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

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: Historical Awareness-H

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
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

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[H] CRITERIA

The Historical Awareness [H] Course Must Meet the Following Criteria:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>History is a major focus of the course.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td>The course examines and explains human development as a sequence of events influenced by a variety of factors.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td>There is a disciplined systematic examination of human institutions as they change over time.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td>The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
</tr>
</tbody>
</table>

The Following Are Not Acceptable:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
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>H-1</td>
<td>History of Chinese medicine from antiquity to the present is the focus.</td>
<td>Regards the history of Chinese medicine as significant area of Chinese cultural history; see course description on p. 1 of syllabus and ToC of textbooks.</td>
</tr>
<tr>
<td>H-2</td>
<td>Explains development of Chinese medicine as a sequence of events influenced by various sociopolitical, economic, environmental, etc., factors</td>
<td>Traces and explains the origins of Chinese medical ideas through early antiquity and their systemazation under bureaucratic dynastic governments and the challenges faced in the modern world, etc. Syllabus, pp. 1, 3-6; ToC of textbooks.</td>
</tr>
<tr>
<td>H-3</td>
<td>Systematic examination of medical and political institutions and physicians as they changed over time.</td>
<td>Considerable attention given to the interaction of medical traditions/practioners and state officials, especially as political contexts and ideologies changed and as medicine became more professionalized. Syllabus, pp. 1, 3-6; ToC of textbooks.</td>
</tr>
<tr>
<td>H-4</td>
<td>Examines relationship between medical ideas cultural events in the broad context of sociopolitical and economic changes from ancient society, through Imperial China to modern, global society.</td>
<td>For example, Qin-Han imperial structure shaped much of the language for medicalizing the body and ideas of proper medical practice. These changed especially in Late Imperial China and in the 20th century. Syllabus, pp. 1, 3-6; ToC of textbooks.</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 陸伊麗, 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 to 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


Week 2. Introduction to Illness and Healing in China


Week 3. Body, Mind, and Values


* **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

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


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

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 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 Raphael 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
# CONTENTS

4 THE SONG AND JIN PERIODS · TJ Hinton
- Plague God Cults · Paul R. Katz
- Legendary Daoist Women · Catherine Despeaux
- Song Printed Medical Works and Medieval Japanese Medicine · Andrew Edmund Goble

5 THE YUAN AND MING PERIODS · Angela Ki Che Leung
- Arabic Medicine in China · Paul D. Buell
- Tú Tinh—Vietnamese Monk-Physician at the Ming Court · C. Michele Thompson
- A Chosŏn Korea Medical Synthesis: Hŏ 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-ch’eng
- Li Shizhen · Kenneth J. Hammond
- Variolation · Chang Chia-Feng

6 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 Jianghu Performance of Medical and Martial Arts in Late Imperial Vernacular Fiction · Païze Keulemans
- Eighteenth-Century European Views of Gongfu (Kungfu) · Linda L. Barnes
- The “Warm Diseases” Current of Learning · Marta E. Hanson

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

8 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 DuBois
- SARS, Bird Flu, and Media Transparency in China · Hepeng Jia

9 A WORLD OF CHINESE MEDICINE AND HEALING: PART ONE · Linda L. Barnes
- Acupuncture in Argentina · Bettina Freidin
- Acupuncture in Germany · Gunnar Stollberg
- Textuality and Truth in U.S. Chinese Medicine Education · Sonya Pritzker
- Acupuncture in Iraq · Lazgeen 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. Kapchuk
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 Demoniac 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 Antifetal 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 Hsiang-ti nei-chung 106
   4.4. Taoist Macerobiotics 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 liu-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 T'ung-cheng 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