



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

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
 If yes, please identify course(s) SILC 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 \(SQ/SG\)](#)
- [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):

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]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, ToC of textbooks
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus, ToC of textbooks
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	Syllabus, ToC of textbooks
<input type="checkbox"/>	<input type="checkbox"/>	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."	

Course Prefix	Number	Title	Designation
CHI	335	History of Chinese Medicine	Global Awareness (G)

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: 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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1: leads to understanding of contemporary world outside of the US	Examines the origins and contemporary developments of Chinese medicine, particularly in China.	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.
2a: culture specific area to shed light on contemporary world	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.	See particularly course description (p. 1) and contemporary focus especially in weeks 14 and 15 (pp. 6) of syllabus.
2c: comparative study with most focused outside US	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.	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.

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 陸伊驪, PhD

Office hours: by appointment

Phone: 480-257-0685; email: chrisluk@asu.edu

*Our recent PhD taught
the course most recently -
last semester*

GZCBA
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?

GZC
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:

Unschuld, Paul. *Medicine in China: A History of Ideas* (Berkeley: University of California Press, 2005)

Hinrichs, TJ and Linda Barnes, eds. *Chinese Medicine and Healing: An Illustrated History* (Cambridge: Harvard University Press, 2013)

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

Week 1. Orientation

Lesson 1 (Aug 21/Thur): Introduction to the course syllabus, expected learning outcomes, and assessment schemes; read Jiang Jin, "Gender, History, and Medicine in Feminist Scholarship—A Conversation with Charlotte Furth" available at <https://sites.google.com/site/charlottedfurth/interview-with-jin-jiang>

Lesson 2 (Aug 26/Tue): Unschuld, *Medicine in China*, pp. xi-xxxiv; Hinrichs and Barnes, *Chinese Medicine and Healing: An Illustrated History*, pp. 1-4.

Week 2. Introduction to Illness and Healing in China

Lesson 3 (Aug 28/Thur): Unschuld. "Illness and Healing in Shang Culture," *Medicine in China*, pp. 17-28.

Lesson 4 (Sept 2/Tue): Shigehisa Kuriyama. "The Imagination of Winds and the Development of the Chinese Conception of the Body," in Angela Zito and Tani Barlow, eds, *Body, Subject and Power in China*. (Chicago: University of Chicago Press, 1994), pp. 23-41.

Week 3. Body, Mind, and Values

Lesson 5 (Sept 4/Thur): John Hay, "The Human Body as a Microcosmic Source of Macrocosmic Values in Calligraphy," in Kasulis Ames, and Dissanayake eds. *Self as Body in Asian Theory and Practice* (New York: SUNY Press, 1993), pp. 179-21.

Lesson 6 (Sept 9/ Tue): Roger T. Ames, "The Meaning of Body in Classical Chinese Philosophy," in *Self as Body in Asian Theory and Practice*, pp. 157-177.

*** 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

Lesson 7 (Sept 11/Thur): Nathan Sivin, "State, Cosmos, and Body in the Last Three Centuries B.C.," *Harvard Journal of Asiatic Studies* (June 1995) 55:1, pp. 5-37.

Lesson 8 (Sept 16/Tue): Constance Cook, "The Pre-Han Period," *Chinese Medicine and Healing: An Illustrated History*, pp. 5-30.

Week 5. Early Formative Stage of Chinese Medicine

Lesson 9 (Sept 18/Thur): Unschuld. "The Chou Period and Demonic Medicine," *Medicine in China*, pp. 29-50.

Lesson 10 (Sept 23/Tue): Benjamin Schwartz, "Early Chou Thought: Continuity and Breakthrough," in *The World of Thought in Ancient China* (Cambridge: Harvard University Press, 1985), pp. 40-55.

Week 6. The Five Phases, Yinyang, and Qi

Lesson 11 (Sept 25/Thur): Unschuld. "The Yinyang Doctrine and the Issue of Syncretism," "The Doctrine of the Five Phases," and "The Concepts of Wind and *Ch'i*" *Medicine in China*, pp. 55-60, 67-72.

Lesson 12 (Sept 30/Tue): Unschuld, "The Yin-Yang Doctrine," and "The Five-Agents Doctrine," in *Huang Di Nei Jing Su Wen: Nature, Knowledge, Imagery in an Ancient Chinese Medical Text* (Berkeley: University of California Press, 2003), pp. 83-110.

Week 7. The Confucian Underpinning of TCM

Lesson 13 (Oct 2/Thur): Unschuld, "Aspects of Confucian Political and Social Doctrine" and "Fundamental Principles of the Medicine of Systemic Correspondence," *Medicine in China*, pp. 61-67.

Lesson 14 (Oct 7/Tue): Robert Hymes, "Not Quite Gentlemen: Doctors in Sung and Yuan," *Chinese Science*, pp. 9-76.

Week 8. The Influence of Daoism on TCM

Lesson 15 (Oct 9/Thur): Unschuld, "Taoism and Pragmatic Drug Therapy: From Antifeudal Society Theory to Individualistic Practices of Longevity," *Medicine in China*, pp. 101-116.

Lesson 16 (Oct 14/Fall Break): No Class

Week 9. Convergence of Buddhism and indigenous medicine

Lesson 17 (Oct 16/Thur): Unschuld, "The Chinese Reception of Indian Buddhist Medicine," *Medicine in China*, pp. 148-153.

* **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.

Lesson 18 (Oct 21/Tue): Salguero, Pierce, "Introduction," *Translating Buddhist Medicine in Medieval China* (Philadelphia: University of Pennsylvania Press, 2014), available at <http://www.upenn.edu/pennpress/book/toc/15240.html>.

Week 10. The Yellow Emperor's Body

Lesson 19 (Oct 23/Thur): Unschuld, "The *Huang-ti nei-ching su-wen*" *Medicine in China*, pp. 263-294.

Lesson 20 (Oct 28/Tue): Charlotte Furth, "The Yellow Emperor's Body," in *A Flourishing Yin: Gender in China's Medical History, 960-1665* (Berkeley: University of California Press, 1999), pp. 19-58.

* **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

Lesson 21 (Oct 30/Thur): Yang Shou-zhong, *The Divine Farmer's Materia Medica: A Translation of the Shen Nong Ben Cao Jing* (Boulder: Blue Poppy Press, 1998), pp. i-xvi; a skype lecture by Yan Liu from the Department of the History of Science, Harvard University.

Lesson 22 (Nov 4/Tue): Unschuld, "The Origins and Early Development of Pragmatic Drug Therapy," pp.111-116.

Week 12. Medical Thought during the Tang-Song Transformation

Lesson 23 (Nov 6/Thur): Unschuld, "The Sung Epoch," and "The Pharmacology of Systematic Correspondence," *Medicine in China*, pp.161-165, 179-185.

Lesson 24 (Nov 11/Veteran's Day): No Class

Week 13. Medical Practice in late imperial China

Lesson 25 (Nov 13/Thur): Unschuld, "Medical Thought during the Ming and Ch'ing Epochs: The Individual in Search of Reality," *Medicine in China*, pp. 189-197.

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

Lesson 27 (Nov 20/Thur): Joseph Needham, "The History and Rationale of Acupuncture and Moxibustion," in *Science in Traditional China: A Comparative Perspective* (Shatin: The Chinese University of Hong Kong Press, 1981), pp. 85-106.

Lesson 28 (Nov 25/Tue): Read Anahad O'Connor, "Acupuncture Provides True Pain Relief in Study," in *The New York Times* September 11, 2012, available on http://well.blogs.nytimes.com/2012/09/11/acupuncture-provides-true-pain-relief-in-study/?_php=true&_type=blogs&_php=true&_type=blogs&_r=1.

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.

Lesson 30 (Dec 2/Tue): Judith Farquhar, "Problems of Knowledge in Contemporary Chinese Medical Discourse," *Soc. Sci. Med.* vol. 24, no. 12 (1987), pp. 1013-1021.

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

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CHINESE MEDICINE AND HEALING

Medicine
in
China

A History of Ideas

Paul U. Unschuld



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