

**The University of Iowa
The College of Liberal Arts and Sciences
Department of Classics**

**Ancient Medicine
20E: 081 (cross-listed as 152: 081)**

Some of the policies relating to this course (such as the drop deadline) are governed by its administrative home, the College of Liberal Arts and Sciences, 120 Schaeffer Hall.

Department of Classics

Fall 2012

MW 2:30-3:20 107 EPB

Discussion Sections

Th 9:30-10:20 217 PH

F 9:30-10:20 14 SH

F 10:30-11:20 74 SH

F 2:30-3:20 3 SH

Course Web Site: Available through ICON <http://www.icon.uiowa.edu>

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Classics Department Office: 210 JB, 335-2323

Department Chair: John Finamore, john-finamore@uiowa.edu, 335-2325

Classics Department on Facebook: <http://www.facebook.com/pages/Classics-Department-at-The-University-of-Iowa/152503401452311m>

Eta Sigma Phi: Eta Sigma Phi (HΣΦ) is both an informal, open-membership classics club and Iowa's chapter of the national undergraduate honors society. All students are welcome to attend meetings and participate in events. For up-to-date information, go to <http://uiowa.orgsync.com/org/classics>.

Classics Info-List: If you would like to receive e-mail messages about classics-related news, events, and opportunities, contact Professor Rob Ketterer (robert-ketterer@uiowa.edu), director of undergraduate studies, and ask to be added to the Classics info-list.

Course Description: This class thematically examines the intellectual, practical, and social dimensions of medicine in the ancient Mediterranean world, from ancient Egypt through ancient Greece and Rome to the early Islamic and Christian middle ages: the nature, theories, and intellectual development of medical thought; its dietetic, pharmacological, and surgical practices; and the institutional, class, and geographic setting of its practitioners and patients. We focus on medicine in the world of the ancient Greeks and Romans: what diseases patients had, what instruments doctors used, how doctors understood disease, the intellectual origins of Greek medicine, what choices of treatment patients had, the status of doctors in society, how doctors practiced their craft. Yet an equally important part of learning about historical science is learning *how to talk* about historical science. After all, what interpretations can we give to science that is outdated and wrong?¹

This is a class in intellectual history and historians tell stories. We are going to learn how to tell three different stories about ancient medicine in this class: first, a scientific story about disease in the ancient Mediterranean according to contemporary Western biomedicine; second, a historical story about the intellectual origin, development, and tradition of ancient medicine for Greek- and Latin-speaking doctors; third, an anthropological story about how knowledge was produced and the practice of medicine was enacted in Greco-Roman cultures. All these stories will not look the same.

So this is a class concerned with historical reality: where does the truth lie? Which story – if any – is an accurate historical account of medicine in Greco-Roman antiquity? The class will conclude with an evaluation of the strengths and weaknesses of our three methodological approaches.

Course Goals and Objectives:

This course qualifies for GE credit in Historical Perspectives. Courses in this area help students understand a period of the past in its own terms, comprehend the historical processes of change and continuity, sharpen their analytical skills in the evaluation of evidence and develop their ability to generalize, explain, and interpret historical change. Students will learn to summarize primary historical documents and critically analyze secondary scholarship.

Required texts:

Lloyd, G.E.R. ed. 1983. *Hippocratic Writings*. New York.
Nutton, Vivian. 2004. *Ancient Medicine*. New York.

The required texts are available at the University Book Store. Readings not in the required texts will be posted on ICON and are marked with an asterisk * in the schedule below.

¹ Our contemporary litigious society notwithstanding, it should go without saying that only trained and credentialed medical professionals ought to attempt medical treatment: students are advised *not* to attempt to diagnose, treat, or medicate themselves or anyone else on the basis of the texts, lectures, or discussions in this class.

Grading: Grading will consist of completion of ICON quizzes before class (5%), participation in your discussion section (15%), 5 written reports in your discussion section (20% total), 2 exams (40% total), and a final (20%). Discussion sections will be either a reexamination of themes from the week's lectures or a group analysis of primary source readings. "Participation" is defined as attendance plus participation in discussion. The exams will be a combination of IDs, multiple choice questions, and short essay questions. I do not give extra credit.

The written reports will be keyed to the topic of the discussion section. They will develop your skills in summarizing historical documents and analyzing modern arguments about them.

1st report: 100 words description of disease in Case Study 1

2nd report: 300 words summary of primary readings for Week 5

3rd report: 500 words summary of methodological principles of Hellenistic sects

4rd report: 700 word summary of Galen's scientific methodology from Week 9

5th report: 3-5 page analysis of Case Study 3 using an anthropological perspective on one of three possible topics

A+ = 99.0-100% A = 92.0-99.0% A- = 90.0-92.0%

B+ = 88.0-90.0 % B = 82.0-88.0% B- = 80.0-82.0%

C+ = 78.0-80.0% C = 72.0-78.0% C- = 70.0-72.0%

D+ = 68.0-70.0% D = 62.0-68.0% D- = 60.0-62.0%

F = 0-60.0%

Exam times:

Sept. 24 Exam 1

Nov. 5 Exam 2

Final exam time TBA

A Word about the Date and Time of the Final Exam:

The final examination date and time will be announced during the first half of the semester. Watch for an email from the Registrar containing the final exam information for this class and for all of your classes. I will announce the final examination date and time for this course at the course ICON site once it is known. Do not make your end of the semester travel plans until the final exam schedule is made public.

Expectations: You should complete the day's assignment before coming to class. The University's guidelines say that the standard out-of-class preparation for a 3 hour course is six hours, but you may find that more study time will be needed for this class. There are no hard and fast rules for length of study time. It is your responsibility to study for as long as necessary to learn the assigned material.

Civility is the prerequisite for academic discussion and learning. Students are expected to come to class on time, listen when others are speaking, set their cell phones to vibrate, and act politely to create a courteous learning environment for everyone.

Resources for Students

Students will find the Writing Center very useful for this course:

<http://www.uiowa.edu/~writingc/>

Calendar of Course Assignments and Exams:

Part 1: A Scientific Story: Observation, Instruments, Paleopathology

Week (1) Medical Observation

Aug. 20: Introduction

Aug. 22: Overview

Reading: "Sources and Scope" in Nutton 2004: 1-16.

Aug. 23/24

Discussion: Observation

Reading: Hippocrates *Epidemics* 1 in Lloyd 1983: 87-91, 102-112.

Questions: What did ancient Greek doctors notice about disease?

What did they notice about how the body and the natural world interact?

How might this differ from contemporary Western biomedicine?

Week (2) Paleopathology, Instruments, Retrospective Diagnosis

Aug. 27: Paleopathology: Archaeological and Modern Comparative Evidence, Instruments

Reading: "Patterns of Disease" in Nutton 2004: 19-23.

Aug. 29: Paleopathology: Disease Profiles from Ancient Texts, Retrospective Diagnosis

Reading: "Patterns of Disease" in Nutton 2004: 23-36.

Aug. 30/31

Discussion: Case Study 1: The Athenian Plague

Reading: *Thucydides *History of the Peloponnesian War* 2.47-54

1st Report

Questions: Describe the Athenian plague in your own words.

Was it contagious or non-communicable?

What modern diseases does it remind you of?

Part 2: A Historical Story: Origins, Philosophy, Experiment, Comparative Anatomy, Historical Continuity and Change

Week (3) Origins: Folk Medicine and Philosophy

Sept. 3 NO CLASS

Sept. 5 Medicine and the Origins of Philosophy

Reading: "Before Hippocrates" in Nutton 2004: 37-52.

Sept. 6/7 Discussion: Egyptian Medicine

Reading: *Edwin Smith Surgical Papyrus *Cases* 1-2, 5-9, 39-42 and *Spells* 1-3

Questions: What divisions of treatment did the Egyptian doctor make?

Does Egyptian surgery appear to be sophisticated medicine? Was it folk medicine or philosophical medicine?

Week (4) Hippocrates: Theories and Hypotheses

Sept. 10 Hippocrates: Legend, Historical Person, and Author Function

Reading: "Hippocrates, The Hippocratic Corpus and the Defining of Medicine" in Nutton 2004: 53-71.

Sept. 12 Hippocratic Theories

Reading: "Hippocratic Theories" in Nutton 2004: 72-86.

Hippocrates *Aphorisms: Section 1* in Lloyd 1983: 206-09.

Hippocrates *Airs, Waters, Places* 1-2 in Lloyd 1983: 148-9.

Sept. 13/14

Discussion: Hippocratic Theories

Reading: Hippocrates *Nature of Man* in Lloyd 1983: 260-71.

Questions: What theories did Hippocratic doctors use?

On what hypothesis did they develop their medical science?

What are the strengths and weaknesses of the four humors theory?

Week (5) Hippocrates: Practices and Prognoses

Sept. 17: Hippocratic Practice

Reading: *"The Iatros," in Guido Majno, M.D. *The Healing Hand: Man and Wound in the Ancient World*. Harvard. 1975. 150-70.

Hippocrates *Epidemics III* in Lloyd 1983: 113-121.

Sept. 19: Hippocratic Prognosis

Reading: "Hippocratic Practices" in Nutton 2004: 87-102.

Hippocrates *Prognosis* in Lloyd 1983: 170-85.

Sept. 20/21 Discussion: Hippocratic Practice
Report 2

Questions: Summarize Hippocratic practice.
What divisions in treatment did the Hippocratic doctor make? How do they compare to the Egyptian doctor?
Was Hippocratic medicine a folk medicine or philosophical medicine?

Sept. 24
EXAM 1

Week (6) The Hellenistic World: Experiment and Anatomy

Sept. 26: Experiment and Comparative Anatomy
Reading: "Alexandria, Anatomy and Experimentation" in Nutton 2004: 128-39.

Sept. 27/28 Discussion: Experiment and Comparative Anatomy
Reading: *Herophilus *fr.* 60-61, 75-77, 79, 81-82, 87-89, 94-97, 101-102, 105-107, 113, 116-117, 120-124, 127 vS
*Erasistratus *fr.* 76, 201 Garofalo
Hippocrates *On the Heart* in Lloyd 1983: 347-51.

Questions: What interventions in the natural order did Hellenistic doctors make?
Did they use human subjects?

Week (7) The Hellenistic World: Theories and Sects

Oct. 1 Alexandrian Physiology and Diagnosis
Readings: *Heinrich von Staden "Body and Machine: Interactions Between Medicine, Mechanics, and Philosophy in Early Alexandria," in *Alexandria and Alexandrianism*. P. Green ed. 1996. 85-95.

Oct. 3: Sects
Reading: *Celsus *Preface to On Medicine*

Oct. 4/5 Discussion: Sects

Report 3

Questions: Summarize the methodological principles of each sect.
Are the divisions between medical sects methodological or therapeutic?
Why did Hellenistic medical sects believe that they stood in a Hippocratic tradition of medicine?

Week (8) Greek Medicine to Rome

Oct. 8: Greek Medicine in Rome in the Hellenistic Period

Reading: "Rome and the Transplantation of Greek Medicine" in Nutton 2004: 157-70.

Oct. 10: Imperial Medicine in the Roman Empire

Reading: "The Consequences of Empire: Pharmacology, Surgery and the Roman Army" in Nutton 2004: 171-86.

Oct. 11/12 Discussions: Greek Medicine to Rome; Pharmacology

Reading: *Dioscorides *Preface to On Materia Medica*

Questions: How did Greek medicine change under the Roman empire?

What new medical institutions were founded?

What information about plants, their preparation and their properties, did Dioscorides think medically useful?

What were Dioscorides' sources for pharmacological knowledge?

Week (9) Galen: Career, Theory, and Anatomy

Oct. 15 Galen

Reading: "The Life and Career of Galen," "Galenic Medicine," in Nutton 2004: 216-47.

Oct. 17: Galenic Theory, Anatomy, Experiment

Reading: *Galen *Art of Medicine* 1-14

*Galen *Anatomical Procedures* 11.4, 11.11

*Galen *On Prognosis* 5.9-21

Oct. 18/19 Discussion: Galenic Philosophy and Experiment

Reading: *Galen *That the Best Doctor Is Also a Philosopher*

Report 4

Questions: Summarize Galen's scientific methodology from Week 9.

Why did Galen claim that the best doctor must also be a philosopher?

Is Galenic anatomy folk medicine or philosophical medicine?

Week (10) Galen: Pathology and Therapeutics

Oct. 22 Pathology, Individualism in Therapeutics

Reading: *Galen *Method of Healing* 3.1-3

Oct. 24 Galenic Therapeutics

Reading: *van der Eijk, Philip. 2008. "Therapeutics," in *The Cambridge Companion to Galen*. R.J. Hankinson ed. Cambridge. 283-303.

Oct. 25/26 Discussion: Galen on Venesection

Reading: *Galen *Treatment by Venesection* 4-23

Questions: Why does Galen justify venesection as a therapeutic practice?
On which side of the patient does Galen recommend venesection?
What limits does Galen set to venesection?

Week (11) Medical Continuity in Antiquity

Oct. 29 Medicine in Late Antiquity

Reading: "Medicine in the Later Roman Empire" in Nutton 2004: 292-309.

Oct. 31 Medicine into the Middle Ages

Reading: *"The Emergence of Islamic Medicine," in Peter Pormann and Emilie Savage-Smith. *Medieval Islamic Medicine*. Washington, D.C. 2007. 6-9, 23-29.

*Nutton, Vivian. 1995. "Medieval Western Europe: 1000-1500," in *The Western Medical Tradition*. Cambridge. Conrad, Neve, Nutton, Porter, Wear. 139-46.

Nov. 1/2 Discussion: Ancient Medical Continuity, Epilepsy

Case Study 2: Epilepsy and the Continuity of Galenism and Hippocratism

Readings: Hippocrates *Sacred Disease* in Lloyd 1983: 237-51.

*Galen *Advice to an Epileptic Child*

Questions: What similar descriptions of epilepsy did Galen and Hippocrates give?

Did they have similar therapies for managing the disease?

Is there intellectual continuity between these authors, or is Galen merely creating his own understanding of Hippocrates in order to undergird his own authority?

Nov. 5

EXAM 2

Part 3: An Anthropological Story: Medical Marketplace, Social Sites of Legitimation, Knowledge-Making in Practice

Week (12): Status of Physicians, Institutions, Social Credibility

Nov. 7 Introduction to Medical Anthropology

Reading: *Mol, Annemarie. 2002. "Doing Disease," "Different Atheroscleroses" in *The Body Multiple: Ontology in Medical Practice*. Durham. (This reading presents an upper and lower parallel text: you are only expected to read the upper text.) 1-7, 29-48.

Nov. 8/9 Discussion: Social Credibility, Status of Physicians

Reading: Hippocrates *Science of Medicine* in Lloyd 1983: 139-47.

Questions: How does Mol argue that medical science exists in a modern Western biomedical hospital? Is it the same knowledge, the same therapies, the same objects everywhere?

What medical institutions existed in antiquity?

Why did the Hippocratic author claim that ancient medicine is a science?

What social credibility does the author of *Science of Medicine* claim for medicine?

Week (13): Knowledge-Making in Practice, Audience, Machines

Nov. 12 Social Setting of Knowledge

Reading: *Mol, Annemarie. 2002. "Coordination" in *The Body Multiple: Ontology in Medical Practice*. Durham. (This reading presents an upper and lower parallel text: you are only expected to read the upper text.) 53-85.

*Rufus of Ephesus *Interrogation of the Patient* 1-4

Nov. 14: Social Setting of Hellenistic Medicine

Reading: "Hellenistic Medicine" in Nutton 2004: 140-56.

*Inscriptions for Physicians: Samama nos. 77, 111, 112, 118, 133, 137, 182, 211, 341.

Nov. 15/16 Discussion: Case Study 3: Dislocation of the femur

Hippocrates *Fractures* 19-20, 31-35 in Lloyd 1983: 295-96, 304-08

*Hegetor fr. 3 vS

*Apollonius of Citium *Treatise on Hippocrates' On Joints* 74-94 K-K

Questions: What therapy did Hippocrates give for a dislocated femur? Hegetor? Apollonius?

Why did Hippocrates suggest using a machine?

How does the dispute between medical sects affect the therapy Hegetor and Apollonius give?

THANKSGIVING BREAK

Week (14): Medical Marketplace, Agonistic Environment, Social Sites of Legitimation

Nov. 26: Medical Marketplace

Reading: "All Sorts and Conditions of (Mainly) Men," in Nutton 2004: 248-71.

Report 5

Nov. 28: Holistic Social Setting of Medical Practice

Reading: "Medicine and the Religions of the Roman Empire" in Nutton 2004: 273-91.

*Asclepius testimonia 423.1-20, 432 Edelstein

Questions: How might different social environments in antiquity affect the medicine practiced and enacted?

Why do ancient Hippocratic doctors claim to be descendants of the god Asclepius?

Nov. 29/30 Discussion: Medical marketplace, Agonism, Gynecology

Readings: *Hippocrates *Diseases of Women* 1.62

*Soranus *Gynecology* 1.3-4

*Galen *On Prognosis* 8

Questions: Why did Hippocrates not trust female patients' accounts of their own bodies?
What medical competition do Soranus and Galen attest in the healing of women?
How did the presence of healing competitors in the medical marketplace affect the authority and therapy of trained physicians in Galen's story?

Week (15): Ancient and Modern Perspectives on the Art; Conclusions

Dec. 3: Case Study 4: The Oath

Hippocrates *Oath* in Lloyd 1983: 67.

*Roe v. Wade, 410 US 129 (Section VI.1-2)

*NOVA online: <http://www.pbs.org/wgbh/nova/body/hippocratic-oath-today.html>

*Doctors responses at http://www.pbs.org/wgbh/nova/doctors/oath_doctors.html

*Declaration of Geneva <http://www.wma.net/en/30publications/10policies/g1/index.html>

What does the *Oath* prohibit a doctor from doing?

How do modern American physicians see the Hippocratic *Oath*?

Why does it matter how historical scholarship sees the *Oath*?

How does the contemporary Declaration of Geneva echo the Hippocratic *Oath*?

Dec. 5: Conclusions

Reading: "Conclusion" in Nutton 2004: 310-16.

Dec. 6/7 Discussion: Comparison of Historical Methodologies.

Questions: What are the strengths and weaknesses of our three historical methodologies?

What is the best account of ancient medicine?

FINAL TBA

The College of Liberal Arts and Sciences

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS [Academic Policies Handbook](#).

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (*Operations Manual*, [III.15.2](#). Scroll down to k.11.)

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty

All CLAS students have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS [Academic Policies Handbook](#)).

CLAS Final Examination Policies

The date and time of every final examination is announced during the fifth week of the semester; each CLAS student will receive an email from the Registrar stating the dates and times of the student's final exams. Final exams are offered only during the official final examination period. **No exams of any kind are allowed during the last week of classes.** All students should plan on being at the UI through the final examination period..

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident. See the CLAS [Academic Policies Handbook](#).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety [web site](#).

*These CLAS policy and procedural statements have been summarized from the web pages of the [College of Liberal Arts and Sciences](#) and The University of Iowa [Operations Manual](#).

The information contained in this syllabus is subject to change throughout the semester. You will be informed in writing of any substantive changes.