

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Ancient Near Eastern Languages and Cultures, AN NEA 14W
 Course Title "Medicine and Magic in Ancient Times"
 Indicate if Seminar and/or Writing II course This is proposed to be also a Writing II course (submitted)

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

Foundations of the Arts and Humanities

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

Foundations of Society and Culture

- Historical Analysis × _____
- ~~Social Analysis~~ _____

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.

This class aims to provide an overview of the history of medicine and the sciences, focusing on the Ancient Near East, China, India and Meso-America (*Historical Analysis* and *Literary and Cultural Analysis*) At the center of the course are one short and two longer essays that students compose and improve during the quarter. Apart from the history of medicine, and the sciences in general, subjects of these include contemporary theoretical and ethical issues, such as preventive medicine, evidence-based medicine, recreational use of drugs, and end-of-life decisions.

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

Hans Barnard, MD PhD, Associate Assistant Professor and Associate Researcher

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

If yes, please indicate the number of TAs 4

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

2016-17	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2017-18	Fall	_____	Winter	_____	Spring	× _____
	Enrollment	_____	Enrollment	_____	Enrollment	80 _____
2018-19	Fall	_____	Winter	× _____	Spring	_____
	Enrollment	_____	Enrollment	80 _____	Enrollment	_____

5. GE Course Units

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

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

N/A

Present Number of Units: N/A

Proposed Number of Units: N/A

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

- | | |
|----------------------------------|--|
| □ General Knowledge | The history of scholarly disciplines is often lacking from academic curricula. This course aims to address this issue, focusing on the history of medicine, while at the same time addressing the history of humanity in a more general sense. |
| □ Integrative Learning | This course combines lectures, readings, documentary movies and discussions—on ancient history in general and the history of the sciences specifically—with quizzes and writing assignments in order to arrive at integrated insights. |
| □ Ethical Implications | The application of the sciences and especially medical science invariably has ethical implications. These issues are addressed in the lectures and discussions and are the subject of several writing assignments. |
| □ Cultural Diversity | Apart from contributions from ancient Egypt, Mesopotamia and the Graeco-Roman world to the natural sciences and evidence-based medicine, ample time and attention is given to the situation in ancient China, India and Meso-America. |
| □ Critical Thinking | The advances in the sciences and medicine can only be appreciated and put into perspective if their more or less ephemeral nature and often serendipitous origin is understood. |
| □ Rhetorical Effectiveness | The weekly discussion sessions and three writing assignments, continuously improved during the quarter with the help of the instructor, teaching assistants and undergraduate peers intent to hone the rhetorical skills of enrolled students. |
| □ Problem-solving | For the writing assignments, enrolled students have to research two very different subjects, find references, develop an opinion and compose an essay presenting a concise yet comprehensive argument about them. |
| □ Library & Information Literacy | Integral to this class are visits to the <i>InqSpace (Powell Library)</i> and the Undergraduate Writing Center to instruct and assist students in obtaining information from libraries and on-line data repositories. |

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

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

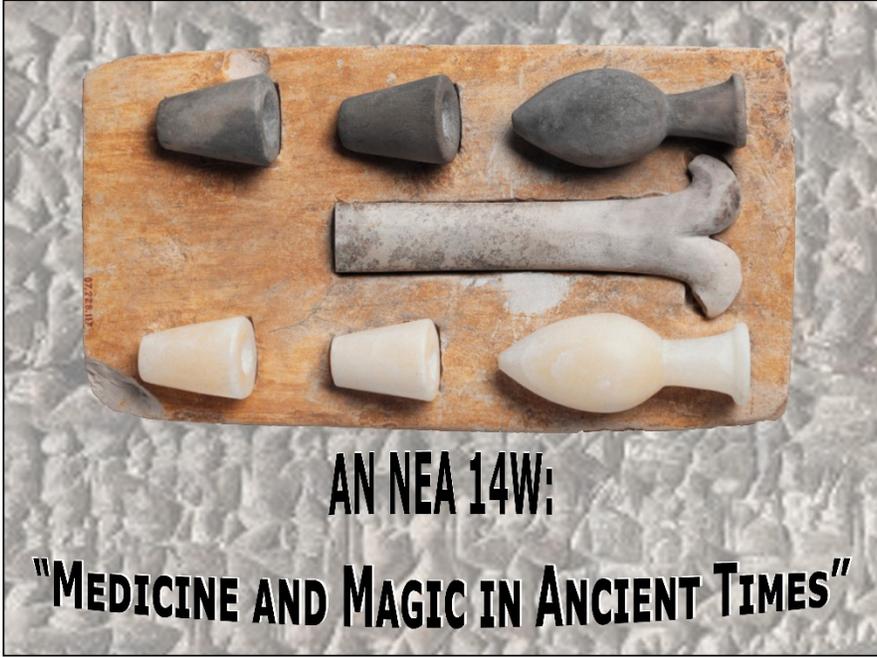
(A) TOTAL Student Contact Per Week **4** **(HOURS)**

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

1. General Review & Preparation:	<u>1.5</u>	(hours)
2. Reading	<u>1.5</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1.5</u>	(hours)
5. Information Literacy Exercises:	<u>N/A</u>	(hours)
6. Written Assignments:	<u>5</u>	(hours)
7. Research Activity:	<u>1.5</u>	(hours)

(B) TOTAL Out-of-class time per week **11** **(HOURS)**

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

<p>AN NEA 14W: <i>“Medicine and Magic in Ancient Times”</i></p>		
<p>IMAGE: Equipment for the <i>Opening of the Mouth</i> ritual; limestone, travertine and greywacke; Egypt, Old Kingdom, Dynasty V-VI (ca. 2465–2150 BCE); Metropolitan Museum of Art (New York), Rogers Fund 1907, 07.228.117 a-h.</p>	 <p>AN NEA 14W: “MEDICINE AND MAGIC IN ANCIENT TIMES”</p>	<p>BACKGROUND: Clay tablet with cuneiform magico-medical prescriptions, recipes derived from various plants, and instructions for making magical figurines; Mesopotamia, Late Babylonian (ca. 500 BCE); British Museum (London), Borsippa (southern Iraq), 40183.</p>

In 1679, the eminent scientist Sir Isaac Newton wrote in a letter to his colleague and then friend Robert Hooke, *“if I have seen further, it is by standing on the shoulders of giants,”* echoing the ideas of medieval philosopher Bernard of Chartres (ca. 1070–1130). The contemporary natural sciences and Western evidence-based medicine are indeed the result of efforts that started well before the invention of writing more than 5000 years ago. Significant progress has evidently been made to satisfy the fundamental human desire to understand, but also actively transform the world around us. To put these achievements into perspective and appreciate their more or less ephemeral nature, it is essential to appreciate the meandering and often serendipitous ways in which our conventional wisdom and accepted know-how came into being. At the same time it is necessary to recognize that the boundaries between medicine, magic, science, religion, superstition, folklore, philosophy and art are much less sharply defined than they may appear at first sight. A notion summarized by Kurt Vonnegut in his novel *Cat’s Cradle* (1963): *“science is magic that works.”*

This class aims to provide an overview of the history of medicine, focusing especially on the Ancient Near East, China, India and Meso-America. This is achieved by a series of lectures, discussion sessions, readings and quizzes. At the center of the course are one short and two longer essays—one discussion paper and one research paper—that students compose and improve during the quarter with the help of the instructor, graduate student Teaching Assistants, and their undergraduate peers.

Outline of the course

AN NEA 14W: MEDICINE AND MAGIC IN ANCIENT TIMES is designed as a Writing II General Education (GE) class for sophomores, juniors and transfer students, which at the same time fulfills certain requirements of the Medical Humanities minor. Students must be graded at least a B to satisfy either of these. Check with your counselor or mentor if you are uncertain whether this course fits your academic career plans.

The goal of Writing II courses is improving the writing proficiency of students by building on skills acquired in a Writing I class. Successful completion of a Writing I class is therefore a prerequisite to enroll in this class. Writing II courses require students to revise and improve their written work on the basis of input from their instructors and peers, while at the same time preserving a personal voice.

Each week the class convenes twice for a lecture by the instructor. Starting in Week 2 and finishing in Week 10, students also meet in small groups for a discussion session led by one of the graduate student Teaching Assistants to work on two written essays. These discussion sessions are integral to the course; attendance and participation are part of the final grade. Each week all students furthermore have to complete a dozen on-line multiple-choice questions about the readings. All material shown in class as well as the readings and quizzes are made available through UCLA's CCLE web-site.

Writing Assignments

Next to the lectures, readings and quizzes, three essays are at the center of this class.

The first essay (*ca.* 750 words, 2–3 pages) is meant to get started with a writing sample. Students are requested to explain what they hope to get out of this class and why this fits their plans for the future. This essay is due at the beginning of the first discussion session (Week 2). Based on what is discussed and learned during the ten weeks of this class, students are asked to return this piece again at the end of the quarter (Week 11) after revision and adding a reflection of similar length (*ca.* 750 words, 2–3 pages, resulting in *ca.* 1500 words, 4–6 pages). This should include a discussion of the extent to which the course answered expectations, provided knowledge and insights, and was relevant to one’s personal life and individual career plans.

The second essay (*ca.* 1500 words, 4–6 pages) should be a polemic in which students first discuss two articles that disagree on a specific subject, and subsequently develop and formulate their own opinion. A first draft of this essay needs to be handed in before the end of Week 4. During the next two weeks subsequent drafts are discussed in small groups supervised by one of the Teaching Assistants. Before the end of Week 6 a final, revised and improved version of this discussion paper needs to be handed in. It is advisable to start working on both the second and third essay as early as possible. For the second essay, students can chose one of the five subjects below—each complete with a pair of articles—or select a subject themselves, after approval of the instructor.

“*You are what you eat:*” Does our daily food need additional nutrients?

Dolara, P., E. Bigagli and A. Collins (2012), “Antioxidant vitamins and mineral supplementation, life span expansion and cancer incidence: A critical commentary,” *European Journal of Nutrition* **51**, pp. 769-781.

Pallauf, K., J.K. Bendall, C. Scheiermann, K. Watschinger, J. Hoffmann, T. Roeder and G. Rimbach (2013), “Vitamin C and lifespan in model organisms,” *Food and Chemical Toxicology* **58**, pp. 255-263.

“Needles and pins:” What should the status of acupuncture be within evidence-base medicine?

Ezzo, J., B. Berman, V.A. Hadhazy, A.R. Jadad, L. Lao and B.B. Singh (2000), “Is acupuncture effective for the treatment of chronic pain? A systematic review,” *Pain* **86**, pp. 217-225.

Kaptchuk, T.J. (2002), “Acupuncture: theory, efficacy, and practice,” *Annals of Internal Medicine* **136**, pp. 374-383.

“The war on drugs:” Who decides which substances are and which are not legal to use?

Green, L.W. and M.W. Kreuter (2002), “Fighting back or fighting themselves? Community coalitions against substance abuse and their use of best practices,” *American Journal of Preventive Medicine* **23**, pp. 303-306.

Nutt, D., L.A. King, W..Saulsbury and C. Blakemore (2007), “Development of a rational scale to assess the harm of drugs of potential misuse,” *Lancet* **369**, pp. 1047-1053.

“Mutilation or modification:” Should circumcision be encouraged or dissuaded?

Christakis, D.A., E. Harvey, D.M. Zerr, C. Feudtner, J.A. Wright and F.A. Connell (2000), “A trade-off analysis of routine newborn circumcision,” *Pediatrics* **105**, pp. 246-249.

Updegrave, K.K. (2001), “An evidence-based approach to male circumcision: What do we know?” *Journal of Midwifery and Women’s Health* **46**, pp. 415-422.

“First, do no harm:” Where lay the responsibilities during the end of life?

George, R.J.D., I.G. Finlay and D. Jeffrey (2005), “Legalised euthanasia will violate the rights of vulnerable patients,” *British Medical Journal* **331**, pp. 684-685.

Prokopetz, J.J.Z. and L.S. Lehmann (2012), “Redefining physicians’ role in assisted dying,” *New England Journal of Medicine* **367**, pp. 97-99.

“Free subject:” Students can select a subject themselves, after approval of the instructor. Make sure to discuss this in a timely fashion.

For the third essay (*ca.* 2000 words, 5–7 pages) students need to select one of the five subjects below and research this in some detail. This research needs to be supported by at least six external sources, reference to which needs to be made at the end of the text. A first draft of the second essay needs to be handed in before the end of Week 8. During the next two to three weeks subsequent drafts are discussed in small groups supervised by one of the Teaching Assistants. Before the end of Week 11 (finals week) a final, revised and improved version of the research paper needs to be handed in. It is advisable to start working on both the second and third essay as early as possible. Students can select a subject themselves, after approval of the instructor. Make sure to discuss this in a timely fashion.

- ◆ *The history of hysteria*
- ◆ *The history of obstetrics*
- ◆ *The history of phrenology*
- ◆ *The history of preventive medicine*
- ◆ *The history of trepanation*
- ◆ *Free subject*, students can select a subject themselves, after approval of the instructor. Make sure to discuss this in a timely fashion.

Help with writing

As is true for almost every skill, learning to write clearly, concisely and comprehensively is mostly a matter of practice, and practice will ultimately make perfect. This class provides students a chance to practice and improve their writing by repeated feedback from instructors and peers, followed by opportunities to improve not only the final product, but also their analytical and critical thinking.

Apart from practice, another important aid to better one's writing is reading. The readings for this class are a series of articles that have appeared in peer-reviewed journals. Next to information relevant to what is discussed in class, they provide valuable examples of the edited and published writing of others that may be worthy of emulation.

The [Powell Library Inquiry Space](#) (*InqSpace*, Powell Library room 220) is the hub of UCLA Library's Teaching and Learning Services for small group and project-based work, as well as workshops and presentations. InqSpace is staffed with trained graduate and undergraduate students (*InqSpecs*) and librarians to help students with writing projects, including class assignments, capstones and theses. It is a open, flexible space equipped with configurable tables, comfortable seating, three library consultation stations, and a maker-space for creative projects. [Click here](#) to schedule a consultation meeting with library staff, or drop in to learn about the resources, strategies and tools that you can use. During one of the discussion sessions in Week 3 or 4 students will attend a tutorial in Powell Library where they will learn how to use the library and its databases for research.

Furthermore, it is strongly encouraged that students schedule at least one session at the [Undergraduate Writing Center](#), which offers UCLA undergraduates one-on-one session to discuss their writing. The Center is staffed by undergraduate students who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. Sessions can be scheduled on campus (A61 Humanities Building and Powell Library room 228) and on the Hill (Rieber 115). At each appointment, please bring a draft (if you have one), preliminary notes (if you do not yet have a draft), a copy of the assignment, and copies of the readings or research data related to the assignment. [Click here](#) for more information and to make an appointment, or call +1 (310) 206-1320.

Academic integrity and diversity

UCLA is committed to fostering an inclusive climate for all students and to maintaining a community free of all forms of exploitation, intimidation and harassment. More information and resources on these subjects are available [here](#) and [here](#). Students are expected to know and adhere to the guidelines for academic integrity set out by UCLA and summarized [here](#) and [here](#). All are encouraged to review these websites during the first week of instruction.

The instructor and Teaching Assistants

[The instructor](#) for this class is both a [Medical Doctor](#) and an [anthropological archaeologist](#), with work experience and [peer-reviewed publications](#) in both fields. He is currently affiliated with both the Cotsen Institute of Archaeology and the Department of Near Eastern Languages and Cultures and has worked on archaeological field projects in Armenia, Chile, Egypt, Ethiopia, Iceland, Panama, Peru, Sudan, Syria, Tunisia and Yemen.

- office: A331 Fowler Museum (Cotsen Institute of Archaeology)
- office hours: Wednesday 1–5pm. and by appointment
- E-mail address: nomads@ucla.edu
- phone: +1 (310) 267–5550

The Teaching Assistants for this class are:

- TBD (E-mail address)
- TBD (E-mail address)

Readings and grading

Successful completion of a Writing I class is a prerequisite to enroll in this class. To facilitate and follow what is presented in class, students need to read and understand two scientific articles, or view and comprehend two documentaries before each session. These are listed in the schedule below and will be made available through the class website. The discussion sessions are integral to the course; attendance and participation are part of the final grade. It is strongly encouraged to start working on the three essays as early as possible.

Grading matrix	
Attendance and participation	10%
Weekly quizzes	30%
First and final essay (getting started and reflection)	10%
Second essay (discussion paper)	20%
Third essay (research paper)	30%

Overview of the quarter

Week 1: session 1: Introduction to the subject and the instructors, introduction to the sources (texts, images, objects), housekeeping

READ: **Stein**, G.J. (2001), “Understanding ancient state societies in the Old World,” in G.M. Feinman and T.D. Price (eds.), *Archaeology at the Millennium: A Sourcebook*, (New York, Kluwer), pp. 353-379. (27 pages)

Week 1: session 2: Setting the scene: Overview of the history, culture, religions and world-view of Ancient Egypt from Narmer (*ca.* 3200 BCE) to Alexander the Great (356–323 BCE), with special attention for notions of anatomy, physiology, pathology, hygiene and preventive care.

VIEW: *History of Mankind: Egypt’s Pyramids* (45 min.)
The Greatest Pharaohs: Akhenaton and Tutankhamun (45 min.)

First discussion session in Week 2: First essay (*getting started*) needs to be handed in.

Week 2: session 1: Core business: Medicine, magic and science in Ancient Egypt.

READ: **Karenberg**, A. and C. Leitz (2001), “Headache in magical and medical papyri of ancient Egypt,” *Cephalalgia* **21**, pp. 911-916. (6 pages)

Sipos, P., H. Gyory, K. Hagymasi, P. Ondrejka and A. Blazovics (2004), “Special wound healing methods used in ancient Egypt and the mythological background,” *World Journal of Surgery* **28**, pp. 211-216. (6 pages)

Week 2: session 2: Selected highlight: Mummification in Ancient Egypt and elsewhere in the ancient world.

READ: **Jackowski**, C., S. Bolliger and M.J. Thali (2008), “Scenes from the past: common and unexpected findings in mummies from ancient Egypt and South America as revealed by CT,” *RadioGraphics* **28**, pp. 1477-1492. (16 pages)

Guillén, S.E. (2004), “Artificial mummies from the Andes,” *Collegium Antropologicum* **28**, supplement pp. 141-157. (16 pages)

Week 3 or 4: Tutorial in Powell Library.

Week 3: session 1: *Setting the scene*: Overview of the history, culture, religions and world-view of Ancient Mesopotamia from Sargon of Akkad (*ca.* 2300 BCE) to Alexander the Great (356–323 BCE), with special attention for notions of anatomy, physiology, pathology, hygiene and preventive care.

VIEW: *The Rise and Fall of the Akkadian Empire* (3 min.)
The Gardens of Babel: The Sumerians (52 min.)

Week 3: session 2: *Core business*: Medicine, magic and science in Ancient Mesopotamia.

READ: **Mujais**, S. (1999), “The future of the realm: Medicine and divination in ancient Syro-Mesopotamia,” *American Journal of Nephrology* **19**, pp. 133-139. (7 pages)
Spiegel, A.D. and C.R. Springer (1997), “Babylonian medicine, managed care and Codex Hammurabi, circa 1700 B.C.,” *Journal of Community Health* **22**, pp. 69-89. (21 pages)

Week 4: session 1: *Selected highlight*: Surgery in Ancient Mesopotamia and elsewhere in the ancient world.

READ: **Adamson**, P.B. (1991), “Surgery in ancient Mesopotamia,” *Medical History* **35**, pp. 428-435. (8 pages)
Kansupada, K.B. and J.W. Sassani (1997), “Sushruta: The father of Indian surgery and ophthalmology,” *Documenta Ophthalmologica* **93**, pp. 159-167. (9 pages)

Week 4: session 2: *Setting the scene*: Overview of the history, culture, religions and world-view of the Greco-Roman world from Alexander the Great (356–323 BCE) to the death of Hypatia (*ca.* 360–415 CE), with special attention for notions of anatomy, physiology, pathology, hygiene and preventive care.

VIEW: *Engineering an Empire: Greece: Age of Alexander* (44 min.)
Ancient Mysteries: The Lost Treasure of the Alexandria Library (46 min.)

End of week 4: First draft of the second essay (*discussion paper*) due.

Week 5: session 1: Core business: Medicine, magic and science in the Greco-Roman world.

- READ: **Berchtold**, N.C. and C.W. Cotman (1998), “Evolution in the conceptualization of dementia and Alzheimer’s disease: Greco-Roman Period to the 1960s,” *Neurobiology of Aging* **19**, pp. 173-189. (17 pages)
Todman, D. (2008), “Epilepsy in the Graeco-Roman world: Hippocratic medicine and Asklepian temple medicine compared,” *Journal of the History of the Neurosciences* **17**, pp. 435-441. (7 pages)

Week 5 session 2: Selected highlight: The Greco-Roman legacy of natural philosophy, the theory of the four humors, and evidence-based medicine.

- READ: **Greenblatt**, D. (2013), “The answer man: An ancient poem was rediscovered—and the world swerved,” *Annals of Culture, The New Yorker*, 8 August 2011. (16 pages)
Irwin, W. (2002), “Computers, caves, and oracles: Neo and Socrates,” in W. Irwin (ed.), *The Matrix and Philosophy: Welcome to the Desert of the Real* (New York, Carus), pp. 5-15. (11 pages)

Week 6: session 1: Setting the scene: Overview of the history, culture, religions and world-view of Meso-America from the Capacha Culture (ca. 2000–1000 BCE) to the Spanish conquest (1521–1697 CE), with special attention for notions of anatomy, physiology, pathology, hygiene and preventive care.

- VIEW: *NOVA: Cracking the Mayan Code* (52 min.)
Engineering an Empire: The Aztecs (44 min.)

Week 6: session 2: Core business: Medicine, magic and science in Ancient Meso-America.

- READ: **Goodrich**, J.T. and F.C. Ponce de Leon (2010), “Medical and surgical practice as represented in cultural figures from the pre-conquest Mesoamerican territories,” *World Neurosurgery* **74**, pp. 81-96. (16 pages)
Mendoza, R.G. (2013), “Medicine in Meso and South America,” C.E. Trafzer (2013), “Medicine of native North Americans,” and Å. Hulkrantz (2013), “Medicine in native North and South America,” all H. Selin (ed.), *Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures* (Dordrecht, Springer), pp. 1557-1571. (15 pages)

End of week 6: Final version of the second essay (discussion paper) due.

Week 7: session 1: Selected highlight: The position of women in medicine in the ancient world.

READ: **Flemming**, R. (2007), “Women, writing and medicine in the Classical World,” *Classical Quarterly* **57**, pp. 257-279. (23 pages)
Guillén, A.C. (1993), “Women, rituals, and social dynamics at ancient Chalcatzingo,” *Latin American Antiquity* **4**, pp. 209-224. (16 pages)

Week 7: session 2: Setting the scene: Overview of the history, culture, religions and world-view of India from the Vedic Period (ca. 1750–600 BCE) to the Gupta Empire (ca. 320–550 CE), with special attention for notions of anatomy, physiology, pathology, hygiene and preventive care.

VIEW: *The Story of India* (118 min.)
History of India (12 min.)

Week 8: session 1: Core business: Medicine, magic and science in Ancient India.

READ: **Garodia**, P., H. Ichikawa, N. Malani, G. Sethi and B.B. Aggarwal (2007), “From ancient medicine to modern medicine: Ayurvedic concepts of health and their role in inflammation and cancer,” *Journal of the Society for Integrative Oncology* **5**, pp. 25-37. (14 pages)
Mukherjee, P.K. and A. Wahile (2006), “Integrated approaches towards drug development from Ayurveda and other Indian system of medicines,” *Journal of Ethnopharmacology* **103**, pp. 25-35. (11 pages)

Week 8: session 2: Selected highlight: Shamanism, faith healing and hallucinogens in the ancient world.

READ: **Carod-Artal**, F.J. (2013), “Psychoactive plants in ancient Greece,” *Neurosciences and History* **1**, pp. 28-38. (11 pages)
Wedel, J. (2013), “Santería,” and K. Jordan (2013), “Shamanism in Pre-Columbian Mesoamerica,” both in H. Selin (ed.), *Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures* (Dordrecht, Springer), pp. 1923-1926, 1999-2001. (7 pages)

End of week 8: First draft of the third essay (research paper) due.

Week 9: session 1: Setting the scene: Overview of the history, culture, religions and world-view of China from Cheng Tang (1675–1646 BCE) to Zhu Wen (852–912 CE), with special attention for notions of anatomy, physiology, pathology, hygiene and preventive care.

VIEW: *A History of China in 20 Minutes* (18 min.)
Lost Civilizations: China: Dynasties of Power (51 min.)

Week 9: session 2: Core business: Medicine, magic and science in Ancient China

READ: **Dong**, H. and X. Zhang (2001), “An overview of traditional Chinese medicine,” and D. Liangyue (2001), “Chinese acupuncture—moxibustion,” both in R.R. Chaudhury and U.M. Rafai (eds.), *Traditional Medicine in Asia* (New Delhi, World Health Organization), pp. 17-29, 75-91. (30 pages)
Xie, P.S. and A.Y. Leung (2009), “Understanding the traditional aspect of Chinese medicine in order to achieve meaningful quality control of Chinese materia medica,” *Journal of Chromatography A* **1216**, pp. 1933-1940. (8 pages)

Week 10: session 1: Selected highlight: Legacies of ancient medicine from China (acupuncture), India (Ayurveda) and elsewhere in modern times.

READ: **Jiang**, W.Y. (2005), “Therapeutic wisdom in traditional Chinese medicine: A perspective from modern science,” *Trends in Pharmacological Sciences* **26**, pp. 558-563. (6 pages)
Yesilada, E. (2005), “Past and future contributions to traditional medicine in the health care system of the Middle-East,” *Journal of Ethnopharmacology* **100**, pp. 135-137. (3 pages)

Week 10: session 2: Wrapping up: Disease in world history.

READ: **Littman**, R.J. (2009), “The plague of Athens: Epidemiology and paleopathology,” *Mount Sinai Journal of Medicine* **76**, pp. 456-467. (12 pages)
Nunn, N. and N. Qian (2010), “The Columbian Exchange: A history of disease, food, and ideas,” *Journal of Economic Perspectives* **24**, pp. 163-188. (26 pages)

End of week 11: Final versions of the first (reflection) and third (discussion paper) essay are due.



New Course Proposal

Ancient Near East 14W Medicine, Magic, and Science in Ancient Times

Course Number Ancient Near East 14W

Title Medicine, Magic, and Science in Ancient Times

Short Title ANCNT MED&MAGIC&SCI

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Requisites Successful completion of a Writing I class is a prerequisite to enroll in this class.

Course Description Lecture, three hours; discussion, one hour. Requisite: English Composition 3. Overview of history of medicine and sciences, focusing especially on Ancient Near East, China, and Meso-America. Satisfies Writing II requirement. Letter grading.

Justification This new course will satisfy intense student interest in the history of medicine, in particular ancient medicine and health care. It will also help to bridge the North-South campus divide at UCLA, enticing students with a multi-disciplinary General Education humanities class with scientific subject matter.

Syllabus File [Proposal ANE14W.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Attendance and participation.....10%
Weekly quizzes.....30%
First and final essay (getting started and reflection)..10%
Second essay (discussion paper).....20%
Third essay (research paper).....30%

Effective Date Fall 2017

Instructor Name: Hans Barnard Title: Assistant Adjunct Professor

Quarters Taught Fall Winter Spring Summer

Department Near Eastern Languages & Cultures

Contact Name: ISAMARA RAMIREZ E-mail: iramirez@humnet.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 2/14/2017 3:34:32 PM

Changes: Title, Description

Comments: Added Oxford comma to title.
Course description edited into official version.

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 2/8/2017 10:49:41 AM

Changes: Short Title, TIE Code

Comments: No Comments

Role: L&S FEC Coordinator - Yokota, Mitsue (MYOKOTA@COLLEGE.UCLA.EDU) - 71104

Status: Approved on 2/6/2017 2:31:18 PM

Changes: No Changes Made

Comments: This course was reviewed and approved by the Writing II Implementation Committee. Routing to Doug Thomson in the Registrar's Office.

Role: Registrar's Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Returned for Additional Info on 10/28/2016 4:30:08 PM

Changes: No Changes Made

Comments: Rerouting to Mitsue while Myrna is on leave.

Role: FEC Chair or Designee - Tornell, Aaron (TORNELL@ECON.UCLA.EDU) - 41686

Status: Approved on 10/28/2016 11:00:55 AM

Changes: No Changes Made

Comments: No Comments

Role: L&S FEC Coordinator - Yokota, Mitsue (MYOKOTA@COLLEGE.UCLA.EDU) - 71104

Status: Returned for Additional Info on 10/25/2016 6:50:17 PM

Changes: No Changes Made

Comments: Routing to Aaron Tornell for FEC approval

Role: L&S FEC Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 10/19/2016 9:37:43 AM

Changes: No Changes Made

Comments: Routing to Mitsue Yokota for FEC review.

Role: Dean College/School or Designee - Schaberg, David C (DSCHABERG@COLLEGE.UCLA.EDU) - 54856, 50259

Status: Approved on 10/15/2016 10:42:48 AM

Changes: No Changes Made

Comments: No Comments

Role: FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 10/13/2016 12:37:13 PM

Changes: No Changes Made

Comments: Routing to Dean Schaberg for Humanities approval.

Role: Department Chair or Designee - Cooney, Kathlyn M (COONEY@UCLA.EDU) - 54165

Status: Approved on 10/12/2016 9:58:11 PM

Changes: No Changes Made

Comments: No Comments

Role: Department/School Coordinator - Ramirez, Isamara (IRAMIREZ@HUMNET.UCLA.EDU) - 53623

Status: Approved on 10/12/2016 2:01:12 PM

Changes: No Changes Made

Comments: No Comments

Role: FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 10/12/2016 1:59:23 PM

Changes: No Changes Made

Comments: Routing to Isamara for dept chair approval.

Role: Department/School Coordinator - Ramirez, Isamara (IRAMIREZ@HUMNET.UCLA.EDU) - 53623

Status: Approved on 10/12/2016 11:02:10 AM

Changes: No Changes Made

Comments: No Comments

Role: Department Faculty Member - Barnard, Hans (HBARNARD@HUMNET.UCLA.EDU) - 54165

Status: Approved on 10/10/2016 4:07:17 PM

Changes: Short Title, Requisites, Grading Structure

Comments: Provided missing information.

Role: TFT Student Services Coordinator - Ramirez, Isamara (IRAMIREZ@HUMNET.UCLA.EDU) - 53623

Status: Approved on 10/7/2016 3:20:35 PM

Changes: Course Number

Comments: Changed course number to 14.

Role: Department Faculty Member - Barnard, Hans (HBARNARD@HUMNET.UCLA.EDU) - 54165

Status: Returned for Additional Info on 10/7/2016 3:09:45 PM

Changes: Short Title, Instructor

Comments: No comments

Role: Initiator/Submitter - Ramirez, Isamara (IRAMIREZ@HUMNET.UCLA.EDU) - 53623

Status: Submitted on 10/7/2016 10:56:25 AM

Comments: Initiated a New Course Proposal

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cims@registrar.ucla.edu or (310) 825-6704