



Chinese Medical Tradition

HIST-10184, Fall 2018
MWF, 9:00 – 9:50 a.m., Kauke 039

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Course Description

This course explores the history of medicine and healing in the Chinese tradition. We learn about the important fundamentals of Chinese medicine, such as the healthy body is the optimal balance of yin and yang qi 氣 circulating through channels (*jingluo*)

throughout. Sickness is explained as the stagnation of qi, or the imbalance of one's yin-yang qi, or depleted Blood. This medicine is also a social practice, involving not only physicians, but also patients and their families, and other caregivers who use a wide range of therapeutics. You will be introduced to canonical texts and ideas, and the multiple ways these have been reshaped in modern periods. We will explore how Chinese medicine and healing was situated in a language of cosmology, politics and rituals. We will examine different forms of healing, including preventative care such as inner cultivation, macrobiotic hygiene, religious healing and how one's health could be restored through food and materia medica. We will study the gendered body, religious healing and the flourishing medical market place in the early modern period, and how the tradition has transformed to this day. What is the role of biomedicine, biotechnology and neurobiology in the tradition?

This is an “Introduction to History” class, which means that you will learn how the past, especially that of medicine and healing in China, was constructed. The geographic focus is on China and we will occasionally cover other places where concepts of Chinese medicine and healing also thrive. In the next 15 weeks, you will learn about conceptual frameworks that are non-Western, often unique to Asia. Much of what you will learn will require you to adopt a new vocabulary, to frame and understand formulations of knowledge and efficacy according to historical contingencies, and refrain from mapping them against modern biomedical terminology. The different world view of the Chinese tradition should inspire you to question ideas of universals, historically transcendent concepts and essentialist categories such as “body,” “biology,” and even ‘history.’”

Learning Goals

This is a study of a non-Western history with its own philosophy, culture and tradition. You will be expected to enter into a different world in order to:

1. Engage in historical inquiry, research, and analysis;
2. Practice historical empathy
3. Understand the complex nature of the historical record;
4. Generate significant, open-ended questions about the past and devise research strategies to answer them;
5. Craft historical narrative and argument,
6. Practice historical thinking (connections).

Readings

Primary and some secondary sources will be posted on Moodle.

The textbook for this course is:

Hinrichs, T.J. and Linda L. Barnes, eds. *Chinese Medicine and Healing: An Illustrated History*. Cambridge, MA: Harvard University Press, 2013. (Henceforth called CMH in the syllabus)

This book is available as an ebook through the College library system and the hardcopy is R601 .C48273 2013, WOO Science Library.

The other book I strongly encourage you to read is:

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Boston, NY: Bedford/ St Martin's, any edition. (Also available in the library's Reference section.)

Reference works:

For those of you who are interested in a more in-depth study, or feel that you need some extra background reading to help you along, you will want to consult the following:

Ebrey, Patricia. *The Cambridge illustrated history of China*. 2nd edition. Cambridge: Cambridge University Press, 2010. [General survey of Chinese History]

Sivin, Nathan. *Science and Civilisation in China, vol. 6, part VI, Medicine*. Cambridge: Cambridge University Press, 2004. (General survey of the history of Chinese medicine)

Useful websites:

Medicine and Childbirth: http://chinamirror.net/?page_id=559

Medicine and Cultural Revolution: <http://www.morningsun.org/living/medicine/medicine.html>

US National Library of Medicine:

<http://www.nlm.nih.gov/exhibition/chinesemedicine/index.html>

- Posters on hygiene: <https://www.nlm.nih.gov/hmd/chineseposters/hygiene.html>
- Posters on body: <https://www.nlm.nih.gov/hmd/chineseposters/understanding.html>
- Posters on family planning: <https://www.nlm.nih.gov/exhibition/chinesefamilyplanning/>

Peter Parker's Lam Qua Paintings Collection: <http://library.medicine.yale.edu/find/peter-parker>

History of Western Medicine in China: <http://www.ulib.iupui.edu/wmicproject/>

Course Requirements

15%	Attendance, participation, and quizzes
20%	Source Analysis (4 pieces, one page each)
30%	Two Essays
35%	Final Exam

HOW TO SUCCEED IN THIS CLASS?

Attendance and Participation

You are responsible for reading the assigned texts thoughtfully and critically before coming to each class. Come to class ready to talk about what you read. You are expected to attend every class and any absence will have to be explained in person and in writing. If there is a documented medical problem, you will be given an additional assignment.

During class, please do not be a distraction to the class (leaving the room while it is in session for phone calls or toilet breaks – go before class and turn off your cell phones). Participation also entails having a copy of the reading in hand or a set of good notes on the reading.

Turn Off Your Electronic Devices

This is an electronic-device-free class, i.e. no devices, including, (but are not limited to) laptops, cell phones, Kindles, I pads, and mp3 players. These must be turned off throughout class.

Take Good Notes

Learn to read proactively when you are reading. Take notes or write in the margins of your reading materials. Interact with the content and ask questions. Summarize each reading and get into the habit of writing your reflections after reading or discussion. These can be summaries, questions and debates. You should keep a physical notebook or a folder so that you can store all your writing. Having your notes organized will help to give shape to what you are learning.

Source Analysis

You will write source analysis and responses on the assigned readings. These are your reading responses and subsequent reflection of the materials. You could address the main argument, sources, and what you thought are key parts of the author's argument. These pieces should be reflective and inspire you to pose some further questions. These will be one page and are building blocks for your essays.

Short Essays

You will be asked to develop positions on central issues raised in readings and lectures, and develop those into two short essays during the semester. These are short position papers that should be no more than five to six pages and can include your Source Analysis pieces.

Grading

I follow the College of Wooster guidelines for grading. A grade in the "A" range indicates excellent work, the "B" range indicates good work, the "C" range indicates adequate work, and the "D" range indicates a minimal performance. A grade of "F" or "NC" indicates unsatisfactory work. Unless you get permission, late papers will be penalized a full letter grade per late day.

Communication

When you send me an email, treat it as a business letter. Try to tell me as much as possible in the subject heading. For example, "Request for a space in your class." Refrain from starting an email with "Hi" or "Hey." I have a name, and you can call me Professor Ng or Dr. Ng. Finally, we all err and it is okay to commit electronic faux pas, and so treat it as a learning experience. I will try to respond to you as soon as possible within a reasonable time frame.

Code of Academic Integrity

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>). The College understands and expectations in regard to 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.

Fabrication occurs when one manufactures or manipulates information or data to support an academic exercise. False citations from non-existent references, manipulation of or making up data to support research, taking another student's exam, or writing another student's paper are all examples of fabrication.

Plagiarism is the practice of using the work of another scholar (written or not) without proper and accurate acknowledgment of the source of that information. A lack of understanding regarding the standards of citation does not excuse the violation. The most blatant forms of plagiarism include using words directly from a source without using quotation marks; copying from a publication, lecture, or website; paraphrasing the source without proper citation; and/or presenting the words of another as if they are one's own. Images, graphs, data, maps, and websites (among other forms of information) must also be cited with footnotes and bibliographical documentation." <http://www.wooster.edu/students/diversity/oisa/academic-concerns/integrity/>

Multiple Submissions is another form of cheating within the American educational system. The same work may not be submitted to more than one course without the prior approval of all instructors involved. Reasonable portions of a student's previous work on the topic may be used, but the extent of the work must be acknowledged.

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 students with special needs. Contact Amber Larsen (alarsen@wooster.edu), Director of the Learning Center for a meeting.

Andrews Library Research Consultation

Students are encouraged to meet with librarians at the Andrews Library to discuss papers and projects requiring the use of outside sources. For more in-depth discussions, students should consider scheduling a [one-on-one Research Consultation](#). Librarians can help you to discover and to navigate helpful databases, catalogs, and collections through which to identify relevant secondary and primary source material.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Weekly Schedule at a glance

<u>#</u>	<u>Dates</u>	<u>Topics</u>	<u>Time Period</u>	<u>Txtbk</u>	<u>Due</u>
1	Aug 22, 24	Introductions: Concepts of Health and Disease		Intro, Ch1	
2	Aug 27, 29, 31	Texts: The Medical Canon	Neolithic cultures, Xia, Shang, Zhou (ca. 1250 B.C.E. – 771 B.C.E.), Spring Autumn (ca.770-475 BCE), Warring States (ca. 475-221 BCE) Qin and Han (221 B.C.E – 200 C.E.)	Ch 1, 2	
3	Sept 3, 5, 7	Diverse Forms of Healing – Preventative	Post-Han, Three Kingdom Period Jin (265-420)	Ch 3	SA1 (Mon)
4	Sept 10, 12, 14	Diverse Forms of Healing – Divine Intervention	Northern and Southern Dynasties (420-588) Sui (581-617) Tang dynasty (618-907)		
5	Sept 17, 19, 21	Gendered Body	Song Dynasty (960-1276)	Ch 4	SA2 (Mon)
6	Sept 24, 26, 28	Medical Marketplace	Non-Han rule (907-1215) Mongol Empire (ca. 1200-1368), Yuan (1276-1368)	Ch 5 & 6	
7	Oct 1, 3, 5	Medicine and the Law	Early modern China: Ming (1368-1644); Qing (1644-1911)		Essay 1
<i>Oct 6-14 Fall Break</i>					
8	Oct 15, 17, 19	Missionary Medicine	Late imperial China		
9	Oct 22, 24, 26	Medicine and Modernity	Republic of China (1911-1949)	Ch 7	SA3
10	Oct 29, 31, Nov 2	Chinese Medicine?	People’s Republic of China	Ch 8	
11	Nov 5, 7, 9	New “Traditional Chinese Medicine”			
12	Nov 12, 14, 16	Global Chinese Medicine		Ch 9	SA4
13	Nov 19	Contemporary Medicine	Thanksgiving Nov 20-25	Ch 10	
14	Nov 26, 28, 30	What is Chinese Medicine?			Essay 2
15	Dec 3, 5, 7	Review			
16	Dec 10-13	Final Exam	11 December 9:00 – 11:00		Exam

Detailed Class Schedule and Topics

Please check Moodle for changes in readings.

1. Introduction to Medicine and Healing

22 August: Introduction

24 August: How should we think about medicine and healing today in North America? China?
Basic knowledge of China and Chinese history

Textbook:

Hinrichs and Barnes, CMH, Introduction (by Friday) and Ch 1 (weekend).

Academic article for Friday

[A] Bates, Don G. "Why Not Call Modern Medicine "Alternative"? *Perspectives in Biology and Medicine* 43.4 (2000), pp. 503-518.

2. Texts: The Chinese Medical Canon

27 – 31 August

- What were some basic concepts of health and disease in ancient China and how did those concepts shift?
- What are some classics in Chinese medicine?
- How were health and diseases described in canonical medical works?

Hinrichs and Barnes, CMH, Ch1&2.

Primary sources marked as [P]:

[P] Unschuld, Paul and Hermann Tessenow. *Huang Di nei jing su wen: An Annotated Translation of Huang Di's Inner Classic – Basic Questions. Volume I: Chapters 1 through 52*. Berkeley: University of California Press, 2011. Ch1, pp. 29-44.

* Read the main text and consult the footnotes only when necessary.

[P] Hsu, Elisabeth. *Pulse Diagnosis in Early Chinese Medicine: The Telling Touch*. Cambridge: Cambridge University Press, 2010. Translation of Sima Qian, *Shiji* 105.

* Read all the cases and choose two or three to compare.

3. Diverse Forms of Healing – Preventative

3-7 Sept

SA1 due on Monday

- What are some dynamic and diverse forms of healing?
 - inner cultivation, nurturing life, macrobiotic hygiene
- What is the connection between demons and epidemics? How is exorcism healing?
 - *gu* poisoning, spirit possession
- Food therapeutics and the power of plants, herbs and various substances in healing

Hinrichs and Barnes, CMH, Ch3.

[P] Harper, Donald, trans. and study. *Early Chinese Medical Literature: The Mawangdui Medical Manuscripts*. London and New York: Kegan Paul International, 1998. Pp. 310-62. [Daoyin]

Kohn, Livia. “Chapter 3: The Exercise Classic.” *Chinese Healing Exercise: The Tradition of Daoyin*. Honolulu: University of Hawai’i Press, 2008. Pp. 98-127.

[P] Skim Company, Robert. “A14. Jian Keng 錢鏗 (Peng Zu 彭祖).” *To Live As Long As Heaven and Earth: A Translation and Study of Ge Hong's Traditions of Divine Transcendents*. Berkeley: University of California Press, 2002. Pp. 172-186.

4. Diverse Forms of Healing – Divine Intervention

10 – 14 Sept

[P] Salguero, Pierce. “21. A Selection of Buddhist Healing Narratives from East Asia.” *Buddhism and Medicine: An Anthology of Premodern Sources*. New York: Columbia University Press, 2017. Pp. 205-218.

Salguero, Pierce C. “A Flock of Ghosts Bursting Forth and Scattering”: Healing Narratives in a Sixth-Century Chinese Buddhist Hagiography.” *East Asian Science, Technology, and Medicine* 32 (2010), 89-120.

5. The Gendered Body

17 – 19 Sept

SA2 due on Monday

- How did one's gender affect one's health and well-being?
- Were the bodies of men, women and children treated differently in medicine?
- What does it mean when we call a subfield “women's medicine”?
- *fuke* 婦科, *chance* 產科, *nüke* 女科

Hinrichs and Barnes, CMH, Ch4.

Furth, Charlotte. “Chapter 3: Gestation and Birth in Song Medicine.” *A Flourishing Yin: Gender in China's Medical History, 960-1665*. Berkeley: University of California Press, 1999. Pp. 94-135.

[P] China Mirror. “Medicine and Childbirth.” University of Michigan.
http://chinamirror.net/?page_id=559

6. Medical Marketplace

24 – 28 Sept

- Who were physicians or doctors?
 - Healing as an occupation or hobby – practitioners and literati physicians
 - Female healers and physicians. Elite women with medical knowledge.
- Did China have public health in the 11th century? Why not in the 18th or 19th century?
 - Imperial patronage of medicine in the Song and the Qing periods – medical academies,

- imperial imprints, imperial libraries
- Publishing and disseminating medical works

Hinrichs and Barnes, CMH, Ch5 and 6.

[P] Hsü Ta-ch'un (Xu Dachun 徐大椿), "Section VII, History (on the conduct of physicians)," in *Forgotten Traditions of Ancient Chinese Medicine: A Chinese View from the Eighteenth Century. The I-Hsüeh Yüan Liu Lun of 1757 by Hsü Ta-ch'un*. Translated and annotated by Paul Unschuld. Brookline, Massachusetts: Paradigm Publications, 1998. Pp. 356-392. [Selections]

7. Medicine and the Law

1 – 5 Oct

Essay 1 due

- What is the relationship between medicine and law in China? What is Chinese law?

[P] *The Washing Away of Wrongs*. Song Ci (completed ca. 1247). Translated by Brian E. McKnight. Michigan: University of Michigan Press, 1981. Chapter 3: #17-21.

[P] Hegel, Robert. *True Crimes in Eighteenth-Century China: Twenty Case Histories*. University of Washington Press, 2009. [Case#2]

Asen, Daniel. "Vital Spots, Mortal Wounds, and Forensic Practice: Finding Cause of Death in Nineteenth-Century China." *East Asian Science, Technology and Society: An International Journal* 3 (2009): 453-474.

Fall break: 1 – 14 October

8. Missionary Medicine

15 – 19 Oct

- How should we characterize missionary medicine? Is this the same as Médecins Sans Frontières?
- What are the similarities between the 19th century Christian doctors and the Buddhist monks in middle period China?
- Is medicine a tool of religion or religious institutions? Or is it a civilizational achievement?
- How is medicine and religion connected to imperialism and world affairs?

[P] Lam Qua's Painting at the Yale University, Harvey Cushing/ John Hay Whitney Medical Library: <http://whitney.med.yale.edu/gsd/collect/ppdcdot/>
Peter Parker collection: <http://whitney.med.yale.edu/greenstone/collect/pppapers/>

Larissa Heinrich, *The Afterlife of Images: Translating the Pathological Body between China and the West*. Durham and London: Duke University Press, 2008. Ch 2-3.

Rogaski, Ruth. *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China*. Berkeley: University of California Press, 2004. Chapter 3. <http://muse.jhu.edu.wooster.idm.oclc.org/book/25486>

9. Medicine and Modernity

22 – 26 Oct
SA3 due

- Is modern medicine (what is modern medicine?) a mark of modernity?
- What is modernity? Who sets the standard of modernity?
- Why did China adopt western medicine in early 20th century?

Hinrichs and Barnes, CMH, Ch7: Republic of China, 209-238

[P] Posters on health and hygiene: <https://www.nlm.nih.gov/hmd/chinese/posters/index.html>

Luesink, David. “Anatomy and the Reconfiguration of Life and Death in Republican China.” *Journal of Asian Studies* 76.4 (2017): 1009-1034.

10. Chinese Medicine?

29 Oct – 2 Nov

- What is Chinese medicine in the early 20th century? Is it western medicine?
- What happened to Chinese medicine? Why did Chinese medicine not die out?

Hinrichs and Barnes, CMH, Ch8: People’s Republic of China (Communist), 209-238.

Lei, Sean Hsiang-lin. *Neither Donkey nor Horse: Medicine in the Struggle over China’s Modernity*. Chicago: University of Chicago Press, 2014.

<http://chicago.universitypressscholarship.com/wooster.idm.oclc.org/view/10.7208/chicago/9780226169910.001.0001/upso-9780226169880> Chapter 5: The Chinese Medical Revolution and the National Medicine Movement

Fu Jia-chen. “Measuring Up: Anthropometrics and the Chinese Body in Republican Period China.” *Bulletin of History of Medicine* 90 (2016): 643-671.

11. New “Traditional Chinese Medicine” (PRC)

5 – 9 Nov

Documentary Film. Barefoot Doctors of Rural China

<https://www.youtube.com/watch?v=1YvwVFC-TJY&feature=youtu.be>

Taylor, Kim. *Chinese Medicine in Early Communist China, 1945-63*. London & New York: Routledge, 2005. Ch 3: Modernizing the Old: The Creation of a “Traditional Chinese Medicine, 1953-6.” Pp. 63-108.

Lan Angela Li. “The Edge of Expertise: Representing Barefoot Doctors in Cultural Revolution China.” *Endeavour* 39.3-4 (2015): 160-167.

[P] Family Planning and Socioeconomic Development:

<https://www.nlm.nih.gov/exhibition/chinesefamilyplanning/>

12. Global Chinese Medicine – Malaria

12 – 16 Nov

SA4 due

Hinrichs and Barnes, CMH, Ch9: World of Chinese medicine, pt1, 284-333

Bu Liping. “Anti-Malaria Campaigns and the Socialist Reconstruction of China, 1950-1980.” *East Asian History* 39 (2014): 117-130.

Fu Jia-chen. “Artemisinin and Chinese Medicine as *Tu* Science.” *Endeavour* 41.3 (2017): 127-136.

Nobel prize for medicine:

<https://www.nobelprize.org/educational/medicine/malaria/readmore/history.html>

Hanson, Marta. “Is the 2015 Noble Prize A Turning Point for Traditional Chinese Medicine?” *The Conversation* (5th October 2015).

13. Contemporary Medicine

19 Nov, *Thanksgiving break from 20 – 25 Nov*

Hinrichs and Barnes, CMH, Ch10: World of Chinese medicine, pt2, 334-378

Zhang, Everett Yuehong. *The Impotence Epidemic: Men’s Medicine and Sexual Desire in Contemporary China*. Durham and London: Duke University Press, 2015.

Introduction: The Impotence Epidemic in China, pp. 1-26.

Ch 1: The Birth of *Nanke* (Men’s Medicine), pp. 29-50.

14. What is Chinese Medicine?

26 – 30 Nov

Essay 2 due

Zhang, Everett Yuehong. *The Impotence Epidemic: Men’s Medicine and Sexual Desire in Contemporary China*. Durham and London: Duke University Press, 2015.

Ch 4: Impotence, Family, and Women, pp. 101-131.

Du Liping. “A Unique Chinese Medicine Market in Guangxi.” *Ethnology* 46.1 (Winter, 2007): 81-91.

15. Conclusions

3 – 5 Dec

Review

16. EXAM WEEK

11 Dec

Final Exam