HISTORY 398  
Medicine and Healing in Ancient Greece and Rome

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TR 2:00 p.m. – 3:15 p.m., HON155

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Course Description

How did western medicine begin? What led the Greeks and Romans to “invent” medical theories and practices, and how effective were their treatments? How did the Greeks and Romans understand the complex relationships between mind, body, and spirit? What led them to prescribe regular exercise, healing baths, special diets, the use of specific herbal remedies, and healing ointments? In the ancient world, where few people had access to “rational” or “scientific” medicine, how do we separate medicine from other healing methods such as folk medicine, magic, and especially, the cult of the god Asclepius. What does it mean to be cured? How did ancient prayer, purges, cold baths, and prayers to the gods affect health and well being? During the course, we will examine these practices as well as the tense and sometimes fraught relationship between medicine and traditional healing.

Paying special attention to how gender, ethnicity, and social order influenced medical knowledge, students in this course will learn about ancient notions of health, disease, and healing that may still have relevance to contemporary medical practices. Students will also explore ancient attitudes towards the body and disability; the relationship between medical theory and medical practice; and Greek and Roman reactions to bodily suffering, healing, illness, injury, and those occasional catastrophic epidemics that swept (and still sweep) across whole populations.

Course Requirements

Students are expected to attend class regularly, read and prepare the assignment and actively participate in discussion. Attendance and participation count for 30% of the grade. Students are also required to write three short papers (2-3 pages each), responding to specific issues in the reading/viewing. Each short paper is worth 10% of the final grade, with a total of 30%. A research paper comprising a 10 to12-page essay, which students will share with the class at end of the semester, counts for 40% of the final grade. Everyone will have the opportunity to revise and re-write the short papers once. As students work on their research project, they also submit a short research proposal and a paper draft for revision.

Readings and required texts:

- New Testament, Gospel of Matthew
- Electronic readings: to access go to the “Content” page on the D2L course site and click on the appropriate pdf file.
• I may distribute handouts and other materials as they become necessary or useful for discussion.

Grading:

30%: three 2-page short papers, each worth 10%
30%: attendance and participation
40%: 10-12-page research paper (5% for proposal, 5% draft, 5% presentation) (more below)

Participation in class discussion is essential to learning and counts toward your grade. You should come to class prepared to participate, having completed the assigned readings and discussion questions in advance. I expect you to volunteer your participation—if you do not, you will be called to do so. Always bring the readings with you to class since we will refer to them during our discussion. Points will be deducted from your participation grade if you show you have not prepared for discussion or if you fail to bring the readings to class.

Grading scale:

95 – 100   A
92 - 94.999  A-
88 - 91.999  B+
84 - 87.999  B
81 - 83.999  B-
77 - 80.999  C+
74 - 76.999  C
71 - 73.999  C-
67 - 70.999  D+
64 - 66.999  D
60 - 63.999  D-
58 - 59.999  F+ (functionally, a D-)

Attendance:

Students who do not attend classes or contact the instructor during the first week of classes may be dropped administratively.

If you miss more than eight classes, you will fail this course (further on justified absences below).

Short Papers:

You are required to write three short papers, with no less than 2 and no more than 3 pages of text. The papers should be typed with font 12, Times New Roman, 1" margins, double-spaced, no cover page, stapled on left upper corner. I will NOT accept hand-written papers. Each paper is worth 10% of your final grade.

Papers are due in class. Late papers will be deducted 10 points for each day (24hs – not class days) in which they are late up to three days. After the third day, I will not accept them.
IN NO CIRCUMSTANCE WILL I ACCEPT PAPERS BY E-MAIL EVEN IF YOU ARE SICK, PRINTER DOESN’T WORK OR YOU CANNOT GET TO CAMPUS.

Policy on academic misconduct

Plagiarism of any kind or cheating on exams will not be tolerated and will be met with the appropriate sanctions, including failing the course, having a notation placed on your record, and expulsion from the university.

For more on university policy on academic misconduct go to http://www4.uwm.edu/Dept/Acad_Aff/policy/academicmisconduct.cfm

Students with special needs

Students who need special accommodations in order to meet any of the requirements for this course should speak to the instructor at the beginning of the term.

Policy on absences and missed assignments:

Excused absences include medical problems defined by a note from attending physician or UWM Health Center professional or death of close relative with verification by letter or obituary. Students missing class for purposes of participation in a university-sponsored activity or religious observance must notify me in advance. Occasionally something occurs which is outside your control; if you find yourself in an unusual situation, please come discuss it with me as soon as possible. I reserve the right not to accept the excuse.

Course assignments may not be made up without a valid excuse as listed above. If an illness or unforeseen circumstances prevent you from writing a paper, you must notify me by phone or e-mail in advance of the exam or paper due date.

In no circumstance will leisure, vacation or family trips, and malfunctioning cars and alarm clocks constitute an excuse for missing classes or assignments.

Academic Advising in History

All L&S students have to declare and complete an academic major to graduate. If you have earned in excess of 45 credits and have not yet declared a major, you are encouraged to do so. If you either are interested in declaring a major (or minor) in History or require academic advising in History, please contact Professor Lisa Silverman at silverld@uwm.edu.

Certificate Program in Ancient Mediterranean Studies (CAMS)

UWM offers a number of interdisciplinary certificates that students can earn in addition to the usual majors and minors. The Certificate Program in Ancient Mediterranean Studies (CAMS) is designed to encourage students to pursue studies in the ancient Mediterranean world in a structured way. A variety of disciplines are concerned with reconstructing various aspects of ancient civilizations, including linguistics, history, archaeology, art history, anthropology, philosophy, and literary studies. This course counts toward fulfilling the core requirements of the CAMS certificate. For more information on the CAMS program, including course requirements, faculty, and upcoming events, be sure to check our website at www.uwm.edu/Dept/CAMS/index.html or contact the CAMS Program Coordinator, Professor Elisabetta Cova at covae@uwm.edu.

Religious Studies Major
If you are thinking about a major or a double major in Religious Studies, please contact Professor Judith Beall, Interim Director, at jbeall@uwm.edu.

University policies

1. Students with disabilities:  
http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf

2. Religious observances:  
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm

3. Students called to active military duty:  
http://www3.uwm.edu/des/web/registration/militarycallup.cfm

4. Incompletes:  
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf

5. Discriminatory conduct (such as sexual harassment):  
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf

6. Academic misconduct:  
http://www.uwm.edu/Dept/OSL/DOS/conduct.html

7. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

8. Grade appeal procedures:  
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm

Course Schedule

1/21 Tue  Introduction: health and disease; theory and practice; medicine and healing.
1. Syllabus

Unit 1: The “invention” of medicine in ancient Greece

1/23 Thu  Healing and medicine in the Near East: Mesopotamia, Egypt.
1. Oppenheim, “Mesopotamian Medicine”
2. Wilson, “Medicine in Ancient Egypt”
3. The Edwin Smith Papyrus (extracts).

Optional:
1. Biggs, “Medicine … Mesopotamia”

1/28 Tue  Disease and healing in Archaic Greece: the evidence from Homer
2. Nelkin & Gilman, “Placing Blame for Devastating Disease”

1/30 Thu  Nature, matter, body: the Greek rational tradition
1. Early Greek Philosophy, chapters 6, 12, 21, 22 (espec. pp. 111-122, 151-9, 203-210)

2/4 Tue   The Hippocratic corpus and the “invention” of medicine
1. King, Greek and Roman Medicine, 9-17
2. Hippocrates, “The Sacred Disease”
3. Hippocrates, “Tradition in Medicine”

**Unit 2: Hippocratic medicine: theory and practice**

2/6 Thu  Health, disease, and humors
1. Hippocrates, “The Nature of Man”
2. Hippocrates, “Regimen for Health”

**Paper # 1 due**

2/11 Tue  Environment, health, and “race”
2. Byrd & Clayton, “Race, Medicine, Health Care in the United States”
3. Malaria (WHO Fact sheet # 94):
4. Malaria clinical presentation (CDC):
   [http://www.cdc.gov/malaria/about/disease.html](http://www.cdc.gov/malaria/about/disease.html)

2/13 Thu  Doctors, disease, and patients
1. Hippocrates, “Epidemics” I and III

2/18 Tue  Sex, reproduction, and embryogenesis
1. Hippocrates, “The Seed,”

**Unit 3: Disease, Society, and the Body**

2/20 Thu  Disease, Morality, and Social Order: The Athenian Plague
2. Longrigg, “Death and Epidemic Disease in Classical Athens,” 55-64
4. Leven, “… Retrospective Diagnosis and Ancient Medical History,” 369-86

Optional:
1. Papagrigorakis et al., “DNA Examination of Ancient Dental Pulp …,” 206-214
2. Shapiro, “No proof … (a reply to Papagrigorakis et al.),” 334-340

2/25 Tue  (cont’d as above)

2/27 Thu  Ancient and Modern Plagues Compared
1. Film: “Contagion”
3/4 Tue  No class. **Professor away at conference. Work on paper 2.**

3/6 Thu  Disability, suffering, and the social body: medical and ethical issues
1. Sophocles, *Philoctetes*

**Paper # 2 due**

3/11 Tue  The human body and the cosmos: Plato’s *Timaeus*
1. Plato, *Timaeus*, espec. 29-72, 96-124
2. B. J. Stanley, “I Am Not This Body,” NYT 5/6/13

3/13 Thu  (cont’d as above)

3/16-23  **Spring break**

**Unit 4: Hellenistic Medicine and Science**

3/25 Tue  The body exposed: anatomy and dissection: Herophilus of Alexandria
1. Von Staden, *Herophilus*, 35-43 (life), 138-161 (anatomy), 242-262 (pathology and physiology)
2. Von Staden, *Herophilus* (extracts)

3/27 Thu  Anatomy lab: dissecting the human body

4/1 Tue  The female body, pregnancy, abortion, and diseases of women
1. Soranus, *Gynecology*, 3-7, 8-79, 128-154

**Unit 5: Religion, Healing, and Medicine**

4/3 Thu  God of medicine: Asclepius, temple medicine, and dream therapy
1. Edelstein & Edelstein, *Asclepius*, 1-6, 317, 341-355, 707-8, 739 (entry numbers not page numbers)
3. Temkin, “The Cult of Asclepius”

**Research paper proposal due**

4/8 Tue  No class. **Conferences with professor to discuss paper proposal.**

4/10 Thu  Healing and the body in ancient Judaism and early Christianity
1. Gospel of Matthew
2. Temkin, “The Almighty God” and “Jesus”
Paper # 3 due

Unit 6: Death, Disease, and Health in the Roman Empire

4/15 Tue  Disease, Death, and Public Health in the Roman City

Optional:
  1. Morley, “Salubriousness of the Ancient City,”

4/17 Thu  “The Best Doctor is Also a Philosopher:” Galen of Pergamum
  1. King, Greek and Roman Medicine, 38-42
  2. Temkin, “The Medicine of the Body and the Medicine of the Soul” and “Galen’s Ideal Philosopher”
  3. Galen, That the Faculties of the Soul Follow the Temperament of the Body
  4. Galen, On Examining the Best Doctors (extracts)
  5. Galen, On the Passions (extracts)

Research paper draft due

4/22 Tue  Galen as Scientist, Physician and Physiologist
  TBA

4/24 Thu  TBA

4/29 Tue  Presentations

5/1 Thu  Presentations

5/6 Tue  Presentations

5/8 Thu  Presentations

Research paper due in class

Research Paper Proposal:

At a minimum, this is what your research paper proposals should have:

1. One paragraph (2-3 sentences) describing the topic of the paper. This answers the question: what is the paper about? Topics can range from scientific or medical theories to ethical/moral questions to social, political, cultural or religious dimensions of medical science and practice and healing. You should try to ask specific questions or raise specific problems.

2. Relevance (2-3 sentences): you need to explain why the question you are asking is relevant or important; in other words, why does what you are interested in matter?
3. Thesis statement (2-3 sentences): what point(s) are you trying to make about the topic you chose?
4. Sources: a short bibliography listing at least 2 primary and 2 secondary sources that you will use in the paper.

The point of having you do this is to encourage you to start thinking about the assignment ahead of time. I will discuss your paper in greater detail with each one of you individually during our conferences, but we need to have something concrete as a starting point.

Term paper:

You are expected to write a **10 to 12-page term** paper for this course, excluding bibliography and notes. I will **not** read more than 12 pages.

Your paper must deal with a specific question or problem about the subject of this course to be defined in consultation with the instructor **before Thursday, April 3**—date when the paper proposal is due. On Monday and Tuesday, **April 7-8**, I will meet with you individually to discuss your paper proposal. A **first draft** of the paper is due in class on **Thursday, April 17**. **In no circumstance will I accept late drafts.** The final, revised paper is due on the last day of classes, **Thursday, May 8**. You are expected to do a brief (10-12 min) oral presentation of your paper to the class in the last two weeks. More info on this will be made available later. Late papers will be deducted 10 (out of 100) points for each day (24hs – not class days) in which they are late up to three days. After the third day, I will not accept them.

Note that 5 points (out of 100), and up to 15 points, will be deducted from your final paper grade if you do not turn in the paper proposal or the paper draft or if you fail to present the paper orally.

All papers must have a clearly stated thesis, which will be argued in the body of the paper through the use of evidence (sources). The paper does not necessarily have to give a definitive answer to the question you raised so that your thesis can simply be that the question cannot be answered. But you still must show clearly why that is the case. In all cases, the paper must be coherent and lucid.

Papers should be typed with font 12, Times New Roman, 1" margins, double-spaced. I will **not** accept hand-written papers. **Do not send drafts or papers by e-mail.**

Papers are judged for attention to detail, lucidity of thought, clarity of expression, use of source material, and force and coherence of argumentation. There is no formula for a good paper, but here are some tips (adapted from James O’Donnel [U Penn], Susan Treggiari [Stanford], and J. Benjamin, *A Student’s Guide to History* [New York, 1987], pp. 85-90).

Before you begin:

1) A very large part of writing a good paper is the choice of topic, asking a question or formulating a problem. To do this you must have already read the material and thought about what you have read.
2) Refine the question. A 10-page paper cannot deal with the whole history of medicine. Focus the question. Narrow it down. It is better to work on something small than do something large poorly.

3) Plan to do your work ahead of time. Do not assume that all the books you need are going to be lying in the library the night before the paper is due.

4) Read about the topic in secondary sources, paying attention to the authors’ arguments. Establish a working bibliography of primary and secondary sources that will allow you to address the question you raised or the topic you selected.

5) A paper must have a thesis and/or hypothesis. Once you select the sources, read and take notes and try to formulate a thesis that will be developed or a hypothesis that will be tested from the study and analysis of the primary sources. It may be useful here to enter in a dialogue with other authors.

6) Make sure that the thesis or hypothesis can be argued plausibly from your source material. Think about the evidence (sources) that supports your thesis, but also of what could easily be used to discredit it.

7) From the primary sources, select the evidence that will allow you to support each part of your argument.

8) Do not write a descriptive paper, narrating a medical case, a cure, etc. You should deal with issues and problems. The paper should make some central point about the subject and argue their importance in the context of wider issues.

Completing the assignment:

1) Before you write, prepare an outline for the paper (though this is a matter of personal choice).

2) Before you begin to write, be sure you have enough evidence (facts, information, views, opinions, etc. from the primary sources) to support your point(s) of view. Have your notes ready at hand for easy consultation as you prepare to write.

3) A paper should have an introduction (explains/states the objectives, thesis or hypothesis statement, relevance of the subject); a body (develops the theme, argues the main points, and backs them up with evidence); and a conclusion (sums up your main points).

4) Your conclusions may or may not agree with the secondary sources you consulted, but they must be coherent, that is, reflect the thrust of your argument.

5) Once you have finished, revise, use the spell-checker, read aloud (if it helps to see whether the paper makes good sense to you), then, proofread.

6) Turn in the paper on the assigned date. Late papers will not be accepted.
Important: Plagiarism – using or quoting someone else’s work as if it were your own – will not be tolerated and may cause you to fail the course. Whenever you quote, please cite the reference and acknowledge your debt to others. It is essential to give references to the ancient and modern sources you use, quote or cite.

Citing sources:

I would like you to use Chicago Manual of Style format. To make this easier, I have uploaded to the D2L course site (under Content) a link to a very abbreviated online version of the Manual, containing the essentials. However, because this version does not cover the format for citing "classical" authors (e.g., Hippocrates), I also uploaded a handout titled "Citing classical sources ..."

Bibliography:

Primary Sources

Brock, A. J., ed., *Greek Medicine, being extracts of medical writers from Hippocrates to Galen*, London/Toronto, 1929.
*The Edwin Smith Papyrus*

Secondary Sources (selections from)


**Newspaper articles**

Khullar, D., ‘‘Good” Patients, “Bad” Patients,’’ NYT 4/11/13


Stanley, B. J., “I Am Not This Body,” NYT 5/6/13