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SENATE COUNCIL

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 2/15/2016

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Jeff Rogers

Email: nelsjrogers@uky.edu

Phone: 7-4540

Responsible Faculty ID (if different from Contact)

Name: Jianjun He

Email: jianjun.he@uky.edu

Phone: 7-6814

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CHI 334

2c. Full Title: Traditional Chinese Medicine

2d. Transcript Title: Traditional Chinese Medicine

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** This course is an interdisciplinary introduction to the history of Chinese medicine: its philosophy, theories, practices and transformations. Drawing on cultural history, anthropology, and gender studies, this course investigates Chinese medicine in its intellectual, social and cultural context and emphasizes the following components: 1) reading primary texts in translation; 2) a historical overview of the development of Chinese medicine; 3) examining different methodological approaches. The course will be conducted in English and all required readings are English as well. Students are not expected to know Chinese to take this course.

2k. **Prerequisites, if any:** none

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

**Will the course be offered every year?:** No

If No, explain: Will be part of CHI track rotation in new MCL major, maybe taught yearly or bi-yearly, depending on faculty resources, sabbaticals and demand.

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 25+

7. **Anticipated Student Demand**

**Will this course serve students primarily within the degree program?:** Yes

**Will it be of interest to a significant number of students outside the degree pgm?:** No

If Yes, explain:

8. **Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JROUHIE|Jeanmarie Rouhier-Wiloughby|CHI 334 NEW Dept Review|20150514

SIGNATURE|ACSI222|Anna C Harmon|CHI 334 NEW College Review|20151002

SIGNATURE|JMETT2|Joanie Eit-Mims|CHI 334 NEW Undergrad Council Review|20160222

## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

## Attachments:

Upload File

	ID	Attachment
Delete	5049	CHI_MEDICINE.doc
Delete	6295	CHI 334 Chinese Medicine---syllabus (2-22-16).doc

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>
- e. Should this course be a UK Core Course?  Yes  No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes <sup>4</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |   |  |                                     |                                     |
|---|--|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> 3 Lecture | <input type="checkbox"/> Laboratory <sup>1</sup> | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study         | <input type="checkbox"/> Clinical                | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum  |
| <input type="checkbox"/> Research             | <input type="checkbox"/> Residency               | <input type="checkbox"/> Seminar    | <input type="checkbox"/> Studio     |
| <input type="checkbox"/> Other                | If Other, Please explain:                        |                                     |                                     |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

This course is an interdisciplinary introduction to the history of Chinese medicine: its philosophy, theories, practices and transformations. Drawing on cultural history, anthropology, and gender studies, this course investigates Chinese medicine in its intellectual, social and cultural context and emphasizes the following components: 1) reading primary texts in translation; 2) a historical overview of the development of Chinese medicine; 3) examining different methodological approaches.

The course will be conducted in English and all required readings are English as well. Students are not expected to know Chinese to take this course.

## k. Prerequisites, if any:

none

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: Will be part of CHI track rotation in new MCL major, maybe taught yearly or bi-yearly.

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 25+

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>5</sup> for ANY program?  Yes  No

If YES <sup>5</sup>, list affected programs:

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) *ident* additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

<sup>4</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>5</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

**CHI 334: Traditional Chinese Medicine**  
MWF 1:00-1:50

Instructor: Jianjun He  
Office: 1441 Patterson Office Tower (POT)  
Office hours: MW 11:00-12:00  
Email: jianjun.he@uky.edu  
Phone: 2576814

**Overview:**

This course is an interdisciplinary introduction to the history of Chinese medicine: its philosophy, theories, practices and transformations. Drawing on cultural history, anthropology, and gender studies, this course investigates Chinese medicine in its intellectual, social and cultural context and emphasizes the following components: 1) reading primary texts in translation; 2) a historical overview of the development of Chinese medicine; 3) examining different methodological approaches.

**Learning Outcomes**

By the end of the semester, students who have conscientiously and thoughtfully listened to the lectures, done all the readings and participated in the class discussions, should:

- 1) demonstrate a basic understanding of terms and vocabulary of Traditional Chinese Medicine.
- 2) demonstrate knowledge of foundational principles such as Qi, Yin / Yang and Five Elements and their relationship to traditional Chinese medicine diagnosis and treatment.
- 3) describe the development of traditional Chinese medicine.

**Required Readings**

The following required books are available at the bookstore:

1. Charlotte Furth, *A Flourishing Yin: Gender in China's Medical History*, (Berkeley: University of California Press, 1999)
2. Shigehisa Kuriyama, *Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*, (New York: Zone Books, 2002)

Additional readings are to be found on course blackboard.

**Course Requirements**

I. Grading Procedure: Grades for this course are not curved and represent a raw percentage score. If you are taking the course P/NP, please note that a final score of 70% is required for a "P". Final grades will be determined according to the

followings:

1. Weekly responses 50%. Ten total weekly responses, five points each and two pages long, based upon careful reading of the course materials.
2. Quiz on basics of Chinese medicine, 5%
3. Attendance and class participation, 15%
4. A research paper or a final project (5 pages in length; outline of the paper must be presented in class in week 15) 30%

#### Grading Scale

100-90% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = E

Midterm Grades will be given.

#### II. Class Policies:

- Assignments submitted late without prior approval (at least 1 class session) will not be graded.
- Plagiarism and cheating are very serious in a university setting. Plagiarism may be defined as the submission of the work of others for academic credit without indicating the source. Cheating may be defined as misrepresenting the work of others as one's own. Students caught cheating on assignments or plagiarizing material for papers may face disciplinary action according to University Senate Rules (6.3.1 & 6.3.2), available at the following website: [http://www.uky.edu/USC/New/rules\\_regulations/index.htm](http://www.uky.edu/USC/New/rules_regulations/index.htm). Please talk to me or consult the university's website at: <http://www.uky.edu/Ombud/Plagiarism.pdf> if you have any questions about this important issue.
- If you have or believe you have a physical, learning, or psychological disability that may impair your ability to complete this course successfully, you are encouraged to contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, or email [jkarnes@uky.edu](mailto:jkarnes@uky.edu).
- An absence may only be excused due to serious illness, the passing of a family member, college athletics activity, required academic travel for a class or research, or with the advanced consent of the instructor.
- Verification of absences: Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work.
- Classroom behavior: The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and

debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

### **Weekly schedule:**

#### **Week 1: The Classics and the basics**

- Mon. Chinese history
- Weds. Chinese philosophy and medicine
- Fri. Chinese medical philosophy  
Reading: 1) Unschuld, "Toward a Hierarchy of Human Organs," *Huangdi neijing suwen* (2003), pp. 129-36. 2) "Wind Etiology and Pathology," *Huangdi neijing suwen* (2003): 183-89.

#### **Week 2: The Chinese Medical Body, Diagnosis, and Treatment**

- Mon. The Chinese Medical Body  
Reading: Shigehisa Kuriyama, "The Imagination of Winds and the Development of the Chinese Conception of the Body." In *Body, Subject, & Power in China*, ed. By Angela Zito and Tani Barlow, 23-41. (Chicago: University of Chicago Press, 1994).
- Weds. Diagnosis  
Reading: Charlotte Furth, "The Yellow Emperor's Body," in *A Flourishing Yin: Gender in China's Medical History*, (Berkeley: University of California Press, 1999), pp. 19-58.
- Fri. Treatment  
Reading: Ted Kaptchuk, *The Web That Has No Weaver*, ch. 4, "The Meridians," pp. 105-142.

#### Response #1

#### **Week 3: The Cosmic Body, Divination, and Alchemy**

- Mon. Cosmos and the Body  
Reading: Nathan Sivin, "State, Cosmos, and the Body in the Last Three Centuries B.C.," *HJAS* 55 no. 1 (1995): 5-37
- Weds. Divination  
Reading: Donald Harper, "Spellbinding," in Donald Lopez, ed., *Religions*

*of China in Practice* (Princeton 1996), pp. 241-50.

Fr. Alchemy

Reading: Nathan Sivin, "Chinese Alchemy and the Manipulation of Time," in Sivin, ed., *Science and Technology in East Asia* (New York: Science History Publications, 1977), pp. 109-122.

Response #2

#### Week 4: Early Medical Institutions

Mon. Medicine and culture

Reading: Needham, "Medicine in Chinese culture," pp. 39-66.

Weds. Hygiene and prevention

Reading: Needham, "Hygiene and Preventative medicine," pp. 67-94.

Fri. Qualification

Reading: Needham, "Qualifying examinations," pp. 95-113.

Response #3

#### Week 5: The Mawangdui Manuscripts

Mon. The Cults of Immortality

Reading: Dominique & Hoizey, ch. 3 "From the First Emperor to the Fall of the Han Dynasty," *A History of Chinese Medicine* (1993), pp. 34-47.

Weds. The Mawangdui Medical Manuscripts

Reading: Donald Harper, "Mawangdui medical manuscripts," pp. 14-30, "Medical Ideas and Practices," pp. 68-109, in *Early Chinese Medical Literature: The Mawangdui Medical Manuscripts*. (New York: Kegan Paul Press, 1998).

Fri. Healing and Medical Practice during the Western Han

Reading: Donald Harper, *Early Chinese Medical Literature* (1998), pp. 192-202; 213-225; 310-37; 385-91; 412-22; 425-38.

Response #4

#### Week 6: Medical Classics

Mon. The Yellow Emperor's Canon of Medicine

Weds. Han Medical Classics

Reading: *The Illustrated Yellow Emperor's Cannon of Medicine*, by Zhou Chuncai and Han Yazhou (Dolphin, 2002), pp. 10-18; 56-65.

Fri. Physicians in Han: Chunyu Yi (2<sup>nd</sup> c. BCE) and Hua Tuo (141-208)

Reading: The Biography of "Hua T'o," in Kenneth DeWoskin, *Doctors, Diviners, and Magicians of Ancient China*, (1983), pp. 140-53.

Response #5

Week 7: Comparing the Body in Ancient Chinese and Greek Medicine

- Mon. Touching  
Reading: Kuriyama, *Expressiveness of the Body*, pp. 8-108,
- Weds. Seeing  
Reading: Kuriyama, *Expressiveness of the Body*, pp. 111-92.
- Fri. Being  
Reading: Kuriyama, *Expressiveness of the Body*, pp. 195-272.

**Quiz**

Week 8: Taoism and Medicine

- Mon. Taoism, and Religious Healing  
Reading: Michel Strickman, *Chinese Magical Medicine*, ch. 1 "Disease and Taoist Law," pp. 1-57.
- Weds. The Taoist Body I  
Kristofer Schipper, *The Taoist Body*, ch. 6 "The Inner Landscape," pp. 100-12.
- Fri. The Taoist Body II  
Reading: Catherine Despeux, "Visual Representations of the Body in Chinese Medical and Daoist Texts from the Song to the Qing period," in *Asian Medicine* (2005), pp. 10-52.

Response #6

Week 9: Buddhism and Medicine

- Mon. Buddhist Medicine  
Reading: Unschuld, *Medicine in China*, ch. 6 "Buddhism and Indian Medicine," pp. 132-153.
- Weds. The Dunhuang Medical Manuscripts  
Reading: Susan Whitfield, "The Dunhuang collections and international collaboration," *Medieval Chinese Medicine* (2005): xii-xxiii.
- Fri. Buddhist and Popular Medicine in the Dunhuang Manuscripts  
Reading: Vivienne Lo, "Self-cultivation and the popular medical traditions: introduction," and "Quick and easy Chinese medicine: The Dunhuang moxibustion charts," *Medieval Chinese Medicine* (2005): 207-251.

Response #7

Week 10: Gender and Medicine

- Mon. Song Efflorescence  
Reading: Asaf Goldschmidt, "The Song Discontinuity: Rapid Innovation in Northern Song Dynasty Medicine," *Asian Medicine* (2005): 53-90.
- Weds. Women's Medicine  
 Furth, *A Flourishing Yin*, ch. 2, "The Development of *Fuke* in the Song Dynasty," pp. 59-93.
- Fri. Neo-Confucianism and Medicine  
Reading: Unschuld, *Medicine in China: A History of Ideas*, ch 7, "Song Neo-Confucianism and Medical Thought: Progress with an Eye to the Past," pp. 154-88.

Response #8

Week 11: New Medical Disciplines

- Mon. Chanke "Obstetrics" and Erke "Pediatrics")  
Reading: Furth, ch. 3, "Gestation and Birth in Song Medicine," pp. 94-133.
- Weds. *Fuke* in Ming Dynasty  
Reading: Furth, chs. 4-5, "Rethinking *Fuke* in the Ming Dynasty," and "To Benefit Yin," pp. 134-186.
- Fri. Gender Issues  
Reading: Furth, "Androgynous Males and Deficient Females: Biology and Gender Boundaries in Sixteenth and Seventeenth-Century China," in *Late Imperial China* 9 no.2 (1988): 1-31.

Response #9

Week 12: Gender and Healers

- Mon. Women as Healers and Patients  
Reading: Furth, *A Flourishing Yin*, ch. 8, "In and Out of the Family: Ming Women as Healing Experts," pp. 266-300.
- Weds. Regional Medicine  
 Hanson, "Robust northerners and delicate southerners: the 19<sup>th</sup>-century invention of a southern *wenbing* tradition," in Hsu ed., *Innovation in Chinese Medicine*, (Cambridge 2001), pp. 262-91.
- Fri. Healers and Patients in Late Imperial China

Response #10

Week 13: Traditional Medicine in Contemporary China

- Mon. Nationalism and Chinese Medicine  
Reading: Ralph Croizer, "The Ideology of Medical Revivalism in Modern China," *Asian Medical Systems A Comparative Study* (1976), pp. 341-54.
- Wed. Maoist Medicine  
Reading: Kenneth Warren, "Farewell to the Plague Spirit: Chairman Mao's Crusade against Schistosomiasis," in *Science and Medicine in Twentieth-Century China* (1988), pp. 123-40.
- Fri. Socialist China  
Reading: Judith Farquhar, "Re-writing traditional medicine in post-Maoist China," in *Knowledge and the Scholarly Medical Traditions* (1995), pp. 251-76.

#### Week 14: Medicine Today

- Mon. *Yangsheng* --Cultivating Life  
Reading: Farquhar, "Biopolitical Beijing: Pleasure, Sovereignty, and Self-Cultivation in China's Capital," *Cultural Anthropology* 20.3 (2005): 303-327.
- Weds. *Qigong*  
Reading: Nancy Chen, *Breathing Spaces: Qigong, Psychiatry, and the Healing in China*, (New York: Columbia University, 2003), ch. 1.
- Fri. Psychiatry  
Reading: Nancy Chen, *Breathing Spaces*, ch. 2.

#### Week 15: Chinese Medicine as Alternative Medicine in the U.S.

- Mon. Acceptance  
Reading: *Journal of the American Medical Association* 280 no. 18 (Nov. 11, 1998), read at least one article in the issue.
- Weds. Experiment  
Reading: *Medical Student Journal of the American Medical Association* 279 no. 9 (March 4, 1998), read at least one article in the issue.
- Fri. Student Presentations

#### **Final paper/project Due**

## **CHI 334: Traditional Chinese Medicine**

Instructor: Jianjun He

Office: 1441 Patterson Office Tower (POT)

Office hours: MW 11:00-12:00

Email: jianjun.he@uky.edu

Phone: 76814

### **Overview:**

This course is an interdisciplinary introduction to the history of Chinese medicine: its philosophy, theories, practices and transformations. Drawing on cultural history, anthropology, and gender studies, this course investigates Chinese medicine in its intellectual, social and cultural context and emphasizes the following components: 1) reading primary texts in translation; 2) a historical overview of the development of Chinese medicine; 3) examining different methodological approaches.

The course will be conducted in English and all required readings are English as well. Students are not expected to know Chinese to take this course.

### **Learning Outcomes**

By the end of the semester, students who have conscientiously and thoughtfully listened to the lectures, done all the readings and participated in the class discussions, should:

- 1) demonstrate knowledge of basic terms and vocabulary of Traditional Chinese Medicine.
- 2) demonstrate knowledge of foundational principles such as Qi, Yin / Yang and Five Elements and their relationship to traditional Chinese medicine diagnosis and treatment
- 3) demonstrate cross-cultural communication.

### **Required Readings**

The following required books are available at the bookstore:

1. Charlotte Furth, *A Flourishing Yin: Gender in China's Medical History*, (Berkeley: University of California Press, 1999)
2. Shigehisa Kuriyama, *Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*, (New York: Zone Books, 2002)

Additional readings are to be found on course blackboard.

### **Course Requirements**

I. Grading Procedure: Grades for this course are not curved and represent a raw

percentage score. Final grades will be determined according to the followings:

1. Weekly responses 50%. Ten total weekly responses, five points each and two pages long, based upon careful reading of the course materials.
2. Quiz on basics of Chinese medicine, 5%
3. Attendance and class participation, 15%

Class participation will be assessed as follows:

5 Student is completely prepared to answer or attempt to answer all questions (written or oral) and participate in the discussion/in-class exercises actively and thoughtfully (and considerately).

4 Student is partially prepared to do the above.

3 Student is minimally prepared to do the above.

2 Student is completely unprepared to do the above.

0 Student is absent.

4. A research paper (10 pages in length; outline of the paper must be presented in class in week 15) 30%. For final paper, you can one from the following options: 1) write a 10 page paper on any topic related to Chinese medical history. Use the topics for each week as a guideline; 2) compare the arguments, primary sources, and contributions of two books on Chinese medical history. You may choose one book outside this course; 3) analyze a primary text on Chinese medicine in historical context. The text is in English translation.

Grading Scale:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = E

5. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

## II. Class Policies:

- **Academic Integrity:** Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic

dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

- **Excused Absences:** Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the

professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

- **Verification of Absences:** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Three unexcused absences will be counted as one letter grade point deduction. Five unexcused absences will cause the failure of the class.

- **Accommodations due to disability**  
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.
- **Classroom behavior:** The university, college and department have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and

debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

### **Weekly schedule:**

#### Week 1: The Classics and the basics

- Mon. Chinese history  
Weds. Chinese philosophy and medicine  
Fri. Chinese medical philosophy  
Reading: 1) Unschuld, "Toward a Hierarchy of Human Organs," *Huangdi neijing suwen* (2003), pp. 129-36. 2) "Wind Etiology and Pathology," *Huangdi neijing suwen* (2003): 183-89.

#### Week 2: The Chinese Medical Body, Diagnosis, and Treatment

- Mon. The Chinese Medical Body  
Reading: Shigehisa Kuriyama, "The Imagination of Winds and the Development of the Chinese Conception of the Body." In *Body, Subject, & Power in China*, ed. By Angela Zito and Tani Barlow, 23-41. (Chicago: University of Chicago Press, 1994).  
Weds. Diagnosis  
Reading: Charlotte Furth, "The Yellow Emperor's Body," in *A Flourishing Yin: Gender in China's Medical History*, (Berkeley: University of California Press, 1999), pp. 19-58.  
Fri. Treatment  
Reading: Ted Kaptchuk, *The Web That Has No Weaver*, ch. 4, "The Meridians," pp. 105-142.

#### Response #1

#### Week 3: The Cosmic Body, Divination, and Alchemy

- Mon. Cosmos and the Body  
Reading: Nathan Sivin, "State, Cosmos, and the Body in the Last Three Centuries B.C.," *HJAS* 55 no. 1 (1995): 5-37  
Weds. Divination  
Reading: Donald Harper, "Spellbinding," in Donald Lopez, ed., *Religions*

of *China in Practice* (Princeton 1996), pp. 241-50.

Fr. Alchemy

Reading: Nathan Sivin, "Chinese Alchemy and the Manipulation of Time," in Sivin, ed., *Science and Technology in East Asia* (New York: Science History Publications, 1977), pp. 109-122.

Response #2

#### Week 4: Early Medical Institutions

Mon. Medicine and culture

Reading: Needham, "Medicine in Chinese culture," pp. 39-66.

Weds. Hygiene and prevention

Reading: Needham, "Hygiene and Preventative medicine," pp. 67-94.

Fri. Qualification

Reading: Needham, "Qualifying examinations," pp. 95-113.

Response #3

#### Week 5: The Mawangdui Manuscripts

Mon. The Cults of Immortality

Reading: Dominique & Hoizey, ch. 3 "From the First Emperor to the Fall of the Han Dynasty," *A History of Chinese Medicine* (1993), pp. 34-47.

Weds. The Mawangdui Medical Manuscripts

Reading: Donald Harper, "Mawangdui medical manuscripts," pp. 14-30, "Medical Ideas and Practices," pp. 68-109, in *Early Chinese Medical Literature: The Mawangdui Medical Manuscripts*. (New York: Kegan Paul Press, 1998).

Fri. Healing and Medical Practice during the Western Han

Reading: Donald Harper, *Early Chinese Medical Literature* (1998), pp. 192-202; 213-225; 310-37; 385-91; 412-22; 425-38.

Response #4

#### Week 6: Medical Classicss

Mon. The Yellow Emperor's Canon of Medicine

Weds. Han Medical Classics

Reading: *The Illustrated Yellow Emperor's Cannon of Medicine*, by Zhou Chuncai and Han Yazhou (Dolphin, 2002), pp. 10-18; 56-65.

Fri: Physicians in Han: Chunyu Yi (2<sup>nd</sup> c. BCE) and Hua Tuo (141-208)

Reading: The Biography of "Hua T'o," in Kenneth DeWoskin, *Doctors, Diviners, and Magicians of Ancient China*, (1983), pp. 140-53.

## Response #5

### Week 7: Comparing the Body in Ancient Chinese and Greek Medicine

- Mon. Touching  
Reading: Kuriyama, *Expressiveness of the Body*, pp. 8-108,
- Weds. Seeing  
Reading: Kuriyama, *Expressiveness of the Body*, pp. 111-92.
- Fri. Being  
Reading: Kuriyama, *Expressiveness of the Body*, pp. 195-272.

## Quiz

### Week 8: Taoism and Medicine

- Mon. Taoism, and Religious Healing  
Reading: Michel Strickman, *Chinese Magical Medicine*, ch. 1 "Disease and Taoist Law," pp. 1-57.
- Weds. The Taoist Body I  
Kristofer Schipper, *The Taoist Body*, ch. 6 "The Inner Landscape," pp. 100-12.
- Fri. The Taoist Body II  
Reading: Catherine Despeux, "Visual Representations of the Body in Chinese Medical and Daoist Texts from the Song to the Qing period," in *Asian Medicine* (2005), pp. 10-52.

## Response #6

### Week 9: Buddhism and Medicine

- Mon. Buddhist Medicine  
Reading: Unschuld, *Medicine in China*, ch. 6 "Buddhism and Indian Medicine," pp. 132-153.
- Weds. The Dunhuang Medical Manuscripts  
Reading: Susan Whitfield, "The Dunhuang collections and international collaboration," *Medieval Chinese Medicine* (2005): xii-xxiii.
- Fri. Buddhist and Popular Medicine in the Dunhuang Manuscripts  
Reading: Vivienne Lo, "Self-cultivation and the popular medical traditions: introduction," and "Quick and easy Chinese medicine: The Dunhuang moxibustion charts," *Medieval Chinese Medicine* (2005): 207-251.

## Response #7

### Week 10: Gender and Medicine

- Mon. Song Efflorescence  
Reading: Asaf Goldschmidt, "The Song Discontinuity: Rapid Innovation in Northern Song Dynasty Medicine," *Asian Medicine* (2005): 53-90.
- Weds. Women's Medicine  
 Furth, *A Flourishing Yin*, ch. 2, "The Development of *Fuke* in the Song Dynasty," pp. 59-93.
- Fri. Neo-Confucianism and Medicine  
Reading: Unschuld, *Medicine in China: A History of Ideas*, ch 7, "Song Neo-Confucianism and Medical Thought: Progress with an Eye to the Past," pp. 154-88.
- Response #8

#### Week 11: New Medical Disciplines

- Mon. *Chanke* "Obstetrics" and *Erke* "Pediatrics)  
Reading: Furth, ch. 3, "Gestation and Birth in Song Medicine," pp. 94-133.
- Weds. *Fuke* in Ming Dynasty  
Reading: Furth, chs. 4-5, "Rethinking *Fuke* in the Ming Dynasty," and "To Benefit Yin," pp. 134-186.
- Fri. Gender Issues  
Reading: Furth, "Androgynous Males and Deficient Females: Biology and Gender Boundaries in Sixteenth and Seventeenth-Century China," in *Late Imperial China* 9 no.2 (1988): 1-31.
- Response #9

#### Week 12: Gender and Healers

- Mon. Women as Healers and Patients  
Reading: Furth, *A Flourishing Yin*, ch. 8, "In and Out of the Family: Ming Women as Healing Experts," pp. 266-300.
- Weds. Regional Medicine  
 Hanson, "Robust northerners and delicate southerners: the 19<sup>th</sup>-century invention of a southern *wenbing* tradition," in Hsu ed., *Innovation in Chinese Medicine*, (Cambridge 2001), pp. 262-91.
- Fri. Healers and Patients in Late Imperial China

#### Response #10

#### Week 13: Traditional Medicine in Contemporary China

- Mon. Nationalism and Chinese Medicine  
Reading: Ralph Croizer, "The Ideology of Medical Revivalism in Modern China," *Asian Medical Systems A Comparative Study* (1976), pp. 341-54.
- Wed. Maoist Medicine  
Reading: Kenneth Warren, "Farewell to the Plague Spirit: Chairman Mao's Crusade against Schistosomiasis," in *Science and Medicine in Twentieth-Century China* (1988), pp. 123-40.
- Fri. Socialist China  
Reading: Judith Farquhar, "Re-writing traditional medicine in post-Maoist China," in *Knowledge and the Scholarly Medical Traditions* (1995), pp. 251-76.

Week 14: Medicine Today

- Mon. *Yangsheng* --Cultivating Life  
Reading: Farquhar, "Biopolitical Beijing: Pleasure, Sovereignty, and Self-Cultivation in China's Capital," *Cultural Anthropology* 20.3 (2005): 303-327.
- Weds. *Qigong*  
Reading: Nancy Chen, *Breathing Spaces: Qigong, Psychiatry, and the Healing in China*, (New York: Columbia University, 2003), ch. 1.
- Fri. Psychiatry  
Reading: Nancy Chen, *Breathing Spaces*, ch. 2.

Week 15: Chinese Medicine as Alternative Medicine in the U.S.

- Mon. Acceptance  
Reading: *Journal of the American Medical Association* 280 no. 18 (Nov. 11, 1998), read at least one article in the issue.
- Weds. Experiment  
Reading: *Medical Student Journal of the American Medical Association* 279 no. 9 (March 4, 1998), read at least one article in the issue.
- Fri. Student Presentations

**Final paper/project Due**