Description of Course:
This course will introduce you to the most recent anthropological, philosophical, and historical research on medicine in traditional and modern Chinese society. At the same time, this course integrates the history of Chinese medicine into the history of Chinese Civilization from antiquity to the present. We will begin with an examination of the clinical encounter and cross-cultural encounters with medicine. We will then discuss medicine as being comprised of several intersecting health care systems by looking at examples in rural P.R.C., urban Taiwan, and 16th-century China. With this theoretical background, we will then turn our attention to the history of medicine in Chinese Civilization and what sources inform us about it. We will also examine differences in touching, visualizing, and experiencing the body in ancient Greece and China two thousand years before these transformations occurred. Why did these two sophisticated ancient cultures take different paths in medicine? Religion and medicine are often inseparable; we will see how this was the case for Taoism and Buddhism during the Eastern Han through Tang dynasties. We will then address the issue of how Chinese medical history has opened up areas in Chinese history that were previously neglected with respect to gender and medicine from the Song (960-1278) to Ming dynasties (1368-1644). How does gender matter in medicine? Finally, we will conclude with anthropological studies of the complexities of the current state of medical practice in contemporary China. How do physicians in China today freely drawn upon, integrate, and use in clinical practice traditional Chinese medicine and modern biomedicine?

Required Texts: All are available at the JHU bookstore as well as Course reserves

Recommended Books (all available on Course Reserves):

All the readings are available on line at e-reserves or at Course Reserves at Eisenhower Library
Go to WebCT to find the materials for this course (under “Hanson”): http://webct.jhu.edu
Requirements
WEEKLY RESPONSES: 12 total (5 pts each), typed, double-spaced, and proofread 60
You will be expected to integrate the lessons in Nuts and Bolts into your responses and final research paper.
RESEARCH PAPER:
10-page final paper: historical paper going into depth into any one of the subjects covered in class; a comparative review of two books (at least one read in class); analysis of a Chinese medical text; or description of field research on Chinese med. 30

Attendance MTW and participation in Weds Discussions Required 10
Extra Credit: 2 pp. description and analysis based on what you have learned in this class of a visit to an Asian medical clinic, herb shop, school, or extra lecture on subject 2

For those taking the course P/NP, all writing assignments and attendance in discussion are required to pass. If you miss a discussion, you must write an additional 2-page critical evaluation of the readings for that week for credit. Plagiarism is not tolerated. All 12 responses are required to pass. Late responses will be marked down a point for each day late.

If there are any problems, you are responsible for informing the T.A. as well as me. Use the writing resources on the course page as guidelines to improve the quality of your writing for the responses. Take advantage of examples of model essays on the course page. If you are thinking of asking for a recommendation, you must inform me in advance and make an effort to make yourself known to me. I am more than happy to write recommendation letters for students who do well in my courses. You are expected to write your best quality work for all assignments, participate actively in class discussions, and contribute to the success of the course. I will do my best to make the material on Chinese medical history interesting, answer your questions, and assist you in achieving greater clarity in your own thought and writing on this subject.

Guidelines for final paper or project:
If you would like to go more into depth into one topic you may select this option instead of taking the mid-term or final. You must submit a 2-page proposal, however, the day of the mid-term in order to be considered. In the final paper, comparative book review, source analysis, or field project, you are expected to engage more deeply into an area related to Chinese medicine that interests you. You may choose one of the following approaches. If you have another idea, please talk with me as soon as possible before the mid-term
I will give you guidelines depending on what approach you would like to take
1. Research paper: Write a 10-page paper on any topic related to Chinese medical history. It may be longer if you want to use it to fulfill a college writing requirement. Use the topics for each week as a guideline for what topic or question you would like to research more in depth.
2. Comparative book review: Compare the arguments, primary sources, contributions, and limitations of 2 books on Chinese medical history. You may choose 1 book outside this course.
3. Field work: Write a report on a contemporary manifestation of the ways of thinking about the human body, health, and disease we have studied. You could visit an acupuncture clinic, go to an herbalist or oriental medicine school, or interview people who use Chinese medicine.
4. Primary source analysis: Analyze a primary text on Chinese medicine in historical context.
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<thead>
<tr>
<th>WEEK ONE</th>
<th>Chinese Health Care Systems Today</th>
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<tbody>
<tr>
<td>Response #1:</td>
<td>CLINICAL ENCOUNTER DESCRIPTION: 2 pp/500 words</td>
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<tr>
<td>What do you think was the most interesting clinical encounter in this documentary? Why? Who was involved? Where? What happened? How did the encounter differ from your own experience or expectations? How would you explain what happened and why?</td>
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<tr>
<th>WEEK TWO</th>
<th>The Chinese Medical Body, Diagnosis, and Treatment Today</th>
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<tbody>
<tr>
<td>Response #2:</td>
<td>ANALYSIS OF A CROSS-CULTURAL ENCOUNTER: 2 pp/250 words</td>
</tr>
<tr>
<td>Based on what you have read in The Web that has no Weaver AND observed during the Acupuncture Demonstration on Tuesday. Choose one symptom, illness, or disease and to the best of your knowledge describe how a physician trained in Chinese medicine would understand, diagnose, and treat it. Conclude with your observations of the process of coming to terms with another cultural framework and language for illness and treatment.</td>
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<tr>
<th>WEEK THREE</th>
<th>Patients and Healers in the Context of Chinese Culture</th>
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<tbody>
<tr>
<td>Read Nuts &amp; Bolts:</td>
<td>Ch. 1 Concision “The Pompous Style at School”</td>
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<tr>
<td>Response #3:</td>
<td>FICTION AS AN HISTORICAL SOURCE 2 pp/500 words</td>
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<tr>
<td>Using one or more of the scenes from the Jinpingmei, apply Cullen’s revision of Kleinman’s three sectors analysis to illuminate the clinical encounter in 16th-century China. What happened, who was involved, what sectors were in play, how was the problem resolved? Did you notice any similarities with encounters observed in “To Taste 100 Herbs” or “Healing and the Mind”?</td>
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<tr>
<th>WEEK FOUR</th>
<th>Archeology and Medicine: Shang (1766-1154) to Zhou (1122-255)</th>
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<tr>
<td>Read Nuts &amp; Bolts:</td>
<td>Ch. 2 Clarity “Verbs not Nominalizations, Active Verbs and Voice”</td>
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<tr>
<td>Response #4:</td>
<td>EVALUATING ARCHEOLOGICAL EVIDENCE 2 pp/500 words</td>
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<tr>
<td>What are the types of archeological evidence for Chinese medical history? What new lens do they offer on medicine in Chinese antiquity? Choose a passage from this week. Type it out. Evaluate this source’s major strengths and weaknesses? Whose voice is heard, whose are not?</td>
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<tr>
<th>WEEK FIVE</th>
<th>The Mawangdui Manuscripts: Western Han dynasty (206 BCE-23 CE)</th>
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<tr>
<td>Read Nuts &amp; Bolts:</td>
<td>Ch. 3 Flow “Consistent characters, pronouns, punch lines, conjunctions”</td>
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<tr>
<td>Response #5:</td>
<td>INTERPRETING A PRIMARY TEXT: 2 pp/500 words</td>
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<tr>
<td>What is a primary source and how do historians use them? Choose a passage from your favorite primary text of this week. Type it out. Interpret what you think it says about illness, healing, and healers in the Western Han. Who wrote it, read it, used it, and what do you think of about it?</td>
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<tr>
<th>WEEK SIX</th>
<th>The Chinese Medical Canons: The Han dynasties (206 BCE-220 CE)</th>
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<tbody>
<tr>
<td>Read Nuts &amp; Bolts:</td>
<td>Review chapters 1-3 and integrate into response</td>
</tr>
<tr>
<td>Response #6:</td>
<td>COMPARE THE INNER CANON &amp; CASE HISTORIES: 2 pages/500</td>
</tr>
<tr>
<td>Compare the value of the Inner Canon of the Yellow Emperor and the medical case histories of the two Han physicians Chunyu Yi and Hua Tuo as primary sources for understanding medical ideas and practice during the Han period. Think of four qualities: their intended audience, the quality of their content, reliability or believability, and historical value for Chinese history.</td>
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<tr>
<th>WEEK SEVEN</th>
<th>Comparing the Body in Ancient Chinese and Greek Medicine</th>
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<tr>
<td>Read Nuts &amp; Bolts:</td>
<td>Ch. 4 Punctuation “Commas, semicolons, colons, dashes, parentheses, ?s”</td>
</tr>
<tr>
<td>Response #7:</td>
<td>EXPERIENTIAL ESSAY minimum 2 pp/500 words</td>
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<tr>
<td>Kuriyama argues that the history of medicine is a voyage into a new understanding and experience of your own body, sickness, and health. Moyers’ “Healing and the Mind” supports this position. Based on your own experience, describe how this has been or could be the case for</td>
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you. Choose a specific example, such as pulse taking or visual diagnostic methods, and describe your own experience with or reactions to the different interpretations of the same phenomenon.

**WEEK EIGHT**  
Taoism and Medicine: Eastern Han (9-220 CE) to Six Dynasties (3-6th c.)

**Read Nuts & Bolts:** Ch 5 Gracefulness “Historical present, appositives, parallelism, etc”

**Response #8:** INTERPRETING A VISUAL SOURCE, 2 pages/500 words
What do you think is the most interesting image on religion and medicine from this week? Why? How do Schipper, Despeux, or Strickmann use the image to support their arguments. What kinds of therapies and medical concepts are discussed? In what kind of religious context were these images used? Describe how you as a patient or healer might have used this image in practice.

**WEEK NINE**  
Buddhism and Medicine: Sui (581-618) & Tang (618-906) dynasties

**Read Nuts & Bolts:** Ch 6 Using Sources “Weaving sources into your prose and quoting”

**Response #9:** INTERPRETING MANUSCRIPTS: 2 pages, 250 words
Over the course of the past several weeks we have discussed how new archeological discoveries of Chinese medical manuscripts have transformed our understanding of medicine and religion from ancient to medieval China. Using examples from Sakade, Lo, and/or Harper, discuss how manuscripts differ from official or printed sources as a primary source on medicine in China.

**WEEK TEN**  
Gender and Medicine from the Tang to the Song Dynasty (960-1278)

**Read Nuts & Bolts:** Ch 7 Paragraphs “Function of paragraphs, opening sentences, sections”

**Response #10:** HISTORY AS THE STUDY OF CHANGE, 2 pages/500 words
Using either acupuncture/moxibustion or women’s medicine/gynecology as examples discuss what aspects of medical practice transformed. Using Ebrey’s chapters on the Tang and Song, conclude with an assessment of what was going on generally that contributed to specific changes in medicine from the Tang to Song dynasty.

**WEEK ELEVEN**  
Gender and Medicine from the Song to the Ming Dynasty (1368-1644)

**Read Nuts & Bolts:** Ch 8 Beginnings and Endings

**Response #11** THEORETICAL INTERPRETATION, 2 pages/500 words
Furth uses gender as an analytic tool for deepening our understanding of reproduction, sexuality, and the social construction of gender in China’s medical history. Focusing on any one chapter 3-6, discuss how focusing on gender illuminates aspects of medicine in China otherwise ignored.

**WEEK TWELVE**  
Gender and Healers during the Ming (1368-1644) & Qing (1644-1911)

**Read Nuts & Bolts:** Review chapters 4-7 and integrate into response

**Response #12** THREE SECTORS ANALYSIS IN THE MING-QING, 2 pages/500 words
Discuss the range of healers during the Ming and Qing dynasties in terms of Kleinman’s Three Sector Analysis. Use examples from the readings, especially quotations of primary sources. What sources do these historians use to access this range of healers? What do you think are the most valuable, richest, and useful primary sources on this issue in early-modern China?

**WEEK THIRTEEN**  
Traditional Medicine in Contemporary China

**Response #13** COMPARE HISTORY & ETHNOGRAPHY, min 2 pages, 500 words
Using Scheid, Farquhar, OR Hsu’s ethnographic descriptions of Chinese medical practice, discern their central argument. Make sure to cover the 5 “Ws”: Who, Where, When, What, and Why. Conclude with an assessment of what you found most significant about their observations.

**FINAL’S WEEK**  
Dec 11-14, Reading Period, Final/Paper due Friday, December 15th

Dec 15, Friday FINAL PAPER due by noon
Please put it in my mailbox in the Department of the History of Science and Technology, 3505 Charles Street and send me a copy by email attachment.
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<thead>
<tr>
<th>WEEK ONE</th>
<th>Chinese Health Care Systems Today</th>
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<tbody>
<tr>
<td>Sept 11, Mon.</td>
<td>Introduction to Main Themes of the Course</td>
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<tr>
<td>Sept 13, Weds</td>
<td>Library Session: Yuan Yuan Zeng: <a href="mailto:yzeng@jhu.edu">yzeng@jhu.edu</a> Response #1: CLINICAL ENCOUNTER DESCRIPTION: 2 pages/500 words Due Monday in class.</td>
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<th>WEEK TWO</th>
<th>The Chinese Medical Body, Diagnosis, and Treatment Today</th>
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<tr>
<td>Sept 18, Mon.</td>
<td>The Chinese Medical Body</td>
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<tr>
<td>Sept 19, Tues.</td>
<td>How to Make a Diagnosis in Chinese Medicine Dr. Sheng WANG, OMD, L.Ac: Acupuncture Demonstration</td>
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<tr>
<td>Sept 20, Weds.</td>
<td><strong>VIDEO</strong>: Bill Moyers’ “Healing and the Mind: The Mystery of Chi”</td>
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<tr>
<td>Response # 2:</td>
<td>PARTICIPANT OBSERVATION: min 2 pp, 500 words</td>
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<th>WEEK THREE</th>
<th>Patients and Healers in the Context of Chinese Culture</th>
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Sept 27, Weds  The Three Sectors of Health Care in Ming China
Primary Readings: Three selections from The Plum in the Golden Vase or The Golden Lotus.

Response #3: FICTION AS AN HISTORICAL SOURCE 2 pages/500 words
Your response must be based on one or more of the “scenes” listed under primary readings.

WEEK FOUR Archeology and Medicine: Shang (1766-1154) to Zhou (1122-255)

Oct 2, Mon. From Mythology to History: The Shang Oracle Bones (1200-1050 BCE)
Readings:

Oct 3, Tues. State Medicine and Demonology Zhou (3rd c. BCE)
Readings

Extra DC Fieldtrip Dr. Zhang Tingjin Talk in Chinese on Chinese medicine at Library of Congress. We will leave after class and return by 4 pm.

Oct 4, Weds. INTERPRETING A PRIMARY TEXT: 2 pages/500 words

Response #4 EVALUATING ARCHEOLOGICAL EVIDENCE 2 pgs/500 words
### WEEK FIVE
The Mawangdui Manuscripts: Western Han dynasty (206 BCE-23 CE)

**Oct 9, Mon.**
The Unification of Empire and Cults of Immortality

**Oct 10, Tues.**
The Mawangdui Medical Manuscripts (buried in 168 BCE)

**Oct 11, Weds**
Healing and Medical Practice during the Western Han ca. 168 BCE
Please bring copies of primary texts into class with you for discussion.

**Primary Readings:**

**Response #5:**
INTERPRETING A PRIMARY TEXT: 2 pages/500 words

### WEEK SIX
The Chinese Medical Canons: The Han dynasties (206 BCE-220 CE)

**Oct 16, Mon.**
FALL BREAK NO CLASS

**Fall Break Reading:**
*The Illustrated Yellow Emperor’s Canon of Medicine*, Cartoon version of the *Inner Canon of the Yellow Lord: Basic Questions* (*Huangdi neijing: suwen*), by Zhou Chuncai and Han Yazhou (Dolphin, 2002).

**Oct 17, Tues.**
The Han Medical Canons

**Readings:**

**Oct 18, Weds**
The First Medical Case Histories and Han Dynasty Healers:
Chunyu Yi (2nd c. BCE) & Hua Tuo (141-208 CE)
1. Sivin, “Text and experience in classical Chinese medicine,” in Bates,

Response #6: 
COMPARE THE INNER CANON & CASE HISTORIES: 2 pages/500 words

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<tr>
<th>WEEK SEVEN</th>
<th>Comparing the Body in Ancient Chinese and Greek Medicine</th>
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<tr>
<td>Oct 23, Mon.</td>
<td>Styles of Touching</td>
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<td>2. Illustrated Canon, “Vital Substances of Human Life, Part 30” 142-146</td>
</tr>
<tr>
<td>Oct 24, Tues.</td>
<td>Styles of Seeing</td>
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<tr>
<td>Oct 25, Weds.</td>
<td>Styles of Being</td>
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</tbody>
</table>

Discussion: How did Chinese and Greek medicine diverge? Compare and contrast the differences discussed in the two chapters of either Part II styles of looking or Part III styles of being. How does Kuriyama account for the differences? Are they equally valid approaches? Are you convinced?

Response #7:
EXPERIENTIAL ESSAY minimum 2 pages/500 words.

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<tr>
<th>WEEK EIGHT</th>
<th>Taoism and Medicine: Sui (581-618) &amp; Tang (618-906) dynasties</th>
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<tr>
<td>Oct 30, Mon.</td>
<td>Taoism, Religious Healing, and the Deification of Laozi</td>
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<td>3X. Michel Strickman, Chinese Magical Medicine, ch. 1 “Disease and Taoist Law” 1-57.</td>
</tr>
<tr>
<td>Oct 31, Tues.</td>
<td>The Taoist Medical Body</td>
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Nov 1, Weds. Images and Visualizations in Chinese Medicine

Response #8: INTERPRETING VISUAL SOURCES, 2 pages/500 words

WEEK NINE  Buddhism and Medicine: Six Dynasties (3-6th c.)

Nov 6, Mon. Buddhist Indian Medicine in China

Readings:

Nov 7, Tues. The Dunhuang Medical Manuscripts

Readings:

Nov 8, Weds. Buddhist and Popular Medicine in the Dunhuang Manuscripts

Readings:

Response #9: INTERPRETING MANUSCRIPTS: 2 pages, 250 words

WEEK TEN  Gender and Medicine from the Tang to the Song Dynasty (960-1278)

Nov 13, Mon. Song Medical Innovations

Readings:
Nov 14, Tues.  
**Readings:**  
Gender, the Body, and *Fuke* “Women’s Medicine”  

Nov 15, Weds.  
**Response #10:** Transformations in Medicine from the Tang to Song Dynasty

Nov 20, Mon.  
**Reading a book:** *Chanke* “Obstetrics” and *Erke* “Pediatrics” in the Song (920-1270)  
1. Hsiung, Ping-chen, ch. 2 “Newborn Care” *A Tender Voyage: Children and Childhood in Late Imperial China*, 51-73.  

Nov 21, Tues.  
**Readings:** Ming Transformations in *Fuke* (1368-1644)  

Nov 22, Weds.  
**Response #11:** Gender as an Analytic Tool for Chinese Medicine

WEEK ELEVEN  
New Medical Disciplines from the Song to Ming Dynasty (1368-1644)

Nov 27, Mon.  
**Readings:** Women as Healers and Patients  

Nov 28, Tues.  
**Readings:** Qing Imperial Medicine and Medical Regionalism  

Nov 29, Weds.  
**Response #12:** Healers and Patients in the Ming and Qing

WEEK TWELVE  
Gender and Healers during the Ming (1368-1644) & Qing (1644-1911)

Nov 27, Mon.  
**Readings:**  

Nov 28, Tues.  
**Readings:**  

Nov 29, Weds.  
**Response #12:** THREE SECTORS ANALYSIS IN THE MING-QING, 1 page/250 words
WEEK THIRTEEN  Traditional Medicine in Contemporary China

Dec 4, Mon.  Nationalism and Chinese Medicine

Dec 5, Tues.  The People’s Republic of China and Maoist Medicine
Readings:

Dec 6, Weds.  Medical Anthropologists in Socialist China

Response #12:  COMPARISON OF METHODS OF HISTORY AND ETHNOGRAPHY

FINAL’S WEEK  Dec 12-14 Reading Period, Final/Paper due Friday Dec 15th

Dec 11, Monday  “The Finale”: Class Presentations and Overview of Research Projects
Chinese Tea and Treats will be provided
Please put your final paper in my mailbox in the Department of the History of Science and Technology, 3505 Charles Street by noon Friday Dec 15th. Please also send me an email attachment of your paper and power point presentation (if you did one).