

UMBC UGC New Course Request: ANCS 375 Ancient Medicine

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COURSE INFORMATION:

Course Number(s)	ANCS 375
Formal Title	Ancient Medicine
Transcript Title	Ancient Medicine
Recommended Course Preparation	ANCS 201 The Ancient Greeks, ANCS 202 The Roman World
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	None
Credits	3.00
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3.00 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input checked="" type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

History of the development of medicine and medical theory in the ancient Mediterranean basin, focusing on the period spanning the 5th century BCE to 2nd century CE (Hippocratic Corpus to Galen). Course material covers how and why theories about the human body arose and vied for dominance; students will explore the ancient roots of professionalism, pharmacy, surgery, gynecology, ethics, public health, hygiene, and medical law.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

Ancient Medicine is a dynamic and emerging area in Ancient Studies that brings together the sciences (social and STEM) and the humanities in a holistic dialogue. The source material is vast and specialized, best explored in a dedicated class that fosters interdisciplinary dialogue among students united by an interest in the human body and medical professions. Offering this class allows us to address material of interest to a wide variety of UMBC students, as evidenced by strong enrollments in Spring of 2015. It also keeps UMBC's program in Ancient Studies competitive with similar programs at other universities, many of which now offer Ancient Medicine courses as part of a modern education in ancient history.

b) How often is the course likely to be taught?

Annually, most likely in the spring semester of each year.

c) How does this course fit into your department's curriculum?

This, along with other topics courses, allows students pursuing studies in the civilization component of our program to focus on specific areas of interest and develop skills in analysis of ancient source material (material and literary). For those engaged in a course of study in Greek and Roman language and civilization, a course in ancient medicine provides an important opportunity to study texts that, while central to the development of modern science, are seldom covered in other Ancient Studies courses due to their specialized and technical nature. Offering such a course allows us to expose students to a wider range of options for further study, and has already led to at least one independent research project.

d) & f) What primary student population will the course serve? And f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

Although the primary aim of an Ancient Studies course at the 300 level is to challenge our majors with advanced content, a course like this one inevitably draws equal interest from students in the sciences (health sciences particularly) and humanities; it is structured to make the most of this interdisciplinary mix. Because of the high interest from students without an Ancient Studies background, the course is arranged chronologically, supported by readings that provide clear and concise contextual information. Because the historical content is different from the content in our other history and culture surveys, this is also a helpful feature for majors already familiar with the ancient world. Likewise, students without extensive background in human physiology and health are provided with support in the form of lecture and discussion. The class is built around consistent dialogue, allowing students to provide each other with helpful information and insight, and for that reason the pedagogy is equal parts directed discussion activities and formal lecture.

That said, basic familiarity with Greek and Roman antiquity will greatly add to a student's ability to succeed in the course, and therefore ANCS 201 and 202 are recommended.

e) Why is the course offered at the level (i.e. 100, 200, 300, or 400 level) chosen?

The 300 level is appropriate to the tighter focus of the course material as well as to the more demanding nature of the coursework and assignments. Daily participation requires that students have devoted a significant amount of time to the readings and bring active discussion and presentation skills to bear. Students will be required not only to commit basic facts to memory, but will be expected to read difficult and lengthy primary sources closely and to analyze modern scholarship for its value and biases. Final projects involve the application of course readings and guided research to a range of hypothetical scenarios designed to test deep knowledge as well as recall, the sort of capstone appropriate to a 300 level course.

g) Explain the reasoning behind the P/F or regular grading method.

Since the course involves a variety of assignments subject to evaluation, it is appropriate that it be graded according to the usual letter grades. However, some students have wished to audit the course out of interest in the material (Golden ID students especially), and so the audit option would be made available on a case-by-case basis.

h) Provide a justification for the repeatability of the course.

NA

ATTACH COURSE OUTLINE (mandatory):

ANCS 375: Topics in Ancient Studies: Ancient Medicine

Instructor: Dr. Molly Jones-Lewis (Call me Dr. Jones-Lewis)

E-Mail: mjl@umbc.edu

Office Phone: 410-455-2326

Office: PAHB 457

Office Hours: MW 12-2 pm

Purpose: This class surveys the history of the development of medicine in Greece and Rome, and then examines a selection of thematic studies in more depth. Our goals are as follows:

- To become familiar with the materials and methods of ancient medical history;
- To use those materials and methods to make and support conclusions about ancient medicine;
- To understand the role of ancient medicine within its social and cultural contexts;
- To explore the contributions of ancient scientists to Western medicine.

Textbooks:

Lloyd, G.E.R. *Hippocratic Writings*. Penguin, 1984. ISBN 9780140444513

Nutton, Vivian. *Ancient Medicine*. Routledge, 2005. ISBN 9780415368483

Temkin, Oswei. *Soranus' Gynecology*. Johns Hopkins University Press, 1991. ISBN 9780801843204

Reading:

The reading is essential to the class: without it the discussions will not make sense to you. The textbook is meant to give you historical background to the original sources, and you are only responsible for the general sense of it. Your attention should be focused on primary sources.

Mini-essays:

Beginning in week 3, mini-essays will be due by Tuesday at noon. These will be submitted via Blackboard, where the prompts will be given. The essays will cover material discussed in the previous week, and will be graded for thought and evidence of having done the previous week's reading. This need not be fancy, but it should be correctly spelled and punctuated, and keep closely to the point.

Participation:

A large portion of your grade will be based on attendance and participation in class discussion and projects. If you miss class or have failed to do the readings in such a way that you cannot participate in discussions, you will lose points. Absences may be excused at Dr. Jones-Lewis' discretion.

Midterm and Final

There will be a Midterm and Final. These will both be short answer and essay format.

Grades:	Grade Scale:	
Attendance/ Participation = 10 %	A	90-100 4.00
Quizzes = 50 %	B	80 - 89 3.00
Midterm = 20 %	C	70 -79 2.00
Final = 20 %	D	60-69 1.00
	F	0-59 <u>0.00</u>

Communication

You may call me Dr. Jones-Lewis. Always feel free to talk to me after class, by appointment, or by email. If you email me, please use formal mechanics and spelling with the class in the subject line or email.

Schedule:

Week 1: Introduction:

Tuesday – Introduction to the course

Thursday – Materials and Methods

- Nutton, Chapter 2, Patterns of disease (“Ancient Medicine” textbook)
- [Larsen “The Lives and Lifestyles of Ancient Hunter-Gatherers: “Poor, nasty, brutish and short” in the Great American Basin?”](#)¹ (article linked to Blackboard)

Week 2: The Hippocratics:

Tuesday - Hippocratic Theory

- Nutton, Chapter 4 & 5
- Hippocrates, *Oath, Canon, Tradition in Medicine, Science of Medicine*. (In the Hippocrates textbook)

Thursday – Hippocratic Theory contd.

- Hippocrates *Regimen in Acute Diseases* (Hippocrates textbook)

Week 3: The Hippocratics: What is Hippocratic about Hippocratic Medicine?

Tuesday – Hippocratic Practice

- Nutton 6
- *Epidemics 1 & 3* (Hippocrates Textbook)

Thursday – End Hippocratic Corpus

Week 4: Temple Medicine and the rise of Asklepios

Tuesday – Medicine and the Gods

- Nutton, Chapter 7, *Religion and Medicine in 4-3rd century Greece*
- Temple inscriptions of Asclepius:

<http://www.stoa.org/diotima/anthology/wlgr/wlgr-religion406.shtml>

Thursday –

- Wiki article on modern faith healing - http://en.wikipedia.org/wiki/Faith_healing
- Hippocrates *On the Sacred Disease* (Hippocrates Textbook)
- Begin reading for next Tuesday *early* because there is more than usual

MINI-ESSAY due Tuesday Midnight

Week 5: Greek Medicine in Rome

Tuesday – Necessary Evils?

¹ Clark Spencer Larsen, “The Lives and Lifestyles of Ancient Hunter-Gatherers: ‘Poor, Nasty, Brutish and Short’ in the American Great Basin?,” in *Skeletons in Our Closet : Revealing Our Past through Bioarchaeology* (Princeton, N.J.: Princeton University Press, 2000), 13–34.

- Nutton, Chapters 11-12 (skim)
- Cato the Elder *On Agriculture* – http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Cato/De_Agricultura/home.html
- Pliny *Naturalis Historia* book 29 1-6 (Handout, instructor’s translation)
- Celsus *De Medicina* proemium http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Celsus/Prooemium*.html
- Scarborough *Celsus on Human Vivisection at Ptolemaic Alexandria* ²

Thursday – Risk Management

- Nutton 13-14
- The Doctor in Roman Law (handout, instructor’s translation from the Digest of Justinian)

Week 6: Galen and Galenism

Tuesday: The Life and Times of Galen

- Nutton, 15 and 16
- Galen *On prognosis* (Handout)³

Thursday: Galen in the Second Sophistic

- Galen *On Examinations by which the Best Doctors are Known*⁴
- Gleason *Shock and Awe*⁵ at <http://www.princeton.edu/~pswpc/pdfs/gleason/010702.pdf>

MINI-ESSAY due Tuesday Midnight

Week 7: Regimen

Tuesday - Diet and Exercise

- Hippocrates *A Regimen for Health* (textbook)

Thursday - Fad Diets

- Galen *Exercise with a Small Ball* ⁶ (available on Blackboard)

Ancient Pharmacy, Ancient Surgery

Tuesday – Pharmacy and the Drug Trade

- Nutton on the Drug Trade⁷ (handout)
- Scarborough on Theophrastus⁸ (handout)

Thursday Pharmacy contd. -

- Pliny the Elder (instructor translated/ compiled handout from *Naturalis Historia*) http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Pliny_the_Elder/home.html
- Dioskourides, selections⁹ (handout)

Week 8:

(Spring Break, off)

² J. Scarborough, “Celsus on Human Vivisection at Ptolemaic Alexandria,” *Clio Medica (Amsterdam, Netherlands)* 11, no. 1 (1976): 25–38.

³ Nutton, Vivian trans., Galen, *On Prognosis = De Praecognitione* (Berlin: Akademie-Verlag, 1979).

⁴ Iskandar A. Z. trans., Galen, *On Examinations by Which the Best Physicians Are Recognized* (Berlin: Akademie-Verlag, 1988).

⁵ Maud W. Gleason, “Shock and Awe : The Performance Dimension of Galen’s Anatomy Demonstrations,” in *Galen and the World of Knowledge*, ed. Christopher Gill, Tim Whitmarsh, and John Wilkins (Cambridge, UK: Cambridge University Press, 2009), 85–114.

⁶ Galen and P. N. Singer, “Exercise With a Small Ball,” in *Selected Works* (Oxford [England]; New York: Oxford University Press, 1997), 299–304.

⁷ Vivian Nutton, “The Drug Trade in Antiquity,” *Journal of the Royal Society of Medicine* 78, no. 2 (1985): 138–45.

⁸ John Scarborough, “Theophrastus on Herbals and Herbal Remedies,” *Journal of the History of Biology* 11, no. 2 (1978): 353–85, doi:10.2307/4330714.

⁹ Lily Y. Beck trans., *Pedanius Dioscorides of Anazarbus: De materia medica* (Hildesheim; New York: Olms-Weidmann, 2005).

There will be an open-book **take-home midterm** in the format of several mini-essays.

Week 9: Hippocrates' woman to Soranus': Ancient Gynecology

Tuesday – The Hippocratic Woman

- Apollo's speech from Aeschylus, *Eumenides* 566-753 (handout)
- Hippocrates *The Seed and The Nature of the Child* (textbook)

Thursday – The Roman Woman

- Soranus, pages 1-79, 128-132, Skim 133 – 189 (textbook).

Week 10: Pediatrics and Surgery in Antiquity

Tuesday – Surgery

Note: These readings are long. Skim the details, pay particular attention to the way it's organized, the sorts of problems it covers, and the kinds of treatments available. Also compare the Hippocratic treatise to Celsus, which was written some 500 years later.

- Hippocrates *Fractures* (in the Hippocrates book)
- Celsus on Surgery (handout, *De Medicina* book 7-8, selections)
<http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Celsus/home.html>

Thursday – Pediatrics

- Soranus 79-127 (textbook)
- **MINI-ESSAY due Sunday Midnight**

Week 11: Medical Ethics

Tuesday – Ethics through Ancient Eyes

- Hippocrates, *Oath* (textbook)
- Scribonius *Prologue*¹⁰ (Handout)
- Soranus, 1.1-6 (In the Soranus book, pages 3-8)

Thursday – Film: “The Deadly Deception” (in class)

<https://www.youtube.com/watch?v=qNa8CnC4sSU>

- Read: http://en.wikipedia.org/wiki/Tuskegee_syphilis_experiment

Week 12: Cultural Bias in Medicine

Tuesday –

- Hippocrates *Airs, Waters, Places* (textbook)

Thursday –

- Celsus' Decircumcision operation¹¹ (handout)

MINI-ESSAY due Sunday Midnight

Week 13: Body and Soul

Tuesday – Self Help

- Galen, *Affections and Errors of the Soul* (Handout)

http://kb.osu.edu/dspace/bitstream/handle/1811/28933/GALEN_ON_THE_PASSIONS_AND_ERROR_S_OF_THE_SOUL.pdf?sequence=1

Thursday – Dreams

- Hippocrates *Dreams* (textbook)
- Selections from Artemidorus' *Oneirokritika*¹² (handout)

¹⁰ Pellegrino A. A. Pellegrino Ed, “Humanism and Ethics in Roman Medicine: Translation and Commentary on a Text of Scribonius Largus,” *Literature and Medicine* 7 (1988): 22–38.

¹¹ Jody P. Rubin, “Celsus’ Decircumcision Operation Medical and Historical Implications,” *Urology* 16, no. 1 (1980): 121–24.

¹² Daniel E. Harris-McCoy, *Artemidorus’ Oneirocritica : text, translation, and commentary* (Oxford: Oxford University

Week 14: Plague and its metaphors

Tuesday

Movie: *28 Days Later*

Thursday

- Thucydides *Funeral Oration and Plague* (handout from Thucydides *History of the Peloponnesian War* book 2) http://www.shsu.edu/~his_ncp/Pericle.html
- Articles on the Dental Pulp studies from the 5th Century Athenian Mass Graves
 - [http://www.ijidonline.com/article/S1201-9712\(05\)00178-5/fulltext](http://www.ijidonline.com/article/S1201-9712(05)00178-5/fulltext)¹³
 - [http://www.ijidonline.com/article/S1201-9712\(06\)00053-1/fulltext](http://www.ijidonline.com/article/S1201-9712(06)00053-1/fulltext)¹⁴
 - [http://www.ijidonline.com/article/S1201-9712\(06\)00052-X/fulltext](http://www.ijidonline.com/article/S1201-9712(06)00052-X/fulltext)¹⁵

Final: Take-home due Tuesday of Final's week at midnight.

Press, 2012).

¹³ Manolis J. Papagrigrakis et al., "DNA Examination of Ancient Dental Pulp Incriminates Typhoid Fever as a Probable Cause of the Plague of Athens," *International Journal of Infectious Diseases* 10, no. 3 (n.d.): 206–14.

¹⁴ Beth Shapiro, Andrew Rambaut, and M. Thomas P. Gilbert, "No Proof That Typhoid Caused the Plague of Athens (a Reply to Papagrigrakis et Al.)," *International Journal of Infectious Diseases* 10, no. 4 (n.d.): 334–35.

¹⁵ Manolis J. Papagrigrakis et al., "Insufficient Phylogenetic Analysis May Not Exclude Candidacy of Typhoid Fever as a Probable Cause of the Plague of Athens (reply to Shapiro et Al.)," *International Journal of Infectious Diseases* 10, no. 4 (n.d.): 335–36.