Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit  SILC  Department

Subject  CHI  Number  335  Title  History of Chinese Medicine  Units:  3

Is this a cross-listed course? Yes  SLC 335, HST 385, & HPS 325 History of Chinese Medicine

Is this a shared course? No  If so, list all academic units offering this course

Course description:
Explores developments of Chinese traditions dealing with the natural world, science, and medicine.

Requested designation: Global Awareness-G
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014  For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Catalog description
☒ Course Syllabus
☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name  Hoyt Tillman  Phone  5-2480 (O), or 480-838-1895 (H)
Mail code  0202  E-mail: Hoyt.Tillman@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Robert Joe Cutter  Date: 2/2/15
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

**GLOBAL AWARENESS [G]**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td><strong>1.</strong> Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<tr>
<td>![X]</td>
<td>![ ]</td>
<td><strong>2.</strong> The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td>![X]</td>
<td>![ ]</td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<tr>
<td>![ ]</td>
<td>![ ]</td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<tr>
<td>![X]</td>
<td>![ ]</td>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>![ ]</td>
<td>![ ]</td>
<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1: leads to understanding of contemporary world outside of the US</td>
<td>Examines the origins and contemporary developments of Chinese medicine, particularly in China.</td>
<td>For example, week 14 explores contemporary views of acupuncture, and week 15 evaluates Traditional Chinese Medicine in contemporary China. Syllabus, p. 6. Syllabus from Dr. Christine Luk, our freshly minted Ph.D., who taught the course last semester while job hunting.</td>
</tr>
<tr>
<td>2a: culture specific area to shed light on contemporary world</td>
<td>Culture specific area is China (with some discussion of global spread of Chinese medicine) and culminates in exploration of TCM in contemporary China and Chinese communities globally.</td>
<td>See particularly course description (p. 1) and contemporary focus especially in weeks 14 and 15 (pp. 6) of syllabus.</td>
</tr>
<tr>
<td>2c: comparative study with most focused outside US</td>
<td>The development of medicine in China is the principal focus, but the backdrop for comparative reflection is European and North American developments in medicine and medical practice.</td>
<td>See particularly Unschuld's medical anthropological approach to the development of medicine with a comparative contrast between the impact of the Chinese sociopolitical setting and ideology and those in Europe. See ToC of Unschuld's textbook.</td>
</tr>
</tbody>
</table>
History of Chinese Medicine

T & Th 10:30-11:45am Tempe BA 258

HST 385/SLC 335/CHI 335 Class # 89570/89995/89994

Instructor: Christine Luk Yi Lai 陸伊騫, PhD  
Office hours: by appointment  
Phone: 480-257-0685; email: chrisluk@asu.edu

Course Description: This course will explore the development of traditional Chinese medicine (TCM) in the context of Chinese cultural history. In the process, we will seek to understand the ideas behind concepts such as acupuncture, moxibustion, herbal medicines, pulse taking, drugs and pharmacology. Core questions around which this course is developed include: How did Chinese medical traditions evolve in tandem with Chinese history? What was considered efficacious medicine? What was considered good health? How has traditional medicine been changing in modern China?

In the latter half of the course, we will introduce contemporary writing that casts doubt upon the credibility and efficacy of TCM as a system of healing. Through this, we will identify emerging discourse that scrutinizes both the merits and the problems of TCM. Students are encouraged to think about why skepticism of TCM continues to grow as more people are becoming attracted to TCM at the same time. What makes TCM as a system objectionable? What makes it appealing? Why does TCM as a medical convention continue to exist in the 21st century?

This course is a history class that explores the evolution of theory and practice in Chinese science and medicine. This course is not a clinical class and does not provide training in administering Chinese medicine. The course will provide an intellectual context for understanding Chinese views of illness and health; however, if you are interested in implementing or trying out any of the ideas discussed in the class or in the readings, you are advised to go to licensed health care centers or consult clinically trained practitioners.

Learning Objectives: This course will introduce students to key concepts in TCM. It will also encourage students to think historically, critically, and globally about ways in which discussion surrounding TCM emerges across the world. Through multiple writing exercises, students will learn how to write an academic paper, evaluate primary and secondary sources, and cite references properly.

Assessment Method:

Class participation & reading synopsis: 30%
Writing assignments (X4): 40%
Mid-term and final exam: 30%
Class participation and reading synopsis (30%): Every student is expected to attend all classes punctually and join the discussion frequently. Attendance alone is not enough to guarantee a good participation grade; students are expected to have done all the assigned readings and actively engaged in class discussion. Each student must submit via Blackboard a reading synopsis that summarizes the contents of the assigned readings for each week. Please submit the weekly synopsis using the "synopsis template" under "Assignment" folder on the course's Blackboard. Hard copies will NOT be accepted unless specifically requested by a student and pre-approved by the instructor. This will account for 30% of the total grade.

Writing assignments (x4) (40%): Writing competence is a core objective of this course. Students will be required to submit five writing assignments, culminating in a final term paper. Each writing assignment will familiarize students with each element of the final paper. Please read the assigned topic and due date for each writing assignment listed in the course schedule below carefully. Use the "assignment template" under "Assignment" folder on the Blackboard page to compose your assignment. Late submission and submission without using the template will NOT be graded. The four writing assignments will account for 40% of the total grade.

Mid-term and final exam (30%): Throughout the course, there will be one mid-term test and one final examination to test the students’ mastery of key facts and core concepts featured in the readings and lectures. The mid-term is a closed-book test that usually last for less than 45 minutes. All electronic devices should be either muted or turned off. Ask for the instructor's consent if you have emergency calls to take. The mid-term will be consisted of multiple-choice, true-or-false and short-answer questions while the final exam will mostly contain essay questions. Students should not be overly concerned about their performance on these tests if they have done their reading assignments and attended classes regularly. This will make up 30% of the final grade.

Required texts:


Selected readings are available on the Blackboard (under Course information).

Academic Honesty:

Academic dishonesty in any form will not be tolerated. Any attempt to represent the work of someone else as one’s own or any other form of academic dishonesty will result in a grade of E on the assignment and/or disqualification from the course. Please read the department’s detailed policy on academic honesty. In this class, we will discuss how to
cite information correctly, and how to represent a scholar's work or a historical source accurately. Different disciplines have different expectations about citing sources, and the discipline of history is especially rigorous. Should questions or concerns about plagiarism arise, feel free contact the instructor and/or teaching assistant(s) before turning in the final paper.

**Class Policies:**

Silence your cell phones, tablets, and/or laptops during class. Be considerate; make sure that electronic devices are not a distraction for other students. Please use electronic devices judiciously, for note-taking rather than social media or surfing non-academic webpages during class sessions.

## Course Schedule

<table>
<thead>
<tr>
<th>Week 1. Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1 (Aug 21/Thur):</strong> Introduction to the course syllabus, expected learning outcomes, and assessment schemes; read Jiang Jin, &quot;Gender, History, and Medicine in Feminist Scholarship—A Conversation with Charlotte Furth&quot; available at <a href="https://sites.google.com/site/charlottedfurth/interview-with-jin-jiang">https://sites.google.com/site/charlottedfurth/interview-with-jin-jiang</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2. Introduction to Illness and Healing in China</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 3. Body, Mind, and Values</th>
</tr>
</thead>
</table>
*Writing Assignment #1 due:* Identify the distinguishing features of Chinese Medicine. Use examples to explain features that are attractive and/or problematic for you.

**Week 4. Medicine and Healing in Pre-Han China**


**Week 5. Early Formative Stage of Chinese Medicine**


**Week 6. The Five Phases, Yinyang, and Qi**


**Week 7. The Confucian Underpinning of TCM**


**Week 8. The Influence of Daoism on TCM**


Lesson 16 (Oct 14/Fall Break): No Class
Week 9. Convergence of Buddhism and indigenous medicine


*Writing Assignment #2 due:* Compare and contrast the impacts of different philosophical and religious traditions on TCM. You don't have to put the philosophical tenets in competing order but you may want to address points of convergence or divergence among Confucianism, Buddhism, and Daoism and their unique impacts on TCM.


Week 10. The Yellow Emperor's Body


*Writing Assignment #3 due:* Compare the descriptions and translations of key concepts in the *Yellow Emperor's Inner Classics* (e.g. correlative cosmology, yin and yang, body, qi (ch'i), blood, jing (essence), shen (spirit), organs (viscera), five phases etc.) by Paul Unschuld. Can you identify some core concepts that are almost untranslatable and only amenable to transliteration? How does the translation issue reflect the uniqueness of Chinese medicine and the gap of understanding between Eastern and Western views of health and healing?

Week 11. Use of Drugs and Pharmacology


Week 12. Medical Thought during the Tang-Song Transformation


Lesson 24 (Nov 11/Veteran's Day): No Class
Week 13. Medical Practice in late imperial China


Lesson 26 (Nov 18/Tue): Hanson, Marta, "Northern Purgatives, Southern Restoratives: Ming Medical Regionalism," *ASME* (2006): 115–170; a skype conversation with Merrick Lex Berman from CHGIS (China Historical Geographical Information System), Harvard University

Week 14. Acupuncture and Moxibustion


Supplemental: The Science of Acupuncture (BBC documentary of TCM), available on http://www.youtube.com/watch?v=41vm87qq1KU

Week 15. Evaluating TCM in contemporary China

Lesson 29 (Nov 27/Thanksgiving): No Class.

*Writing Assignment #4 due:* Provide your own evaluation of TCM. The instructor does not necessarily hold a predisposed attitude towards TCM. If you support TCM, explain why and discuss how you will address challenges from those who are skeptical; if you are opposed to TCM, describe your rationale and elaborate how you will refute the counter arguments presented from the TCM advocates.


Week 16. Wrapping up

Lesson 31 (Dec 4/Thur): Revision & student evaluation. We will reserve time for students to ask questions about the final examination.
Chinese Medicine

and Healing

An Illustrated History

Edited by TJ Hinrichs and Linda L. Barnes

The Belknap Press of Harvard University Press
Cambridge, Massachusetts • London, England • 2013
CONTENTS

INTRODUCTION · Linda L. Barnes and TJ Hinrichs 1

1 THE PRE-HAN PERIOD · Constance A. Cook 5
   Oracle Bones of the Late Shang Dynasty
   (ca. Thirteenth–Eleventh Centuries B.C.E.) · Ken Takashima 8
   The Dreams of the Lord of Jin · Constance A. Cook 18
   The Hexagram Gu · Xing Wen 20

2 THE HAN PERIOD · Vivienne Lo 31
   The Treatment of Women · Lisa Raphals 42
   A Late Han Adept · TJ Hinrichs 53

3 THE PERIOD OF DIVISION AND THE TANG PERIOD · Fan Ka-wai 65
   Shamans · Lin Fu-shih 67
   Prerequisites for Treating Childlessness · Jessey J. C. Choo 70
   Nurturing the Fetus · Sabine Wilms 71
   Childbirth · Jen-der Lee 73
   Ingestion of the Five Sprouts · Gil Raz 82
   The Celestial Brigand and Illness · Donald Harper 84
   Sun Simiao · Victor Xiong 87
THE SONG AND JIN PERIODS · TJ Hinrichs

Plague God Cults · Paul R. Katz
Legends of Daoist Women · Catherine Despeaux
Song Printed Medical Works and Medieval Japanese Medicine · Andrew Edmund Goble

THE YUAN AND MING PERIODS · Angela Ki Che Leung

Arabic Medicine in China · Paul D. Buell
Tut Tinh—Vietnamese Monk-Physician at the Ming Court · C. Michele Thompson
A Choson Korea Medical Synthesis: Hô Chun’s Precious Mirror of Eastern Medicine · Soyoung Suh
Medical Schools and the Temples of the Three Progenitors · Reiko Shinno
Children’s Medicine · Hsiung Ping-chen
Li Shizhen · Kenneth J. Hammond
Variolation · Chang Chia-Feng

THE QING PERIOD · Yi-Li Wu

Fertility Control and Demographics · Francesca Bray
Female Alchemy · Elena Valussi
The Nineteenth-Century Bubonic Plague Epidemic · Carol Benedict
The Emperor’s Physician · Chang Che-chia
The danghu Performance of Medical and Martial Arts in Late Imperial Vernacular Fiction · Paize Keulemans
Eighteenth-Century European Views of Gongfu (Kungfu) · Linda L. Barnes
The “Warm Diseases” Current of Learning · Marta E. Hanson

THE REPUBLIC OF CHINA · Bridie J. Andrews
Dissection in China · Larissa Heinrich
Neurasthenia (shenjing shuairuo) in China · Hugh Shapiro
Advertising Hygienic Modernity · Ruth Rogaski

THE PEOPLE’S REPUBLIC OF CHINA · Volker Scheid
Propaganda and Health · Stefan R. Landsberger
Folk Nutritional Therapy in Modern China · Eugene N. Anderson
Inventing Qigong · David Ownby
Chinese Medicine as Popular Knowledge in Urban China · Judith Farquhar
Seal Penis, Viagra, and Sexual Potency in Post-Mao China · Everett Zhang
Religious Healing in the People’s Republic of China · Thomas DauBois
SARS, Bird Flu, and Media Transparency in China · Hepeng Jia

A WORLD OF CHINESE MEDICINE AND HEALING: PART ONE · Linda L. Barnes
Acupuncture in Argentina · Betina Freidin
Acupuncture in Germany · Gunnar Stollberg
Textuality and Truth in U.S. Chinese Medicine Education · Sonya Pritzker
Acupuncture in Iraq · Lazzeen Ahmad, MD (Interview by Douglas Newton)
Get on Track with Subhealth: Changing Trajectories of “Preventive Medicine” · Mei Zhan
Placebo-Controlled Randomized Trials and Chinese Medicine · Ted J. Kaptchuk
Chinese Medicine and Healing
## Contents

**Acknowledgments**  xi  
**Introduction**  1  

### 1. Illness and Healing in Shang Culture  17  
1.1. Shang Culture and Society  17  
1.2. Responses to Illness  19  
1.3. Harmony between the Living and the Dead  22  
1.4. Illness as an Indication of Crisis  24  
1.5. Illness as the Result of "Natural" Influences  25  
1.6. Shang Healers  25  
1.7. Concluding Remarks  26  

### 2. The Chou Period and Demonic Medicine  29  
2.1. Historical Background  29  
2.2. Concepts of Demonological Therapy  34  
2.3. The Practice of Demonological Therapy  37  
2.4. The Concept of Ku  46  

### 3. Unification of the Empire, Confucianism, and the Medicine of Systematic Correspondence  51  
3.1. The Paradigm of Correspondences  52  
3.1.1. Magic Correspondence  52  
3.1.2. Systematic Correspondence  54  
3.1.2.1. The Yinyang Doctrine and the Issue of Syncretism  55  
3.1.2.2. The Doctrine of the Five Phases  58  
3.2. Aspects of Confucian Political and Social Doctrine  61  
3.3. Fundamental Principles of the Medicine of Systematic Correspondence  67  
3.3.1. The Concepts of Wind and Ch'i  67  
3.3.2. Structure and Function of the Organism  73  
3.3.3. Diagnostic Principles of Systematic Correspondence  83  
3.3.4. Classic Acupuncture: Origins and Therapeutic Principles  92  
3.3.5. Concluding Remarks  99
CONTENTS

4. Taoism and Pragmatic Drug Therapy:
   From Antifeudal Social Theory to Individualistic Practices of Longevity 101
   4.1. Social Theory of Early Taoism 101
   4.2. Early Taoism and the Question of Life and Death 104
   4.3. The Influence of Taoism on the Huang-ti nei-ching 106
   4.4. Taoist Macrobeiotics and the Liberation of the Individual 108
   4.5. The Origins and Early Development of Pragmatic Drug Therapy 111

5. Religious Healing: The Foundation of Theocratic Rule 117
   5.1. Social Conditions during the Later Han 118
   5.2. T'ai-p'ing Ideology and the Yellow Turban Revolt 120
   5.3. Physical Existence: Tensions between Daily Life and the Ethos of Nature 122
   5.4. The Five-Pecks-of-Rice Movement and the State of Chang Lu 127

6. Buddhism and Indian Medicine 132
   6.1. Early Buddhism in China 132
   6.2. Indian Medicine and the Buddhist Literature of China 137
   6.3. Indian Cataract Surgery in China 144
   6.4. The Chinese Reception of Indian Buddhist Medicine 148

7. Sung Neo-Confucianism and Medical Thought:
   Progress with an Eye to the Past 154
   7.1. A Survey of Political and Intellectual Developments between the Sixth and Thirteenth Centuries 155
   7.1.1. The Sui and T'ang Epochs 155
   7.1.2. The Sung Epoch 161
   7.2. Cultural and Social Trends as Reflected in Medical Thought 166
   7.2.1. Reductionism and the Narrowing of Categories 168
   7.2.1.1. Chang Chi and the Adoption of Restricted Etymology 168
   7.2.1.2. The Cosmological Concepts Wei-yin lien-ch'i 170
   7.2.2. Individual Contributions to Contemporary Trends 172
   7.2.2.1. Liu Wan-su 172
   7.2.2.2. Chang Ts'ung-chung 174
   7.2.2.3. Ch'en Yen 175
   7.2.2.4. Li Kao 177
   7.2.3. The Pharmacology of Systematic Correspondence 179
   7.2.3.1. The Fourfold Categorization of Drug Qualities 181
<table>
<thead>
<tr>
<th>Contents Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Therapy: A New Theory to Individualistic Practices</td>
<td>v</td>
</tr>
<tr>
<td>7.2.3.2. The Sixfold Categorization of Drug Qualities</td>
<td>182</td>
</tr>
<tr>
<td>7.2.3.3. The Fivefold Categorization of Drug Qualities</td>
<td>185</td>
</tr>
<tr>
<td>7.2.3.4. The Determination of Primary Qualities</td>
<td>186</td>
</tr>
<tr>
<td>8. Medical Thought during the Ming and Ch‘ing Epochs:</td>
<td></td>
</tr>
<tr>
<td>The Individual in Search of Reality</td>
<td>189</td>
</tr>
<tr>
<td>8.1. Political and Intellectual Developments</td>
<td>189</td>
</tr>
<tr>
<td>8.1.1. The Ming Epoch (1368–1636)</td>
<td>189</td>
</tr>
<tr>
<td>8.1.2. The Ch‘ing Epoch (1636–1912)</td>
<td>192</td>
</tr>
<tr>
<td>8.2. Medical Thought</td>
<td>194</td>
</tr>
<tr>
<td>8.2.1. The Intellectual Environment</td>
<td>194</td>
</tr>
<tr>
<td>8.2.2. The Spectrum of Conceptual Approaches</td>
<td>197</td>
</tr>
<tr>
<td>8.2.2.1. Searching the Interior</td>
<td>197</td>
</tr>
<tr>
<td>8.2.2.2. Searching the Exterior</td>
<td>204</td>
</tr>
<tr>
<td>8.2.2.3. Searching the Past</td>
<td>208</td>
</tr>
<tr>
<td>8.2.2.4. Searching Down Below</td>
<td>210</td>
</tr>
<tr>
<td>8.2.2.5. Searching Far Ahead</td>
<td>212</td>
</tr>
<tr>
<td>8.2.3. Demonology, “Psychiatry,” and “Psychoanalysis”</td>
<td>215</td>
</tr>
<tr>
<td>8.3. The Heterogeneity of Chinese Medicine during the Decline of the Empire</td>
<td>223</td>
</tr>
<tr>
<td>9. Medicine in Twentieth-Century China</td>
<td>229</td>
</tr>
<tr>
<td>9.1. A Survey of Intellectual Currents in the Twentieth Century</td>
<td>229</td>
</tr>
<tr>
<td>9.2. The Appearance and Spread of Western Medicine in China</td>
<td>231</td>
</tr>
<tr>
<td>9.2.1. Concepts of Modern Western Medicine</td>
<td>231</td>
</tr>
<tr>
<td>9.2.2. The Medical Missionaries: Objectives and Methods</td>
<td>235</td>
</tr>
<tr>
<td>9.2.3. Science and Scientific Medicine in Twentieth-Century China</td>
<td>242</td>
</tr>
<tr>
<td>9.3. Traditional Medicine in the Twentieth Century:</td>
<td></td>
</tr>
<tr>
<td>Changes in Conceptual Legitimation</td>
<td>249</td>
</tr>
<tr>
<td>9.3.1. The Combination of Western and Chinese Medicine and the Emergence of a New Therapy</td>
<td>252</td>
</tr>
<tr>
<td>9.4. Therapeutic Plurality in Present-Day China</td>
<td>260</td>
</tr>
<tr>
<td>Appendix: Primary Texts in Translation</td>
<td>263</td>
</tr>
<tr>
<td>1. Huang-ti nei-ching t’ai-su.</td>
<td>263</td>
</tr>
<tr>
<td>1.1. Manifestations of Winds at the Eight Seasonal Turning Points</td>
<td>263</td>
</tr>
<tr>
<td>1.2. The Nine Palaces and the Eight Winds</td>
<td>265</td>
</tr>
<tr>
<td>1.3. The Three Conditions of Depletion and The Three Conditions of Abundance</td>
<td>267</td>
</tr>
<tr>
<td>Systematic Correspondence Analysis of Drug Qualities</td>
<td>179</td>
</tr>
<tr>
<td>The Narrowing of Categories</td>
<td>168</td>
</tr>
<tr>
<td>The Adoption of Restricted Entology</td>
<td>168</td>
</tr>
<tr>
<td>Reinterpretation of Concepts Wu-yin lin-ch‘i in the Context of Contemporary Trends</td>
<td>172</td>
</tr>
<tr>
<td>Trends as Reflected in Medical Thought</td>
<td>161</td>
</tr>
<tr>
<td>The Narrowing of Categories</td>
<td>168</td>
</tr>
<tr>
<td>The Adoption of Restricted Entology</td>
<td>168</td>
</tr>
<tr>
<td>Reinterpretation of Concepts Wu-yin lin-ch‘i in the Context of Contemporary Trends</td>
<td>172</td>
</tr>
<tr>
<td>Appendix: Primary Texts in Translation</td>
<td>263</td>
</tr>
<tr>
<td>1. Huang-ti nei-ching t’ai-su.</td>
<td>263</td>
</tr>
<tr>
<td>1.1. Manifestations of Winds at the Eight Seasonal Turning Points</td>
<td>263</td>
</tr>
<tr>
<td>1.2. The Nine Palaces and the Eight Winds</td>
<td>265</td>
</tr>
<tr>
<td>1.3. The Three Conditions of Depletion and The Three Conditions of Abundance</td>
<td>267</td>
</tr>
<tr>
<td>Systematic Correspondence Analysis of Drug Qualities</td>
<td>179</td>
</tr>
</tbody>
</table>