HISTORIES OF CHINESE MEDICINE

Seminar: 10:30-13:30 Tuesdays @ LHS-TR+44

Instructor: Asst. Prof. Michael Stanley-Baker
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Office: 05-12 SoH, by appointment

[Lectures: 36 hours; Academic Units: 3.0]

Draft Syllabus – This syllabus will be subject to revision, it is posted for Indicative Purposes. Changes will be indicated on the first day of class, and thereafter through NTU-Learn.

Course Aims
If you have ever used Chinese medicine or have family members who do, if the connection between heritage and modernity is important to you, or if you study the history of science in Asia, you’ll be interested in this class. In this course you will examine the origins and changes of Chinese medicine over time. Proceeding through a chronological review, each lesson in this multi-perspectival course will demonstrate how different topics, research methods and periods produce different kinds of history-writing.

Through these analyses, you will learn how to evaluate medical history, and how medicine can be used as a focus to write a variety of historical studies, bringing together themes of health, disease and the body with the history and practices of self, state and cosmos. These will lead up to the final weeks when you will reflect on the role of tradition and heritage in the context of biomodernity, and how embodied practices such as medicine shape not only the worlds we live in, but our very selves.

This course showcases the latest research on medicine in China as it has developed over 3,000 years, while introducing students to a wide spread of Medical Humanities methodologies. It will identify themes concerned with both history and culture, and the significance of Chinese medicine in the modern world. China will be understood as an “open empire,” receptive to all the influences of religion, materia medica and dietetica, and techniques that have shaped its healing traditions, and also exerting influence through the land, maritime, air and cyber networks that have connected it with other places. To avoid the pitfalls of representing Chinese medicine as a monolithic tradition, detailed attention will be paid to the social and cultural contexts within which systematic classical medicine emerged, as well as to the realities of everyday practice, within China, America and Singapore. Themes will be traced historically through the healing traditions of Early China, medieval religious institutions, the transmission of knowledge and practice through ritual, writing and authority and illustrated medical works, demonstrating both the professionalization of medicine and eclectic healing environments. The course will conclude with the significance of Chinese medicine in the modern world; addressing issues of evidence and, most significantly, an analysis of the global impact of everyday Chinese attitudes to health. It will draw out the complex and paradoxical role of Chinese medicine in the construction of ‘modern’ Chinese nation as well as its adoption as a strategy of resistance to the perception of an all powerful biomedicine in the Euro-American sphere.

Content and Structure
The course will progress chronologically from pre-Imperial China to modern times, highlighting different periods of transition. Each class/topic is coupled with different theoretical and critical approaches, which
will help you consider how evidence and sources relate to research approaches. Classes will outline internal changes, different medical approaches by different actors, processes of importation and translation, and top-down rationalisation and standardization. You will learn how different kinds of practice and theory became “mainstream,” for whom, and in what time period, and in so doing, come to a broad synthetic understanding of Chinese medical culture. This will build to a reflection on the continuity and change in the modern biomedical context of Chinese medicine, and how medical heritage has become a site of cultural negotiation.

Note: The course is “hands on,” which will mean you will be asked to perform will contain opportunity for hands-on experience of different traditional healing arts, as well as site-visits to different locations on and off campus.

Learning Outcomes and Objectives
By the end of this course, you will be able to:

1. Explain how different historical conditions gave rise to or transformed different kinds of therapeutic treatments, embodied practice and conceptual models across Chinese history.
2. Recognize and assess different scholarly approaches to the history of medicine—e.g. philology, material practice, gender, state-centred approaches, translation theory—and how they use different primary sources.
3. Evaluate how different kinds of medical gaze privilege different kinds of evidence, and how they converge in different historical moments.
4. Explain the layers of significance of Chinese medical culture in different periods of history (including the modern), and come to positions of historical empathy.
5. Engage in close reading, critical thinking, intensive discussion, and rigorous writing and presentation.

Assessment

Seminar Presentations and Discussion 20%
Review the secondary readings for each week. In teams of three, you will give a 10-15 minute presentation of three readings outside of the basic reading for the week, and lead discussion afterwards for 20 minutes. You should focus on the relationship between different kinds of primary historical sources, and styles of secondary historical argument. Your presentation should not just be a powerpoint, but also include one other method of presentation. You are welcome to produce a youtube-type video clip, give a practical demonstration (of e.g. taiji, pulsing, medical food), or host a debate. Before your presentation, tell the class what the style of presentation will be, and why you have chosen it, e.g. how it enhances and conceals different kinds of information. The rest of the class (the audience) must prepare at least one question or argument during your presentation, for the discussion afterwards. You can call on whoever you like, and use whatever means appropriate to generate discussion (a prize for best question, scoring, stars on the board, team discussion).

Class Participation 15%:
You are expected to engage with each weeks in-class readings, exercises and respond to pop quizzes. Students who are not presenting during specific weeks are expected to ask questions and participate in class discussion.
Research Project Proposal and Presentation – 20%

On March 12th you will submit on paper a preliminary research proposal (double-spaced) in class, with footnotes and bibliography (single spaced) for a total of 3 pages. Everyone will schedule a 15-minute meeting for that week with the instructor to discuss your proposal. You need not have read everything in your bibliography, but you should have an idea what each item is about, and be prepared to discuss them in your research meeting.

In the final week, you will present a short (5-7 minute) proposal for your final research paper to the class. This should describe the sources you will use (primary and secondary), the historiography, and the argument you will make in your final paper. You should bring a bibliography handout, using the style guide for the course, with enough copies for the whole class, with your full name and working title of the paper. You will present in peer groups who will evaluate your proposal, and give you feedback and suggestions.

Each presentation will be assessed for: quality of research question, knowledge and understanding of the material and approaches, quality of argument, collection and synthesis of primary and secondary sources, historical empathy, and liveliness and style of expression.

Your topic should concern one aspect of pre-modern Chinese medicine of your choosing. As you will find, this gives you a lot of room. While it may reference 20th and 21st century developments, the majority of your paper should be based in Imperial Chinese history (or regional diaspora prior to the 20th Century). Use the Sinological style sheet and methods that will be taught in class.

Final Paper (writing) – 40%:

Your Final Paper (3000 words plus bibliography) should develop your proposal into a polished piece of writing that demonstrates your skills in research and critical analysis. The essay should reference several primary sources, either in translation or in original Chinese, as well as current scholarship on the topic. Follow the style guide you will be taught throughout the semester. An excellent paper will also position the argument of the essay in relation to the different approaches to the study of Chinese medical history studied through the semester.

General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

Absenteeism

Your presence in class is not tracked, it is your responsibility to keep up with course work. However, there will be in-class spot quizzes on the readings, as well as in-class group work which will also contribute to your participation grade.

Emails and Office Hours

If you have a question that cannot be addressed by first reading this syllabus, you may write me an email. I will respond within two working days (M-F). For questions requiring a lengthier reply, don't be surprised if I ask you come speak with me in person.
**Attendance**
You will not be graded for attendance. However, your participation forms an important part of the grade. Participation means “showing up.” Showing up means doing so on time, having read the readings, and prepared to engage in the discussions.

**Technology**
We will also may use **Turning Point** to take attendance and for in-class quizzes and polls. So make sure you are registered with Turning Point and have it installed on your cell phone or laptop or other device.
[http://www.ntu.edu.sg/cits/lsa/clickers/For-Students/Pages/default.aspx](http://www.ntu.edu.sg/cits/lsa/clickers/For-Students/Pages/default.aspx)

**Academic Integrity**
Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](http://www.ntu.edu.sg/cits/lsa/clickers/For-Students/Pages/default.aspx) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.
Course Outline

Some of the readings below may change at the discretion of the instructor. Any updates will appear on NTU Learn.

Outline and Readings

Required Readings are indicated with a *. Others may be used for reference and presentations.

Seminar 1, Jan 15: Introduction; themes in medical humanities, pre-classical medicine

None required

Primary Sources:


Reference


Seminar 2, Jan 22: The Medicine of Systematic Correspondence and the Huangdi neijing 黄帝内经 [Inner Canon of the Yellow Emperor]

Primary: Huangdi neijing selections, Nanjing selections, Lishi Chunqiu


Secondary:


Seminar 3, Jan 29: Illness, Diagnosis and Treatment

This class will meet at NTU Chinese Medicine Clinic, in the Experimental Medicine Building

Primary:


Secondary:


Feb 5: Chinese New Year, no Class

Seminar 4, Feb 12: Herbs, Recipes and Dietetics

This class will meet at the NTU Community Herb Garden, so wear appropriate clothes.

Primary:


Secondary:
Liu, Yan. 2015, 'Poisonous Medicine in Ancient China', in P. Wexler (ed.) History of Toxicology and Environmental
Health: Toxicology in Antiquity, Elsevier Science.

Seminar 5 Feb 19: Exorcism, Community and Communicable Disease

Primary:

Secondary:
Sivin, Nathan. 2015, Health care in eleventh-century China, New York: Springer, 93-128. [Link]

Seminar 6 Feb 26: Cultivation and Immortality

Primary:

Secondary:
Seminar 7 March 12: Buddhist Medicine

Primary:


Secondary:


Seminar 8 March 19: Song-Ming: Developing and Contesting Orthopraxy

Primary:


Secondary:


Seminar 9 March 26: Sex, Gender and Reproduction

Primary:

Wilms, Sabine and Sun Simiao 孫思邈. 2007, Bèi jì qian jin yào fang: Essential prescriptions worth a thousand in gold for every emergency, volumes 2-4 on Gynecology, Portland: The Chinese Medicine Database.

Secondary:


Seminar 10 April 2: Regionalism and Transmission – Europe, Wider Asia

Dongui Bogam, Selections


Secondary:


Seminar 11 April 9: Medicine in Modern China, America


Secondary:

**Seminar 12 April 16: Paper Proposal Session and Review**

Present your final papers in peer groups for detailed review.
Declaration on Academic Honesty*

Academic year and semester: AY 18/19 Semester 2

What is academic dishonesty?
All members of the NTU community are responsible for upholding the values of academic integrity in all academic undertakings (including, but not limited to, written and oral assignments, presentations, course work, quizzes and exams). Students should not cheat, plagiarise, or attempt to pass off another’s work as their own. This includes, but is not limited to, the writing or ideas of another person, without acknowledging or appropriately crediting the source from which the writing or ideas are taken. NTU takes a serious view of any form of academic dishonesty. Plagiarism, cheating, and any other forms of academic dishonesty are considered serious offences for which penalties will be imposed.

Declaration
By signing this form, you declare that you have read and understood NTU’s Policy on Student Code of Conduct (available here: http://www.ntu.edu.sg/SAO/Pages/Policies-concerning-students.aspx) and that all graded and non-graded assignments you have turned in are your/your group’s own work and will not involve any plagiarism or collusion. Reliance on other people’s work, when allowed, will be appropriately referenced. You are responsible for knowing the appropriate form of referencing used for this course. Quotation marks will be used around materials written verbatim from other sources; citations will clearly indicate paraphrasing of other sources. You will not submit any work for this course that was (in whole or part) graded work for another course, or will be.

You must print, sign, and return the lower section of this form to the Professor by Week Two. No participation credit will be given until this is returned. *Adapted from ‘Academic Honesty Declaration’ for HS7003.

Declaration on Academic Honesty

Course code: HH3002

Name (as registered): ____________________________________________________________________________
Matriculation number: _________________________________________________________________________
Signature & date _______________________________________________________________________________