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First Year Seminar Does Pain Have A History?

Tuesday and Thursday
09:30AM-10:50 AM
Taylor 302
[Updated 22 Aug 2017]

Instructor

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Teaching Apprentice

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COURSE DESCRIPTION

“Pain is never the sole creation of our anatomy and physiology. It emerges only at the intersection of bodies, minds, and cultures.”

David Morris, *The Culture of Pain*, Berkeley: University of California Press, 1991, 3.

Pain is deeply embedded in every society and is an inescapable experience of human existence, but there are many differences in how we express, identify, manage and find meaning in pain. Understanding how various traditions understand and express pain presents the possibility for greater empathy and understanding between cultures and across time. Therefore, we will treat pain not only as an intimate physical, mental and spiritual condition of the individual but also as a site of cultural expressions with intricate webs of personal and social implications. We will explore pain experiences in medicine, law, literature, religion and popular culture. We will attempt to make sense of the continuities and changes in the representations and expressions of pain in Chinese history. Readings will not be limited to materials on China and will include cross-cultural comparisons.

A NOTE ON THE SYLLABUS

The syllabus sets out the goals, the requirements, and the schedule for the class, together with some important messages. Read it carefully and make sure that you refer to it throughout the semester. Do note that the schedule is subject to some revision. I will likely modify some readings and assignments. You are responsible for these changes and I will announce these either by email or in class.

GOALS OF CLASS

The goals of this course are two-fold. The first is to survey the idea, concept and function of pain in Chinese history. This is the content of the class. There is another set of goals, and focuses on processes: i.e. you will develop the habits and skills necessary to succeed in college; to develop and hone the skills of critical thinking, to become better readers, writers and speakers. The following list the learning objectives of FYS courses at the College of Wooster.

FYS Student Learning Objectives

- 1) Students should be able to develop the abilities, especially the writing skills that are essential to critical thinking.
- 2) Students should be able to interpret complex theoretical and creative texts.
- 3) Students should be able to construct a coherent argument, support the argument with evidence, and defend the argument.
- 4) Students should be able to understand, appreciate, and critique multiple perspectives including one's own.

REQUIRED BOOKS/ READINGS

All readings will be posted on Moodle. You will be responsible for downloading those, printing them out and reading them. Take good notes and bring those to class for discussion.

RECOMMENDED

Concise Oxford English Dictionary or any college level English dictionary

COURSE REQUIREMENTS

- 20% Attendance, class participation, attend workshops and library sessions, and related activities*
- 30% 10 Short Writing Assignments (SWA)
- 15% Annotated Bibliography
- 35% Final Paper

EXPECTATIONS

Attendance and Participation.

You are expected to come to all classes and be prepared to discuss what you have been assigned to read. Each class will start with questions you have about the readings, therefore, be ready to offer your thoughts.

If you attend class without any further involvement, you will get a grade of "C" or lower. Absences will be noted and five absences will automatically result in a failing grade. Do take good notes, and on some occasions, you will be asked to provide your reading notes or lecture notes. Also, treat others with respect in class.

Use of Electronic Devices

No student may use electronic devices in class without consent. Devices include (but are not limited to) computers, cell phones, Kindles, I-pads, and mp3 players. These should be turned off at the beginning of class. When there are exceptions, I will announce it in class.

Assignments

Short Writing Assignments or SWA are assignments that will help you formulate and express opinions, and demonstrate comprehension of the assigned readings. Each SWA should consist of at least three to four paragraphs (single-spaced) of thoughtful responses to the readings. Occasionally, you will be asked to respond to your classmate's SWA. Citations (footnotes) should be provided where necessary.

More instructions will be provided for the **Annotated Bibliography and Final Paper**. All assignments must be submitted in hard copy unless otherwise stated. Late assignments will have 5% deducted for each day.

All papers must be typed, using an acceptable font, in 12 points, double-spaced (unless otherwise noted), paginated, printed on both sides of the paper and duly documented (Chicago style **footnotes** and **bibliography**). Make sure your full name, ID, and course number are state. I follow the College grading system: <http://www.wooster.edu/academics/registrar/grading>.

Communication

Please consult this site on the etiquettes of writing emails:

<http://www.wellesley.edu/socialcomputing/Netiquette/netiquetteprofessor.html>. Please do not expect me to respond to emails immediately. I will only respond to wooster.edu email addresses to avoid spams and other unsolicited emails.

Plagiarism and Cheating

You should be familiar with the Code of Academic Integrity as outlined in *The Scot's Key* and the *Handbook of Selected College Policies* (<http://www.wooster.edu>). Issues of academic honesty are fully articulated in the *Code of Academic Integrity* and form an essential part of the implicit contract between the student and the College. Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an “F” for the entire course. Such violations include turning in another person’s work as your own, copying from any source without proper citation, or submitting an assignment produced for a course to a second course without the authorization of all the instructors. Particular attention should be directed to the appropriate use of materials available through the Internet.

Academic Accommodations

The Learning Center (ext. 2595) offers services designed to help students improve their overall academic performance, as well as offer services and accommodations to those with disabilities.

Weekly Schedule

<i>Wk</i>	<i>Dates</i>	<i>Topic</i>	<i>Note</i>
1	24/8	Introduction	
2	29/8, 31/8	Meanings of pain	SWA1
3	5/9, 7/9	Early and classical expressions of pain	SWA2
4	12/9, 14/9	Pain in Chinese history	SWA3; Library session
5	19/9, 21/9	Pain and health	SWA4
6	26/9, 28/9	Pain and health	SWA5
7	3/10, 5/10	Pain and gender	SWA6
	7-15/10	Reading Break	
8	17/10, 19/10	Pain and the state	SWA7
9	24/10, 26/10	Pain and religion	SWA8
10	31/10, 2/11	Pain in Chinese history	SWA9; writing workshop
11	7/11, 9/11	Pain and art	Annotated Bibliography; writing workshop
12	14/11, 16/11	Historicizing and Measuring Pain	SWA10
13	21/11	Documentary on Pain Management	Thanksgiving 22-26 Nov
14	28/11, 30/11	Presentations	
15	5/12, 7/12	Conclusions	Final Paper
16	11-14/12	Exams	

* You are expected to attend a number of campus activities (Service Project, Scot Spirit Day, talk by Kareem Abdul-Jabbar, Martin Jr. King events, etc.), write a short piece on what you thought was most significant or raise questions about the event, and submit these to bolster your participation grade.

- **First-year service project** – Take part on Sat., Aug. 26, with the entire class of 2021.
- **Summer book author** – Come listen to Kareem Abdul Jabbar, author of *Writings on the Wall*, speak in the Wooster Forum series, on Tuesday, Sept. 19, at 7:30 in Timken Gym.
- **Other speaker** – Attend another public lecture, such as the Lindner Lecture (philosopher Debra Satz, Oct. 25), Helen Murray Free Lecture (chemist Bassam Shakhashiri, Oct. 26), Academy of Religion (religious studies speakers, several Wednesdays), fall archaeology speaker (Scott Moore, Oct. 19), a talk hosted any academic department, etc.
- **Wooster 101** – Attend an hour-long workshop for first-year students (Tuesdays at 11:00 in APEX). Dates are TBD, but past topics have included time management, college reading, test preparation, off-campus study, internships & research, and resume writing.
- **Multicultural event** – Attend an event related to a culture other than your own. Many such campus events are co-sponsored by the Center for Diversity & Inclusion.
- **Religious/philosophical student group** – College is an important time to consider the “big issues” of life, and their implications for how we live. Attend one meeting of a group that deals with issues of religious faith: Hillel (Jewish), Newman Catholic Student Assoc., Noor (Muslim), Darshan (Hindu), Wooster Christian Fellowship, Zen meditation (Buddhist), etc. If you have objections/concerns, please speak with the instructor.
- **Meeting of any other student organization** – There are 100+ such groups on campus!
- **Music concert** – Wooster is well-known for its outstanding music programs, which are among the best at any liberal-arts college in the nation. Attend one concert:
 - Fri., Sept. 15 – Wooster Chorus (Gault Recital Hall, 4:30)
 - Sun., Oct. 29 – Scot Band (McGaw Chapel, 1:30) *
 - Sat., Nov. 4 – Wooster Jazz Ensemble (Freedlander Theater, 7:30)
 - Fri., Nov. 10 – Wooster Symphony Orchestra (Gault Recital Hall, 7:30)
 - Sat., Nov. 11 – Wooster Symphony Orchestra (Gault Recital Hall, 7:30)
 - Sat., Dec. 2 – Wooster Chorus and Wooster Singers (Gault Recital Hall, 7:30)* Note: For varsity football team members, the Scot Band concert is mandatory.
- **Theatre or dance performance** – While perhaps less visible than the musicians, the Department of Theatre and Dance also stages excellent productions. Attend one:
 - Fall theatre production (dates TBD; likely late October)
 - Fall Dance Concert (dates TBD; likely mid-November)
- **Community service** – Many students at Wooster volunteer in various settings, including literacy, health care, youth mentoring, adaptive sports, seniors, animal care, tutoring, park maintenance, affordable housing, etc. Volunteer off-campus for at least two hours, either in a group or on your own. (This is in addition to the August 26 service project.)

FYS Fall 2017 Weekly Schedule
Does Pain Have A History?
(Tentative as of 24 August 2017, subject to change)

Week 1

Thur, 24 August: **Introduction**

- Syllabus, Moodle, and Scotweb
- Start Close Reading Exercise.

Bourke, Joanna. "How to Talk About Pain?" *NYT* July 13, 2014.

Week 2

29, 31 August: **Meanings of Pain**

Tue: Morris, David. "An Invisible History of Pain: Early 19th Century Britain and America." *The Clinical Journal of Pain* 14 (1998): 191-196.

Thur: Scarry, Elaine. "Introduction." *Body in Pain* (New York: Oxford University Press, 1985), 3-23.

Week 3

5, 7 September: **Early and Classical Expressions of Pain**

Tu Wei-ming. "A Chinese Perspective on Pain." *Acta Neurochirurgica* suppl. 38 (1987): 147-151.

Week 4

12, 14 September: **Pain and Chinese History**

Unschuld, trans. *Huangdi neijing Suwen* chapter 39 and 41,
Library session with Mark Gooch, Librarian

Week 5

19, 21 September: **Pain and Health**

Melzack, Ronald. "On the Language of Pain," 1971; "The McGill Pain Questionnaire: Major Properties and Scoring Methods," 1975; "The Pain Questionnaire: From Description to Measurement," 2005.

Week 6

26, 28 September: **Pain and Health**

Hsu, Elisabeth. "Acute Pain Infliction as Therapy." *ETNOFOOR*, XVIII(1) 2005, pp. 78-96.

Week 7

3, 5 October: **Pain and Gender**

Li Ruzhen. Translated and edited by Lin Tai-yi. *Flowers in the Mirror* (Berkeley: University of California, 1965), pp. 107-132.

Ko, Dorothy. "The Subject of Pain." *Dynastic Crisis and Cultural Innovation: From the late Ming to the late Qing*. Edited by Shang Wei and David Wang Derwei (Cambridge, M.A.: Harvard University Press, 2005), pp. 478-503.

Fall Break 7-15 October

Week 8

17, 19 October: **Pain and the State**

Hegel, Robert. *True Crimes*. Torture in the Qing – illustrations.

Bourgon, Jerome. "Chinese Executions: Visualizing Their Differences with European Supplices."

Week 9

24, 26 October: **Pain and Religion**

Hell Scrolls – popular notions of pain in China

Benn, James. "Where Text Meets Flesh." (Buddhism)

Week 10

31 October, 2 November: **Pain in Chinese History**

Writing workshop on 2 November

Hayot, Eric. "The Chinese Body in Pain: American Missionary Medical Care, 1838-1852." *The Hypothetical Mandarin: Sympathy, Modernity and Chinese Pain* (Oxford: Oxford University Press, 2009), pp. 110-141.

Week 11

7, 9 November: **Pain and Art**

Writing workshop on 9 November

Zhang Huan and Body Performances. <http://blogs.getty.edu/iris/zhang-huan-beyond-the-body/>

Week 12

14, 16 November: **Historicizing and Measuring Pain**

Lancet articles on pain

Week 13

21 November: Documentary on Pain Management

"The Science of Acupuncture," BBC Documentary

22-26 November – *Thanksgiving break*

Week 14

28, 30 November: **Presentations**

Week 15

5, 7 December: **Conclusion**

Final Paper due on 7 December