Medicine in the Ancient and Medieval Worlds

HIST A394
Fall 2009
MWF 11:30-12:20

Dr. Sara M. Butler
Office: Bobet Hall 422
Office Phone: 865-2099
Office Hours: Tuesdays 8:00-10:00, or by appointment

Course Description:
This course explores the history of medical theory and practice, focusing most closely on the medieval era (i.e. 400-1500), but taking into good account also the ancient foundations of medical theory that prevail in Western and Middle Eastern society until the Enlightenment. The history will be explored through a variety of lenses: clinical, ethical, religious and social. Not only do we hope to gain a better understanding of ancient and medieval health issues, their curatives, and their impact on society; we will also explore health, disease and the body as social constructions to understand how the ancient and medieval worlds used these terms to stigmatize and categorize.

Course Objectives:
The objectives of this course accord with the department’s mission: “The History Department seeks to provide a broad-based study of the human past, in accordance with the Loyola University Character and Commitment Statement and the mission of the College of Arts and Sciences. The Department promotes investigation of and reflection on the accumulated knowledge and diverse experience of human societies, which leads to an understanding of and appreciation for the accumulated knowledge of the past, in light of the Judeo-Christian tradition.”

Learning Outcomes:
- Students will be knowledgeable of the principal forces of change and adaptation that have marked humanity’s cultural, intellectual, religious, social, political, and economic development.
- Students will show proficiency in the critical reading of texts and in historical writing.
- Students will be able to make historical analogies and synthesize historical events.

Required Readings:
- All course readings will be available on Blackboard.

Other Costs:
- Class trip to Carville (costs TBA – will be reasonable)
**Grade Distribution:**

- Reading Logs: 25%
- Participation: 20%
- Debate: 15%
- Research Essay: 25%
- Final Exam: 15%

**Assignment Descriptions:**

**Reading Logs:** Students need to learn how to write. You will only improve in your writing by writing frequently. Students will generally be reading two readings per week. Every time you read, you will be required to write a brief and casual reflection on the readings before you arrive in class to discuss it. Reading logs will be not more than a page and can be hand-written. These reading logs will not be summaries of the readings, but a discussion of what you found most interesting about them and how they connect with other readings in the course.

**Participation:** Because this is a seminar, students are required to participate in class discussions. Yes, I realize that some students are shy and do not like speaking in front of their peers; however, I am asking you to overcome this. Please realize that other students are not terribly good at writing, but I do not allow them to get out of writing assignments – participating in class discussion is an essential part of the university classroom experience. I will do everything in my power to make our classroom a comfortable and welcoming environment. Please come talk to me if this is going to be a problem for you.

**Debates:** Within the first week of classes, students will be expected to sign up for debates about medical topics. The dates of presentation can be found in the Reading & Assignment Schedule for this course. All debates will be rigidly structured: please see Blackboard for the “Rules of Debating.” The goal of these debates should be to explore important issues in medical history in a profound manner – this means that participants will be required to do fairly extensive research into the subjects in order to present an informed and logical argument.

**Research Essay:** The research essay is intended to provide students with an opportunity to explore a subject of interest in greater depth and detail. Essay topics may address a wide variety of historical issues as they relate to medicine in Antiquity or the Middle Ages. Students are expected to choose a topic on their own; however, each student must have his or her thesis statement approved. If a student has difficulty finding a topic, please make an appointment to discuss this with me. Please realize that your research topic may also be tied to your subject for debate.

The essay should be between 10 and 12 pages (double-spaced text, 12 pt font, regular margins) and it should include footnotes and a works cited. I have several expectations for your research and writing:

a) Your essay must include some primary research.

b) In terms of secondary research, at least six scholarly books or articles should appear in the essay’s works cited, of which two must be journal articles (the articles we read in class do not fulfill this requirement – yes, I actually want you to use the databases to find articles...).
c) Your paper cannot be a narrative history. You must have a thesis statement of some sort (i.e. you must have an argument for your paper).

Due Dates:
- Bibliography: OCT. 12
- Thesis statement and essay outline: OCT. 26
- Final draft, including a peer evaluation sheet: NOV. 9

Research Tools:

There are a number of useful indexes and bibliographies to help you find articles or books for your field of research. Here are some that you may find particularly useful:

1) The International Medieval Bibliography. This on-line index is the most comprehensive bibliography for medieval studies available right now.
2) JSTOR. This may be one of the oldest databases out there, but it seems to include a fair number of medical histories.
3) The Royal Historical Societies Bibliography. This on-line index includes all works (articles and books) relating to the history of Britain and Ireland.

All these databases are available through Monroe Library at [http://library.loyno.edu/find/databases/history.php](http://library.loyno.edu/find/databases/history.php).

Please be aware that Loyola’s Library does not have very many resources for medical history. In all likelihood, you will have to inter-library loan many items over the course of the semester for research for your debate and for your paper. Get yourself an Illiad account and figure out how to do inter-library loans ASAP!

Final examination: on the last day of class, you will receive the examination. You will be given three essay questions, of which you will be expected to respond to one. Each question will be intended to offer a comprehensive overview of the course in order to gain a sense of how much you have learned and how this new perspective may be put to use in your own life. You will be graded on your ability to draw on as many sources (readings, lectures, discussions, debates) as possible. Each student will be allowed to bring with them to the exam itself a “cheat sheet” -- one piece of 8 X 10” paper, with as much writing/typing as you can fit on one side of it (the flip side must remain blank). Please note: having a cheat sheet does not necessarily make the exam easier. It means that I expect you to produce a carefully planned and thoughtful essay. The date of the examination will be posted on LORA.

Attendance Policy
1. Attendance will be taken orally at the beginning of every class – if you are not present when attendance is taken, you will be considered absent.
2. Each student is permitted to miss class three times without explanation. After that, the student’s grade will be adjusted by 2 percent for each missed class.
3. I cannot, in good conscience, give a passing grade for the course to a student who has missed more than 12 classes, regardless of how well that student has done on class
assignments. This rule will apply also in medical circumstances. This is not distance learning. Please keep this in mind and track your absences.

Extensions and Late Work Policy
If you need an extension, please ask for one in advance (“in advance” means at least 2 full days before it is due). Late papers will be penalized a full letter grade per day. For example, if your paper would have received an “A” on the deadline, the next day it will receive a “B.”

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>Superlative</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>83-85</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Fairly Good</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>73-75</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Almost satisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>65-69</td>
<td>Minimal pass</td>
</tr>
<tr>
<td>D</td>
<td>60-64</td>
<td>Minimal pass</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Notice to Students with Disabilities
Students with disabilities who wish to receive accommodations in this class should contact Disability Services at 865-2990 as soon as possible so that warranted accommodations can be implemented in a timely fashion. Disability Services are located in the Academic Enrichment Center, Monroe Hall 405.

Departmental Statement on Plagiarism
“Plagiarism – the use of another person’s ideas or wording without giving proper credit – results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”


For more information on plagiarism and how to avoid it, go to:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Where to Find Help with your Writing
- Writing across the Curriculum, Bobet Rm. 100, ext. 2297 -- the WAC lab is intended to help you with drafts of your essays. The WAC tutors are extremely helpful, and an
excellent resource for students of all writing levels. This is not just intended for those students who see themselves as weak writers – everyone can benefit from a good peer review. Tutors are available on a drop-in basis; however, it is best to make an appointment. http://www.loyno.edu/wac/

**Student Decorum**
1. Turn your cell phones off when you are in class.
2. **Computers are not to be used during class time.** You may use paper and a pen to take notes.
3. Text-messaging, tardiness, talking, sleeping, or generally disrupting the class will not be tolerated. Those disrupting the class will be asked to leave.

**Revision of the Syllabus**
I reserve the right to revise this syllabus at any point once this course is in progress. I will inform students of any changes.
READING & ASSIGNMENT SCHEDULE

Week 1: The Ancient Foundations

Aug. 31: Introduction to the course.
Sept. 2: discussion of the Hippocratic Oath classical and modern

Week 2: The Ancient Foundations Continued

Sept. 7 – LABOR DAY – NO CLASS
Sept. 9: discussion of Roger French, “Galen,” from his Medicine before Science: The Business of Medicine from the Middle Ages to the Enlightenment (Cambridge, 2003), 34-56.

Week 3: Treating Patients I

Sept. 14: lecture “The Emerging Medical Professions”

Week 4: Treating Patients II

Sept. 21: lecture “Pharmacology in the Ancient and Medieval Worlds”

Week 5: Opiates

Sept. 30: discussion of Linda Voigts, Robert Hudson, “A drynke that men callen dwale to make a man to slepe whyle men kerven him; a surgical anesthetic from late medieval England,” from Health Disease and Healing in Medieval Culture (New York, 1992), 34-56.

Oct. 2: DEBATE #1
Week 6: **Encountering Disease**

Oct. 5: lecture “Bubonic Plague in the Antiquity and Middle Ages”


Week 7: **The Plague**


**Due Date: Bibliography for Research Paper**


**Oct. 16: DEBATE #2**

Week 8: **Disease and Containment**

Oct. 19 – FALL BREAK – NO CLASS


Week 9: **Leprosy and Social Stigmatization**

Oct. 26: lecture “The Relationship between Sin and Disease”

**Due Date: Thesis Statement and Outline for Research Paper**


**Nov. 1: CLASS TRIP TO CARVILLE FOR THE NATIONAL HANSEN’S DISEASE MUSEUM – MAKE SURE THAT YOU GET THE DAY OFF WORK AND/OR ARRANGE FOR CHILD CARE**

Week 10: **Women in Medical Imagination**

Nov. 2: lecture “Medical Ideas about Women”

Nov. 4: discussion of Carole Rawcliffe, “Women, Childbirth, and Religion in Later Medieval

Week 11: Women Healers


**Due Date: Research Paper with Peer Evaluation Attached**

Nov. 13: DEBATE #3

Week 12: Contraception and Abortion


Nov. 20: DEBATE #4: Proposition

Week 13: Pain


Nov. 25 – THANKSGIVING – NO CLASS
Nov. 27 – THANKSGIVING – NO CLASS

Week 14: Health and Daily Life

Nov. 30: lecture “Staying Healthy in Medieval Europe”
Week 15: Looking Forward


Dec. 11: DEBATE #5

Dec. 14: 11:30-1:30 FINAL EXAM