

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number AN N EA 98T
 Course Title The Emergence of Medicine
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis X
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

Through the examination of literary texts comprised of mythological and philosophical ideas reflecting the ancient cultures of Egypt, Mesopotamia, and the Levant, students will discover the process by which the discipline of medicine emerged from the social and cultural settings of these regions. As a scientific discipline, medicine develops in response to the human struggle to organize, rationalize, and structure the process by which these ancient societies respond to the frailties of the human condition: namely, death and suffering. Students will be exposed to the collection of data related to bodily ailments and their subsequent cataloging in correlation with other observable signs to societies living prior to the microscope and germ theory: melothesia (the impact of the observable cosmos upon the local society), political fortune and catastrophe, natural events (such as earthquakes, weather, floods, plague), etc. Additionally, the subsequent impact of the system by which medical data is processed (early biology and omen practice) and later used to dictate political reigns and maneuvering.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Michael Wingert (Teaching Fellow), William Schniedwind (Professor, Faculty Mentor)

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs 0

4. Indicate when do you anticipate teaching this course over the next three years:

| | | | | | | |
|-----------|------------|-------|------------|-----------|------------|-------|
| 2013-2014 | Fall | _____ | Winter | _____ | Spring | _____ |
| | Enrollment | _____ | Enrollment | _____ | Enrollment | _____ |
| 2014-2015 | Fall | _____ | Winter | _____ | Spring | _____ |
| | Enrollment | _____ | Enrollment | _____ | Enrollment | _____ |
| 2015-2016 | Fall | _____ | Winter | <u>X</u> | Spring | _____ |
| | Enrollment | _____ | Enrollment | <u>18</u> | Enrollment | _____ |

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

| | |
|----------------------------------|---|
| □ General Knowledge | The response of ancient societies to death and pain in light of philosophical, mythological, cultic, and political practices of the ancient Near East. Exposure to geographical, archaeological, and scribal practices will also be incorporated. |
| □ Integrative Learning | Students will be exposed to issues concerning ancient philosophy, mythology, archaeology, politics, scribalism, and cult practices in their observation of the development of medicine as a discipline. |
| □ Ethical Implications | The treatment of ailments and the value system attached to the response of ancient practitioners will form the basis for group discussion regarding diagnostic and remedial action. |
| □ Cultural Diversity | Students will be exposed to differing trends in cultural thought of several communities from the ancient Near East: Mesopotamian, Levantine, Anatolian, and Egyptian. |
| □ Critical Thinking | Students will be required to submit a paper reasoning the process by which a specific area of medical treatment was addressed by societies of the Ancient Near East. |
| □ Rhetorical Effectiveness | Students will be able to engage with the prevalent philosophical underpinnings justifying conclusions in diagnosis and treatment, arguing for alternative treatments rooted in the various worldviews and time periods. |
| □ Problem-solving | Each week, students will arrive to class prepared to discuss and diagnose specific ailments based on their learning of the worldview prevalent in the ancient Near East. |
| □ Library & Information Literacy | Students will compose a 12-15 page research paper engaging one of the select topics presented in the course, utilizing sources found at YRL and through JSTOR. |

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

| | | |
|---|-----------------------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u>N/A</u> | (hours) |
| 3. Labs: | <u>N/A</u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>N/A</u> | (hours) |
| 5. Field Trips: | <u> </u> | (hours) |

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

| | | |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation: | <u>2</u> | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | <u>N/A</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>1</u> | (hours) |
| 5. Information Literacy Exercises: | <u>N/A</u> | (hours) |
| 6. Written Assignments: | <u>2</u> | (hours) |
| 7. Research Activity: | <u>3</u> | (hours) |

(B) TOTAL Out-of-class time per week **12** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

THE EMERGENCE OF MEDICINE
AT THE DAWN OF CIVILIZATION

Winter 2016
University of California, Los Angeles

CUTF Course Syllabus
Dept. of Near Eastern Languages and Cultures

Michael Wingert
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COURSE DESCRIPTION

Medicinal practice emerged in the ancient Near East long before the Greek sciences. This seminar introduces the ancient cultural factors responding to the frailties of the human condition, namely death and suffering, and their subsequent development into medicinal disciplines.

TEXTS:

Surlock, J. *Sourcebook for Ancient Mesopotamian Medicine*, Atlanta: SBL Press, 2014.
Strouhal, Eugene, et al. *The Medicine of the Ancient Egyptians: Surgery, Gynecology, Obstetrics, and Pediatrics*. Cairo, Egypt: American University in Cairo Press, 2014

Students will also receive various handouts or learn to appropriately research on JSTOR or other databases for the additional reading list.

COURSE OBJECTIVES

By the end of this course, students should be able to:

1. Connect the practice of medicine to its origins in the humanities.
2. Develop a familiarity with the prevailing beliefs in religion, magic, the supernatural, and the afterlife of the various peoples of the ancient Near East and the subsequent impact on the development of medicine.
3. Explain the reasoning behind the diagnoses of various ailments in light of ancient Near Eastern thought.
4. Articulate how ancient medicinal practices impacted the political landscape of the ancient Near East.
5. Parse the goals and objectives of ancient medical practitioners with contemporary professions.
6. Conduct original research, assert an argument, and communicate a thesis in written and oral form.

COURSE REQUIREMENTS

Weekly Preparation and Participation

Each week we will be dealing with and addressing ways in which the ancient peoples of the Near East would attempt to conquer death and suffering. Students will come to class prepared to engage in group discussions aimed at exploring the processes by which these ancient

civilizations reasoned their responses to the condition at hand. Proper preparation involves the completion of readings prior to classroom discussion. Students who engage in active reading (note taking, question writing) will be in the best position to contribute to class discussions.

Research Paper Process

The research paper process includes three major components: 1) The Initial Draft Process, 2) The Final Class Presentation, 3) The Final Draft. Assignments turned in at any point after the beginning of class will be considered late.

RESEARCH PAPER

Students will prepare a 12-15 page paper concentrating on one of the following fields and its understanding in the ancient Near East: Ear/Nose/Throat, Dermatology, Cardiology/Pulmonology, Gastroenterology, Urology/Nephrology, Neurology, Obstetrics/Gynecology.

Page Requirement

Minimum page requirements are for complete pages of text, NOT including bibliography. A 4 to 5 page paper, for example, will include a minimum of four COMPLETE pages of text, followed by bibliography.

Plagiarism

“Plagiarism includes, but is not limited to, the use of another’s words or ideas as if they were one’s own; including, but not limited to representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student’s original work; or, representing the identifiable but altered ideas, data or writing of another person as if those ideas, data or writing were the student’s original work.”—from the UCLA Student Conduct Code (.pdf file), Fall 1998, section 102.01c e.

Getting Help

“Bruin Success with Less Stress” <http://www.library.ucla.edu/bruinsuccess> —a student-centered, interactive, online tutorial designed to guide you through information literacy topics including intellectual property, file sharing, citing and documenting sources, project management, and academic dishonesty.

Writing Programs

Resources: <http://www.humnet.ucla.edu/humnet/wp/resources/index.html>

GRADING

| | |
|--|-----|
| Assigned Readings and Weekly Participation | 20% |
| Paper Initial Draft Process and Submission | 15% |
| Final Presentation | 30% |
| Paper Final Draft | 35% |

COURSE SCHEDULE

Week 1

**CONFRONTING THE FRAILTIES OF THE HUMAN
CONDITION: DEATH AND SUFFERING IN THE WORLD OF
THE ANCIENT NEAR EAST**

Reading:

Suriano, M.J. "Breaking Bread with the Dead: Katumuwa's Stele, Hosea 9:4, and the Early History of the Soul," *Journal of the American Oriental Society* 134.3 (2014), 385-406

Suggested Further Reading:

Benjamin W. Porter and Alexis T. Boutin, editors. *Remembering the Dead in the Ancient Near East: Recent Contributions from Bioarchaeology and Mortuary Archaeology*. University of Colorado Press. 2014.

Week 2

CAUSES OF DEATH AND SUFFERING

Reading:

Geller, M.J. *Look to the Stars: Babylonian Medicine, Magic, Astrology and Melothesia*. 3-86
Zias, Joseph. "Death and Disease in Ancient Israel." *Biblical Archaeologist* 54 (1991).

Suggested Further Reading:

Carter, K.C. "Causes of Disease and Death in the Babylonian Talmud." *Medizinhist J.* 26, no. 1-2 (1991): 94-104.
Maciej Münnich, *The God Resheph in the Ancient Near East*, (Orientalische Religionen in der Antike/Oriental Religions in Antiquity 11), Tübingen: Mohr Siebeck 2013.

Week 3

EARLY ANATOMICAL KNOWLEDGE

Reading:

Adamson, P.B. "Anatomical and Pathological Terms in Akkadian: Part I." *Journ*
Adamson, P.B. "Anatomical and Pathological Terms in Akkadian: Part III." *Journal of the Royal Asiatic Society* (1981): 125-32.
Cavalcanti de A. Martins, A. and Martins, Carolina, "History of Liver Anatomy: Mesopotamian Liver Clay Models," *HPB* 15 No. 4, pp. 322-323

Suggested Further Reading:

Walker, J.H. *Studies in Ancient Egyptian Anatomical Terminology*, Wiltshire: Aris and Philips Ltd., 1996.
Adamson, P.B. "Anatomical and Pathological Terms in Akkadian: Part I." *Journal of the Royal Asiatic Society* (1974): 102-06.
Adamson, P.B. "Anatomical and Pathological Terms in Akkadian: Part II." *Journal of the Royal Asiatic Society* (1979): 2-8.

Week 4

 HEALING PRACTITIONERS IN MESOPOTAMIA AND
EGYPT

Reading:

Ritter, E.K. "Magical Expert (=Āšipu) and Physician (-Asû): Notes on Two Complementary Professions in Babylonian Medicine." 1965.

Rochberg, F. "Empiricism in Babylonian Omen Texts and the Classification of Mesopotamian Divination as Science." *Journal of the American Oriental Society* 119.4 (1999): 559-69.

Suggested Further Reading:

Finkle, I.L. "On Late Babylonian Medical Training." in *Wisdom, Gods and Literature - Studies in Honor of W.G. Lambert*, edited by A.R. and Finkel George, I.L., 137-89. Winona Lake: Eisenbrauns, 2000.

DUE: Paper topics due by the start of class Week Four.

Week 5

 DIAGNOSTICS AND PROGNOSTICS IN ANCIENT
MESOPOTAMIA

Reading:

Surlock, J. *Sourcebook for Ancient Mesopotamian Medicine*, Atlanta: SBL Press, 2014.
Pp. 13-258

Suggested Further Reading:

Oppenheim, A.L. "On the Observation of the Pulse in Mesopotamian Medicine." *Orientalia* 31 (1962).

DUE: Paper outlines due by the start of class Week Five.

Week 6

 PHARMACOLOGY IN ANCIENT MESOPOTAMIA

Reading:

Surlock, J. *Sourcebook for Ancient Mesopotamian Medicine*, Atlanta: SBL Press, 2014.
Pp. 259-294

Week 7

 THERAPEUTICS IN THE ANCIENT NEAR EAST AND
 NEIGHBORING CULTURES

Field Trip: *Amber Medicine, Amber Amulets – Ancient Carved Ambers in the J. Paul Getty Museum. Getty Villa, Malibu, CA.*

Reading:

Surlock, J. *Sourcebook for Ancient Mesopotamian Medicine*, Atlanta: SBL Press, 2014.
 Pp. 295-329

DUE: Research Paper initial draft due by the start of class Week Seven.

Week 8

 PUBLIC HEALTH

Reading:

Hebrew Bible: Leviticus 13-14

Biggs, R.D. "Medicine, Surgery and Public Health in Ancient Mesopotamia." In *Civilizations of the Ancient Near East*, edited by J.M. Sasson, 1911-24, 1995.

Week 9

 FERTILITY AND ITS IMPORTANCE

Readings:

Biggs, Robert. *ŠA.ZI.GA: Ancient Mesopotamian Potency Incantations. Edited by A.L. Oppenheim. Vol. 2, Texts from Cuneiform Sources. Locust Valley: J.J. Augustin Publisher, 1967.*

Darby, E. *Interpreting Judean Female Figurines: Gender and Empire in Judean Apotropaic Ritual*. Tübingen: Mohr Siebeck, 2014. pp. 55-60

Week 10

 FINAL PRESENTATIONS

Students will present their research to the class and garner feedback prior to submitting their final draft.

Finals Week

 RESEARCH PAPER

Due: The final draft of the research paper will be submitted during Finals Week.

BIBLIOGRAPHY

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- _____. *ŠA.ZI.GA: Ancient Mesopotamian Potency Incantations*. Edited by A.L. Oppenheim. Vol. 2, Texts from Cuneiform Sources. Locust Valley: J.J. Augustin Publisher, 1967.
- Blaisdell, J.DI. "The Deadly Bite of Ancient Animals: Written Evidence for Rabies, or the Lack Thereof, in the Ancient Egyptian and Mesopotamian Texts." *Vet Hist.* 8, no. 1-2 (1994): 22-28.
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- Chase, D. "Evidence of Disease in Ancient near Eastern Texts: Leprosy in the Epilogue to the Code of Hammurapi?" In *Human Paleopathology, Current Syntheses and Future Options*, edited by D.J and A.C. Aufderheide Ortner. Washington D.C.: Smithsonian Institution, 1991.
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- Cambridge University Press, 2008
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New Course Proposal

Ancient Near East 98T

The Emergence of Medicine at the Dawn of Civilization

Course Number Ancient Near East 98T**Title** The Emergence of Medicine at the Dawn of Civilization**Short Title****Units** Fixed: 5**Grading Basis** Letter grade only**Instructional Format** Seminar - 3 hours per week**TIE Code** SEMT - Seminar (Topical) [T]**GE Requirement** Yes**Major or Minor Requirement** No**Requisites** Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.**Course Description** Medicinal practice emerged in the ancient Near East long before the Greek sciences. This seminar introduces the ancient cultural factors responding to the frailties of the human condition, namely death and suffering, and their subsequent development into medicinal disciplines.**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows**Syllabus** File [Wingert_syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.**Supplemental Information** Professor William Schniedewind is the faculty mentor for this course**Grading Structure** 20% readings and participation; 15% paper initial draft; 30% final presentation; 35% paper final draft**Effective Date** Winter 2016**Discontinue** Summer 1 2016**Date****Instructor**

Name

Title

Michael Wingert**Teaching Fellow****Quarters Taught** Fall Winter Spring Summer**Department** Near Eastern Languages & Cultures**Contact**

Name

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MICHELLE CHEN**mchen@oid.ucla.edu****Routing Help**

ROUTING STATUS

Role: FEC Chair or Designee - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Pending Action**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 6/26/2015 2:28:59 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, chair of the CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 6/26/2015 11:25:07 AM

Comments: Initiated a New Course Proposal



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