AHIS3580 - Health and Disease over the Ages
Course Outline

Course Co-ordinator: Associate Professor Neil Morpeth
Room: MCLG58
Ph: 4921 5962
Fax: 4921 6933
Email: Neil.Morpeth@newcastle.edu.au

Consultation hours:

Course Overview
Semester: Semester 2 - 2009
Unit Weighting: 10
Teaching Methods: Lecture, Tutorial

Brief Course Description
Examines attitudes towards, and concepts of, health and disease from ancient Greek and Roman medicine until modern times. It includes material on gynaecology and mental health.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for 13 Weeks

Learning Materials/Texts
Mirko D. *Greek, Diseases in the Ancient Greek World.*

Course Objectives
1. To introduce students to a wide range of evidence, ancient and modern.
2. Comparative approaches to disease in society.
3. Placing ideas in their contemporary historical context through time/slices of comparative historical time.

Course Content
1. The impact of Greek science and Hippocrates on attitudes towards health.
2. Soranus and the rise of Greek Gynaecological science: The interaction of Mediterranean history and culture.
3. The roles of ethics and philosophy: An historical overview.

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2009

CTS Download Date: 24.6.09
4. Epidemic disease in the ancient and modern worlds.
5. Susan Sontag: AIDS as a metaphor for plague.
6. The rise, fall and rise again of midwifery: Midwives in cultural and historical contexts.
7. The impact of the "nature versus nurture" controversy on human health.
8. Historical perspectives on Age and Health.
9. Perspectives on madness and illness through historical time.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>2 x Seminar papers, each 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Formal</td>
<td>Examination, 50%</td>
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**Assumed Knowledge**

20 units at any level in Ancient History or History

**Callaghan Campus Timetable**

**AHIS3580**

**HEALTH AND DISEASE OVER THE AGE**

Enquiries: School of Humanities and Social Science

Semester 2 - 2009

Lecture Tuesday 16:00 - 18:00 [SRLT3]
and Tutorial Tuesday 15:00 - 16:00 [MCLG44] Commencing Week 2
or Tuesday 14:00 - 15:00 [MCLG59] Commencing Week 2

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

- a) falsification of data;
- b) using a substitute person to undertake, in full or part, an examination or other assessment item;
- c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
- d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
- e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
- f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
- g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one’s own.

**Plagiarism** is the presentation of the thoughts or works of another as one’s own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it...
may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking);
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.
Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>Callaghan, City and Port Macquarie</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>Ournimbah</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>Phone: 02 4348 4030</td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>The Dean of Students</td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td>Deputy Dean of Students (Ourimbah)</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>Phone: 02 4921 5806;</td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
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School of Humanities and Social Science
Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
HEALTH AND THE HISTORY OF IDEAS

TUTORIAL TOPICS AND READING LISTS

COURSE CONTROLLER: DR. NEIL MORPETH

SEMESTER 2: 2009

Welcome to Further University Studies

This course is all about ideas in time and across historical space (s). It is as much about rival traditions of thought as it is about times, places and events.

WEEK 1

TOPIC AREA:


SEMINAR TOPIC:

Discussion based around Reading I and student selection of seminar presentation topics.

What is meant by the expression "Images of the 'Primitive' and the 'Civilised'"?

READING:


TOPIC AREA:


SEMINAR TOPIC:

What can Cohen in Health and the Rise of Civilization tell us about how to approach the study of human health through historical time?

What ethical, historical, medical and philosophical ideas are contained in or expressed by the concept "human health"?

READING:

Refer to Reading 1 in your paper, especially Cohen's "Behaviour and Health".
WEEKS 2-3

TOPIC AREA:

3. Hippocrates, Greek science and medicine.

SEMINAR TOPIC:

What does The Hippocratic Oath have to say about the following problems:

(i) The responsibilities of the doctor/health practitioner and the provision of health care?

(ii) The relationship of doctor/health practitioner to patient?

(iii) Ways in which one can approach or handle ethical, medical and philosophical problems and values?

READING:


Ralph Jackson, Doctors and Diseases in the Roman Empire, Great Britain, 1988.

TOPIC AREA:

4. Hippocrates, Greek science and medicine.

SEMINAR TOPIC:

What does the Hippocratic writer of Ancient Medicine have to say about the theory and practice of medicine?

In your answer critically consider the roles that diagnosis, experience, learning and observation play in the maintenance of health.

READING:

WEEKS 4-6

TOPIC AREA:

5. Soranus, Greek science and women. Soranus' *Gynaecology* or the knowledge, health and medical care of women.

SEMINAR TOPIC:
Part [I]
Select three areas or points of discussion that Soranus has commented upon in his work known as the *Gynaecology*.

(i) Describe these ideas as expressed by Soranus.

(ii) To what extent are these ideas thoughtful or culturally and historically interesting?

(iii) Remember to express your own opinion and bare your arguments upon Reading IV and its associated recommended readings.

READING:


TOPIC AREA:

6. Soranus and Galen: Greek science and women.

SEMINAR TOPIC:
Part [II]
What does Graham's biographical sketch of Soranus and Galen tell us about Greek approaches to health care and medicine in theory and practice?

READING:

TOPIC AREA:

7. Cultural values, reproduction and survival in Greco-Roman antiquity.

SEMINAR TOPIC:

From the evidence available to you, what were the ancients' attitudes towards pregnancy and the care of pregnant women?

READING:

Soranus' Gynaecology, pp. 41-49.

TOPIC AREA:

8. Sexuality, Abortion and Contraception in the Greco-Roman world.

SEMINAR TOPIC:

[Part I]

(i) Examine Soranus' attitudes and views on abortion and contraception.

(ii) What are these views? To what extent are Soranus' views conditioned or influenced by cultural values and belief systems?

READING:

Soranus' Gynaecology, pp. 61-68.

TOPIC AREA:


SEMINAR TOPIC:

(i) What was expected of a Greek midwife?

(ii) Describe a midwife's work practices as reported in the source material. [See Reading VIII]

(iii) How have the roles of midwives changed through historical time? (See Reading VIII in your answer)

READING:

Soranus' Gynaecology, pp. 70-81
TOPIC AREA:


SEMINAR TOPIC:
[Part II]

(i) How were wet-nurses chosen or selected by the wealthy in the ancient world?

(ii) What do these selection procedures tell us about ancient attitudes towards women?

(iii) What were the advantages/disadvantages in using wet-nurses?

READING:
Soranus' Gynaecology, pp. 90-103.

Week 7-8

TOPIC AREA:


SEMINAR TOPIC:
[Part I]

(i) What are Plato's views on population size in an ideal society?

(ii) What roles were families and households to play in this ideal world?

(iii) What were Plato's views on human sexuality? Remember to consider the position of women, men and marriage in Plato's ideal society.

READING:

(i) Plato, The Republic, pp. 211-224 (Sections 457-466);

(ii) Plato, The Laws, pp. 201-211 (Sections 734-742); pp. 250-256 (Sections 772-776).

SEMINAR TOPIC:
[Part II]

(iv) What are Aristotle's criticisms of Plato's ideal society?

(v) How valid are his criticisms?

(vi) Discuss Simone De Beauvoir's "The Discovery and Assumption of Old Age".
(vii) What are De Beauvoir's views on the relationship between old age and sexuality?
(viii) What does Finley's article tell us about the ancient world's attitude towards the elderly?

READING:


WEEKS 9 - 10

TOPIC AREA:

12. Mind and Madness in Ancient Greece & Beyond. The Development of some models and historical perspectives upon the idea of Mental Illness.

SEMINAR TOPIC:

[Part I]
Answer any two of the following questions.

(i) Describe and give your views on any two models of Mental Illness?
(ii) To what extent have historical experiences and philosophical ideas affected, conditioned or moulded these ideas of models of mental illness?
(iii) Read J.H. Leavesley's medical essay on *Adolf Hitler*. What light does his essay shed on Hitler's mental health?
(iv) Read J.H. Leavesley's medical essay on *Virginia Woolf*. What light does his essay shed on Virginia Woolf's mental health?

READING:


TOPIC AREA:

Mind and Madness: A medical model and its Hippocratic legacy: Body and Mind in 'an historical and philosophical perspective'.

SEMINAR TOPIC:
[Part II]

Answer any two of the following questions.

(i) What is the medical model as outlined by Bennett Simon?

(ii) How did Hippocratic thought influence this medical model of illness?

(iii) Why did the Hippocratic writers give a great deal of attention to a disease that they referred to as The Sacred Disease?

(iv) Write a short account of an ancient world's view of the doctor-patient relationship and how this relates (or does not relate) to your own view of this relationship?

READING:


TOPIC AREA:

13. Discrimination and Disability

SEMINAR TOPIC:
[Part II]

Answer any two of the following questions:


(i) List an outline of Stephen Jay Gould's attack on the classification processes surrounding the notion of "mental deficiency"?

(ii) What can Gould tell us about the way in which history, in particular, American history, values and fears shaped the debate around "mental deficiency"?
(iii) Write a short account of Goddard's arguments and attitudes on the notion of "feeble-mindedness".

(iv) Write a critical argument of your own views of the debate around the notion of mental deficiency and its impact upon the history of the idea of mental health?

READING:


WEEKS 11 - 13

TOPIC AREA:

14. Plague and Classical Athens: Disease, Patterns of Human Settlement and Fear

SEMINAR TOPIC:

Answer at least two of the following questions.

Read Thucydides account (Book II 47-55) of the outbreak of plague in Athens.

(i) Write a critical outline of Thucydides' account of the plague.

(ii) What part does fear play in the reaction of the Athenian population to the outbreak of the plague?

(iii) Describe the symptoms of this disease. Use Thucydides' evidence as your principal reference point.

(iv) What factors aggravated the plague in Athens?

(v) What type of 'plague' do you think this was?

(vi) What is your opinion of Thucydides' account of this mass outbreak of disease?

READING:


**TOPIC AREA:**

15. The Black Death: Medieval accounts and experiences of contagious disease, fear, suffering and victimisation/ scape-goating.

**SEMINAR TOPIC:**

Answer any two of the following questions.

Read Barbara Tuchman's ... This is the End of the World' The Black Death".

(i) Write a commentary upon the then contemporary or eye-witness accounts of the Black Death.

(ii) What was the Black Death?

(iii) Write an account of the spread of the Black Death? Refer to Tuchman's source materials.

(iv) Why was "God's hand" or actions believed to be involved in the outbreak of the Plague?

(v) Who was blamed for the Black Death and why?

(vi) What were the reactions of then contemporary doctors to the outbreak of the plague? How did they view the Black Death?

**READING:**

TOPIC AREA:

16. Aids: A contemporary plague?

SEMINAR TOPIC:

Answer the following questions.

(i) Why did Susan Sontag write Aids and Its Metaphors?

(ii) How does Sontag view the ideas embodied in the term "illness" and "disease"?

READING:


TOPIC AREA:

17. Aids: A contemporary plague?

SEMINAR TOPIC:

Answer at least two of the following questions. However, if you attempt question iv, attempt only this question.

(i) How does Sontag view the term "epidemic"? See chapters 7-8. pp. 71-95 in *Aids and Its Metaphors*.

(ii) What impact has Aids and the Aids "debate" had upon contemporary society? Remember to refer to the books, articles, papers or journals you have read.

(iii) Why does Sontag argue that "The body is not a battlefield"?

(iv) Read Michael Specter's book review on the following controversy:


Write a critical account of the personal, national and scientific battle between Robert Gallo and Luc Montagnier.
SUPPLEMENTARY READING LIST

1. For a perspective on the 'nitty-gritty' of social life, survival skills, and how life, in terms of health, nutrition and the dynamics of survival in the ancient Mediterranean was structured see P. Garnsey, *Famine and Food Supply in the Greco-Roman World: Responses to Risk and Crisis* (Cambridge U.P., 1988), pp. ix-xii; 3-86. In terms of its well-presented arguments, this book is useful for this course as a whole.


**ASSESSMENT PROFILE**

Percentage equivalents of mark reports received by students: a guide

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
<th>SYMBOL</th>
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<tbody>
<tr>
<td>High Distinction</td>
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<td>HD++</td>
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<tr>
<td>Fail</td>
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