1. **Title of the module**

CLAS6070/CLAS6630 (CL607/CL663) – Greek and Roman Medicine

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (CLAS6630) and Level 6 (CLAS6070)

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Classical & Archaeological Studies; BA Ancient History (Single Honours); BA Classical Studies (Single Honours)

Also available as a ‘wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

8.1 Demonstrate familiarity with Greek and Roman medical history from the period of the Pre-Socratic Philosophers (6th century BC) to the Late Roman and Early Medieval Islamic tradition;

8.2 Apply the methods of textual, visual and material analysis, and the conceptual frameworks that result, to related topics outside of the culture and literature of Graeco-Roman medicine;

8.3 Critically evaluate and understand current methods of interpretation within medical history, classical studies and archaeology;

8.4 Utilise and analyse primary sources and current research relating to ancient medicine.

**On successfully completing the module Level 6 students will be able to:**

8.5 Show systematic critical understanding, through clear expression, of selected authors, material remains and topics in ancient medicine;

8.6 Demonstrate developed skills in critical analysis, and assessment of a selection of texts, artefacts, landscapes and structures from ancient Greece and Rome that relate to health and healing;

8.7 Show systematic understanding of the interpretations of and the relationships between, topics covered in classes;

8.8 Utilise and evaluate primary sources and current research relating to ancient medicine.

1. **The intended generic learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

9.1 Analyse critically material discussed in class;

9.2 Propose solutions to problems that arise in analysis;

9.3 Demonstrate effective oral communication skills;

9.4 Communicate effectively in writing;

9.5 Manage time effectively and to meet deadlines.

**On successfully completing the module Level 6 students will be able to:**

9.6 Evaluate critically material discussed in class;

9.7 Apply their knowledge of methods of inquiry to new areas of knowledge;

9.8 Demonstrate clear and logical oral communication skills;

9.9 Communicate clearly and logically in writing;

9.10 Manage time effectively and to meet deadlines.

1. **A synopsis of the curriculum**

Ancient medicine was a complex mixture of what we would consider ‘rational’ and ‘irrational’ ideas and practices for the causes and cures of disease and illness. In this module students will use the various sources of evidence that survive in the literary, archaeological and epigraphic record to learn about the subject of Greek and Roman medicine.

An historical approach will be used starting with an examination of the pre-Socratic philosophers’ and Hippocratic writers’ ideas about the body and medicine, moving into the Hellenistic period examining the dissections and vivisections of Herophilus and Erasistratus. The archaeological material from Greek healing sanctuaries will add to the understanding of healing. For the Roman period questions will be addressed about the influence of Greek medicine on Roman medicine and the archaeological remains of instruments and buildings associated with healing, such as baths, sanctuaries and possible hospitals. The works of Celsus, Pliny the Elder and Galen will be examined. The module culminates in a review of the survival of medical practices into Late Antiquity and the medieval Islamic period. Throughout the class, students will examine ideas about rationality and medical influences from one society to another.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Celsus *De Medicina*. W. G. Spencer (Trans.). 1993. London and Cambridge, MA: Harvard University Press.

Lloyd, G.E.R. (ed.). (1983) *Hippocratic Writings*. London: Penguin.

Baker, P. 2013. *The Archaeology of Medicine in the Greco-Roman World*. Cambridge: Cambridge University Press.

King, H. (2003). *Greek and Roman Medicine*. London: Bristol Classics.

Lloyd, G. E. R. (1983). *Science, Folklore and Ideology*. Cambridge: Cambridge University Press.

Nutton, V. (2013) (2nd Edition). *Ancient Medicine*. London: Routledge.

Soranus. *Gynecology*. O. Temkin (Trans.) (1956). Baltimore: Johns Hopkins University Press.

van der Eijk, P. J. (2005). *Medicine and Philosophy in Classical Antiquity*. Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

This module will be taught by means of lectures and seminars.

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

This module will be assessed by 100% coursework.

* Short Writing Assignment (1,000 words) – 20%
* Short Creative Assignment (1,500 words) – 20%
* Presentation (5 minutes) – 10%
* Final Essay (Level 5 – 2,500 words; Level 6 – 3,000 words) – 50%

Assignments for Level 6 will differ from those at Level 5 in terms of their content, level of research and critical engagement with the material. For the final essay, the questions and level of critical engagement with primary sources will be set to account for the students’ levels.

* 1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Essay (3,000 words) – 100%

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1 / 8.5* | *8.2 / 8.6* | *8.3 / 8.7* | *8.4 / 8.8* | *9.1 / 9.6* | *9.2 / 9.7* | *9.3 / 9.8* | *9.4 / 9.9* | *9.5 / 9.10* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Lecture | **x** |  | **x** |  | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Short Writing Assignment | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Short Creative Assignment | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Final Project | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

In most respects, the study of Ancient medicine is grounded in internationalisation. The intended learning outcomes of this module include the appreciation of different cultures and manners of thinking. With regard to subject content, the material within the syllabus teaches students to apply historical, archaeological and anthropological methods vital for international contacts. Students will develop an appreciation of understandings of the body, health and medical treatments that differ from those with which they are familiar. This appreciation can contribute to their knowledge of global health issues as defined by WHO (The World Health Organization). A grounding in different medical and bodily perspectives helps create a wider understanding of different ways of thinking throughout the world. The reading list includes references to international research.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 29/01/18 | Major | September 2018 | 7-13 | No |
|  |  |  |  |  |