

## EALC 3522/HSOC 3326/EALC 7522

### Medicine and Healing in China

Tuesdays & Thursdays 12:00-1:30 PM  
David Rittenhouse Laboratory 2C6

Instructor: Prof. Hsiao-wen Cheng

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Office: Williams Hall 856

Office Hours: Tuesdays 1:45–3:45pm. Make an appointment here:

<https://calendly.com/hscheng/virtual-15-mins>

Course Website (Canvas): TBA

**This syllabus is subject to change.  
See Canvas for the most up-to-date schedule and readings.**

#### **Course Description and Level**

This course starts from the early 20<sup>th</sup> century, when we witnessed the major confrontation *not* between Chinese and Western medicine, but between Chinese medical traditions and the modernizing Chinese state. Then we go back in time two thousand years ago and move chronologically to highlight changes and innovations. In the second half of the semester we come back to the 20<sup>th</sup>–21<sup>st</sup> centuries and investigate the practice and policies of public health in China and Chinese East Asia, including the recent history of SARS and COVID-19 in Taiwan.

**This is an upper-level class with substantial reading and written assignment each week.** The first half of each class will be small-group discussions of the assigned readings. No prior knowledge of China or Chinese history is required.

#### **Course Assignments**

##### **For Undergraduate Students:**

In-Class Quizzes, 30%

Four questions in each quiz on lecture and readings at the end of each lecture in Weeks 2–12.

Count the best twelve.

Attendance and Participation, 25%

The first half of each class will be small-group discussion of the assigned readings. One or two members in each group will be responsible for taking notes during the discussion and writing up a short report (200-500 words) after class. After the discussion, each group will have one representative to give a short presentation to the class. Each student should take turns to serve as reporter and presenter. The reports won't be graded, but members of the groups that produce excellent reports will earn extra credits.

Four Response Essays on weekly readings, 20%

Summary and critique of the assigned reading on dates of your choice in Weeks 2–11 (see Course Schedule for the dates). 400–500 words each. You may turn in up to six essays and count the best four. **Due at 10:00 am on the day of the assignment;** upload to “Discussions” on Canvas. **See Canvas - Discussions for guidelines.**

**Final Paper, 20%**

A bibliographical essay that reviews recent scholarship on a certain topic relevant to this course; OR a research paper that utilizes both primary and secondary sources to raise a question, analyze the sources, and make an argument. 8-10 pages, double-spaced. (15–20 pages for EALC Major Capstone Papers.) **See Canvas - Assignments for guidelines.** Works-in-process will be due throughout the semester; see Schedule for details. **First draft due 11:59 pm Thursday April 25. Final draft due 11:59 pm EST Thursday May 9 on Canvas - Assignments.**

**Final Presentation, 5%**

8-10 minutes oral presentation of the final project, in the last two weeks of the semester.

**For Graduate Students:**

In-Class Quizzes, 20%

Attendance and Participation, 25%

Eight Response Essays on weekly readings, 20%

Final Paper (15–20 pages, double-spaced), 30%

Final Presentation, 5%

**Course Policies**

- ◆ Extension for any written assignment can and must be requested by email before the original deadline, accompanied with a reasonable new deadline. Response essays should not be delayed for more than one week. Late assignments without extension approvals will not be accepted.
- ◆ Students must turn in all written assignments and attend at least half of the other classes in order to pass this class.
- ◆ If you submit a plagiarized work, you will fail the assignment and the class. All plagiarism cases will be forwarded to Center for Community Standards and Accountability (formerly Office of Student Conduct). If you are unsure of what constitutes plagiarism, consult the professor before submitting any work. See also the university's **Code of Academic Integrity** at: <https://catalog.upenn.edu/faculty-handbook/iv/iv-b/>

**Weingarten Center** offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. **To contact the Weingarten Center, call 215-573-9235.** The office is located in Hamilton Village at 220 S. 40th Street, Suite 260.

**Academic Support**

Learning consultations and learning strategies workshops support students in developing more efficient and effective study skills and learning strategies. Learning specialists work with students to address time and project management, academic reading and writing, note-taking, problem-solving, exam preparation, test-taking, self-regulation, and flexibility.

Students can take advantage of free on-campus tutoring for many Penn courses in both drop-in and weekly contract format. Tutoring may be individual or in small groups. Tutors will assist with applying course information, understanding key concepts, and developing course-specific strategies. Tutoring support is available throughout the term but is best accessed early in the semester. First-time users must meet with a staff member; returning users may submit their requests online.

**Disability Services**

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from Disability Services. Students can contact

Disability Services and make appointments to discuss and/or request accommodations by calling 215-573-9235.



## Course Schedule

### – Week 1 –

**Jan. 18**

#### **Introduction**

Read before class:

- Sean Hsiang-Lin Lei, *Neither Donkey Nor Horse: Medicine in the Struggle over China's Modernity* (The University of Chicago Press, 2014), Ch. 1.

### – Week 2 –

**Jan. 23**

#### **Medicine and the Modernizing State I**

Read before class:

- Sean Hsiang-Lin Lei, *Neither Donkey Nor Horse: Medicine in the Struggle over China's Modernity* (The University of Chicago Press, 2014), Ch. 2–3.

Recommended:

- Wayne Soon, *Global Medicine in China: A Diasporic History* (Stanford University Press, 2020), Ch. 1.

Response Essay on Lei's Ch. 2 or 3

**Jan. 25**

#### **Medicine and the Modernizing State II**

Read before class:

- Sean Lei, *Neither Donkey Nor Horse*, Ch. 4–5.

Response Essay on Lei's Ch. 4 or 5

### – Week 3 –

**Jan. 30**

#### **Medicine and the Modernizing State III**

Read before class:

- Sean Lei, *Neither Donkey Nor Horse*, Ch. 7–8.

Recommended:

- Bridie Andrews, “Tailoring Tradition: The Impact of Modern Medicine on Traditional Chinese Medicine, 1887-1937,” in Vivianne Alleton and Alexei Volkov eds., *Notions et perceptions du changement en Chine* (Paris: College de France, 1994), pp. 149-166.

Response Essay on Lei's Ch. 7 or 8

**Feb. 1**

#### **What Is “TCM”? What Is “Chinese Medicine”?**

Read before class:

- Volker Scheid, *Chinese Medicine in Contemporary China: Plurality and Synthesis* (Duke University Press, 2002), Introduction and Ch. 2.

Response Essay on Ch. 2

#### – Week 4 –

Feb. 6

#### “Science” in Ancient China and Origins of “Yī” 醫

Read before class:

- Nathan Sivin, “Why the Scientific Revolution Did Not Take Place in China—or Didn’t It?” (Revised 2005)
- Nathan Sivin, “The Social and Institutional Framework of Chinese Sciences,” in Geoffrey Lloyd and Nathan Sivin, *The Way and the Word: Science and Medicine in Early China and Greece* (Yale University Press, 2002), pp. 16–81.

Response Essay on either reading

Feb. 8

#### Production and Transmission of Medical Knowledge in Ancient China I

Read before class:

- Nathan Sivin, “Text and Experience in Classical Chinese Medicine,” in Don Bates ed., *Knowledge and Scholarly Medical Traditions* (Cambridge University Press, 1995), pp. 177-200.

Recommended:

- Nathan Sivin, “Evolution of the Chinese Cosmological Synthesis,” in Geoffrey Lloyd and Nathan Sivin, *The Way and the Word: Science and Medicine in Early China and Greece* (Yale University Press, 2002), pp. 253–271.
- Paul Unschuld, “Toward a Hierarchy of Human Organ,” *Huangdi neijing suwen: Nature, Knowledge, Imagery in an Ancient Chinese Medical Text* (University of California Press, 2003), pp. 129-136.

Response Essay on required reading

#### – Week 5 –

Final Project: Schedule a meeting with the professor within this week to discuss paper topics

Feb. 13

#### The Expressiveness of the Body: Ancient Chinese and Ancient Greek Medicine

Read before class:

- Shigehisa Kuriyama, *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine* (Zone Books, 1999), Preface and Ch. 1 and 3 (pp. 7-14, 111-192).

Recommended:

- Shigehisa Kuriyama, *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*, Ch. 4.

Response Essay on Ch. 1 or 3

Feb. 15

#### Inner Vision: The Taoist Body and the “Inner Alchemy”

Read before class:

- Kristofer Schipper, “The Inner Landscape,” in *The Taoist Body* (1993), pp. 100-112.
- Robert Campany, “Ingesting the Marvelous; The Practitioner’s Relationship to Nature According to Ge Hong,” in *Daoism and Ecology: Ways within a Cosmic Landscape* (Harvard University Press, 2001), pp. 125–147.

Recommended:

- Stephen Little, *Taoism and the Arts of China* (Art Institute of Chicago, 2000), plates 131, 132, 133.

Response Essay on Campany

– Week 6 –

Feb. 20

### Gender, Sexuality, and Song-Yuan (10<sup>th</sup>-14<sup>th</sup> centuries) Medicine

Read before class:

- Shigehisa Kuriyama, “Angry Women and the Evolution of Chinese Medicine,” in Michael Worton and Nana Wilson-Tagoe eds., *National Healths: Gender, Sexuality and Health in a Cross-Cultural Context* (2004), pp. 179-189.
- Hsiao-wen Cheng, “Manless Women and the Sex–Desire–Procreation Link in Song Medicine,” *Asian Medicine* 13 (2018): 69–94.

Recommended:

- Jen-der Lee, “Gender and Medicine in Tang China,” *Asia Major* 2 (2004); 1–32.
- Charlotte Furth, *A Flourishing Yin: Gender in China’s Medical History, 960-1665* (University of California Press, 1999).
- Yi-Li Wu, “Ghost Fetuses, False Pregnancies, and the Parameters of Medical Uncertainty in Classical Chinese Gynecology,” *Nan Nü* 4.2 (2002), pp. 170–206.

Response Essay on Kuriyama or Cheng

Feb. 22

### Research Paper Workshop

Read before class:

- Margaret Lock, “The Politics of Mid-Life and Menopause: Ideologies for the Second Sex in North America and Japan,” in Shirley Lindenbaum and Margaret Lock eds., *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life* (University of California Press, 1993), pp. 330–358.

**Due 11:59pm, Thursday, Feb 22**

Final Project: Tentative Topic and Bibliography

– Week 7 –

Feb. 27

### Medical Case Histories from Early Modern China

Read before class:

- Selections from Hong Mai (late 12<sup>th</sup> century), *Record of the Listener*: “Physician Liu Prescribed the Wrong Medicine”; “A Physician Learns from a Daoist”

- Hsiao-wen Cheng, "Authority of Alternative? Rethinking Gender and the Use of Medicine in Song China," *Gender Forum* 24 (2009), pp. 56-67.
- Charlotte Furth translated, "Yuan-period Medical Cases," in Victor H. Mair et al. eds., *Hawai'i Reader in Traditional Chinese Culture* (University of Hawai'i Press, 2005), pp. 440-443.
- Charlotte Furth, "A Doctor's Practice: Narratives of the Clinical Encounter in Late Ming Yangzhou," in *A Flourishing Yin: Gender in China's Medical History, 960-1665* (University of California Press, 1999), pp. 224-265.

Response Essay on Furth, "A Doctor's Practice"

Feb. 29

### Epidemics and the Geographic Imagination: Ming-Qing Medicine

Read before class:

- Marta Hanson, *Speaking of Epidemics in Chinese Medicine: Disease and the Geographic Imagination in Late Imperial China* (Routledge, 2011), Introduction and Ch. 1, 2, 5, 7, 8.

Response Essay on Hanson's Ch. 5, 7, or 8

~\*~\*~ Happy Spring Break ~\*~\*~

– Week 8 –

Mar. 12

### Guest Lecture by Dr. Margaret Ng (PhD in History, McGill University; Associate Professor, College of Wooster): "Rereading the Pains of Childbirth in Medical Works"

Read before class:

- Yang Zijian (11<sup>th</sup> century), "Ten Topics on Birth," translated by Margaret Ng.
- Margaret Ng, "The Use of Pain in Childbirth Recorded in Chinese Medical Works," *East Asian Science, Technology, and Medicine* 48 (2018): 81–124.

Mar. 14      **No Class**

– Week 9 –

Mar. 19

### Health Intervention and Delivery in Mao China: Anti-Schistosomiasis Campaign

Read before class:

- Xun ZHOU, *The People's Health: Health Intervention and Delivery in Mao's China, 1949–1983* (McGill-Queen's University Press, 2020), Introduction and Ch. 1, 2, 3, 5, 6.

Response Essay on Ch. 3, 5, or 6

**Due 11:59pm, Tuesday, March 19**

Final Project (for research paper): Sample Analysis of one or two primary sources (2-3 pages)

Final Project (for bibliographical essay): Review of 2-3 sources (2-3 pages)

Mar. 21

### Health Intervention and Delivery in Mao China: Barefoot Doctors Program

Read before class:

- Xun Zhou, *The People's Health*, Ch. 7–9.

Response Essay on Ch. 7 or 8

– Week 10 –

Mar. 26

**Chinese Medicine in Mao and Post-Mao China**

Read before class

- Volker Scheid, *Chinese Medicine in Contemporary China*, Ch. 3-5.

Recommended:

- Volker Scheid, *Chinese Medicine in Contemporary China*, Ch. 7.

Response Essay on Ch. 3, 4, or 5

Mar. 28

**Reinventing Chinese Medicine: The Case of Menopause**

Read before class:

- [Read again] Margaret Lock, “The Politics of Mid-Life and Menopause: Ideologies for the Second Sex in North America and Japan,” in Shirley Lindenbaum and Margaret Lock eds., *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life* (University of California Press, 1993), pp. 330–358.
- Volker Scheid, “Globalising Chinese Medical Understandings of Menopause,” *East Asia Science, Technology and Society* (2008) 2: 485-506.

Response Essay on either reading

– Week 11 –

Apr. 2

**SARS: Historical and Sociological Reflections**

Read before class

- Read *Speaking of Epidemics*, ch.8 again
- Marta Hanson, “Conceptual Blind Spots, Media Blindfolds: The Case of SARS and Traditional Chinese Medicine,” in Angela Ki Che Leung and Charlotte Furth eds. *Health and Hygiene in Chinese East Asia: Policies and Publics in the Long Twentieth Century* (Duke University Press, 2010), pp. 228–254.
- TSENG Yen-fen and WU Chia-Ling, “Governing Germs from Outside and Within Borders,” in Leung and Furth eds, *Health and Hygiene in Chinese East Asia*, pp. 255–272.

Recommended:

- Deborah Davis and Helen Siu eds., *SARS: Reception and Interpretations in three Chinese Cities* (Routledge, 2007)
- Yanzhong Huang, "[The SARS Epidemic and Its Aftermath in China: A Political Perspective](#)," in Knobler S, Mahmoud A, Lemon S, et al eds., *Learning from SARS: Preparing for the Next Disease Outbreak: Workshop Summary* (Washington DC: National Academies Press, 2004)

Apr. 4

**SARS: The Case of Hoping Hospital**

Watch before class:

- “Hoping Hospital” 和平風暴 (documentary, PTS Taiwan, 2003): <https://youtu.be/A-MSRD0lUsI>

Recommended:

- “Exposure of an Affected Hospital” 穿越和平 (documentary, PTS Taiwan, 2007) – covers the social, political, and legal aftermaths of the Hoping Hospital Incident: <https://youtu.be/rKhfHhM2Kn8>

**Due 11:59pm, Thursday, April 4**

Final Project (for research papers): Review of scholarship (2-3 pages)

Final Project (for bibliographical essay): Review of another 2-3 titles (2-3 pages)

– Week 12 –

**April 9**

**COVID-19: The Cases of China, Taiwan, and Chinese Immigrants in the US**

Read before class

- Guobin Yang, *The Wuhan Lockdown* (Columbia University Press, 2022), Chapters 1–3.
- “[A firsthand view of China’s chaotic COVID re-opening, with Deborah Seligsohn](#),” Sinica Podcast (January 19, 2023)
- Xuemei Cao and Ken Chih-Yan Sun, “[Seeking Transnational Social Protection during a Global Pandemic: The Case of Chinese Immigrants in the United States](#),” *Social Sciences and Medicine* vol. 287 (2021)
- Clarissa Wei, “[The Topsy-Turvy End of Zero Covid in Taiwan](#),” *The New Yorker* (May 23, 2022)
- Wayne Soon, “[How ‘Third Way’ Countries Live with COVID-19](#),” *The Diplomat* (August, 16, 2022)

**Recommended:**

- Fang Fang, *Wuhan Diary: Dispatches from a Quarantined City*. Translated by Michael Berry. (2020)
- Ipek Demir, “[Corona, East and West: Has Western-Centrism Mitigated Against our Well-Being in the UK?](#)” *Discover Society* (April 2, 2020)
- Po-Han Lee, “[A State-Based World Health Organization: The Taiwan Paradox for Global Pandemic Governance](#),” *Taiwan Insight* (March 10, 2020)
- Wayne Soon, “From SARS to COVID-19: Rethinking Global Health Lessons from Taiwan,” *East Asian Science, Technology and Society: An International Journal* 14 (2020), pp. 1–9.
- John DiMoia, “Contact Tracing and COVID-19: The South Korean Context for Public Health Enforcement,” *EASTS* 14 (2020), pp. 657–665.
- Dali Yang, “[Wuhan Officials Tried to Cover up COVID-19 and Sent It Careening Outward](#),” *Washington Post* (March 10, 2020)
- Dali Yang, “[China’s Early Warning System Didn’t Work on COVID-19. Here’s the Story](#),” *Washington Post* (February 24, 2020)

**April 11**

**Guest Lecture by Dr. Po-Hsun Chen (MD, Chang Gung University, Taiwan; PhD Candidate in History of Science, University of Manchester, UK): “Alternative Hygienic**



**Modernity: Chinese Medical Therapy Project for Industrial Pollution in the Cold War Taiwan”**

**– Week 13 –**

**April 16**

**Final Presentations**

**April 18**

**Final Presentations**

**– Week 14 –**

**Apr. 23**

**Final Presentations**

**Apr. 25**

**Final Presentations**

**Due 11:59pm, Thursday, April 25**

**Final Paper First Draft**

**– Week 15 –**

**Apr. 30**

**Course Wrap-up**

**Due 11:59pm, Thursday, May 9**

**Final Paper Final Draft**