theory of medicine in the context of a broad historical understanding of health and disease.

1. *Who is the human subject of medicine?* The way we conceive of the nature of the human being deeply influences what we take to be the goal and limits of medical treatment. If the human is a mere collection of cells then, arguably, medical treatment is a purely biological question. If, however, the human is more than a collection of cells, then there may well be genuine medical concerns that are not answered from a scientific perspective. *(3) How do cultural narratives about health, sickness, and death help us to navigate issues of the role of medical treatment?* The human experience of medicine lays squarely in the deepest human concerns. These are matters worked out by cultural and philosophical traditions. Sensitivity to the way cultures may cohere and conflict with modern western medical practice is essential for future medical leaders. *(4) What role do values play medicine?* There is an ongoing temptation to distinguish values from science. Since medicine intersects with science, this temptation leads to the false thought that medicine is free of values. Values are manifest in most every medical decision. We will wrestle with the ways in which values enter into medical decision-making. *(5) How do religion and medicine intersect?* Medical traditions and religious traditions offer answers to a set of common issues–about the nature of death and the goal of life. We will explore the ways in which medical and religious traditions may conflict and cohere.

# Required Texts:

* 1. Steven Johnson, *The Ghost Map: The Story of London’s Most Terrifying Epidemic - and How it Changed Science, Cities and the Modern World.*
  2. Jacob Stegenga, *Care & Cure: An Introduction to the Philosophy of Medicine.*
  3. Roy Porter *The Greatest Benefit to Mankind: A Medical History of Humanity.*
  4. Anne Fadiman. *The Spirit Catches You and You Fall Down: A Hmong child, her American doctors, and the collision of two cultures.*
  5. G.E.R. Lloyd, ed. *Hippocratic Writings*

# Student Learning Objections:

* Students will become acquainted with prominent theories of health and disease.
* Students will trace out how the changing conception of sickness changes roles of healers and ways to manage health.
* Students will learn critical skills and writing skills.
* Students will discuss how value judgements influence the direction and pursuit of medicine.

**Grading Policy:** Participation (10%), Presentations (25%), Short papers (25%), Online Discussions (20%),

Final paper (20%).

# Grading Standard:

The final grades for the class will be calculated with the following ranges: A+=97-100 A=93-96 A-=90-92 B+=87-89 B=83-86 B-=80-82 (and so on...)

# Policy on Missed Exams and Coursework:

* Late Assignment Policy: Late assignments will only be accepted under dire circumstances. Any late assignments receive a 10 point penalty for each day it is late.
* Attendance Policy:
  + You are permitted 2 absences without penalty. These are best saved in case of sickness.
  + All absences thereafter result in a 2% reduction of total class grade.
  + Leaving class early or arriving late may be counted as absent at the instructor’s discretion.
  + Asleep in class, except in cases of documented illness, will count as absent.
  + Students are responsible for maintaining their own attendance records and providing excuses.
  + The Office of Student Care and Well-Being (348-2461) will help you in the event of a serious problem that affects your ability to come to class.

# Statement on Academic Misconduct:

Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog.

# Statement On Disability Accommodations:

Contact the Office of Disability Services (ODS) as detailed in the Online Catalog.

**Severe Weather Protocol:** Please see the latest Severe Weather Guidelines in the Online Catalog.

# Pregnant Student Accommodations:

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University’s FAQs on the UAct website.

Children in the classroom policy: Dr. Horan believes that students who are also parents should not have to decide between having access to safe and reliable childcare and attending class. Student parents are expected to have reliable childcare pre-arranged for their scheduled class times, but like anything in life, sometimes those plans do not workout. When reliable childcare is unavailable, students may have to attend to their children during class and that is okay.

**Religious Observances:** Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at Religious Holiday Observances Guidelines.

# UAct Statement:

The UAct website provides an overview of The University’s expectations regarding respect and civility.

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# Course Outline:

Introduction

August 18: Introduction Porter Ch 1 ‘Introduction’

Cross-Disciplinary Medical Studies: John Snow & the Broad Street Pump August 23: Johnson, *The Ghost Map* pp. 1–80

August 25: *The Ghost Map* pp. 81–158

August 30: *The Ghost Map* pp. 159-256

September 1: short paper & 5 minute presentations on The Ghost Map.

Health and Disease

September 6: *Labor Day (UA closed)*

September 8: Stegenga Care & Cure Ch 1 “Health” & Ch 2 “Disease” September 13: Ereshefsky “Defining ‘health’ and ‘disease’”

September 15: Stegenga *Care & Cure* Ch 3 “Death” & Nagel “Death”

September 20: short paper & 5 minute presentations on health, disease, & death The Hippocratic Oath & Medical Professionalism

September 22: Jotterand “The Hippocratic Oath and Contemporary”

September 27: Sulmasy “What is an oath and why should a physician swear one?” September 29: Bishop ‘Finitude’

October 4: short paper & 5 minute presentations on the oath and medical professionalism.

Hippocratic Medicine & Environmental Health October 6: Porter, Ch 3 ‘Antiquity’

October 11: Hippocrates, “Airs, Waters, & Places”

October 13: Engel, “The Biopsychosocial Model and the Education of Health Professionals” October 18: short paper & 5 minute presentations Hippocratic medicine and environmental health.

Mental Illness

October 20: Hippocrates “The Sacred Disease” & Augustine “The Creation of Man’s Soul” October 25: Porter Ch 16 “Psychiatry”

October 27: Szasz “The Myth of Mental Illness” Special Topics

November 1: (Maternal Health) Scheper-Hughes *Death Without Weeping*, Ch 8

November 3: (Psychiatric Nosology) Poland and Von Eckhart “Mapping the Domain of Mental Illness” & Tabb “Psychiatric Progress and the Assumption of Diagnostic Discrimination”

Religion, Culture, & Medicine

November 8–10: Porter Chs 4–7

November 15–17: Fadiman, *The Spirit Catches You* pp. 1–153. November 22: *The Spirit Catches You* pp. 153–303. November 24: *UA closed for Thanksgiving*

Putting it all together

November 29–December 1: Stegenga, Ch 14 : “Public Health”

Final Paper

Final paper: Due Wednesday, December 8 (no exam).