

COLLEGE OF CHARLESTON
ST: Ancient Egyptian Medicine and Medical Practice

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History 270.01
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Time: T, Th 12:15-1:30 pm, Maybank 306

Course Web Page: URL <http://www.cofc.edu/~piccione/med270/>

Username: **++++** Password: **++++** (necessary for accessing reading assignments and images)

Course Description: This upper-level lecture and discussion course explores the role of medicine in ancient Egyptian society. Through an understanding of the Egyptian healing arts and their social aspects, we comprehend the ancient Egyptians' views toward health and the nature of the human organism and its place in the cosmos. This course sets the practice of Egyptian medicine within the ancient Egyptian ethos and world-view, placing it within the framework of Egyptian cosmology, standards of morality and magico-religious beliefs. The focus of this course is the essential nature of Egyptian healing in which deep seated religious notions and so-called magical practices wholly integrated with empirico-rational approaches to form an integrated but multi-faceted medical therapy.

Topics of study include: the fusion of magical and rational therapies; the theoretical bases of disease, both divine and physical; Egyptian therapeutical practices and techniques, including, the nature of surgery, surgical tools, and the uses of trepanation; medical specializations; pharmacology and pharmacopoeia; mummification; the influence of Egyptian medicine and pharmacology on the Greeks; the background and training of the Egyptian physician and his role as physician-priest, the issue of female physicians, and the existence of sanatoria, i.e., Egyptian temples as centers for medical treatment and pilgrimage.

The course will pay special attention to the practice of magical medicine, the ancient Egyptian medical papyri, their form and content, and what these indicate about the Egyptian approach to treatment, to women's health, including gynaecological and obstetrical practices, and to dentistry and dental therapies. In this regard, students might read translations of the papyri. Finally, the class will examine the techniques and findings of modern palaeopathology, i.e., the pathological study of mummies and ancient human remains. Here the purpose is to determine the general physical condition of the Egyptians, their standards of health, the biological evidence of disease, and causes of death--all through the use of forensics, X-ray, Computer-aided Tomography (CT scanning), Magnetic Resonance Imaging (MRI), molecular biology (e.g., DNA cloning), etc.

Course Requirements

Research Paper: **Due April 16.** Students will complete a term paper (6-7 pages), for which the specific topic and format are noted below, "Research Paper Requirements." *Completion of the paper on the required topic is a necessary requirement for passing the course.*

Reaction Papers: At various intervals in the course, students may be required to write short but informed reaction papers to various assigned readings or videos. These will be enunciated in class and on the "Reading Assignments"-web page.

Assignments: This course includes two (2) take-home assignments containing objective questions and essays drawn from the lectures, readings, and videos. There is no cumulative final examination. (See "Reading Assignments"-page on the course Web pages for specific dates).

General Education Student Learning Outcomes: General Education Student Learning Outcomes are to be assessed in the research paper (20% of the course grade), and they include:

1. Students will learn how to analyze how ideas are represented, interpreted, and valued in various

- expressions of human culture.
2. Students will learn how to examine relevant primary source materials and the evidence of material culture as understood by the discipline and interpret the material in writing assignments.

Attendance and Participation: Discussion figures prominently in the class-program, and class participation and attendance will constitute a percentage of the course grade. Attendance and participation improve the functioning of the class as well as students' grades. According to College policy, attendance will be taken daily; any and all unexcused absences will result in automatic grade reductions (*see below for policies on athletes and consequences on missing 30% or more of classes*).

Absences are excused by presenting written documentation to the College Absence Memo Office. Undocumented and self-documented ("self-reported") excuses are not acceptable. Running errands is not a valid excuse. Students are responsible for all the material in the readings, videos, lectures, etc., whether they are present or not in class. **Students should never telephone the instructor on the same day to say they will be absent, nor should they ever(!) call the History Department office to report their absence.**

If the instructor does not call the daily roll, an attendance sign-in sheet will be circulated. Students are also marked as absent for the following reasons: they do not sign the attendance sheet; they sign the sheet then leave class; they leave class for an *inordinate* period of time without valid excuse. *Any student who leaves class without permission and does not return after taking a quiz or exam will be recounted as absent, and the quiz/exam will receive an automatic failing grade (0 = F).*

VERY IMPORTANT: Any students who have missed 30% of class meetings or more (usually 8 or more individual classes), *regardless of whether they have excused absences or not*, will be subject to **automatic withdrawal** from the course by the professor with a grade of "WA". Why? Because the professor's lectures contain more materials than are found in the textbook and course readers, and discussion and question-and-answer constitute important parts of the curriculum. If students have missed 30% of lectures, they are not getting all the materials, and they are not participating in classroom discussions in any significant manner. Therefore, if it is because of a medical reason that any student has missed nine (9) or more classes, he/she should discuss the matter with the professor and consider seeking a medical withdrawal from the course in the Registrar's Office.

Athletes and Special Needs: Participation in athletic events or practices is NOT(!) a valid excuse to miss quizzes, paper and report due dates, or interim exams; **make-up work will not be granted to accommodate athletic schedules**. When athletes check their schedules of away-games against the course assignment schedule, they must also check the travel schedule for each game. Athletes are responsible for the academic consequences of missing any due dates. *Any athletes who expect to miss quizzes, or exams should see the professor at the start of term, and must seriously reconsider taking this class.*

Any student who has been formally certified by the College through the *SNAP Program* as having special needs entailing accommodations to complete the requirements for this course should consult with the instructor during office hours as soon as possible and submit their *SNAP*-notification letter. They are also responsible for notifying at least one week in advance before each accommodation is needed. Given that this course requires a facility with foreign terms (French, German, Arabic, etc.), including ancient Egyptian names, texts, and teleological concepts and metaphysics, any special-needs students taking this course as an alternative to a foreign language requirement might find themselves challenged. They should consult with the instructor.

Course Textbook and Readings

Nunn, John F. *Ancient Egyptian Medicine*. Norman: University of Oklahoma Press, 1996.

Pinch, Geraldine. *Magic in Ancient Egypt*. Rev. ed. Austin: University of Texas Press, 2010.

Allen, James P. and David T. Mininberg. *The Art of Medicine in Ancient Egypt*. New York: Metropolitan Museum of Art, 2005. (with translation of Edwin Smith Surgical Papyrus). [Available digitally].

Ghalioungui, Paul. *The Ebers Papyrus: A New English Translation, Commentaries and Glossaries*. Cairo: Academy of Scientific Research and Technology, 1987. [Available digitally].

Readings:

A variety of primary sources, monographic extracts and journal articles are also required reading for this course. Most of these readings are available for downloading and printing from the course Web pages or are located on Reserve in the Addlestone Library. Others are located in the journal collections and electronic databases of the library (e.g. Jstore, etc.)

Grading Policy

Final course-grades will be constituted according to the following formula: take-home assignments (2) 45%, video response report(s) 10, research paper 25%, class participation and attendance 20%.

According to College policy, the grading scale is as follows: A = 93-100; A- = 91-92; B+ = 88-90; B = 83-87; B- = 81-82; C+ = 78-80; C = 73-77; C- = 71-72; D+ = 68-70; D = 61-67; D- = 60; F = 0-59; WA = administrative withdrawal due to excessive absences (= F); XXF = failure due to academic dishonesty.

Paper Requirements

Due date: April 16

Length: 6-7 pages each.

The required topic for the paper is any aspect of Egyptian medicine and medical practice or a particular medical specialization, or the intersection of therapeutical medical practices with Egyptian religion and magic. Students should develop a particular theme or hypothesis, then advance an argument to prove that hypothesis in the paper. The first paragraph of the paper should contain an introduction with thesis statement, which is the hypothesis to be proved. Students should also refer to the extensive course bibliography to help identify sources and narrow topics. **Then they must confer with the instructor on the topic to ensure feasibility. All topics must be approved in advance by the instructor. Papers with unapproved topics will not receive passing grades.** The specific requirements for the paper are described on the course Web pages under "Paper Requirements"-link. ***Completion of the presentation and paper is required to pass this course.***

Late Policy. Late papers will be penalized 5 points for each day late up to three days, after which they will be graded no higher than a 59% (F). All papers must be submitted *in person* to the instructor; failing that, they may be submitted to the History Department (Maybank 202). The instructor is not responsible for any papers simply dropped off at his office or pushed under his door. Regrettably, such papers cannot be deemed to have been submitted on time.

Form and Format. All papers should be submitted in paper format. Papers submitted electronically via e-mail or via cloud server are normally unacceptable, since formatting changes occur when transferring files between computers. See course Web page, "Paper Requirements"-link, for detailed information, advice, and suggestions on form, format, and grading criteria for term paper.

IMPORTANT!! Papers should contain 1-inch margins on all sides, top and bottom. They should be typed or printed double space in a 12-point type. The term paper must include: (1) cover page; (2) type-written page numbers; (3) citations (footnotes or endnotes); (4) separate Bibliography-page. *The cover page and the bibliography do not count toward the required number of pages.* Pagination begins on the first page of text.

In the preparation and execution of all papers for the class, students are required to follow the format of the *Chicago Manual of Style* or **Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations***. (Chicago: University of Chicago Press), especially for the style of block quotations, footnotes, and bibliographies. The *Chicago Manual of Style* is available on line on the Addlestone Library website. Use traditional footnotes only + "Bibliography." Never use parenthetical references. **Caution: Do not rely on on-line style templates to format the paper properly. Such short-cuts do not meet the full requirements of the "Chicago"-Turabian format and often result in erratic uncorrectable spacing problems.**

The Turabian style is a standard for writing in the Humanities and Social Sciences. If you are not familiar with this format, open the manual and learn it. Don't try to "wing" it or fudge the format. ***Any papers that do not conform to Turabian will be graded accordingly.*** Four copies of Turabian are located in the College Library, two in the Reference Section, two on Permanent Reserve. Copies are also available for purchase in the College Bookstore on the general trade shelves.

**DO NOT EMPLOY THE MLA STYLE IN WRITING YOUR HISTORY PAPERS.
EACH OCCURRENCE OF A REFERENCE IN A PARENTHESIS
WILL RECEIVE A 3-POINT REDUCTION IN PAPER GRADE!!**

Execution. As a rule of thumb, *do not quote class-lecture notes in your paper*. If you wish to quote material mentioned in class, *you must find it in published sources* among the course readings and quote from there. The first place to look is in the bibliography at the end of the appropriate chapter in the course textbook. If you cannot find the source among the readings, see the instructor for advice. Please feel free to consult the instructor at any time for advice and suggestions on preparing the paper.

Form and spelling are factors in grading both papers. If you are uncertain of your spelling, use a dictionary or a spell-check program. **You must proofread your paper before submitting it, and make any final corrections cleanly in ink, if necessary!!** *Why the emphasis on form?* A research paper is a means of communication. The purpose of any paper is to convey an argument as logically as possible according to standards of form that facilitate its communicative function. Form is not merely format and correct spelling; it also includes the logical arrangement of an argument and the rational ordering of historical and textual data to support a particular historical interpretation. Poor form can impede the communication of a valid point of view. When a paper cannot communicate due to a lapse of form, it has failed in its purpose.

Using the World Wide Web for Researching the Paper

Peer Review. All research materials that students use to cite as references in their assignments, papers, and bibliographies must be ***peer reviewed and properly vetted by professional scholars***. They include sources published in paper-form or digitally. Peer review is the ultimate measure of academic accuracy, acceptable methodology, and honesty. All professional journals and the publications of academic presses undergo peer review and are acceptable to use. However, popular magazines and newspaper reports are not peer reviewed, nor are any blogs and most essays on open World Wide Web, even including those written by college professors on their own Web home pages (also including this instructor's Web essays!).

Citing the Web. One does not do historical research merely by sitting at a computer and surfing the Web. One does research by paging through books and journal articles and by following and tracing documents and secondary sources backward from a footnote in one book to an earlier book, and so creates a "paper trail" of sources. Students should confine the bulk of their research to printed publications. They may use the World Wide Web selectively to help research the paper topic. However, there is a great deal of trash on the Web that does not conform to modern academic standards. The World Wide Web contains four types of materials pertaining to ancient Egypt:

1. primary sources, i.e. editions of original ancient inscriptions translated and presented by reputable scholars, often used as classroom resources on the Web;

2. original archaeological reports and field data by archaeologists and bona fide researchers;
3. synthetic studies and essays prepared by Egyptologists (often as Web versions of reputable printed publications);
4. materials, idiosyncratic essays, and polemical tracts of uneven and inconsistent quality, prepared by non-professionals, dilettantes, radical Afro-centrists, and self-proclaimed prophets of the New Age revelation.

As of now, there very few peer-reviewed professional—specifically Egyptological—journals published on the Web. Publicly available primary sources on the Web [no. 1] are often out of copyright, obsolete translations superceded by modern translations in print. For the purposes of this course, students are permitted to quote from these, ***but only with the prior approval of the instructor and only if the texts are not available in print!*** Because Egyptological secondary sources on the Web are rarely peer-reviewed, students may quote from [nos. 2 & 3] ***but only after consulting with the course instructor on each source!*** Web pages for [nos. 1 - 3] are usually identifiable by the domain-markers ".edu" or ".ac" in their Web addresses, and sometimes also by ".org" (denoting educational or charitable organizations).

Acceptable Library Electronic Databases. On the other hand, many legitimate and professional peer-reviewed historical academic journals are also scanned and published on restricted portions of the Internet (requiring password access). Many Doctoral dissertations and Master's theses are also scanned and published. All these sources are collected together into various electronic databases or digital archives for easy search and access. The Addlestone Library of the College subscribes to these electronic databases, and they are available to students through the Library catalog under the heading, "Databases." E-books are also available through the Library's catalog (GoogleScholar and GoogleBooks are not reliable sources, except as last resort). Students should use these Library databases and sources to find books and articles for writing their papers, and they do not need the instructor's permission to use them, e.g.: **Jstor, Academic Search Complete, Academic OneFile, Proquest Dissertations**, etc.

Sometimes scholars load their past peer-reviewed publications on to publicly accessible open Web sites for free download. However, the same Web sites often also collect student papers and other sources that are not peer-reviewed. Therefore, students wishing to quote from these Web sites must always obtain the professor's permission for each source from such Web sites, e.g.: **Academia.edu, ResearchGate.net**, etc

Students may freely consult these Web pages in their research to identify issues and research directions or printed sources of data. **However, under no circumstances may students quote from the unprofessional Egypto-crypto-bilge trash [no. 4]** (usually identifiable by the domain-marker ".com" or ".net" in their Web addresses). If in doubt about the appropriateness of any research source—either on the Web or in print—please feel free to consult the instructor. He will be happy to examine or discuss individual Web sites with you. Students may never quote from any encyclopedias, whether from the Web or in paper format.

**Students should never quote from any general encyclopedias,
whether from the Web or in paper format.**

Policy on Plagiarism, Cheating, and Disruptive Behavior

The Honor Code of the College of Charleston strictly prohibits plagiarism, cheating, and attempted cheating. Students found by the instructor to commit these offenses will automatically fail the course with an "F", or else they will be reported to the College Honor Board and receive an "XF"-grade. Additional penalties may include suspension or expulsion from the college at the discretion of the Honor Board. For definitions of these offenses and explanations of sanctions, see the *College of Charleston Student Handbook*.

Electronic Devices in Class. Students may not operate ANY type of personal electronic device in class, especially: iPods, *Android and Android-like* devices of any kind, etc., MP3 players, iPhones, cell phones, smart telephones, cameras of any kind, and any similar devices. Students may not employ ear buds or earphones or use voice or video recorders of any kind, nor may they record any lectures without the prior permission of the instructor.

Computers in Class. Students are not normally permitted to employ laptops, hand-held computers, iPads, tablet devices, Kindles, Chromebooks, digital notebooks, netbooks, smartphones, nor any other electronic computing device in class **without prior permission of the instructor**. Any student authorized, but who abuses this privilege by engaging in activity unrelated to the class (checking e-mail, messaging, surfing the Web, recording, gaming, etc.), will forfeit permission to use the device in class for the rest of the term and will receive a 3-point reduction in the final course grade.

Computer geeks and technocrats are often seduced by technology, and they insist on the usefulness of computers in class, but they know little of the psychology of learning. Increasingly, many independent studies, e.g., those from UCLA, Stanford University, and other schools (including reports in the journals Psychology and Scientific American), show that typically, students who use laptop computers to type notes in class usually have less comprehension of the lectures' contents and implications than students writing notes by hand. In a new study at the Military Academy at West Point students using laptops in class received statistically lower grades than students taking notes by hand. Then a more recent study by McMaster University has shown that students who multi-task with laptops in class—including those students sitting around them who use pen and paper—BOTH(!) received average lower grades than the other students in class. Freaky but true.

Cell Phones in Class and Exams. Students may not make or receive cellular telephone calls, podcasts, text messages of any kind, nor accept any electronic pages during the class period. Please turn off all cell phones, pagers, iPods, iPads, and all other devices at the start of class.

Each time a cell phone or pager goes off or is activated in class during lectures and discussions, it will result in a 3-point reduction in the *FINAL(!)* course-grade for the student. Any student found to be texting or receiving a text, will receive a 5-point reduction in the final grade.

Any cell phone, pager or electronic device going off or activated during an exam, in addition to the 3-point course-grade reduction, will also result in a 15-point grade reduction for that exam. Any student even handling a cell phone or electronic device, texting or receiving a text, during an exam will be considered cheating and will receive an automatic failing grade for the entire course, as well as be remanded to the College Honor Board for institutional sanctioning.

Copyrights, Class Access, etc. All lectures are the copyright of the instructor. He is their owner, and he reserves all rights to their content. Students do not purchase the lectures, but similar to computer software and music, they license access to them and their content for study purposes. Students may take and keep written notes from them, as detailed as they wish, and make all necessary use of them for their studies and to meet the academic requirements of this and other courses. Only registered students (or students in the process of registering) and those formally auditing are permitted to sit in this class. Any unregistered persons and guests must have the prior permission of the instructor to sit in on any class.

Students are reminded that eating, drinking, and smoking are prohibited in the classrooms of the College of Charleston. Students may not make or receive cellular telephone calls or accept electronic pages

during the class period. Turn off all cell phones, pagers, etc. at the start of class.

Lectures and Assignments Schedule

The complete schedule of lectures and assigned readings for this course are found on the course Web pages under the link, "Reading Assignments, " URL:

<http://www.cofc.edu/~piccione/med270/hist270assign.html>

The readings consist of the texts and Internet source described above, as well as a large selection of other documents freely available for downloading (marked "W" in the Reading Assignments-schedule).

Class will adhere to the assignments and course schedules found there. ***The instructor reserves the right to alter the schedule of lectures, discussions, video presentations, and reading assignments, quizzes and exams at any time.*** Students are responsible for the full course material through the readings listed on the Web pages. Students should keep up with the schedule of weekly reading assignments, regardless of any deviation in the schedule of classroom lectures. Students must obtain or acquire access to all the textbooks and readings, since the exams and quizzes include significant amounts of reading material not covered in class lectures.

Bibliography

A select bibliography related to the research paper topic, categorized by subject heading, is located on the course Web pages, URL: **<http://www.cofc.edu/~piccione/med270/hist270biblio.html>**.