



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/28/2010

1. ACADEMIC UNIT: SHPRS
2. COURSE PROPOSED: HST 385 History of Chinese Medicine 3
3. CONTACT PERSON: Name: Catherine O'Donnell Phone:
Mail Code: 4302 E-Mail: codonnell@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H - MR
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:
Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?



ARIZONA STATE UNIVERSITY

Kent Linger

[Signature]

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 3/3/10

HST 385—History of Chinese Medicine

Chinese traditional medicine (TCM) is one of the important portions in Chinese culture and is the manifestation of Chinese ancient philosophy in medical practice. Furthermore, Chinese medicine is only one of ancient and natural therapies still used popularly today in many parts of East Asia. Throughout China's long 5000-year history, Chinese medicine has offered countless useful resources for scientific and humanistic developments. This course will concentrate on the history of Chinese medicine and will provide basic knowledge for understanding both theoretical and practical aspects of Chinese medicine, such as diagnoses, analysis, treatments, and herbal applications.

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call 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 national 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 summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which 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 such a sequence. 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.

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

| ASU--[H] CRITERIA | | | |
|--|--------------------------|--|---|
| THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA: | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. History is a major focus of the course. | syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. The course examines and explains human development as a sequence of events. | syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 3. There is a disciplined systematic examination of human institutions as they change over time. | syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. | syllabus |
| | | 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. | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|-----------------------------|-------------|
| HST | 385 | History of Chinese Medicine | H |

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) |
|----------------------------|--|---|
| 1 | Course traces evolution of Chinese medicine and the evolution of the socioeconomic, political, and cultural contexts in which it developed | Course description, readings, and weekly descriptions |
| 2 | The course is founded on this idea | pervades the syllabus, see for example questions 5, 9, 11, 16, 18 |
| 3 | Again, the course is built on this principle | see, for example, course description, and week 8, 10, and 13 |

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HST 385 HISTORY OF CHINESE MEDICINE

Instructor: Dr. Jun-Ping Xu

Time: T & Th 4:30-5:45

Classroom: SS 234

Office hours: Fridays 4:30-5:30 or by appointment junping.xu@asu.edu

Location: Wilson Hall Room 315

Course Description:

Chinese traditional medicine (TCM) is one of the important portions in Chinese culture and is the manifestation of Chinese ancient philosophy in medical practice. Furthermore, Chinese medicine is only one of ancient and natural therapies still used popularly today in many parts of East Asia. Throughout China's long 5000-year history, Chinese medicine has offered countless useful resources for scientific and humanistic developments.

This course will concentrate on the history of Chinese medicine and will provide basic knowledge for understanding both theoretical and practical aspects of Chinese medicine, such as diagnoses, analysis, treatments, and herbal applications. The course will help students better understand Chinese history and ancient philosophies. In addition, it will help students realize many benefits of Chinese medicine for improving one's personal health quality. Although the course mentions practical applications of Chinese medicine, it is not a clinical class and does not offer training in Chinese medicine practice. If some students are interested in the practice of TMC and Chinese herbal prescriptions that are discussed in the class or in the readings, they are advised to pursue formal programs in licensed health care centers.

In the process, you will be challenged to wrestle with such questions as:

1. How did Chinese traditions of medicine evolve?
2. How did socioeconomic, political, and culture contexts impact conceptions of medicine in ancient China (pre-Qin dynasty)?
3. What was considered good medicine or a good doctor?
4. How and why was China such a fertile ground for creative thinking and inventions during the ancient and medieval periods?
5. How did Chinese Medicine develop systemically? Who were the critical contributors in development of the theories of Chinese Medicine and acupuncture in this period?

6. How did Chinese Medicine assimilate the treatment techniques and herbs from other medicines?
7. What are the major differences in comprehension of the internal organs in human body between Chinese and western medicines?
8. How had human body organs being understood in Chinese Medicine? What did the different methodologies use in western medicine?
9. How did thinking about nature and medicine evolve differently in ancient China, Greece and Roma?
10. How did the theory of the Five-Elements inference the development of ancient Chinese culture and medicine?
11. How did ancient Chinese great inventions about paper production and print technology help the popularization of Chinese Medicine?
12. What are the major differences in therapeutic principles between Chinese and Western medicines?
13. What was the different thought in causes of diseases between Chinese medicine and Western medicine?
14. What are the characteristics in syndrome differentiation by Chinese medicine?
15. How has traditional medicine been changing in contemporary China?
16. Why had Chinese traditions of discovery and invention encountered developmental problems by the time the Jesuits brought European science and medicine at the end of the 16th century?
17. How do traditional and modern, Chinese and Euro-American, medicine suggests different patterns of analysis and problem solving?
18. How have Chinese and Western traditions interacted since the end of the sixteenth century?
19. What are the future prospects for Chinese medicine?

Course Requirements:

Students are required to attend class regularly and participate fully. There will be a bi-weekly writing assignment and once research seminar. In addition, there will be a midterm examination, and final essay. Besides class lectures, the course also encourages student discussion. These discussion sessions serve as an important part of the course and are held during the last 15 minutes of each lecture. Students are required to finish the assigned readings for that week before the discussion section, and to be prepared to talk during the discussion session. Papers (approximately 500 or 1000-characters long) and seminar (25~30 min.) are required to be submitted in Chinese, and may include quotes from the weekly readings (although the use of

these quotes should be brief). Papers submitted late, without an acceptable excuse (e.g., a documented medical emergency) will be lowered one letter grade.

Grading:

Participation: 10%

Papers: 40%

Seminar: 15%

Discussion Section: 15%

Written quiz: 20%

Academic Honesty: All work in this course must be original. Plagiarism and other forms of cheating will not be permitted. Students who plagiarize an assignment will be given a zero for that assignment. No student may turn in an assignment that is substantially similar to that of any other student.

Course Outline (Tentative Schedule)

Week-1: Introduction of the origin of Chinese medicine in ancient China (pre-Qin dynasty). Introduction of the most famous legends about Suireshi, Fuxi, Shennong-Yandi, Huangdi, and Bian-Que, and some early archaeological evidence.

Reading:

1. Paul Unschuld, *Medicine in China: A History of Ideas*, Introduction & Chapters 1 pp. 1-50.
2. 傅维康：中国医学史， Chapters 1 and 2, pp. 1-41.

Week-2 and 3: The theories of Yin-Yang and essential qi, ancient Chinese philosophical concepts of native dialectics, expressing the law of the unity of opposites and explaining the formation of the universe by an invisible substance called qi. The ceaseless movement of qi causes all kinds of changes, and the essential part of qi gives rise to life.

Reading:

1. Nathan Sivin, *Traditional Medicine in Contemporary China*, Chapter II, pp.43-70. and Yin-yang, pp. 203-207.
2. Xiao-hui He, *The Fundamental of Chinese Medical Theories 中医基础理论*， Chapter 1, pp. 20-27, pp.16-19.
3. Chen-Yu Li et al, *Fundamentals of Chinese Medicine*, Chapter One, pp. 3-9, and Chapter Two,

pp. 23-36.

4. Ted J. Kaptchunk, The Web That has no Weaver, The Fundamental Textures, Qi, Blood, Essences, Spirit and Fluids, pp.41-74

Required Paper-1 (500 Chinese words): Chinese Medicine in the beginning Era

Week-4: The development of Chinese Medicine in the Qin, Han, and Jin dynasties.
Introduction of the meridian theory and circulation (The Channels on acupuncture)

Reading:

1. Unschuld, Chapter 3, The Medicine of systematic Correspondence, pp. 51-100.
2. Unschuld, part of Chapter 4-6, Taoist and Buddhist Medicine, pp. 101-153.
3. Nathan Sivin, Traditional Medicine in Contemporary China, The Circulation Tract System, pp. 249-263.
4. 傅维康：中国医学史， Chapters 3 and 4, pp. 42-157.
5. Xiao-hui He, The Fundamental of Chinese Medical Theories, 中医基础理论 Chapter 4, pp. 104-123.
6. Ted J. Kaptchunk, The Web That has no Weaver, pp.105-141.

Week-5: 1) Review and discussing ancient Chinese philosophies and their medical explanation.
2) Comparison the genesis and early development of medicines between Chinese and other countries in the world.

Reading:

1. Review all above corresponding materials.
2. Internet search: Empedocles, Hippocrates, and Galen, C .
3. Shigehisa Kuriyama, Styles of Touching in Western and Chinese Medical Traditions, Chapters 1 and 2, pp. 7-108.
4. Ted J. Kaptchunk, The Web That has no Weaver, Medicine West and East, pp. 1-39.

Required Paper-2 (500 Chinese words): The Characters of Chinese Medicine development in the Qin, Han, and Jin dynasties.

Week-6: Student Seminar

- 1) Introduce ancient Indian Medicine (30min. + 10min.)
- 2) Introduce ancient Greece Medicine (30min. + 10min.)
- 3) Introduce the characters of Western Medicine in beginning era. (30min. + 10min.)

Week-7: The theory of the Five-Elements, one of the basic theories in traditional Chinese medicine, introduced from ancient natural philosophy concerning the composition and evolution of the physical universe.

Reading:

1. Nathan Sivin, Traditional Medicine in Contemporary China, Chapter II, pp.70-80 and the Five Phases pp. 208-211.
2. Xiao-hui He, The Fundamental of Chinese Medical Theories 中医基础理论, Chapter 1, pp. 28-33.
3. Chen-Yu Li et al, Fundamentals of Chinese Medicine, Chapter One, pp. 10-22.

Required Paper-3 (Over 750 Chinese words): The Medicinal Characters of Chinese Philosophy regarding Yin-Yang and Essential Qi

Week-8: 1) The development of Chinese Medicine in the Sui, and Tang Dynasties. 2) The theory of the Five Zang Organs, the five Zang internal organs that produce, transform and store essential Qi, and the six Fu internal organs that receive, contain and transmit food and drink.

Reading:

1. Unschuld, part of Chapter 4-6, Taoist and Buddhist Medicine, pp. 101-153.
2. 傅维康: 中国医学史, Chapters 5, pp. 158-214.
3. Nathan Sivin, Traditional Medicine in Contemporary China, The Visceral Systems of Function, pp. 213-236.
4. Xiao-hui He, The Fundamental of Chinese Medical Theories, 中医基础理论, Chapter 2, pp. 39-85.
5. Chen-Yu Li et al, Fundamentals of Chinese Medicine, Chapter Four, pp. 65-93.
6. Ted J. Kaptchunk, The Web That has no Weaver, The Organs of the Body, pp. 75-104.

Week-9: 1) The development of Chinese Medicine in the Song, Jin, and Yuan Dynasties. The propagation and inferences of Chinese Medicine in East Asia 2) Explanation of diagnostic process in Chinese Medicine.

Reading:

1. Unschuld, Chapter 7, Medical Thought during the Song Era, pp. 154-188.
2. 傅维康：中国医学史， Chapters 5, pp. 215-298.
3. Nathan Sivin, The Four Methods of Examination, pp.291-328
4. Chen-Yu Li et al, Fundamentals of Chinese Medicine, Chapter Six, pp. 111-157.
5. Ted J. Kaptchunk, The Web That has no Weaver, Signs and Symptoms, pp. 171-213.

Required Paper-4 (500 Chinese words): The Characters of Chinese Medicine development in the Sui and Tang dynasties.

Week-10: Student Seminar:

- 1) Introduce Ancient Islamic Medicine (30min. + 10min.)
- 2) Introduce the important contributors in development of Western Medicine (30min. + 15min.)
- 3) Introduce the propagation and inferences of Chinese Medicine in East Asia. (30min. + 15min.)

Week-11: The theory of the causes of disease. The syndrome differentiation and principles of Treatment

Reading:

1. Nathan Sivin, Causes of Medical Disorders, pp. 273-290.
2. Nathan Sivin, Manifestation Type Determination, pp. 329-348.
3. Xiao-hui He, The Fundamental of Chinese Medical Theories 中医基础理论， Chapter 6 and 7, pp. 134-156.
4. Chen-Yu Li et al, Fundamentals of Chinese Medicine, Chapter Five, pp. 95-108, and Chapter Seven, pp. 159-188.
5. Ted J. Kaptchunk, The Web That has no Weaver, The eight Principal Patterns, pp. 215-238.

Required Paper-5 (500 Chinese words): The Characters of Chinese Medicine development in the

Song, Jin, and Yuan Dynasties.

Week-12: 1) Comparison the development of medicines between Chinese and western medicines in the corresponding period (581-960). 2) Methods of treatment and prescription.

Reading:

1. Shigehisa Kuriyama, *Styles of Touching in Western and Chinese Medical Traditions*, Chapters 1 and 2, pp.1-110.
2. Nathan Sivin, *Therapeutic Principles*, pp. 405-428.
3. Xiao-hui He, *The Fundamental of Chinese Medical Theories 中医基础理论*, Chapter 8, pp. 173-185.

Week-13: The development of Chinese medicine in the Ming and Qing dynasties as well as the Republican Era.

Reading:

1. Unschuld, Chapter 8, *Medical Thought in Late Imperial China*, pp. 189-228.
2. 傅维康：中国医学史， Chapters 7 and 8, pp.299-441.
3. Chen-Yu Li et al, *Fundamentals of Chinese Medicine*, Chapter 10, pp. 265-335.

Required Paper-6 (500 Chinese words): The Characters of Chinese Medicine development in the Ming and Qing dynasties as well as in Republican Era.

Week-14: 1) Basic knowledge about Chinese herbs and the role of prescription in Chinese medicine.

2) Chinese Medicine in 20th Century China and Contemporary developments.

Reading:

1. Unschuld, *Medicine in Twentieth-Century China*, Chapter 9, pp.229-261.
2. 傅维康：中国医学史， Chapters 9, pp. 483-535.
3. 成都中医药大学主编, *中药学 (Chinese Herbs)* Chapters 4-6.

Week-15: 1) Struggles in the field of Chinese medicine after the popularization of modern medicine in China. 2) Discussion of the major characteristics of Chinese Medicine.

Reading:

1. Thomas S.C. Li et al, Chinese and related North American herbs: phytopharmacology and therapeutic values / CRC Press, c2002. 598 p.
2. Stephen Tang et al, Chinese herbal medicine: how Chinese herbs are used for whole-body health, New York: Berkley Books, 1996, 234 p.
3. Shigehisa Kuriyama, Styles of Touching in Western and Chinese Medical Traditions, Chapters 3 and 4, pp.111-192

Week-16: 1) Comparison the development of medicines between Chinese and western countries in period (960-1644). 2) Comparison the development of medicines between Chinese and Western countries in period (1644-present). 3) Review and Discussion on the future of Chinese Medicine.

Reading:

1. Shigehisa Kuriyama, Styles of Touching in Western and Chinese Medical Traditions, Chapters 5 and 6, pp.195-273.
2. The corresponding topics searched in Chinese Medicine website.

Required Final Paper (over 1000 Chinese words):