Course #140.346, Writing Intensive
MWF 9-9:50 Gilman 186
Hanson office hours: MW 10-11 or by appt, Gilman Atrium
Zanolini office hours: Th 10-11:30 or by appt, Gilman Atrium

Prof. Marta Hanson
mhanson4@jhmi.edu
TA Sarah Zanolini
sjz@jhmi.edu

Description of Course:
This course will introduce you to the most recent anthropological, philosophical, and historical research on medicine in traditional Chinese society from antiquity to the Qing dynasty (1644-1911). We begin with an examination of the clinical encounter and cross-cultural encounters with medicine. We then discuss medicine as being comprised of several intersecting health care systems by looking at examples in rural P.R.C., urban Taiwan, and 16th-century China. With this theoretical background, we turn our attention to the history of medicine in Chinese antiquity and what sources inform us about it: archeological evidence and excavated manuscripts on bamboo and silk as well as received medical texts and biographies. We then analyze historical and epistemological approaches to comparing medicine in ancient Greece and China that answer differently why these two sophisticated ancient cultures take different paths in medicine. Then we will place Chinese medical history in a more global frame through transmission of religion, medicines, and commerce along the Silk Road, including connections with Buddhism, Daoism, and popular religion in medieval China. Through the major transformations of the Song, Jin, and Yuan dynasties, we examine more closely how to use gender as an analytical concept in the history of medicine in China. The course concludes with examples of how to approach cross-cultural medical history between China and Persia in the 14th century as well as Europe between the 17th and 19th centuries.

Required Texts: Available at the Barnes & Noble-Hopkins bookstore and Course reserves
Recommended textbook of the history of Chinese civilization:
All assigned readings are available on Blackboard at https://blackboard.jhu.edu/; click on the Ereserves link from the left side pane. Or directly from the e-reserves website at https://ares.library.jhu.edu/shib/ (expect to be prompted to enter JHED ID and password).

Learning Objectives:
1. Improve thinking through writing in clear, concise, and powerful prose
2. Learn how to analyze Chinese primary sources in translation in their historical context
3. Learn how to evaluate secondary scholarship critically
4. Learn how to review an academic book systematically
5. Become confident expressing oneself orally in class discussion

Requirements
WEEKLY RESPONSES: 10 total (5 pts each), typed, double-spaced, and proofread 50
FURTH BOOK REVIEW (3 stages - draft, first revision, & final revision) 20
CHOSEN BOOK REVIEW or INDEPENDENT PROJECT 20
ATTENDANCE: MW and participation in Fri Discussions Required 10
Extra Credit: 1-page summary of an Asian medical clinic, herb shop, school, exhibition, and/or the extra lectures listed in syllabus (1 point each, up to 4) 4
In addition to giving suggestions for clinics, etc., students may visit, a class field trip will be arranged to go to the US Center for Chinese Medicine, Beijing University of Chinese Medicine in Rockville, MD https://www.usccmbybucm.org/museum

Expectations: For those taking the course P/NP, ten writing assignments and attendance in discussion are required to pass. We understand that sometimes students cannot attend a Friday discussion but please inform us in advance. If you miss a discussion, we will still expect a 2-page critical evaluation of the readings for that week for credit. Plagiarism is not tolerated. Eight of the ten responses are required to pass. Late responses will be marked down a point for each day late. All responses can be revised to improve writing, thinking, and grade up until May 1.

If there are any problems, you are responsible for informing one of us. Use the writing resources on the course page as guidelines to improve the quality of your writing for the responses. Take advantage of examples of model essays on the course page. If you are thinking of asking for a recommendation, you must inform me in advance and make an effort to make yourself known to me. I am more than happy to write recommendation letters for students who do well in my courses. You are expected to write your best quality work for all assignments, participate actively in class discussions, and contribute to the success of the course. We will do our best to make the material on Chinese medical history interesting, answer your questions, and assist you in achieving greater clarity in your own thought and writing on this subject.

Disability and Mental Health Services: Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 103 Shaffer, (410) 516-4720. Any student struggling with anxiety, stress, depression, or other mental-health related concerns, please consider visiting the JHU Counseling Center. If you are concerned about a friend, please encourage that person to seek out their services: The
Counseling Center is located at 3003 North Charles St., Suite S-2000, 410-516-8278, http://studentaffairs.jhu.edu/counselingcenter/

Guidelines for Book Review:
Book review: Analyse the arguments, primary sources, contributions, and limitations of one book on Chinese medical history. Material on how to write a book review will be provided on Blackboard. In the final book review, you are expected to engage more deeply into an area related to Chinese medicine that interests you. You may do this by choosing any of the books listed separately in the bibliography of books related to the course topic that interests you or choose something else in consultation with the course instructor or teaching assistant.

Guidelines for an Independent Project: some students may wish to choose a more creative approach to demonstrating mastery of some aspect of this course’s subject matter and even work together on a project of their choosing. Include a 3-page process paper on why you chose this approach and what you learned from it. Grade 50/50 project itself and process paper. Possibilities include: 1) short film (using animation in Power Point, Keynote, iMovie, etc), 3-5 mins, 2) graphic comic, see for example Zhou Zhuncai and Han Yazhou, The Illustrated Yellow Emperor’s Canon of Medicine (Beijing: Dolphin Books, 1997) on reserve, 3) Podcast, 5-7 mins, such as an interview or reporting of an event, 4) Lesson plan for a lecture that includes outline of subject, list of teaching materials, description of what would be taught and for what course, 5) historical site guide that includes images and text for a tourist, or 6) pitch your own idea to us and we’ll go from there. This must be done before spring break, so we have enough time to advise you and you have enough time to work on it.

SCHEDULE OF WEEKLY LECTURES

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>Approaches to Medical Pluralism</th>
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<tr>
<td>Jan 27, Mon.</td>
<td>Introduction: review syllabus, course requirements, schedules</td>
</tr>
<tr>
<td>Jan 29, Weds.</td>
<td>Anthropological Perspectives on Chinese Medicine in 1970s Taiwan</td>
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<tr>
<td>Extra Credit:</td>
<td>Marta Hanson, “‘Heaven and Earth within One’s Grasp’ Qian Kun zai wo 乾坤在握: The Healer’s Body-as-Technology in Classical Chinese Medicine,” Modern Languages &amp; Literatures, Loyola University MD, 4501 N. Charles St, Baltimore, Maryland Hall 443 (I will pick up students who would like to go at 2pm behind Gilman Hall – have room for 6)</td>
</tr>
<tr>
<td>Weds 3-4pm</td>
<td>VIDEO “To Taste A Hundred Herbs” Carma Hinton, Richard Gordon Traditional Chinese Medicine (TCM) in Longbow Village, PRC, 1980s Meet in the MSE library Room X for documentary screening</td>
</tr>
<tr>
<td>Response #1:</td>
<td>DESCRIBE A CLINICAL ENCOUNTER (Due Sunday 2/2 11:59pm)</td>
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<tr>
<th>WEEK TWO</th>
<th>Patients and Healers in the Context of Chinese Culture</th>
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<tr>
<td>Feb 3, Mon.</td>
<td>Anthropological Models of Medical Pluralism</td>
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### WEEK THREE

**Medical Pluralism in a 16th-century Chinese novel**  
* archeology and Medicine: Shang (1766-1154) to Zhou (1122-255)

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<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Feb 10, Mon.</td>
<td>From Mythology to History: Shang Oracle Bones (1200-1050 BCE)</td>
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<tr>
<td>Feb 12, Weds.</td>
<td>Core Medical Concepts: Qi, Yin-yang, Five Phases, and Six Warps</td>
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<tr>
<td></td>
<td>1. Michael Nylan, “Yin-yang, Five Phases, and Qi,” in Michael Nylan &amp;</td>
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<tr>
<td></td>
<td>Michael Loewe, eds., <em>China’s Early Empires: A Reappraisal</em> (Cambridge,</td>
</tr>
<tr>
<td></td>
<td>England: Cambridge University, 2010), 398-414.</td>
</tr>
<tr>
<td></td>
<td>Contemporary China* (Ann Arbor, MI: Center for Chinese Studies,</td>
</tr>
<tr>
<td></td>
<td>University of Michigan, 1987), 43-94.</td>
</tr>
<tr>
<td>Feb 14, Fri.</td>
<td>Ancestral &amp; Demonic Medicine</td>
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<tr>
<td></td>
<td>1. Robert Eno, “Deities and Ancestors in Early Oracle Inscriptions,”</td>
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<tr>
<td></td>
<td>2. ch. 1, “The Oracle-Bone Inscriptions of the Late Shang Dynasty,” 3-23.</td>
</tr>
<tr>
<td></td>
<td>From DeBary, Wm. Theodore, and Irene Bloom, eds. *Sources of Chinese</td>
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<td></td>
<td>Tradition*, vol. 1, 2nd ed. (Columbia University Press, 1999).</td>
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### WEEK FOUR

**Excavated Medical Manuscripts: Warring States (475-221 BCE),  
Qin dynasty (221-207) and Western Han (202 BCE-8 CE)**

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<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Feb 17, Mon.</td>
<td>Overview of Medical Manuscripts &amp; Received Texts in Antiquity</td>
</tr>
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</table>
|            | Vivienne Lo and Li Jianmin, “Manuscripts, received texts and the

**Feb 19, Weds.**

**The Mawangdui Medical Manuscripts (buried in 168 BCE)**


**Feb 21, Fri**

**Primary Readings:**


**Response #4:**
ANALYZE PRIMARY TEXTS/MANUSCRIPTS (Due Thursday)

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**Week Five: Portrayals of Healers during the Han Dynasty (202 BCE-220 CE)**

**Feb 24, Mon.**

**Reading:**

**The Han State and the Inner Canon of the Yellow Emperor**

1. Lo, ch. 2, “The Han Period,” in Hinrichs & Barnes, eds., 31-64.


**Feb 26, Weds.**

**Readings:**

**The First Medical Biographies and Case Records (c. 180-170 BCE)**


**Feb 28, Fri**

**Primary Readings:**


**Response #5:**

COMPARE ACCOUNTS OF PHYSICIANS (Due Thursday evening)

<table>
<thead>
<tr>
<th>WEEK SIX</th>
<th>Classifying Medical Genres in the Han dynasty (202 BCE-220 CE)</th>
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<tbody>
<tr>
<td>Mar 2, Mon.</td>
<td><strong>Acupuncture Canons</strong></td>
</tr>
<tr>
<td>Mar 4, Weds.</td>
<td><strong>Formularies, Treatises, Materia Medica</strong></td>
</tr>
<tr>
<td>Mar 6, Fri.</td>
<td><strong>Primary Readings:</strong></td>
</tr>
<tr>
<td><strong>Primary Readings:</strong></td>
<td>1. <em>Inner Canon of the Yellow Emperor: Basic Questions</em>: Y.C. Kong, translator and annotator, <em>Huangdi Neijing: A Synopsis with Commentaries</em> (<em>Neijing zhizhao</em> 內經知要*), chs 1-2 “How to Attain Longevity through the Practice of the Dao (<em>Dao Sheng</em> 道生),” and “Yin Yang, the Core of Medical Thinking (<em>Yin Yang</em> 陰陽), 1-45.</td>
</tr>
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**Response #6:**

LECTURE ON MEDICAL PRACTICE (Due Thursday evening)

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<thead>
<tr>
<th>WEEK SEVEN</th>
<th>Comparing Ancient Chinese and Greek Medicine</th>
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<tr>
<td>Mar 9, Mon.</td>
<td><strong>Comparing Social-Political Milieus Historically: Cultural Manifolds</strong></td>
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<tr>
<td>Mar 11, Weds.</td>
<td><strong>Comparing Taking the Pulse Epistemologically: Styles of Touching</strong></td>
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Mar 13, Fri. Analyzing Historical and Epistemological Approaches
Discussion Compare and contrast the different approaches to how Chinese and Greek medicine diverged according to Lloyd/Sivin and Kuriyama
Response #7: SUMMARIZE ARGUMENTS & EVIDENCE (Due Thursday evening)

WEEK EIGHT Spring Break Monday March 16-Sunday March 22

WEEK NINE Medical Dimensions of Buddhism and Daoism
Mar 23, Mon. Buddhism and Medicine

Mar 25, Weds. Daoism and Medicine

Mar 27, Fri. Interpreting Evidence for Early Medieval Chinese Healers
Discussion What kind of sources are there on healers in this period? What evidence is there of influence from India on portrayals of Chinese healers as well as Chinese medical practice? How do we as historians navigate the boundaries between historical, fictional, and deified physicians?
Response #8: EVALUATE CROSS-CULTURAL MEDICAL HISTORY
<table>
<thead>
<tr>
<th>WEEK TEN</th>
<th>Religion and Medicine in Medieval China</th>
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<tbody>
<tr>
<td>Mar 30, Mon.</td>
<td>Luoyang’s Longmen Caves: Silk Road Medicines &amp; Colossal Buddhas</td>
</tr>
<tr>
<td>April 1, Weds.</td>
<td>A Silk Road Oasis Town: The Medical Manuscripts at Dunhuang</td>
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<tr>
<td>April 3, Fri.</td>
<td>Analyzing Medical Manuscripts from the Dunhuang Caves</td>
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<td>Response #9:</td>
<td>INTERPRET A MANUSCRIPT (Due Thursday evening)</td>
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<tr>
<th>WEEK ELEVEN</th>
<th>Medical Transformations Song (960-1278), Northern Jin (1115-1234), and Yuan (1278-1368)</th>
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<tbody>
<tr>
<td>April 6, Mon</td>
<td>Song State Medical Standardization</td>
</tr>
<tr>
<td>April 8, Weds</td>
<td>Jurchen Jin and Mongol Yuan Medical Transformations</td>
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April 10, Fri. **Transformations in Medicine during the Song-Jin-Yuan Period**

**Primary Readings:**

1. **Medical Practice:** Translations of four medical cases of a Northern Song physician, Asaf Goldschmidt, Medical Practice in Twelfth-century China – A Translation of Xu Shuwei’s Ninety Discussions [Cases] on Cold Damage Disorders, Archimedes 54 (Cham, Switzerland: Springer Nature, 2019), 17-40.


**Response #10:** HISTORY AS THE STUDY OF CHANGE (Due Thursday)

<table>
<thead>
<tr>
<th>WEEK TWELVE</th>
<th>New Medical Disciplines from the Song to Ming Dynasty (1368-1644)</th>
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<tbody>
<tr>
<td>April 13, Mon.</td>
<td><strong>Emergence of fuke “Women’s Medicine” &amp; chanke “Obstetrics”</strong> Guidelines on How to Write a Book Review</td>
</tr>
<tr>
<td>April 15, Weds.</td>
<td><strong>Ming Transformations in Fuke (1368-1644)</strong></td>
</tr>
<tr>
<td>Readings:</td>
<td>1. Furth, A Flourishing Yin, chs. 4-5, “Rethinking Fuke in the Ming Dynasty,” and “To Benefit Yin,” 134-186.</td>
</tr>
<tr>
<td>April 17, Fri.</td>
<td><strong>Gender as an Analytic Tool for Chinese Medical History</strong></td>
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<tr>
<td>Book Review 1:</td>
<td>DRAFT REVIEW OF FURTH’S BOOK (Due Friday evening)</td>
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<tr>
<th>WEEK THIRTEEN</th>
<th>Patients, Healers, and Gender in the Context of Ming Culture</th>
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<tbody>
<tr>
<td>April 20, Mon.</td>
<td><strong>Nourishing Life Practices</strong></td>
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<tr>
<td>April 22, Weds.</td>
<td><strong>Comparing Literate and Popular Sectors of Medicine</strong></td>
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<tr>
<td>Readings:</td>
<td>1. Furth, A Flourishing Yin, ch. 7 “A Doctor’s Practice: Narratives of the Clinical Encounter in Late Ming Yangzhou,” 224-265; and ch. 8, “In and Out of the Family: Ming Women as Healing Experts,” 266-300.</td>
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</tbody>
</table>
April 24, Fri. Three Sectors Analysis of Patients and Healers in the Ming

Book Review 2: UPDATE & REVISE REVIEW OF FURTH (Due Friday evening)

**WEEK FOURTEEN Cross-Cultural Medical Encounters**

April 27, Mon. Chinese Medicine in Persia and Europe, 1330s-1730s
Readings:

April 29, Weds. Chinese and Western Medicine in Qing China
Readings:

Extra credit: Prof. Yi-Li Wu, “‘Sending men to face blades and arrows’: Morality, medicine, and military wounds in the history of Chinese healing, 8th – 17th centuries” Dept of the History of Medicine, 3rd floor Welch Library seminar room (Carpool & take Hopkins Shuttle to Medical School)

May 1, Fri. No section. Submit final revision of Furth book review and revisions of any of the ten weekly responses by no later than the end of the reading period, Weds May 6th.

**READING PERIOD May 2-5 Reading and Examination Period**

May 14, Thurs “The Finale”: Presentations of Book Reviews & Projects
6-9 pm Chinese tea and treats will be provided
If you want to have your review/project included in the class ppt slides, please submit a slide or slides that summarize your review/project to Prof. Hanson or TA Zanolini by no later than Weds May 13th 10 pm.
**SCHEDULE OF WEEKLY WRITING ASSIGNMENTS & FINAL REVIEW/PROJECT**

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>Approaches to Medical Pluralism: To Taste A Hundred Herbs</th>
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<tbody>
<tr>
<td>Response #1:</td>
<td>CLINICAL ENCOUNTER DESCRIPTION 1 pg./250 words</td>
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<tr>
<td>Of the range of clinical encounters, which one do you think was the most interesting? Explain why, who was involved, where and what happened, and how healing occurred? Integrate anything you have learned from Kleinman that you think helps explain the encounter.</td>
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<tr>
<th>WEEK TWO</th>
<th>Patients and Healers in the Context of Chinese Culture</th>
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<tr>
<td>Response #2:</td>
<td>FICTION AS AN HISTORICAL SOURCE 2 pp./500 words</td>
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<tr>
<td>Using one or more of the scenes from the <em>Jinpingmei</em>, apply Cullen’s revision of Kleinman’s three sectors analysis to illuminate the clinical encounter in 16th-century China. What happened, who was involved, what sectors were in play, how was the problem resolved? Did you notice any similarities with encounters observed in “To Taste 100 Herbs” or “Healing and the Mind”?</td>
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<tr>
<td>Book Review #1:</td>
<td>Submit a paragraph on what you would like to read &amp; review and why</td>
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<tr>
<th>WEEK THREE</th>
<th>Archeology and Medicine: Shang (1766-1154) to Zhou (1122-255)</th>
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<tr>
<td>Response #3:</td>
<td>EVALUATE ARCHEOLOGICAL EVIDENCE 2 pp./500 words</td>
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<tr>
<td>What are the types of archeological evidence for Chinese medical history? What new lens do they offer on medicine in Chinese antiquity? Choose a passage from either the Oracle Bones or the Spellbinding texts. Type it out on a separate piece of paper. Evaluate this source’s major strengths and weaknesses. Whose voice is heard, whose are not? What does it tell us about medical beliefs at that time?</td>
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<tr>
<th>WEEK FOUR</th>
<th>The Mawangdui Manuscripts: Western Han dynasty (206 BCE-23 CE)</th>
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<tr>
<td>Response #4:</td>
<td>ANALYZE A PRIMARY TEXT 2 pp./500 words</td>
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<tr>
<td>What is a primary source and how do historians use them? Choose a passage from your favorite primary text of this week. Type it out on a separate piece of paper. Interpret what you think it says about illness, healing, and healers in the Western Han. Who do you think wrote it, read it, and used it, and what do you think of about it?</td>
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<tr>
<th>WEEK FIVE</th>
<th>Portrayal of Healers: The Han dynasties (206 BCE-220 CE)</th>
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<tbody>
<tr>
<td>Response #5:</td>
<td>COMPARE &amp; CONTRAST MEDICAL SOURCES 2 pp./500 words</td>
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<tr>
<td>Compare the portrayals of physicians Bian Que and Chunyu Yi? Use Brown’s analysis to evaluate their value as primary sources for understanding medical ideas, practices, and views of healers during the Han period. What rhetorical functions might they have served beyond a medical biography? Think of four qualities: their intended audience, the quality of their content, reliability or believability, and historical value for Chinese history generally and medical history.</td>
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<tr>
<th>WEEK SIX</th>
<th>Classifying Medical Genres in the Han</th>
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<tr>
<td>Response #6:</td>
<td>WRITE A LECTURE 2 pp./500 words</td>
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<tr>
<td>Choose one of the four types of medical texts that formalize during Han that most interests you. Consider how to introduce something from this material for a medical novice. Outline an introductory lecture on a medical doctrine or practice described. Draft a paragraph on one main point you want them to learn, including at least one example to illustrate it.</td>
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<tr>
<th>WEEK SEVEN</th>
<th>Comparing Ancient Chinese and Greek Medicine</th>
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<tbody>
<tr>
<td>Response #7:</td>
<td>SUMMARIZE ARGUMENTS &amp; EVIDENCE 1 pg/250 words</td>
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<td>Choose either the readings by Lloyd/Sivin or Kuriyama and summarize their main argument. Then specify what type of evidence they used to support their argument. Does their evidence support their argument? Consider how these scholars’ approaches to comparison differ for discussion.</td>
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| WEEK EIGHT | SPRING BREAK (decide what you’re going to do for final project) |
### WEEK NINE  Medical Dimensions of Buddhism and Daoism

**Response #8:** EVALUATE CROSS-CULTURAL MEDICAL HISTORY  
2pp/500 words

**Book review #2/Project:** Also submit idea about second book review or independent project idea

Cross-cultural history focuses on when cultures interact, and something is exchanged in the process. Choose either the example of Hua T’uo or Sun Simiao to illustrate how contact with India influenced portrayals of ideal Chinese healers and/or changed Chinese medical practices.

### WEEK TEN  Religion and Medicine in the Manuscripts of Dunhuang

**Response #9:** HISTORICAL CONTEXTUALIZATION  
2pp/500 words

Over the course we have discussed how new discoveries of Chinese medical manuscripts have transformed our understanding of medicine and religion from ancient to medieval China. Choose one translation of a manuscript from any of the seven articles provided. Use it as evidence for an argument about what it reveals about the life of someone – monk, merchant, healer, soldier, etc. - living in or near the Mogao caves of medieval Dunhuang. What might have life been like at that time in that place?

### WEEK ELEVEN  Medical Transformations of Song, Jin, and Yuan dynasties

**Response #10:** HISTORY AS THE STUDY OF CHANGE  
2 pp./500 words

Using one of the three dimensions of primary sources provided – medical practice, dietary medicine, or institutions – again take one translation of a source. Use it as evidence for an argument about what has changed. The historical context developed in chapters 4-5 from the Hinrichs/Barnes textbooks as well as scholarship by Goldschmidt, Buell/Anderson, Shinno provide ample material to draw from to make connections between the primary and secondary sources. Cite your 1ary and 2ary sources.

### WEEK TWELVE  New Medical Disciplines from the Song to the Ming Dynasty (1368-1644)

**Book review Draft #1** THEORETICAL INTERPRETATION  
aim for 400-500 words

**Book review #2/Project:** Final decision due on second book review or independent project idea

Furth uses gender as an analytic tool for deepening our understanding of reproduction, sexuality, and the social construction of gender in China’s medical history. A book review should include five parts: 1) overview of the contents – structure of book, 2) summary of the central argument – includes period covered and where situated, 3) discussion of primary sources – namely evidence used to support arguments, 4) statement on most important contribution, and 5) assessment of limitations – sometimes this is what can be developed further inspired by the book – and conclude on the book’s intended audience and who else might be most interested in reading it. See Blackboard for examples.

For first draft of review of *A Flourishing Yin*, start with a paragraph that covers 2) and 3) to answer questions what does Furth argue and what sources does she use? But feel free to start drafting paragraphs that cover other dimensions of your review of her book.

### WEEK FOURTEEN  Patients and Healers in the Context of Ming Medicine

**Book review Draft #2** THREE SECTORS ANALYSIS IN THE MING  
aim 750-800 words

In discussion we’ll discuss the range of healers during the Ming dynasties in terms of Kleinman’s Three Sector Analysis, using examples from the readings, especially quotations of primary sources in Furth, Wilcox, and Wu. What sources do these historians use to access this range of healers? What do you think are the most valuable, richest, and useful primary sources on this issue in early-modern China? Did male and female doctors differ in any way? For the second draft of *A Flourishing Yin*, make sure to cover 1), 4) and 5) above. Revise as needed what you drafted last week making sure you have written something about 1-5 above.

### EXAM WEEK  May 2-15 Reading and Examination Period

**MAY 6**  Submit the final 3rd draft of book review #1. Should be between 800-1000 words

**FINALE**  Thursday May 14, 6-9 pm in Gilman 186
Books to Review related to the History of Chinese Medicine (Jan 2020)
The follow is a bibliography of possible books that can be reviewed for the book review assignment. Those books marked with an Asterix * are partially used in class, therefore book reviews, while summarizing the whole, should focus on chapters not read in class. If the student wishes to review a book not on this list, including one not in English, please discuss with Professor Hanson or Sarah Zanolini. The list is organized according to the following eight themes: 1. Historical & Philosophical Overviews, 2. Anthropology, 3. Ancient & Medieval period, 4. Late Medieval, Early Premodern, Late Imperial, 5. Diseases and Drugs, 6. Globalizing Chinese Medicine, 7. Translations, 8. Learning Medical Chinese with Primary Sources

**Historical & Philosophical Overviews**

**Anthropology (just some select examples)**

**Ancient & Medieval Period**
Brown, Miranda. *The Art of Medicine in Early China: The Ancient and Medieval Origins*

Late Medieval, Early Premodern, Late Imperial

Choa, G. H. *The Life and Times of Sir Kai Ho Kai: A Prominent Figure in Nineteenth-Century Hong Kong*. Hong Kong: Chinese University, 2000, 2d ed.


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**Learning Medical Chinese with Primary Sources**

