



CLAS 178.003

Ancient Egyptian Magic & Medicine

Instructor: Joseph Cross
Office: WHI 121
Phone: 972-841-5584 (cell)
Email: jcross2@unca.edu

Fall 2018
MWF 12:30-1:20 pm
KAR 245

Office hours: Mon 3:30-5:00; Tues 10:30-12:00; Wed. 9:30-11:00, and by appointment

Course Description

One of the most fascinating (and entertaining) examples of the weirdness of the ancient world is the Ancient Egyptians' unshaking belief in both magic and medicine. The importance of magic for the Egyptians may not be surprising, since we often think of the Ancients as superstitious and pre-scientific. But medicine? It turns out that the Egyptians were true pioneers in this field, discovering things about the human body centuries before anyone else. On the other hand, the Egyptians considered the chanting spells a crucial component of healing and regularly employed love potions in everyday life. How can we reconcile these scientific and, in our eyes, pseudo-scientific approaches? This is the guiding question of the course, and to best approach it, we will seek to understand our own approach to the world and to the human body in science and technology. By looking closely at ancient scrolls, tools, amulets, legends, tombs, and monuments, we will discover the everyday Egyptian world of magic and medicine. We will also make connections with cultures that we may be more familiar with, namely Classical Greece and Rome, Judaism, and Christianity, all of which at some point were in contact with—and at times under the spell of—this ancient African civilization.

The topics covered by this course will appeal to students interested in both STEM and in the humanities. Unlike most STEM courses, we will critically reflect on the presuppositions of modern science; and unlike most courses in the humanities, we will foster an interdisciplinary approach to studying the ancient world by turning to STEM, drawing especially on the physical sciences and the scientific method.

Course Goals

The primary goal of this course is to introduce students to critical inquiry associated with the liberal arts. The arcane nature of much of the material, drawn from a non-Judaeo-Christian religion

and a non-Graeco-Roman culture of antiquity, is ideally suited to this pursuit, and will make this a challenging—and entertaining—endeavor.

This course is designed to fulfill the two core requirements of all First Year Seminar courses:

1. *Knowledge of the Liberal Arts*: students will articulate the characteristics and benefits of the liberal arts approach to higher education;
2. *Critical Thinking*: students will apply components of critical thinking to an issue or problem and understand the value of approaching such from more than one perspective.

In addition, this course will help students navigate the transition from high school to college and initiate them into collegiate academic life. We will spend time in class discussing and modelling skills such as collaboration, time management, note taking, studying, and organizing. Some more specific goals of the course include:

- Develop and practice strategies for textual comprehension and textual analysis
- Practice how to articulate a personal opinion in a nuanced and scholarly manner, in both speaking and writing
- Learn and practice how to engage critically yet respectfully with perspectives differing from one's own
- Understand and embrace failure as an integral element of life and learning, and practice coping mechanisms and strategies for failing successfully
- Experiment with different ways of collaboration for completing tasks
- Experiment with creative practices to engage with academic content
- Practice empathy towards others and ourselves

Required Texts

Books to be purchased:

- Apuleius, *The Golden Ass*, translated by Sarah Ruden (Yale)
- Geraldine Pinch, *Magic in Ancient Egypt*
- William K. Simpson, editor, *The Literature of Ancient Egypt* (3rd edition, 2003)

Additional readings will be posted on Moodle.

When portions of one of the required books for purchase are assigned for reading, please bring your books to class. You are not obligated to print out all of the required readings for the course that are shared in PDF form—this will save trees and encourage you to take coherent notes on a separate page. However, on a limited number of occasions, which are marked clearly in the Course Schedule, you will be asked to print out the assigned reading for that day and bring it to class. This will facilitate discussion during class meetings without the use of electronics.

Two books from which course readings are taken are freely available online in PDF format. Links to these are posted at the top of the Moodle page. These are:

- Robert Ritner, *The Mechanics of Ancient Egyptian Magical Practice*
- Foy Scalf (editor), *The Book of the Dead: Becoming God in Ancient Egypt*

Academic Accessibility

UNC-Asheville values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources.

Students who experience a barrier to full access to this class should let the professor know, and/or make an appointment to meet with the Office of Academic Accessibility as soon as possible. To make an appointment, call 828.232.5050; email academicaccess@unca.edu; use this link <https://uncaoaaintake.youcanbook.me/>; or drop by the Academic Accessibility Office, room 005 in the One Stop suite (lower level of Ramsey Library). Learn more about the process of registering, and the services available through the Office of Academic Accessibility here: <https://oaa.unca.edu/>

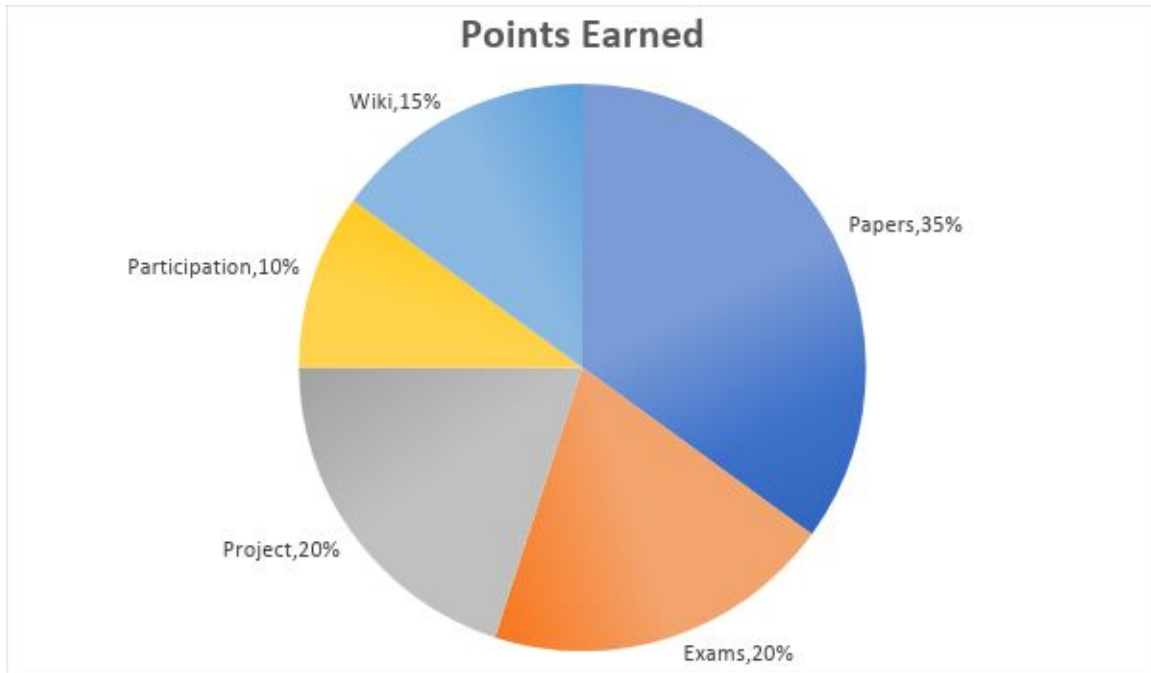
While students may disclose disability at any point in the semester, students who receive Letters of Accommodation are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

Course Requirements

Grading Breakdown

Possible points earned for completing course requirements:

Papers	35%
Exams	20%
Group project	20%
Class participation	10%
Wiki	15%



Grading scale:

A	93%+	C+	77-79%
A-	90-92%	C	73-78%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	0-59%

Papers

One of the biggest challenges in coming to college from high school is discovering the new expectations regarding paper writing. This is not easy to do! In this class, we will treat paper writing as a skill that takes practice and that can be tackled in manageable steps. By the end of the semester, you will have practiced extensively:

1. How to develop an interesting and original argument
2. How to express it in a clear and logical way
3. How to edit and revise your writing

Three papers will be assigned in this course: one 1-2 page paper and one 2-3 page paper in the early part of the course, and one 6-8 page paper due on the day of the final exam. There will be prompts for each, and what students are expected to do will be laid out clearly. For the third paper, which is longer, a research component will be expected and will be discussed in detail in class. Students will also be required to turn in a thesis idea and a detailed outline for this paper.

Papers will be graded based on *quality of effort* and *improvement*. Students can earn up to 100 points for the three papers combined, and can expect to receive the full share of points if: 1. each

paper is clearly the result of significant effort; 2. each paper is turned in on time, including the revisions and the two pre-assignments for the final paper; 3. paper revisions are carried out with care and effort; 4. Clear time and effort is spent to improve writing by incorporating feedback from papers and from in-class workshops.

Late papers will not be accepted.

The University Writing Center:

The University Writing Center (UWC) supports writers in one-on-one sessions lasting 10 to 45 minutes. Consultants can help writers organize ideas, document sources, and revise prose. If you visit the UWC, bring a copy of your assignment, any writing or notes you may have, and the sources you are working with. Make an appointment by visiting writingcenter.unca.edu and clicking on "Schedule an Appointment," or drop in during open hours Monday-Friday.

You can earn 5 points per paper for visiting the Writing Center while you are writing. To receive this credit, please ask the tutor you worked with to email me (jcross2@uchicago.edu) to confirm that you visited.

Course wiki

Aside from the three papers, the course's major writing component will consist of a student-led collaborative creation of an online reference source for the course material: a wiki. This wiki is accessible at the top of the course's Moodle page. This exercise is meant to give students ample practice in writing clear, explanatory prose, especially by summarizing and interpreting primary sources and other readings in an encyclopedia-style of writing.

There are four components to student input in the wiki:

1. *Notes for class meetings that contain course content.* Each student will volunteer to serve as class recorder for a single class meeting, taking notes during class on their laptop, and will be responsible for creating a page in the wiki for that particular day (on the wiki home page under "Class Notes"). The content of that page should be the notes taken in class, presented in a clearly and thoughtfully formatted fashion. A signup sheet will be shared on Moodle during the first week of class, as well as a more detailed description of this task. In case of an unexpected absence, an alternate assignment will be given for makeup; if you are going to be absent for a class that you signed up for, you are required to find a replacement recorder. Classes that will be assigned a recorder are those that will have some lecture content, and are marked with an asterisk (*) under "Course Schedule." Students are responsible for the pages for the day they sign up for, but are encouraged to contribute additional notes to any of the class sessions (both ones which are assigned a recorder and ones which are not). Any slides used by the professor will be shared on Moodle and can be used to help format notes.
2. *Pages for the course's primary sources.* Students will create a page for the primary sources read in class. Each page does not need to be too long, but should be made up of at least two or three distinct sections and include references and bibliography. An example will be

provided on the wiki (for Genesis 1:1-2:4a). A signup sheet will be shared on Moodle during the first week of class.

3. *References to scholarly literature.* Students will add content drawn directly from secondary sources to already-created wiki pages. This will include additions to text that already exists on a page, or the creation of new text, as well as the creation of an accurate citation and a properly formatted bibliographic entry.
4. *Discussion and suggested edits.* Finally, because a wiki is a collaborative product, students will contribute to discussions surrounding each page's content, as built in to the wiki interface. While straight-up edits by students other than the editor of a page (i.e. its creator and original author) will be discouraged, discussion about potential changes or additions to page content will be an important way to put the class's "braintrust" to its fullest use. Page editors are encouraged to monitor their pages and incorporate suggested edits or discuss why they think the suggestions are not appropriate.

On the main page of the wiki, there is a link to a "Procedures and Etiquette" page which contains additional explanations and examples.

Points earned for the wiki:

Students can earn up to 40 points in the wiki component of the course, which will make up 15% of the total grade for the course. The breakdown is as follows:

1. (10 points) Serve as class recorder for one class session and upload a coherent, accurate, and informative version of the notes
2. (9 points) Create a page for three different primary sources drawn from the syllabus (3 points earned per page created)
3. (9 points) Insert at least three helpful and illuminating references to secondary reading from the syllabus, two from the course's required reading and one from either the optional reading or from reference works in the library (see Bibliography/Reference at the end of the syllabus) (3 points earned per reference)
4. (12 points) Participate regularly in the comment section of pages, and making suggested edits, on average of at least twice per content-based week of the course (1 point earned for full participation per week). Note: you should also be proactive in checking the comments section for pages that you have created, i.e. which you are the editor for. Neglecting this can adversely affect our points earned for category 2.

Bonus: Because Egyptian magic especially is an offbeat and alluring topic, it has made an impact on pop culture, from cheesy Hollywood movies to Harry Potter to Katy Perry music videos. To encourage students bring in experiences from their lives both online and IRL, there is an "Egyptian Magic and Medicine in Popular Culture" on the wiki. For each substantive addition—such as an explanation of a reference or a meme—a student can earn 1/10th of a point towards the total wiki points earned (with a limit of 3 points total).

Course Readings

There is no textbook for this course. The reading focus, instead, will be **primary sources** drawn from Ancient Egypt and other ancient and medieval cultures of the Mediterranean. Above all, reading the primary sources will be the most important way for students to prepare for class, especially for in-class discussion, projects, and other tasks. Tips on how best to read and take notes on ancient sources will be given during the first week of class. Some primary sources will be marked as Optional; these are not required for participation in class discussion, but are made available for purposes of the wiki, for further reading (especially for papers and class projects), and for general future reference.

Many class meetings also have readings from **secondary sources** listed as “required reading.” Like the primary sources, these readings are meant to prepare students for in-class activities. They are also meant to reinforce lecture notes and to help students create a knowledge base—important for contributing to the wiki, writing papers, and for exams. Students should read all of the required reading and utilize it for enriching their own wiki pages, and for making additions and suggestions on others. Optional readings of secondary sources are provided for the same reasons as the optional primary readings discussed above.

You should ***always*** take notes when you read, and we will spend time in class discussing best practices for this. Because electronic devices are generally not allowed during class (see “Electronics Policy” below), you are encouraged to 1. take notes in the margins of your book and in the margins of printed out readings; 2. take separate notes on notebook paper. If you don’t like writing in your books, use sticky notes. Referring to your reading notes in class will be greatly beneficial for class discussion, and for your participation grade.

Notetaking tip: while some may disagree with this practice, I believe that (most) books and printed materials are meant to be marked up, underlined, scribbled across, starred, etc. Underlining or highlighting parts of the text you find significant, problematic, maddening, thought-provoking, irritating...all of this will help you contribute to class discussion, and it helps you make the text your own. It will also help when you look back over the course texts to prepare for exams or to write papers. If you are hesitant to write in your books, write lightly with a pencil, or use sticky notes and write on them instead. If you want to keep your books pristine, you’ll have to take extensive notes in a separate notebook. Remember: don’t trust your memory, write it down!

Printing tip: when printing out PDFs of course readings to read, annotate, and bring to class, print on both sides (use less paper!) and, if possible, print two pages per side of paper...unless this means the print will be too small to read.

Final Project

There will be 4-5 group projects (depending upon class enrollment) due at the end of the semester, with no more than 4 students in each group. This is meant to be a **creative** project that engages substantively with course content and includes a limited writing component that will be shared on the course wiki. Students are not required to engage in substantial research outside of what has been assigned for class, although some might be appropriate depending on the project. If this seems necessary, ask the professor for guidance!

Students can earn up to 60 points for their contributions to the project:

- **The project deliverable** (50 points). This should be a truly collaborative effort that allows students to contribute their different skills (e.g. audio recording, programming, creative writing, photography...) towards a larger whole. One student should not bear the lion's share of the work, and to ensure that a good project has been chosen and that the workload has been shared adequately, two preliminary deliverables will be required before the final presentation: 1. a prospectus of the project (what is it? what subject matter does it treat? how will it be created? how will it be delivered?) and 2. a report on the project's status, including details of what roles students are playing. As far as is possible, project content should be shared on the wiki, and at the minimum a page should be created for the project that describes it in detail and makes explicit connections to course content.
- **The project presentation** (10 points). The entirety of the deliverable may not be presentable to the class, but a representative sample should be shared and discussed. Students should consider using Power Point, or another audio-visual means. The classroom will be equipped with a projector and speakers; students may use their own laptop or may borrow the instructor's. Students will be encouraged to use part of their presentation time to reflect and debrief on the collaborative endeavor itself: how was it working in a group? What challenges were there? What skills did you learn or would like to learn for the future?

Here is partial list of project ideas, to be supplemented when project groups are assigned:

- Create a blog or podcast series
- Edit or create a cluster of Wikipedia pages
- Compose a small collection of accurate and historically sound magical or medical texts
- Group write an Egyptian-sounding short story that has to do with magic
- Critically interpret Egyptian medical knowledge against modern medicine and science (e.g. in the realm of anatomy, pharmacology, etc.)
- Write a computer program that you teach Egyptian magical spells to in order to generate brand new spells

Groups are encouraged to devise their own project (to be approved by the instructor).

Exams

There will be three exams: two in-class, and one final. These are meant to reinforce the course content. They will consist of a mixture of identifications, short answers, and short essays. Study guides will be distributed a week before each exam. Exam 1 will cover course material from week 1 to 7; exam 2 will cover week 8 to 12; the final exam will be cumulative (and will include material from weeks 14 and 15).

Students can earn up to 100 points total on the exams. The grading distribution is:

- Exams 1 and 2 (in-class): 20 points each (40 total)
- Final exam: 60 points

Class participation

Participation is hard to objectively measure. Being prepared for class (by completing assigned reading and other assignments) is crucial, but equally important is the thoughtfulness and collegiality shown by the student in their interactions with their peers. In order to quantify this, each week, a student will earn a star rating for their participation in class. Here is the breakdown:

- *** The baseline. Students do not look unprepared, but contribute little to nothing to class discussion. As each week begins, students are assumed to have earned three stars, and should do what they can to raise it.
- **** Students contribute to most class meetings in a way that shows they are prepared. They listen to their peers and seek to truly add to the discussion or solve a problem. They are actively engaged in group work and participate in helpful ways.
- ***** Students contribute in a meaningful way to each class meeting during the week. They are keenly aware of where conversations are going and what the parameters of discussion are. They do not talk over other students or merely wish to show off their knowledge when speaking. In small group work, they take active roles and sometimes play the role of leader.

Student's weekly participation score can drop below three stars if they show that they have not prepared for class, especially in ways that hurt the dynamic of class discussion or group work. Students can also hurt their rating by showing a lack of collegiality and empathy towards others. Also, looking at your phone, sleeping, etc. will hurt as well.

If you have concerns or anxieties about contributing to class discussion and participating in activities, please don't hesitate to contact me at the beginning of the semester, and throughout the semester as well as concerns arise.

Note that there is no limit to this scale...is a 6-star week possible?

A total of 70 points can be earned for participation credit (which is 10% of your overall grade). At the end of each week, a student's star rating will be converted into points (one point per star), over a total of 15 weeks. For other ways to earn participation points, see "Student Success Program" below.

Electronics Policy

Use of computers or tablets in class is prohibited, without express consent from me for accessibility accommodations (for this, please see me as soon as possible at the beginning of the semester). There are two situations in class where the use of computers will be generally acceptable: 1. if you are the class recorder and wish to use your laptop to take notes; 2. if students are instructed to use their computers or tablets for an in-class exercise. Under no circumstances should you use—or even check—your phones during class. If you have questions about any of this, please speak with the instructor.

Attendance Requirement

Students are expected to attend every class. More than **three unexcused absences** will begin to count against your overall course grade: for four unexcused absences, your final grade will be lowered 2 percentage points; for five, 4 points; for six, 7 points; for seven 10 points; for eight, you will receive a failing grade. Please be on time to class. If you are continually late, you will accrue unexcused absences. If your class schedule makes it challenging for you to be on time (i.e. if you are coming from across campus), please consult the instructor. For any excused absences where there is work is due in class, please consult with the instructor.

Student Success Program

The Student Success Program at UNCA is sponsoring events all semester long which treat important topics that will be of great help as you get acclimated to college life. You are encouraged to attend as many of these as look of interest to you. You can earn up to five participation points by attending these sessions (one point per session). To show me that you have attended, take a selfie (which clearly shows that you were in attendance at the event) and email it to me (jcross2@unca.edu) *at the end of the session before you leave.*

All sessions will be held in Ponder Hall (formerly called Overlook Hall), room 011, from 12:30-1:30 pm.

Tuesday	8/28	I'm here, so now what?
Thursday	9/6	Failing Forward
Tuesday	9/11	Managing Your Time
Thursday	9/20	The Other Wes Moore Discussion
Tuesday	9/25	Stress and Your Body
Tuesday	10/2	Advising: What you need to know
Thursday	10/18	Self Care: Why taking care of YOU matters
Thursday	11/1	Creating Opportunity Through Meaningful Experiences
Tuesday	11/6	Stress and Your Body
Thursday	11/15	Multicultural Affairs Program
Tuesday	11/27	Puppies and Popsicles

Academic Integrity

As a community of scholars dedicated to learning and the pursuit of knowledge, UNC Asheville relies on the honesty and academic integrity of all the members of its community. Any act of plagiarism, cheating, or use of unauthorized materials or assistance is academic dishonesty. A person who knowingly assists another in academic dishonesty is likewise guilty of dishonesty. A

student may be punished by a failing grade or a grade of zero for the assignment or test, or a failing grade in the course. The faculty member may also require that the student complete additional sanctions, such as the completion of an online course on plagiarism or resubmission of the original assignment. In all situations where a student has been disciplined for academic dishonesty, the instructor must submit a brief statement of the case to the Senior Director of Student Success with a copy to the student. The Senior Director maintains records of academic dishonesty incidents and notifies the instructor when a student is found to have multiple offenses. Depending upon the severity and/or repetition of the offense, the Senior Director and/or instructor may recommend that the Provost impose an additional penalty, such as cancellation of graduation with honors, cancellation of scholarships, or dismissal from the university. If the Provost decides that additional penalties are warranted, the student will be notified in writing. If a student feels that he or she has been unjustly accused of academic dishonesty, the student has ten (10) class days from the date of the instructor's written notification to the student to respond in writing. This response is to be sent to both the instructor and the Senior Director of Student Success. The instructor should then meet with the student to discuss the charges within five (5) class days. If needed, the student may then contact the Senior Director for assistance in identifying options for possible resolution. If needed, the Faculty Conciliator will be contacted to mediate and/or convene the Academic Appeals Board.

Sexual Harassment and Misconduct

All members of the University community are expected to engage in conduct that contributes to the culture of integrity and honor upon which the University of North Carolina at Asheville is grounded. Acts of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking jeopardize the health and welfare of our campus community and the larger community as a whole and will not be tolerated. The University has established procedures for preventing and investigating allegations of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking that are compliant with Title IX federal regulations. To learn more about these procedures or to report an incident of sexual misconduct, go to titleix.unca.edu. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Office.

Academic Alerts

Faculty at UNCA are encouraged to use the university's Academic Alert system to communicate with students about their progress in courses. Academic Alerts can reflect that a student's performance is satisfactory at the time the alert is submitted, or they can indicate concerns (e.g., academic difficulty, attendance problems, or other concerns). Professors use the alert system because they are invested in student success and want to encourage open conversations about how students can improve their learning, and students who respond to alerts quickly are consistently more likely to earn credit for the course. Please note, professors of 100-level courses are required to submit at least one alert about each student on or before the seventh week of classes.

When a faculty member submits an alert that expresses a concern, the student receives an email from Academic Advising notifying them of the alert and subsequent registration hold on their account. To clear the hold, the student must complete a short Google Response Form included in the

alert e-mail; the results will be shared with their instructor and advising staff. Instructors may also request to meet with the student to discuss the alert.

Questions about the Academic Alert system can be directed to Anne Marie Roberts (amrober1@unca.edu) in OneStop Advising and Learning Support.

Course Schedule

Note: Class days that are designated as “academic content” days, for the purposes of this syllabus, are marked with an asterisk ().*

Week 1: Ancient vs. Modern Science

Monday, 8/20. Introduction to the Course and to Creating a Wiki

- *Assignments:*
 - Before Wednesday’s class, create a bio page on the course wiki, following the practice steps outlined on the handout distributed in class.

Wednesday, 8/22. Ancient vs. Modern Science: The Example of Cosmology

- *Required viewing:* “Powers of Ten” (Youtube), “Origins of the Universe 101” (Youtube)
- *Primary sources:* Genesis 1:1-2:4a

Friday, 8/24. Scientific Method and Ancient Science

- *Required reading:* Karl Popper, *The Logic of Scientific Discovery*, 3-26 **OR** David Hume, *An Enquiry Concerning Human Understanding*, 18-29 (pick one and be prepared to discuss)
- *Optional reading:* “Scientific Method,” *Stanford Encyclopedia of Philosophy* (online)
- *Assignments given:*
 - **Paper 1 (1-2 pages) assignment given** (due Week 2 – Friday 8/31 by 11:59 pm)

Week 2: Ancient Egyptian History and Religion: An Overview

***Monday, 8/27. The Story of Ancient Egypt: The Old Kingdom through The New Kingdom**

- *Primary sources:* “The Semna Stela” (Simpson); “The Kamose Texts” (Simpson); “The Poetical Stela of Thutmose III” (Simpson); Optional: “The Story of Sinuhe” (Simpson); “The Report of Wenamon” (Simpson)

***Wednesday, 8/29. The Story of Ancient Egypt: The Libyan Period through the Roman Period**

- *Primary sources:* “The Victory Stela of Piye” (Simpson); “The Autobiography of Wedjahorresnet”; The Rosetta Stone; Optional: “The Satrap Stela” (Simpson); “Famine Stele” (Simpson)

***Friday, 8/31. Ancient Egyptian Religion: An Overview**

- *In class:* visit from Brenan Beresford of the Writing Center
- *Required reading:* Assmann, *The Search for God in Ancient Egypt*, pp.83-110

- *Primary sources:* The Great Hymn to the Aten (Simpson); The Book of the Heavenly Cow (Simpson); Optional: Plutarch, *Isis and Osiris* (selections)
- *Optional reading:* Geraldine Pinch, *Magic in Ancient Egypt*, pp.9-32; Jan Assmann, *The Search for God in Ancient Egypt*, pp.17-52
- *Assignments due:*
 - **Paper 1 due** by 11:59 pm by email.

Week 3: The Worldview of the Ancient Egyptians

Monday, 9/3. **No class: Labor Day.**

***Wednesday, 9/5. Ancient Egyptian Cosmology**

- *Required reading:* Assmann, *The Search for God in Ancient Egypt*, pp. 53-82
- *Primary sources:* The Memphite Theology; Hymns of Papyrus Leiden I 350 (selections) – **print both of these out and bring them to class with your notes**
- *Optional reading:* James Allen, “The Egyptian Universe”
- *Artifacts:* [Shabako Stone](#) (source of the Memphite Theology)

***Friday, 9/7. Heka: Magic with a Capital “M”**

- *Required reading:* Susan Greenwood, “Magical Consciousness: A Legitimate Form of Knowledge”; Robert Ritner, *The Mechanics of Ancient Egyptian Magical Practice*, pp.3-28
- *Primary sources:* Coffin Texts 80, 261, 1130 – **print all of the Coffin Texts out and bring them to class with your notes**
- *Optional reading:* James Allen, “The Means of Creation”; Robert Ritner, *The Mechanics of Ancient Egyptian Magical Practice*, pp.29-72
- *Artifacts:* [Coffin of Djehutynakht](#) (containing Coffin Text 261)

Week 4: Understanding the Body

***Monday, 9/10. The Egyptian View of the Body**

- *Required reading:* John Nunn, *Ancient Egyptian Medicine*, p.42-63
- *Optional reading:* William H. Peck, “The Ordering of the Figure” (*Blackwell Companion to Ancient Egyptian Art*)

***Wednesday, 9/12. Healing the Body**

- *Primary Sources:* The Edwin Smith Surgical Papyrus (in James Allen, *The Art of Medicine in Ancient Egypt*) – **print this out and bring it to class with your notes**
- *Optional reading:* John Nunn, *Ancient Egyptian Medicine*, pp.163-190

Friday, 9/14. Writing discussion

- *In class:*
 - Visit from Patrick Bahls of the UNCA Honors Program
- *Assignments given:*
 - **Paper 2 (2-3) pages** (due Week 5 - Friday 9/21 by 11:59 by email)

Week 5: The Art of Healing in Ancient Egypt

***Monday, 9/17. Amulets, Images, Intermediaries**

- *Required reading:* Geraldine Pinch, *Magic in Ancient Egypt*, pp.90-132; Johns Hopkins Archaeological Museum, "Ancient Egyptian Amulets" (<http://archaeologicalmuseum.jhu.edu/the-collection/object-stories/ancient-egyptian-amulets/>) – read all linked pages on the right side!
- *Optional reading:* Robert Ritner, *The Mechanics of Ancient Egyptian Magical Practice*, pp.111-190; Carol Andrews, *Amulets of Ancient Egypt*, pp.6-13
- *Assignments given:* Magical spells for Fridays' class divided up among groups.

***Wednesday, 9/19. Egyptian Physicians and Healers**

- *Required reading:* John Nunn, *Ancient Egyptian Medicine*, p.113-135; Robert Ritner, *The Mechanics of Ancient Egyptian Magical Practice*, pp.191-233
- *Primary sources:* The Bentresh Stele (Simpson)

***Friday, 9/21. Healing (and Harming) through Magic**

- *Required reading:* Geraldine Pinch, *Magic in Ancient Egypt*, pp.33-89
- *Optional reading:* The Harem Conspiracy of Ramesses III (Vernus); John Nunn, *Ancient Egyptian Medicine*, pp.96-112;
- *Primary sources:*
 - Borghouts, *Ancient Egyptian Magical Texts*, nos. 30, 38, 40, 41, 47, 53, 65, 84, 87, 91, 96, 112, 116, 117, 118, 119, 120, 121, 122, 126, 128, 139 (These will be assigned on Monday 9/17 to different groups of students) – **print these out and bring them to class with your notes**
- *Assignments due:*
 - **Paper 2 (1-2 pages)**, due by 11:59 pm by email

Week 6: Taking Care of the Dead

***Monday, 9/24. Mummies, Coffins, and Tombs**

- *Required reading:* John Taylor, *Death and the Afterlife in Ancient Egypt*, pp.46-91
- *Optional reading:* Aidan Dodson and Salima Ikram, *The Tomb in Ancient Egypt*, pp.8-54, 77-131

***Wednesday, 9/26. In class: qualitative or scientific reasoning test. Please bring your laptop.**

***Friday, 9/28. The Book of the Dead.**

- *Required reading:* Foy Scalf, editor, *The Book of the Dead: Becoming God in Ancient Egypt*, pp.21-28, 49-63, 75-84, 109-136
- *Primary sources:* Book of the Dead Spell 125 (read in Simpson), also 23, 30B, 43, 59, 77, 105, 109 – **print these out and bring them to class with your notes**
- *Optional reading:* Geraldine Pinch, *Magic in Ancient Egypt*, pp.147-160
- *Assignments given:*
 - **Exam 1 questions/study guide**

Week 7: Love Magic

***Monday, 10/1. Love Magic**

- *Primary sources:* Paul Smithers, "A Ramesside Love Charm"; love spells from the Greek and Demotic Magical Papyri (Betz): PGM IV.94-153, IV.1390-1495, IV.1496-1595, IV.2441-2621; PGM VII.643-51, PDM xiv.1026-55 – **print the spells from Betz out and bring them to class with your notes**

***Wednesday, 10/3. "The Romance of Setna Khaemuas and the Mummies"**

- *Primary sources:* "The Romance of Setna Khaemuas and the Mummies" (Simpson)

Friday, 10/5. **Exam 1**

Week 8: Magic: Late Antique Paganism

Monday, 10/8. **No class: Fall Break.**

Wednesday, 10/10. **Visit to Media Design Lab**

***Friday, 10/12. Theurgy**

- *Primary sources:* Porphyry, *Life of Plotinus*, 1-2, 10; Plotinus, *Enneads*, IV.4.40-43
- *Optional reading:* Robert Ritner, *The Mechanics of Ancient Egyptian Magical Practice*, pp.235-249
- *Assignments given:*
 - **Group project ideas distributed**
 - **Paper 3 (6-8 pages)** due Dec. 10th by 11:59 pm by email

Week 9: Advising (no class meetings held)

Monday, 10/15. **Advising meetings.**

Wednesday, 10/17. **Advising meetings**

Friday, 10/19. **Advising meetings.**

- *Assignments due:*
 - **Paper 1 and 2 rewrites due** by 11:59 pm by email
 - **Group project topics due** by 5:00 pm by email

Week 10: Magic: Judaism

***Monday, 10/22. The Hebrew Bible: Magic Forbidden or Practiced?**

- *Primary sources:* Deuteronomy 18:9-22; Numbers 5, 1 Samuel 28, Amos 1-2, Jeremiah 19:1-11; Psalm 91

- *Optional reading:* Jeffers, “Magic and Divination in Ancient Israel”

***Wednesday, 10/24. Moses the Magician**

- *Primary sources:* Exodus 1-15 – **print this out and bring it to class with your notes**
- *Optional reading:* Gary A. Rendsberg, “Moses the Magician”

***Friday, 10/26. Early Judaism**

- *Primary sources:* *Sepher ha-Razim* (selections)
- *Assignments due:*
 - **Group project prospectus due** by 11:59 pm by email

Week 11: Magic: Christianity

***Monday, 10/29. Jesus the Magician**

- *Primary sources:* Selections from the New Testament (TBA)
- *Optional reading:* Morton Smith, *Jesus the Magician*, pp.94-139; David Aune, “Magic in Early Christianity,” pp.1523-1539.

***Wednesday, 10/31. Christian Magic and Reactions Against**

- *Primary sources:* Augustine, *City of God*, XXI.6; Augustine, *On Christian Doctrine*, 20-24; The Coptic Book of Ritual Power from Heidelberg; selected spells from Meyer & Smith, *Ancient Christian Magic*

Friday, 11/2. Paper 3 Idea Workshop

- *Assignments due:*
 - **Paper 3 thesis idea hardcopy turned in at beginning of class**
 - **Group project working report due** by 11:59 pm by email

Week 12: Medicine - Egyptian vs. Greek Theories of Disease

Monday, 11/5. In-class project: What is *wekhedu*? – Discovering the Egyptian sources.

- *Primary sources* (to be read during class): Papyrus Berlin 15/1-16/5; Papyrus Ebers 103/1-18; Papyrus Ebers 99/1-102/16; Herodotus, *Histories* II, 77; Diodorus Siculus, *Universal History* I, 82

Wednesday, 11/7. In-class project: What is *wekhedu*? – Comparing with Greek sources and the perspective of modern medicine.

- *Primary sources* (to be read during class): selections from Aristotle, Hippocrates, and Galen

Friday, 11/9. Library visit. Meet in the Kimmel Lab (first floor, behind Research and Technology desk)

Week 13: Apuleius' *Golden Ass*

Monday, 11/12. Apuleius, *Golden Ass*, books 1-6

- *Assignments due*
 - **Paper 3 outline + 1 body paragraph due** by 11:59 pm by email

Wednesday, 11/14. (Instructor will be absent)

*Friday, 11/16. **Exam 2** (Instructor will be absent)*

- *Assignments given (by email):*
 - Group project presentation times (11/28, 11/30, 12/3) assigned randomly
 - Peer-review assignments made for Paper 3 workshop

Week 14: Apuleius' Golden Ass

*Monday, 11/19. **Golden Ass, books 7-11***

*Wednesday, 11/21. **No class: Thanksgiving Holiday.***

*Friday, 11/23. **No class: Thanksgiving Holiday.***

Week 15: Paper 3 Workshop; Student Projects

*Monday, 11/26. **Peer-review workshop for Paper 3***

*Wednesday, 11/28. **Student projects I.***

*Friday, 11/30. **Student projects II.***

Week 16: Student Projects, continued

*Monday, 12/3. **Student projects III.***

Final Exam: Monday, Dec. 10th, 11:30 am – 2:00 pm

- **Paper 3 due** by 11:59 pm by email

Course Bibliography

Required and Optional Reading Available in Library Course Reserves

General:

- *A Companion to Ancient Egypt (Blackwell)*
- *The Thames & Hudson Dictionary of Ancient Egypt*
- John Baines and Jaromir Malek, *The Cultural Atlas of Ancient Egypt*

- Erik Hornung and Betsy Bryan, *The Quest for Immortality: Treasures of Ancient Egypt*
- Ian Shaw, *Ancient Egypt: A Very Short Introduction*
- Ian Shaw, *Exploring Ancient Egypt*

Religion:

- Jan Assmann, *The Search for God in Ancient Egypt*
- R. T. Rundle Clark, *Myth and Symbol in Ancient Egypt*
- Rosalie David, *Religion and Magic in Ancient Egypt*
- Erik Hornung, *Conceptions of God in Ancient Egypt*
- Stephen Quirk, *Exploring Religion in Ancient Egypt*
- Richard Wilkinson, *The Complete Gods and Goddesses of Ancient Egypt*

Magic:

- Rosalie David, *Religion and Magic in Ancient Egypt*
- Richard Wilkinson, *Symbol and Magic in Egyptian Art*

Medicine:

-
- John Nunn, *Ancient Egyptian Medicine*
- J. B. de C. M. Sanders, *The Transitions from Ancient Egyptian to Greek Medicine*

Death:

- Jan Assmann, *Death and Salvation in Ancient Egypt*
- Aidan Dodson, *The Tomb in Ancient Egypt*

Primary sources:

- *The Context of Scripture* (contains many Egyptian texts as well as other texts from the Ancient Near East) – [online at UNCA Library](#)
- Papyrus Ebers, and Egyptian medical text (*Ancient Egyptian Medicine: The Papyrus Ebers, translated from the German version by Cyril P. Bryan*)
- F. Ll. Griffith and H. Thompson, *The Leyden Papyrus: An Egyptian Magical Book*
- Miriam Lichtheim, *Ancient Egyptian Literature: A Book of Readings* (vol 2-3 only; for vol 1, see online resources)

Online Materials Accessible through the Library

[Encyclopedia of the History of Science, Technology, and Medicine in Non-Western Cultures](#)

[J. F. Borghouts, Ancient Egyptian Magical Texts](#)

[Miriam Lichtheim, Ancient Egyptian Literature: A Book of Readings, vol. 1](#)

[Ian Shaw, The Oxford History of Ancient Egypt](#)

[William Kelly Simpson et al., The Literature of Ancient Egypt](#)

Reference Materials in Library (Ramsey Library, Main Floor, reference section, unless otherwise noted)

General reference:

- *The Oxford Encyclopedia of Ancient Egypt* DT58 .094 2000 v.1-3
- John Baines, *Atlas of Ancient Egypt* DT 56.9 .B34 1980 (Atlas)
- Bill Manley, *The Penguin Historical Atlas of Ancient Egypt* G1033 .M16 1996 (Atlas)