

NOTE: THIS IS A SAMPLE SYLLABUS ONLY. UPDATED SYLLABI WILL BE DISTRIBUTED ON THE FIRST DAY OF CLASS AND POSTED ON THE CLASS'S WEBCT SITE, AND MAY DIFFER IN SOME DETAILS. PLEASE USE THE OFFICIAL, UPDATED SYLLABUS FOR COURSE WORK.

History 4225/6225: Medicine, Healing and the Body in Antiquity
Prof. Susan Mattern
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Office Hours: Friday 9:30-11:30, 327 Le Conte; sign up in advance in class or use the sign-up sheet on the instructor's door (prior to 3:30 PM Thursday). You may also email for an appointment if office hours do not fit your schedule.

WebCT: HIST42256225 (Mattern)

Required texts: These are in the bookstore and also available on 2-hour closed reserve at the Main Library.

- *Hippocratic Writings*, tr. Hugh Lloyd-Jones, Penguin 1984.
- Soranus, *Gynecology*, tr. Oswyn Temkin, The Johns Hopkins University Press, 1956.

Optional Text, available at the bookstore or on 2-hour closed reserve at the Main Library: Robin Winks and Susan Mattern-Parkes, *The Ancient Mediterranean World from the Stone Age to AD 600*, Oxford UP, 2004. If you have no background in ancient history you may wish to use this as a brief introduction to the subject. Longer works covering the same period are also available: Brendan Nagle, *The Ancient World: A Social and Cultural History*, 6th ed., Prentice-Hall 2005 is recommended.

Course Reader, Available at Bel-Jean's

Electronic Reserve: If you decide not to print a copy, please take careful notes so that you can participate meaningfully in discussion. All items are also on 2-hour closed reserve in print form.

- Mirko D. Grmek, *Diseases in the Ancient Greek World*, tr. Mireille Muellner and Leonard Muellner, Baltimore: The Johns Hopkins University Press, 1989 = *Les maladies à l'aube de la civilisation occidentale*, Paris: Payot, 1983, chaps. 3, 7, 11.
- Rebecca Flemming and Ann Ellis Hanson, "Hippocrates' *Peri parthenon* (Diseases of Young Girls)," *Early Science and Medicine* 3 (1998), 241-252.
- Alex Scobie, "Slums, Sanitation and Mortality in the Roman World," *Klio* 68 (1986), 399-433.
- R. P. Duncan-Jones, "The Impact of the Antonine Plague," *Journal of Roman Archaeology* 9 (1996), 108-136.
- Walter Scheidel, "Roman Age Structure: Evidence and Models," *Journal of Roman Studies* 91 (2001), 1-26.
- Helen King, *Hippocrates' Woman: Reading the Female Body in Ancient Greece*, London: Routledge, 1998, chaps. 10 and 11.

Web source: A link to this source is available through the Course Content page on WebCT. If you choose not to print it, please take careful notes so that you can participate meaningfully in discussion.

- “The Life of the Great Martyr Thecla of Iconium,” tr. Jeremiah Jones (?), 18th century. Accessible online through the Saint Pachomius Library, <http://www.voskrese.info/spl/thecla.acts.html>. Note: This text is commonly called the *Acts of Paul and Thecla*.

Participation. Class meetings will have the following format: a) The instructor will speak on historical background (25 minutes). b) The class will break into random groups of 5 for discussion of pre-assigned study questions on the reading (10 minutes). c) Students will lead a general discussion of the primary-source reading (40 minutes; see “Assignment 1,” below). Thoughtful, well-prepared participation in part c) is 25 per cent of your grade for the class. The instructor will take daily notes on students’ participation. **Students must participate in every class meeting and must be prepared for discussion (i.e. have done the assigned reading and thought about the study questions) to get a good participation grade.** Students who only attend class and do not speak will receive a failing participation grade; attendance in itself is not participation. The instructor will update participation grades with each of the four quizzes so that students know how they are doing.

Please be courteous. Raise your hand and wait to be recognized by the student leader before speaking. **Discourteous speakers will receive a low participation grade.** When you are leading a discussion, please give everyone a chance to speak—recognize students who have not yet spoken before those who have already done so.

Attendance policy: Inevitably some students will miss class meetings for emergency medical reasons or other reasons. Rather than differentiating between excused and unexcused absences, it is my policy that students may miss two class meetings (i.e., 1 week of class) without affecting their participation grade. If you must miss more than two classes because of extraordinary circumstances, consider seeing the Office of Student Affairs about an emergency/medical withdrawal.

I will drop students who do not attend the first two class meetings for whatever reason. I may also drop students who miss 5 or more class meetings before the mid term.

WebCT: This class depends on WebCT. I will enroll students on the website after the add-drop period for the course has ended. Students are responsible for checking the site at least once per day and for any information disseminated there.

Quizzes: There will be 4 brief (ca. 30-45 minute) ID and passage-identification quizzes.

Make-up policy: Please do not miss quizzes for any reason other than a medical emergency or other *dire* emergency. If you absolutely must miss a quiz, notify the instructor within 24 hours after the quiz and be prepared to provide documentation. All

make-up quizzes must be taken on the last day of class. **I will not give make-up quizzes except in a documented emergency situation where I am notified within 24 hours.**

It may be difficult or impossible to reschedule a discussion session. Please make every possible effort not to miss your discussion session. I will reschedule, if possible, only in a documented emergency situation.

Assignments: For detailed instructions on assignments, see the end of this syllabus.

Comportment: Please do not eat in class (drinks are OK). Please do not sleep in class; I will ask you to go home. Turn cell phones off before entering the classroom. Please arrive on time; if there is a reason why you must be late consistently (i.e. a previous class on the other side of campus), talk to the instructor. Otherwise, disrupting class with chronic lateness will affect your participation grade.

Grading:

Participation in discussion: 25%

Quizzes: 10% each (total 40%)

Assignment 1: 20%

Assignment 2: 15%

Graduate student and honors-option grading:

Participation in discussion: 20%

Quizzes: 10% each

Assignments 1-2: 10% each

Wikipedia project: 20%

Schedule of readings and deadlines:

Thursday, Aug. 16: Orientation. Lecture: Background on the Greco-Roman world.

Tuesday Aug. 21. Disease and mortality in the Greek World I. Reading: Grmek (electronic reserve), chaps. 3 (“Paleodemography”) and 7 (“Tuberculosis”).

Thursday Aug. 23. Disease and mortality in the Greek world II. Reading: *Epidemics I* (in *Hippocratic Writings*); Grmek (electronic reserve), chap. 11 (“The Hippocratic Conception of Disease”). **Sign up for assignment days.**

Tuesday Aug. 28. Disease and mortality in the Greek World III: The Plague of Athens. Reading: Thucydides, 2.47-55; *Epidemics III* (in *Hippocratic Writings*). Suggested mini-research project: what was the Plague?

Thursday Aug. 30. Medicine and religion. Reading: “The Sacred Disease” (in *Hippocratic Writings*).

Tuesday Sept. 4. Hippocratic physiology and therapeutics. Reading: “The Nature of Man” and “Regimen for Health” (in *Hippocratic Writings*).

Thursday Sept. 6: **Quiz 1**

Tuesday Sept. 11: Medicine and ethnology. Reading: “Airs, Waters, Places” (in *Hippocratic Writings*).

Thursday Sept. 13. The origins of biology. Reading: Aristotle, *History of Animals* book 1, sections 6-17 and book 3, sections 2-4.

Tuesday Sept. 18. Anatomy. Reading: *Herophilus*, selections. **Graduate students present topics.**

Thursday Sept. 20. The female body. Reading: Soranus, *Gynecology*, pp. 3-4, 8-34.

Tuesday Sept. 25. Childbirth. Reading: Soranus, *Gynecology*, pp. 5-7, 63-88.

Thursday Sept. 27: Diseases and therapy of women; hysteria and the virgin. Reading: Soranus, *Gynecology*, pp. 128-154; Flemming and Hanson, “Hippocrates’ *Peri parthenon*” (electronic reserve), pp. 241-2 and 250-2. Additional reading for the curious: King, *Hippocrates’ Woman*, chaps. 10 and 11 (“Green sickness: Hippocrates, Galen and the Origin of the ‘Disease of Virgins’” and “Once upon a Text: Hysteria from Hippocrates”, electronic reserve)

Tuesday Oct. 2: Surgery. Reading: Celsus, *De medicina*, book 7, prooemium and sections 7, 25-26.

Thursday Oct. 4: **Quiz 2**

Tuesday Oct. 9: Roman “herbal” medicine. Pliny, *Natural History*, book 29.

Thursday Oct. 11. Disease and mortality in the Roman world I: The squalor of urban life. Reading: Scobie, “Slums, Sanitation and Mortality” (electronic reserve). **Graduate students: bibliographies due.**

Wednesday Oct. 12: Mid-point withdrawal deadline

Tuesday Oct. 16: Disease and mortality in the Roman world II: The plague of 166. Reading: Duncan-Jones, “The Impact of the Antonine Plague” (electronic reserve).

Thursday Oct. 18: Disease and mortality in the Roman world III: Life expectancy. Reading: Scheidel, “Roman Age Structure” (electronic reserve).

Tuesday Oct. 23: Galen on the artistry of nature. Reading: Galen, *On the usefulness of the parts*, book 10.

Thursday Oct. 25: FALL BREAK

Tuesday Oct. 30: **Quiz 3**

Thursday Nov. 1: Practicing medicine. Reading: Galen, *On the affected parts*, book 5.

Tuesday Nov. 6. The god of medicine: Asclepius' miracles. Reading: Edelstein and Edelstein, *Testimonia* 422-426.

Thursday Nov. 8. The dreams of Aristides. Reading: Aelius Aristides, *Orations* 47-48.

Tuesday Nov. 13. Jesus as healer. Reading: *Mark*.

Thursday Nov. 15. Asceticism and the power of the body. Reading: "Life of Thecla" (web source; see "Course Content" on WebCT for a link).

Tuesday Nov. 19: **Quiz 4.**

Thursday Nov. 21: THANKSGIVING BREAK

Tuesday Nov. 27: Graduate students present projects. **Attendance and participation by all students mandatory. Graduate students: Wikipedia submissions due.**

Thursday Nov. 29: Make-up quiz day.

Assignment 1: Lead Class Discussion.

Each student will be responsible for leading one class discussion. Most days, two students will lead the discussion; you may prepare your work separately or together. Either way, you will be given a few minutes before discussion (while small groups are meeting) to get together and make a plan for sharing the session. To prepare to lead discussion, please do the following:

1. Choose a question to pursue from the reading assigned for that day. **Have your questions ready to announce to the class in the session prior to the one you will be leading.** Your questions will also be posted on WebCT. If for any reason you cannot come to the class prior to your session, email the instructor no later than 72 hours before your session meets so that I can post your question on WebCT.
2. Make sure you are familiar with the background on the author and text assigned for that day.
3. Choose one or two (but not more than two) names, dates or terms for identification quizzes. You may choose the name of an author.
4. Collect relevant references from the assigned reading. Organize your references into groups by topic. As much as possible, make notes for the discussion as follows:
 - a) state your question;
 - b) list your topics and list references under each topic. You may quote or summarize the relevant passages, but make sure you give enough information so that a reader of your notes can follow your train of thought.
 - c) Write a one-paragraph conclusion stating what you learned. Try to bring out what struck you as important and anything that may have surprised you.

Your notes might look something like this example from Roman history:

Question: Who did the work on Roman farms?

Slave labor

[references/quotations]

Tenant labor

[references/quotations]

Building contractors

[references/quotations]

Day labor (workers paid daily wages)

[references/quotations]

Conclusions: Roman farms did not rely only on slave labor although most had a small, permanent slave labor force. Farms were also worked by tenant farmers paying a share of the crop, and by migrant labor hired by the day, especially during the harvesting season. Professional builders did most of the construction on the farm. I was surprised to

discover that although textbooks describe the Roman agricultural economy as a slave economy, in fact many kinds of labor are attested. Tenant farmers and migrant workers probably made up a large part of the population.

Give a hard copy *and* an electronic copy of your notes to the instructor. Notes will be posted on WebCT.

Assignment 2: Prepare notes.

Prepare notes as above, as though you were going to lead the class. Use one of the questions formulated by the discussion leaders. Give a hard copy to the instructor.

You will be asked to sign up for a date to lead discussion and a date to make notes on August 23. Please do not ask to change the date except under dire emergency circumstances. A maximum of four students will be assigned to any given day; a maximum of two will lead the class that day.

Graduate/Honors Option Assignment: Wikipedia Article

Students may work individually or in groups. If you work in a group, everyone in the group will receive the same grade on the project. Groups may wish to use an email list, Yahoo! Groups, or some other tool so as not to have to meet too often. If you like I can also create a private discussion topic for your group on WebCT.

Write a new Wikipedia article (or fill out a stub) or edit an existing article.

1. Choose a topic. Any topic in ancient medicine is acceptable (and most Wikipedia articles in this field, e.g. those on Galen and Asclepius, could use a lot of work). You may choose to write a new article or to edit an existing article. Present your topic to the class on **Sept. 18**: explain what you've chosen. If you are editing an existing article or filling out a stub, print the existing version for the instructor's records. If you are editing an article get ready to make important changes ("major edits"); superficial changes will not be considered fulfillment of the assignment. Editing can sometimes consist of adding a major section that is missing from the original article; but evaluate the accuracy of the sections that do exist as part of your project. Topics will be posted on WebCT.
2. Assemble the sources you'll need to write or edit the article. Because this is an encyclopedia article, you will be using mainly secondary sources (you will be summarizing received opinion, not doing original research, which requires primary sources). List the sources and give your list to the instructor on **Oct. 11**. Use Turabian or *Chicago Manual of Style* format for your references. The library's website "Citation Style Guides" can help (see under "More links for help" on WebCT or access this page through "Research Guides" under "Library Resources").

You should list at least 5 secondary sources but *be picky* and use only the highest-quality sources you can find. Find sources specific to the topics you want to investigate; don't rely entirely on general or textbook-like sources. (Google Scholar and some of the links

under “More links for help” on WebCT can help you locate journal articles, which are more specific than books.) It will take time to track down and evaluate sources so please plan well ahead. Part of your grade on this project will be based on the quality of your scholarly sources.

3. Prepare or edit your article. Use notes and references. Wikipedia’s resource pages “Your first article,” “Contributing to Wikipedia,” “Starting a New Page” and “How to Edit a Page” can help (links under the “Wikipedia” icon on WebCT). You will need to set up a Wikipedia account, which is not difficult.

Check Wikipedia frequently to keep up with any changes that might be occurring with your chosen topic. If you are editing an article, you may wish to use the “in use” tag to keep your article from evolving while you are working on it. If you are working on a new article and someone else posts before you, don’t panic; consult with the instructor about switching from a writing to an editing project.

4. Prepare a 10-15 minute oral presentation summarizing your new article or the editorial changes you made and describing how you did your research. Presentations will be made on **Nov. 27**. Post your article or your edited changes to Wikipedia prior to presenting it. Print out your post for the instructor. If you are editing an existing article or a stub, print out “before and after” versions and also print out the edit summary you submit to Wikipedia with your changes.

Only the final version of your project will be graded.