Meeting time: Tuesday, 1:00-3:45 p.m.
Location: SEM 347
Office Hours: Wednesday, 2:00-4:00 p.m., MSS 102

**Course Description and Core Objectives**

This seminar argues that the analysis of bodily and psychological experience is a powerful method for grappling with historical transformation. In contemplating social upheaval and cultural change in modern China, this approach can be especially productive given the complex range of discourse regarding the pivotal role of biology and physicality in China’s modern wars, revolution, and mass movement politics. Put another way, what is the lived experience of social change? To give but three examples: late 19th-century critiques of addiction (opium) and mutilation (foot-binding), early 20th–century fascistic ‘New Life’ stressing regimen, diet, and posture, and mid 20th-century campaigns promoting muscularity and androgyny as antidotes for spiritual pollution, weakness, and national humiliation. Examples of other germane themes include the perceived connection between sexual disorders and imperialism, and the pursuit of a ‘westernized’ aesthetic through surgical intervention in the early 21st-century. This course consists of two distinct parts.

First, we will examine the fundamental transformation of what is now known as Traditional Chinese Medicine (TCM) by the importation of the theory and practice of biomedicine. In early and mid-twentieth century China, imported ideas of biomedicine broadly transformed medicine in China, with the result that what is now known TCM is in fact a reinvention of China’s medical theory. One example of this transformation: the body’s acupuncture points. These points have shifted, being reinterpreted on the basis of biomedical anatomy and physiology, instead of the invisible and intangible energy flows (jingmo, tracts). For the first time, Euro-American biomedical concepts were used to explain age-old medical ideas in China. This reinterpretation of acupuncture by Chinese scientists in the 1950s was designed to rescue acupuncture from its discarded obscurity. One unintended consequence of this transformation is that it made acupuncture commensurate with biomedical structures, and thus much more easily accepted by non-Chinese patients. This modern transformation of acupuncture is thus a key part of TCM’s global popularity. Today, TCM is being transformed
into a global system of ideas practiced with wide diversity among international medical practitioners.

The second part of the course focuses on the globalization of psychiatry, specifically the modern transformation of how patients in modern China are treated for emotional and psychic distress. Psychiatry is an utterly foreign intervention and has transformed this aspect of health care in China. The introduction of psychiatry in China was decades of in the making, and it is being further transformed by the role of global pharmaceutical firms, which, for example, are eager to market drugs in China to treat imported categories of analysis and experience, namely, depression *(youyu)*.

The seminar combines the close reading of original sources in translation with scholarly writings on modern China and the history of the body and literature of the body from other areas. The course considers how phenomena such as cultural identity and social practice form medical systems, and adopts an interdisciplinary approach that scrutinizes medical theory, hygiene, visual art, and literature. It will also consider the diverse ways that knowledge influences the experience of disease.

Throughout the course we will bear in mind this question: What is the lived experience of social change? Mindful of this puzzle, we will focus our analysis on the experience of disease. Through the scrutiny of disease and its experience, we will strive to gain insight into the embodiment of cultural transformation.

This course satisfies Core Objective 11 of the Silver Core Curriculum: **CO11. Global Contexts:** Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

In addition, HIST 494b helps students to develop the skills described in Core Objective 1 (Effective Composition and Communication) and Core Objective 3 (Critical Analysis and Use of Information). These objectives are reinforced throughout the curriculum in other courses students take to fulfill core and major requirements. Through the assigned readings, essays, class discussions, presentations, and written assignments, students will practice critical thinking and communication skills that can be applied in other academic and professional contexts. In their research and written work, students will adhere to ethical principles that govern scholarly inquiry, including the accurate representation of evidence, proper citation of sources, and respectful interactions with colleagues.

**Student Learning Outcomes (SLOs) and Correlation to Core Objectives (COs)**

Students successfully completing this course will be able to:

1. identify key historical forces that affected the health and hygiene of Chinese society and the myriad therapeutic, medical, and pharmacological responses, examining the fundamental
transformation of what is now known as Traditional Chinese Medicine (TCM) by the importation of biomedicine, its theories and practice, from Europe and the United States (CO11).

2. analyze and synthesize primary, secondary, and cultural sources (CO3)
3. find and use historical scholarship and sources to answer a research question (CO3)
4. present ideas in a clear and persuasive manner both orally and in writing, in accordance with the ethical principles governing scholarly inquiry (CO1, CO3)
5. analyze the globalization of psychiatry and the introduction of Euro-American psychiatry into China, examining the modern transformation of how patients in modern China are treated for emotional and psychic distress. Examine the role of global pharmaceutical firms in marketing drugs in China to treat imported categories of analysis and experience, such as depression (CO11).

The History Department is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact me or the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

Academic Success Services: Your student fees cover usage of the Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or, http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services.

The Department of History Writing Center is available to all students enrolled in History courses at UNR to provide help with assignments and to hone writing skills. Unlike the ASUN Writing Center, our center is discipline specific. During one-on-one consultations students can work on specific issues related to historical writing such as organization, argument, style, evidence, analysis, and citations. Don't know how to get started on a specific assignment? The center can help with that too. The Center is open, Monday and Wednesday 10:00 am-2:00 pm, and by appointment. Location: MSS 109 or 110.

Contact Mr. Ryan Powell (rpowellunr@gmail.com) to set up an appointment.

Statement on Audio and Video Recording: “Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”
**Required texts:**


**Germane themes of analysis to be explored:**

- Cultural Transformation and the Imagination of the Body
- Psychopathology and the Rise of Psychiatry in China
- Psychological Effects of Imperialism
- History of Bodily Experience in East Asia
- Embodied Modernities
- Reproductive Anxieties
- Contagion and other Anxieties
- Drug Addiction
- The Stress of Politics
- Chronic Misery
- War Trauma
- The Family as a Pathological Institution
- Transformation of Traditional Chinese Medicine by Biomedicine
- Disorders of Globalization

**Requirements and evaluation:**

- Attendance: Mandatory
- Informed Participation: 25%
Weekly assignments: 25%
Presentations: 20%
Final paper: 30%

Attendance: Mandatory.

Zero tolerance for missed class. Exceptions:

Military service.
Illness (documented by UNR physician).
Structured UNR-related activity (such as athletics and other activities).

However, doing favors for friends or family, such as picking people up at the airport, for example, are not legitimate exceptions. Inform your family and peer group that you cannot miss class.

Members missing one unexcused class will be penalized (approximately 5% or ½ a grade). Members missing two unexcused classes will have the final grade lowered one entire grade. Members missing three unexcused classes will receive a ‘fail’ for the class.

Informed Participation (25%):
Informed participation means coming to class having organized your thoughts in such a way that permits the productive exchange of ideas in class with your peers. While seminar members are required to participate energetically, this does not mean dominating discussion. Endeavor to be skillful listeners, comprehending what your classmates articulate. Perceptive listening—and response—is as important as giving voice to one’s own ideas. Interactive mentoring can be extremely productive. Throughout the semester, members will be responsible for providing constructive feedback on each other’s ideas. Members will also carefully read and constructively critique work presented during the course of the semester.

During the course, each member will be allowed two ‘byes’ for discussion, meaning that they will not be required to participate by speaking. Once, participants can take a pass on speaking up, for whatever reason. During the ‘bye’ day, participants still must come to class. (Please inform instructor in writing if you are selecting a ‘bye’ week).

Reading: Reading must be completed prior to the beginning of each session. This means not simply coming to class having done the reading, but having thought about what was read, and then organizing your thoughts in such a way that permits the exchange ideas in class. The close, critical reading of texts means understanding what the author is expressing and entails basic work such as looking up unknown words.

Be sure to leave enough time to read with care. Do not rush. The close reading of texts must also entail basic acts such as looking up unknown words, in the *Oxford English Dictionary* (OED), available on-line through the University’s webpage.
**Observe protocol.** Be punctual. Class begins at 1:00 p.m. sharp. If you ever must leave early, please notify the instructor at the beginning of class.

Cell phones must never be used inside the classroom. This means no text messaging, retrieving messages, anything. Cell phones can only be used outside of the classroom. In emergencies, please notify the instructor.

Plagiarism or dishonest work of any form (e.g., cheating) is an automatic “F” for the course.

**Grading scale**

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**Readings Schedule**

**Part One: Transformation and Reinvention of TCM by Euro-American Biomedicine**

Weeks one and two:


Weeks three and four:


Weeks five and six:

Weeks seven and eight:


**Part Two: Globalization of psychiatry**

Weeks nine, ten, and eleven:


Weeks twelve and thirteen:


Weeks fourteen and fifteen: