Welcome to the History of Medicine, Survey 1. In this course we will explore health and healing from Classical Antiquity into the Early Middle Ages. Ancient Greece has long been thought of as place where Western medicine has its roots. In this course we will explore the plurality of healing practices in Ancient Greece, and their subsequent translation to the Roman world. We will read some of the best-known physicians of the ancient world, such as Hippocrates and Galen, but also examine the varieties of religious healing that flourished in antiquity. The course concludes by examining the impact of the fall of the Roman Empire on medical learning and practices as they became institutionalized in Christian monasteries. The course focuses upon the organization of health-care and the circulation of medical knowledge, and seeks to relate forms of healing to their social and cultural contexts.

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Learning Objectives
Upon successfully completing this course, students will be able to:
• Analyze ancient medical practices in historical context
• Describe the evolution and theory of humoral medicine
• Describe the basic principles of Hippocratic medicine
• Utilize the concept of the medical marketplace to analyze ancient medicine
• Compare and contrast forms of religious healing in ancient and early medieval Europe
• Interpret a variety of types of primary sources

All students with disabilities who require accommodations for this course should contact Catherine L. Will, Disability Services Coordinator for Graduate Biomedical Education (cwill@jhmi.edu or 410-614-3781) at their earliest convenience to discuss their specific needs. Please note that accommodations are not retroactive.

Course structure:
Every week you will watch a few short lectures that provide a narrative overview of themes in ancient and early medieval medicine; these lectures provide essential context for understanding the assigned readings. The readings form the basis for the discussions via Voice Thread and Live Talk conversations. There are also short skills lectures (“Toolboxes”) that introduce specific historical practices; if you have taken IHOM you will have seen these already, and can re-view them.
Prof. Fissell and Ms. Weerasinghe will be holding "virtual office hours" (live video) every week via Adobe Connect, the same technology you'll use for the Live Talks. Office hours are completely optional! You can stop by with a question (there are no stupid questions, just un-asked ones), or ask us to explain something in greater detail that you didn't quite get, or just chat about course material. If we feel we are having a chat that really should be on Voice Thread for all to see, we'll say so and we can move over to that modality. Adobe Connect has the potential to have video chats with multiple people at the same time, so if you need to talk about a private issue, please let us know and we can make other arrangements.

Assessment:
Your progress in the course will be assessed in four ways:

1. Mini-quizzes. Every week there will be a quick online mini-quiz (3-4 questions) covering the previous week’s material. The quiz is designed to help you see if you are understanding the material in sufficient depth; you will not be graded on correct or incorrect answers. Just taking the quiz is all that's required. You can check your progress by reading the explanations of the correct/incorrect answers. 20%

2. Online participation. Each week there will be either a Voice Thread or a Live Talk discussion. Successful completion of the course requires that you participate online; if the scheduling of the Live Talks does not work for you, you can do an optional writing assignment based upon the Live Talk discussion. 30%

3. Brief writing responses. Every week you will be asked to write a brief (usually 1 page) response to some aspect of the readings—formats will vary. 25%

4. Short paper. You will write one short (5-6 page) paper analyzing a particular case of Galen’s; details below. 25%

Like all of our graduate courses, this one is graded Pass/Fail, with a narrative evaluation at the end.

Overview texts (purchase used or new in paperback from Amazon or other):


The remainder of the readings can be accessed on Course Plus or on the Welch Library eReserves (see link on Course Plus).

**Week 1, Oct. 27: Introduction: Health and Healing in Pre-Modern Societies**

Why do we study medicine in the pre-modern world? Few of the practices make sense to us, and some seem outlandish or just plain disgusting. This week we ask how and
why we study ancient medicine, and explore how a single primary source can reveal much about medical practices and beliefs.

Lecture 0: Introduction
Lecture 1: Why Study Pre-Modern Medicine?
Lecture 2: The World of Ancient Greece
Lecture 3: Religious Healing in Ancient Greece

If you have not taken IHOM, please watch the Toolbox lecture “Reading a Primary Source.” https://www.youtube.com/watch?v=9dVr-SAc2vU&t=7s

Please subscribe to the course Voice Thread; see the link on Course Plus and join our “Welcome to Survey 1” Voice Thread before we do the Live Talk. Try out this technology, especially the video comments feature, to introduce yourself. New to Voice Thread? You can watch an intro to Voice Thread that lays out the basics; it’s included with the course VTs.

Live Talk, Thurs. Nov. 1, 5:30 PM EST

OR

Live Talk, Thurs. Nov. 1, 7 PM EST


Nutton, Ancient Medicine, 104-115.

You may also want to explore a website about healing votives: https://thevotivesproject.wordpress.com/2015/04/19/votives-on-display-part-1/

Learning Objectives:
— Describe how historians approach past medical knowledge that seems very alien to us.
— Characterize a primary source.
— Analyze how the genre of a primary sources shapes the information it contains.

Response: After watching the Toolbox video, characterize the LiDonnici primary source, using the worksheet on Course Plus. What questions about the source did this exercise solve for you, and what ones did it raise, or leave unsolved? Submit to Dropbox by 5 pm EST Thursday Nov. 1. Note: assignments are usually due on Saturdays, but this one should be completed before the Live Talk. We’ve put a short guide “How to Write a Response Paper” in the Online Library for this week.
Week 2, Nov. 3: The Hippocratics

Hippocrates and the texts associated with him represent some of the most significant developments in ancient medicine. Many of these works advocate for a naturalistic account of illness and close observation of the course of disease. This week, we investigate a number of Hippocratic texts as well as exploring how and what Hippocratic physicians knew about their female patients.

Lecture 4: Hippocrates and Rational Medicine
Lecture 5: The Hippocratic Corpus

Voice Thread:


Nutton, Ancient Medicine, 53-103.

Response: Lesley Dean-Jones talks about making medical knowledge using “autopsia” and “historia.” In your response, briefly define each concept, and then choose an example of each from the selections from Epidemics. Be sure to quote from Epidemics, and explain why you see your examples as autopsia or historia. DUE 11:59 PM EST Sat. 10 Nov.

Learning Objectives:
— Analyze how Hippocratic medicine made new claims about rational causes.
— Describe the relationship between the body and its environment in Hippocratic medicine.
— Use a series of cases to characterize the social and epistemological relations of medical practice.

Week 3, Nov. 10: The Medical Marketplace in Antiquity
In the ancient world, there were many kinds of healers. This week we examine the range of healers and healing practices in Ancient Greece, and analyze the relationships between healers and their patients.

Lecture 6: Medical Practice in Ancient Greece
Lecture 7: Greek Therapeutics

Voice Thread:
1. You’ve read and thought about the Hippocratic aphorisms this week. Now it’s time to write one! Email us an original Hippocratic-sounding aphorism by Tuesday midnight; we’ll gather and post on a slide for discussion.

2. Group projects: we will break you into small groups; each group should choose an aspect of ancient medicine that Jouanna discusses. In your group, compare this aspect with medicine today. Make and post a slide with bullet points that summarize your thinking, and add video comment about your choice and about the discussions you’ve had (you can use VT to hold those discussions, and then erase them if you wish – or discuss via email or other). Want to illustrate your slide? You can find images that are free to use on the Wellcome Images website: https://wellcomeimages.org/ or a site of your choosing. See the VT on how to upload on the class VT page. Your VT Page is due Wednesday; please then comment on pages built by your classmates.

3. There will also be a regular VT with discussions on it; please contribute to those as well!


Response: Take one of the 2 assigned excerpts from *Aphorisms* (section I or section VI). If this text were all that we had of ancient Greek medicine, what could you infer about it from this fragment? Submit to Dropbox by 11:59 PM EST Sat. 17 Nov. 2018.

Learning Objectives:
— Describe the range of healers in Ancient Greece.
— Analyze how the social conditions of practice (such as its public nature) shaped medical encounters and expectations.
— Explain the role of prognosis in ancient medicine.

Week 4, Nov. 17: Alexandria and Anatomy
Alexandria in the 2nd century BCE is unique in the ancient world: scholars performed human dissections in order to better understand anatomy. This week we explore both the taboos that made such dissection impossible in much of the antique world, and the unique aspects of Alexandrian society that made it possible for a brief period. Then we jump ahead a few centuries to look at Galen’s anatomical work in Rome, exploring how and why his dissections of animals were significant.

Lecture 8: Aristotle and Hellenistic Medicine
Lecture 9: Alexandria and Anatomy

Voice Thread:


Learning Objectives:
— Explain the social factors that made Alexandrian anatomy unique in the ancient world.
— Analyze anatomical thinking in cross-cultural perspective.

Response: What were the key factors that von Staden argues enabled scholars to perform human dissection in Alexandria? Which of these do you consider to be the most significant? Submit to Dropbox by 11:59 PM EST Monday, 26 Nov. NOTE EXTENDED DEADLINE DUE TO THANKSGIVING HOLIDAY.

When you have submitted your response, we will assign your paper to another student, who will comment upon it in a Peer Assessment, which will be due at the end of next week. It’s all double-blind — so in this instance, please don't put your name right on your paper!

Please go to the Midterm Survey and answer a couple of quick questions on how the course is going so far.

**Week 5, Nov. 24: Roman Medicine**

Lecture 10: The Roman Empire and Medicine
Lecture 11: Galen in Rome
Much Roman medicine was, in essence, Greek medicine. This week we explore how the imperial context created innovation in Roman medicine. We also look at Galen, the most famous Roman physician of all, and use his career to explore the nature of medical practices in Rome itself.

Live Talk, Wed. Nov. 28, 5:30 PM EST

OR

Live Talk, Wed. Nov. 28, 7 PM EST


You may also like the blog post “The real stuff: Galen and the Middle East”: https://www.medicineancientandmodern.com/2017/01/15/the-real-stuff-galen-and-the-middle-east/

Learning Objectives:
— Interpret how Rome’s imperial mission shaped the production of natural knowledge.
— Compare and contrast Galen’s anatomical practice with Alexandrian anatomy
— Analyze what was distinctive and innovative about Roman medicine.
— Develop the skill of close reading a case to understand the social and intellectual dimensions of medical practice.

Response: Choose one case of Galen’s, and analyze the social relations of medical practice in it. Who are the healers? How do they relate to the patient? How do they create authority in the sickroom? Submit to Dropbox by 11:59 PM EST Sat. 1 Dec.

Peer Assessment:
This week we are going to read another student’s paper and comment. We find that students learn a great deal by seeing how another student tackles the same assignment. All assessments will be double-blind. Please be supportive, and offer at least one positive comment (“I liked the way you...”) and one constructive criticism (“I think the paper could be stronger if...”). You will receive an email from the instructors with a fellow student’s paper to assess; you will return the paper to a Dropbox. The instructors will send your comments on to the author. Feel free to use “Track Changes” for your comments; we will re-anonymize the papers before returning them to their authors. Submit to Dropbox by 11:59 PM EST Sunday 2 Dec.!

Week 6, Dec. 1: Humoral Bodies

Humoral medicine was codified in the Roman era, and became one of the most long-lasting ways of understanding the workings of the human body. This week we cut across time and place to investigate how a humoral account of the body worked in theory and practice.

Lecture 12: Galen’s Physiology
Lecture 13: The Four Humors

Voice Thread:


Cecil Helman, “‘Feed a Cold, Starve a Fever’ — Folk Models of Infection in an English Suburban Community, and Their Relation to Medical Treatment,” Culture, Medicine, and Psychiatry 2 (June 1978): 107-137.

Learning Objectives:
— Describe humoral physiology.
— Analyze why and how humoral physiology enjoyed such a long life.
— Explain different models of disease.

**PAPER: DUE TO DROPBOX 11:59 PM EST Saturday 8 Dec.**
In a short (5-6 page) analyze a theme in a case history in Galen’s *On Prognosis*, excerpt cited below, texts on Course Plus. For example, you might choose to examine sources of authority, or diagnostic practices and what they reveal of the social interactions between patient and practitioner, or some other such theme. Feel free to check in with the instructors about your chosen theme before you write.


— no response paper this week —

**Week 7, Dec. 8: Bodies and Souls 1**

The advent of Christianity changed healing practices in a number of ways. This week we look at healing in the late antique world, both in terms of everyday domestic healing practices, and the impact of Christianity on medicine.

Lecture 14: The Varieties of Religious Healing in Ancient Rome
Lecture 15: The Advent of Christianity and Medicine

**Live Talk, Wed. Dec. 12, 5:30 PM EST**

**OR**

**Live Talk, Wed. Dec. 12, 7 PM EST**


**Learning Objectives:**
— Describe the ways that various religions shaped healing practices in late antiquity.
— Analyze domestic healing practices.
— Trace continuities between pagan and Christian healing practices.

**Response:** What might have been the purposes of Severus’s description of healing miracles? How do those purposes shape his accounts of ill health? Submit to Dropbox by 11:59 PM EST Sat. 15 Dec.

**Week 8, Dec. 15: Bodies and Souls 2**

Christianity continued to shape healing practices profoundly into the Middle Ages. This week we look at the development of healing in early monasteries and in vernacular practices. We also explore the role of monasteries as centers of learning.

Lecture 16: Monastic Learning
Lecture 17: Monasteries and Healing

**Voice Thread:**


**Learning Objectives:**
— Describe the epistemological features of monastic medicine.
— Analyze relationships between religious and lay healers.

**Response:** Instead of a Response Paper, please complete the Reflection Piece; it’s in the Online Library and on the Assignments Page in Course Plus. Submit to Dropbox by 11:59 PM EST Sat. 22 Dec.