Instructor: Luis Alejandro Salas  
Office: Umrah 246  
Email: luis.salas [at] university address  
Office Hrs: TBD  

Ancient Greek and Roman Medicine (Lo8 Classics 3801)  
Spring 2020

Lecture: TBD  
Discussion: TBD  
Assistants by section: TBD

Course Description: This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?

We will approach the study of ancient medicine from three perspectives: first, what can be said about disease in the Greco-Roman world from the point of view of contemporary Western biomedicine; second, what can be said about the intellectual development of medicine in the context of the Greco-Roman tradition, focusing on its roots in the agonistic or verbally competitive intellectual culture of Greco-Roman theorists; and finally, what can be said about the production of medical knowledge in Greece and Rome, the who and the how of it. In particular, we will consider the relationship between ancient medical theories and views, contemporary to them, on the nature of the world and technology.

Required texts:
• Nutton, Vivian, Ancient Medicine. 2nd ed. (New York) ISBN 9780415520959  
• Further readings will be made available online; marked by * in your assignments

Assessment: Grading will consist of participation in your discussion section (20%), 5 written reports in your discussion section (20% total), 2 exams (40% total), and a final exam (20%).

1. Discussion sections are either a reexamination of themes from the week's lectures or a group analysis of primary source readings. In addition to your attendance, participation will be assessed on your involvement in the discussion. I am willing to work with you should this sort of dialogue pose special difficulties for you.

2. Written reports are 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 They will develop your skills in summarizing historical documents and analyzing modern arguments about them.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 Thucydides  
   • 2nd report: 300 words summary of primary readings for Week 5  
   • 3rd report: 500 words summary of methodological principles of Hellenistic sects  
   • 4th report: 700 words summary of Galen's scientific methodology from Week 9  
   • 5th report: 3-5 page discussion of the Hippocratic Oath and its reception in other medical codes

3. Exams: Exams are a combination of IDs, multiple choice questions, and short essay questions. 
   Exam 1: February 17; Exam 2: April 6; Final Exam: Tuesday May 5, 2020 (10:30AM - 12:30PM)

Expectations: Complete the day’s assignment before coming to class. You are responsible for all material as assigned, on the syllabus or by me in class. Check email daily. Academic discourse requires civility to be productive. You and I will be expected to come to class on time, listen while others are speaking, silence our electronic devices, and act politely to foster an environment suitable for learning. In that vein, I expect (and welcome) you all to communicate with me and the instructional aides about course material and your experience with the class. We are here to help.
Instructor: Luis Alejandro Salas  
Office: Umrah 246  
Email: luis.salas [at] university address  
Office Hrs: TBD  

**Academic integrity:** Below I include Washington University’s Academic Integrity Policy, for which you are responsible. Any evidence of academic dishonesty in this class will be pursued diligently with the appropriate authorities. Note in particular the University’s standards regarding plagiarism, and be absolutely certain that everything you write for this class represents your own thoughts or is documented appropriately. If in doubt, feel free to contact me. ([http://www.wustl.edu/policies/undergraduate-academic-integrity.html](http://www.wustl.edu/policies/undergraduate-academic-integrity.html))

**Accommodations based on different learning needs:** While you should feel comfortable coming to me to discuss academic accommodations, requests for accommodations must be made through Cornerstone ([http://cornerstone.wustl.edu/DisabilityResources.aspx](http://cornerstone.wustl.edu/DisabilityResources.aspx)).

**Accommodations based upon sexual assault:** Tragically, sexual assault is a serious issue on university campuses (and elsewhere). If you would like to speak to me, I will listen and provide what support I am able. I am also a Responsible Employee, which means that I am required to report any incident(s) of sexual assault to a confidential resource, such as our Title IX coordinator Jessica Kennedy. Therefore, I am not permitted to promise strict confidentiality. If you have any questions about this University policy, you are welcome to ask. The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb ([kim_webb@wustl.edu](mailto:kim_webb@wustl.edu)), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigel Hall.

**Bias Reporting:** I am committed to the notion that intellectual discourse, all things being equal, demands civil discourse. I aim to foster an intellectually challenging but considerate environment. Feel free to discuss issues related to bias with me. The University also has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.  
See: [brss.wustl.edu](http://brss.wustl.edu)

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: [shs.wustl.edu/MentalHealth](http://shs.wustl.edu/MentalHealth)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-98</td>
<td>A+</td>
</tr>
<tr>
<td>97-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-88</td>
<td>B+</td>
</tr>
<tr>
<td>87-84</td>
<td>B</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-78</td>
<td>C+</td>
</tr>
<tr>
<td>77-74</td>
<td>C</td>
</tr>
<tr>
<td>73-70</td>
<td>C- (pass)</td>
</tr>
<tr>
<td>69-68</td>
<td>D+</td>
</tr>
<tr>
<td>67-64</td>
<td>D</td>
</tr>
<tr>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>59-0</td>
<td>F</td>
</tr>
</tbody>
</table>
Schedule:

Part 1: Perspective: Observation, Instruments, Paleopathology

Week 1: Medical Observation, Paleopathology, Instruments

1/13 Introduction and Paleopathology: Archaeological and Modern Comparative Evidence, Instruments
   After first session, Reading: "Patterns of Disease" in Nutton: 19-23.
1/15 Paleopathology: Disease Profiles from Ancient Texts, Retrospective Diagnosis
   Reading: "Patterns of Disease" in Nutton: 23-36
1/17 Discussion: Observation
   Reading: Hippocrates Epidemics 1 in Lloyd: 87-91, 102-112.

Questions: What did ancient Greek doctors report about diseases? What did they say about how the body and the natural world interact? How might this differ from contemporary Western biomedicine?

Week 2: Paleopathology, Retrospective Diagnosis

1/20 MLK Day No Classes
1/22 Historical Overview
   Reading: "Sources and Scope" in Nutton: 1-17
1/24 Discussion: The Athenian Plague
   Reading: *Thucydides History of the Peloponnesian War 2.47-54 1st Report Due

Questions: Describe the Athenian plague in your own words. Was it contagious or non-communicable? What modern diseases does it remind you of? Cite evidence.

Part 2: History: Origins, Philosophy, Experiment, Comparative Anatomy

Week 3: Origins: Folk Medicine and Philosophy

1/27 Medicine and the Origins of Philosophy
1/29 Cont.
1/31 Discussion: Egyptian Medicine
   Reading: *Edwin Smith Surgical Papyrus Cases 1-2, 5-9, 39-42 and Spells 1-3

Questions: Into what classes of treatment did the Egyptian doctor divide therapy? Does Egyptian surgery appear to be so-called Rational medicine? Was it folk medicine or philosophical medicine?

Week 4: Hippocrates: Theories and Hypotheses

2/3 Hippocrates: Legend, Historical Person, and Author Function
2/5 Hippocratic Theories
   Reading: "Hippocratic Theories" in Nutton: 72-86.
   Hippocrates Aphorisms: Section 1 in Lloyd: 206-09.
2/7 Discussion: Hippocratic Theories

Questions: What theories did Hippocratic doctors use? On what hypotheses did they develop their medical science? What are the strengths and weaknesses of the four humors theory?
Week 5: Hippocrates: Practices and Prognoses

2/10 Hippocratic Practice

2/12 Hippocratic Prognosis
   Hippocrates Prognosis in Lloyd: 170-85.

2/14 Discussion: Hippocratic Practice

Questions: Summarize Hippocratic practice using this week's materials. What divisions in treatment did the Hippocratic doctor make? Was Hippocratic medicine a folk medicine or philosophical medicine?

Week 6: The Hellenistic World: Experiment and Anatomy

2/17 EXAM 1

2/19 Experiment and Comparative Anatomy

2/21 Discussion: Experiment and Comparative Anatomy
   *Erasistratus fr. 76, 201 Garofalo
   Hippocrates On the Heart in Lloyd: 347-51.

Questions: What physical interventions did Hellenistic doctors make? Did they use human subjects?

Week 7: The Hellenistic World: Theories and Sects

2/24 Alexandrian Physiology and Diagnosis

2/26 Medical Sects
   Readings: *Celsus Preface to On Medicine
   *Galen On Sects for Beginners

2/28 Discussion: Sects

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

Week 8: Greek Medicine to Rome

3/2 Greek Medicine in Rome in the Hellenistic Period
   Reading: "Rome and the Transplantation of Greek Medicine" in Nutton: 160-73.

3/4 Imperial Medicine in the Roman Empire

3/6 Discussions: Greek Medicine to Rome; Pharmacology
   Reading: *Dioscorides, Preface, IV.64 to On Materia Medica

Questions: How did Greek medicine change under the Roman empire? What information about plants, their preparation and their properties, did Dioscorides think medically useful? What were Dioscorides' sources for pharmacological knowledge?
Week 9: Spring Break 3/8-3/14

Week 10: Galen: Career, Theory, and Anatomy

3/16 Galen  

3/18 Galenic Theory, Anatomy, Experiment  
Reading: *Galen Art of Medicine* 1-14  
*Galen Anatomical Procedures* II.4, II.11  
*Galen On Prognosis* 5.9-21

3/20 Discussion: Galenic Philosophy and Experiment  
Reading: *Galen That the Best Doctor Is Also a Philosopher*

Report 4 Due

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 11: Galen: Pathology and Therapeutics

3/23 Individualism in Disease and Patients  
Reading: *Galen Method of Healing* 3.1-3

3/25 Galenic Therapeutics: Case Histories and Treatment  

3/27 Discussion: Galen on Venesection  
Reading: *Galen Treatment by Venesection* 4-23


Week 12: Social Context, Epilepsy

3/30 Galenic Therapeutics continued  
No reading

4/1 Medicine in Late Antiquity  
Reading: "Medicine in the Later Roman Empire" in Nutton: 299-317.

4/3 Discussion: Ancient Medical Continuity, Epilepsy  
*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?

Week 13: Social Setting, Social Credibility

4/6 EXAM 2

4/8 Medical Marketplace  

4/10 Discussion: Social Credibility  
Reading: *Hippocrates Science of Medicine* in Lloyd: 139-47

Questions: What medical institutions existed in antiquity? Why did the Hippocratic author claim that ancient medicine is a science? How do projects described on Citizen Science Projects allow people without institutionally-derived credentials to participate? In what ways do the lead scientists limit and constrain non-specialist participation?
Week 14: Social Context, Medical Marketplace, Agonistic Environment

4/13 Social Context of Imperial Medicine, Patient Narrative
Reading: *"Patients Understanding of Health and Illness" in Israelovich: 45, 52-67
*Aelius Aristides, Sacred Tales 217-222, 234-249, 288-292

4/15 Holistic Social Context of Medical Practice
Reading: "Medicine and the Religions of the Roman Empire" in Nutton: 279-98.
*Asclepius testimonia 423.1-20, 432 Edelstein

4/17 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: Reception of Greco-Roman medicine, Conclusions, More Marketplace

4/20 Reception of Greco-Roman medicine in the Renaissance, Marketplace
Reading: Andreas Vesalius, De humani corporis fabrica, letter to King Charles V and introduction by Nutton (both can be found here: http://vesalius.northwestern.edu/)

4/22 Medicine in the Middle Ages and Conclusions

4/24 Discussion: The Hippocratic Oath
Report 5 Due

FINAL EXAM: Tuesday May 5, 2020 10:30AM - 12:30PM