

WGS 300.7102, Topics in Women's & Gender Studies

The Female Body and the History of Medicine in Early Modern Europe

Summer 2019 (July 16—August 14)

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Office Hours: Online

Course Description

A. From the Undergraduate General Catalogue:

The topics will be determined by the faculty member and will therefore vary. May be repeated with a change of topic.

B. Description for Summer 2019

How were the female body and women's health issues understood and depicted in early modern European medical thought? (The early modern period, roughly speaking, begins in the Renaissance and ends with the French Revolution.) What were the four humors, and how did they inform the way people thought the body worked? Why did medical professionals consider blood-letting a good treatment? What is problematic about reading the history of medicine through the lens of modern understandings of the body and modern disease categories? Why is it true that, as historian Mary Lindemann says, "...the majority of medical practitioners in the early modern world were women and the most frequent sites of medical education (broadly understood) were families, households, and neighborhoods" (*Medicine and Society in Early Modern Europe*, 2nd edition, p. 121). Why did physicians think that the uterus could move around the body?

The course begins with a general introduction to the history of women and gender and the history of medicine in the early modern period. We then turn to a variety of primary and secondary sources that focus on specific aspects of the role of gender in the history of medicine in this period. Primary sources include the medieval *Trotula* text, the surgeons Ambroise Paré, Jacques Guillemeau and his son Charles, the seventeenth-century English midwife Jane Sharp, the seventeenth-century German midwife Justine Siegemund, and the early seventeenth-century French royal midwife Louise Bourgeois.

A guiding theme of this course is the question of continuity and change in how the female body and women's health issues used to be viewed in the history of medicine, and how they are viewed today.

The Online Environment

This course uses blended learning methodology; since we do not meet face-to-face for the full two and a half hours, there will be online work, such as discussion boards.

Substantive participation in discussion boards should:

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to your peers' comments.
- Challenge comments in class, including those of the facilitator.
- Ask insightful questions.
- Answer other people's questions.
- Exemplify the point with real-life events, when possible.
- Make comments that are relevant to the course content and objectives.

Ideas for substantive participation include:

- Share an experience that is related to the discussion. Comment on other participants' experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course.
- Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed.
- Give insights gained from readings that were assigned for the unit. If you need more information, ask the participants a question about the unit's reading.
- Discuss a work issue that is related to the course or discussion and ask for feedback.
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life.
- Share another resource such links to websites, books, etc. that you have used to answer other participants' questions or as you explore the topics of the course.

Eyestrain

Keep the 20-20-20 "rule" in mind to reduce eyestrain. Every 20 minutes, look away from the computer screen at something 20 feet away, for about 20 seconds. It does not have to be exactly 20 feet—just look in the distance, at something across the street, for example. It takes about 20 seconds for the eye to relax completely. Set a timer so you know when your 20 minutes are up.

Source: <http://news.mit.edu/2013/a-clear-eyed-look-at-computer-vision-syndrome>

Stretch! Here are some links to webpages with stretches recommended for those who find themselves sitting for long periods of time due to their work.

<https://ehs.ucsc.edu/programs/ergo/stretch.html>

<https://www.mayoclinic.org/healthy-lifestyle/adult-health/multimedia/stretching/sls-20076525>

Learning Outcomes

A. Women's and Gender Studies Department Learning Outcomes

1. Cross-Cultural and Transnational Inquiry: Identify, compare, and evaluate culturally and historically specific ideas of gender, sex, and sexuality; identify and examine ideas concerning gender, sex and sexuality that cross cultural and national borders.
2. Political Representation of Culture: Apply a feminist perspective to the study of literature, history, and/or the arts, with the aim of examining critically the multiple, situated kinds of knowledge that emerge from cultural artifacts and narratives.

B. Course-Specific Learning Outcomes

Using both primary and secondary sources, by the end of this course, students should be able to:

1. Identify and evaluate ideas of gender, sex, and sexuality specific to Europe in the early modern period, with a particular focus on medical thought
2. Analyze how early modern *medical* ideas concerning the female *sex* intersected with early modern ideas *as a whole* about gender—in other words, how did early modern medical ideas about the female sex contribute to early modern constructions of gender?

Required Texts

Copies of these will be placed on Reserve; additional readings will be made available on myCourses

1. Wiesner-Hanks, Merry. *Women and Gender in Early Modern Europe*, third edition. Cambridge: Cambridge University Press, 2008. ISBN: 978-0521-695442
2. Lindemann, Mary. *Medicine and Society in Early Modern Europe*, second edition. Cambridge: Cambridge University Press, 2010. ISBN: 978-0521-425926

Grading Scale

A+ 98-100%	A 97-93 %	A- 90-92 %	
B+ 87-89 %	B 83-86 %	B- 80-82 %	
C+ 77-79 %	C 73-76 %	C- 70-72 %	
D+ 67-69 %	D 63-66 %	D- 60-62 %	F 0-59 %

Methods of Evaluation

Quizzes	20 %
Exam 1	25 %
Exam 2	25 %
Assignments	30 %

- Quizzes: The lowest quiz grade is dropped.
- The exams comprise some combination of identification, short answer, and essay questions.

- The category “Assignments” includes but is not limited to discussion boards, response papers, worksheets.

General Policies

Incompletes

According to the university catalog, an incomplete may be given only in exceptional circumstances and at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I).

The incomplete policy for this course is that at least 70% of the coursework must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, email me and state your reasons for the incomplete in writing. We will then decide on a course of action and complete the required paperwork.

Academic Integrity

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure, or as an act of intentional dishonesty. All students should read and understand the University's [Academic Integrity Policy](#),

<https://www.umassd.edu/policies/active-policy-list/academic-affairs/academic-integrity-policy-and-reporting-form/>

which can also be found in the [Undergraduate Catalog](#).

The first time that a student is found to have cheated or plagiarized on any assignment, s/he will receive an F for that assignment and I will report the violation to the UMass Dartmouth Student Judiciary. A second violation will result in the student's receiving an F for the course, and I will again refer the matter to the UMass Dartmouth Student Judiciary.

I expect every student in this class to understand the necessity of citing your sources in all academic work in order to avoid plagiarism. For a thorough explanation of plagiarism, see:

https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html

For more information on how to use APA, MLA, or Chicago Manual of Style citation methods, see https://owl.purdue.edu/owl/research_and_citation/resources.html

Student Behavior

Students are expected to follow the student code of conduct within the classroom settings. The student code of conduct is available at:

<https://www.umassd.edu/studentaffairs/departments/studentconductanddisputeresolution/policies>
Faculty may ask students to leave if the faculty member(s) determines that the code of conduct has been violated and a student is creating an environment that is unsafe or not conducive to learning.

Emotional Health, Violence, Sexual Harassment, and Title IX

The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics.

If a topic covered in this class triggers post-traumatic stress or other emotional distress, please contact the professor and seek out confidential resources available from the Counseling Center, <http://www.umassd.edu/counseling/> (508) 999-8648 or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, <http://www.umassd.edu/sexualviolence/>, 508-910-4584.

In an emergency, contact campus police at 508-999-9191 24 hrs./day.

Following guidance from the U.S. Department of Education's Office of Civil Rights, the University requires that faculty follow UMass Dartmouth policy as a mandated reporter of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking.

While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University's Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared. For confidential counseling support and assistance, please go to <http://www.umassd.edu/sexualviolence/>

Accommodations for Documented Disabilities

University policy requires that students with a documented disability requiring accommodations in order to obtain equal access in this course meet with the professor, *at the beginning of the semester*, in order to provide the appropriate paperwork from the Center for Access and Success and to put in place any necessary structures for providing the specified accommodations. To obtain the required paperwork, make an appointment with the Center for Access and Success, (508) 999-8711, located in Pine Dale Hall, Room 7136. Bring proper documentation of your condition to your appointment.

Note: Exemptions and accommodations due to a documented disability cannot be applied retroactively.

General Course Outline (subject to change)

Introduction

Wiesner-Hanks, *Women and Gender in Early Modern Europe*, Chapters 1-3

Wiesner-Hanks, *Women and Gender in Early Modern Europe*, Chapters 4-6

Wiesner-Hanks, *Women and Gender in Early Modern Europe*, Chapters 7-9

Lindemann, *Medicine and Society in Early Modern Europe*, Intro., Chapters 1-2

Lindemann, *Medicine and Society in Early Modern Europe*, Chapters 3-5

Lindemann, *Medicine and Society in Early Modern Europe*, Chapters 6, 7, Conclusion

Excerpts from early modern medical texts authored by women:

The *Trotula*, Bourgeois, Sharp, Siegemund

Excerpts from early modern medical texts authored by men:

Rousset, Liébault, Paré, Guillemeau (father & son), Croke

Primary source work TBD

Modern specialists of the history of medicine:

Monica H. Green, Alison Klairmont Lingo, Helen King, Michael Stolberg

Modern specialists of the history of medicine, TBD

Past and present: Bennett, "Patriarchal Equilibrium"