

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2024/25

Part I Course Overview

Course Title:	<u>Cultural History of Medicine in China</u>
Course Code:	<u>CAH5750</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>Chinese</u>
Medium of Assessment:	<u>Chinese</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

The course is to explore medicine and diseases in Chinese history from cultural perspective. The history of medicine comprises the history of human responses to natural environment and diseases, cultural exchanges, medical development and the interpretations of body. The course will discuss different aspects of medicine such as medical canons, traditions, *Materia Medica*, surgery, patient and healer relationship, ophthalmology, public health, religious healing and fatal diseases. Throughout the semester it will also evaluate the complex connection between medicine and culture, politics, society and religion. Students will learn historical thinking which is helpful to develop their essential skills to formulate questions, collect evidence, assess historical source materials, review historical interpretations, and construct a historical analysis from various viewpoints. The course will inevitably involve certain key concepts and terminologies in medical science and Chinese medicine, but there will be nothing technical.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate the complex connection between medicine and culture, politics, society as well as religion	20%	✓		
2.	Explain the historical spread of diseases and medical development in Chinese history	20%	✓		
3.	Examine critically the characteristics and historical development of Chinese medicine.	30%		✓	
4.	Create insights into the connection between the medicine, human body and culture.	30%			✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	In order to promote active learning and encourage new discovery, besides normal lectures, students will engage in in-class group activities, e.g. group discussions and debates.	✓	✓	✓				
Reading	Students will engage with books and articles related to the topic.	✓		✓				
Written assignments for analysis of primary sources and texts	Through written assignments in class, students will learn how to analyse and examine primary sources and ancient texts in order to improve their research skills.		✓	✓	✓			
Tutorial Presentation and Discussion	All tutorials are topic-oriented. Students will study the assigned readings in advance, and all of them will take turns to present and lead discussion throughout the course. Teachers will assess students' analytical skills and their understanding of assigned readings. Tutorials ensure that there is sufficient teacher-learner interaction and peer discussion. Group presentations and discussions may be conducted during tutorials. Students assigned as discussants will actively take part in discussions right after the presentation.		✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4			
Continuous Assessment: <u>100</u> %							
1. Presentation: Students will demonstrate the depth of knowledge and the application of methods.		✓	✓			20%	
2. Written assignments: Students will complete and submit assignments.	✓	✓	✓	✓		25%	
3. Research proposal (10%) and final paper (25%): Students will complete one research proposal and one final paper in academic format. Students will develop their own views and perspective to use the primary sources and to apply research methods.	✓	✓	✓	✓		35%	
4. In-class discussion: Students will learn and discover new perspectives on the subjects discussed, and express their academic analysis on primary sources and research materials.	✓	✓	✓			20%	
						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Presentation	This assessment will be graded on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced composition; Critical analysis, convincing statement and creative comment; Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced composition; Critical analysis, convincing statement and creative comment; Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced composition; Critical analysis, convincing statement and creative comment; Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> Loose organization, but acceptable identified content; Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; Simple and unilateral comments, without clear explanation; Acceptable pronunciation and expression; a few mistakes in diction, but no influence to general delivery. 	<ul style="list-style-type: none"> Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; Loose organization, without distinct primary and secondary structure; Devoid of personal comment and/or unreasonable opinion; Overly soft voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	criticize and analysis with cogent arguments and creative comments.					
Written assignments	This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, and conclude in a convincing and creative manner.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas; • Ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas; • Ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas; • Ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use various writing skills to make the 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally as demanded, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Overly simple summary of references, no personal idea and/or unreasonable comment; • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		ability to use various research methods and writing skills to make the paper convincing with proper diction.	various writing skills to make the paper convincing with proper diction.	paper convincing with proper diction.		identified; over use of existing quotations and relevant research.
Research proposal and final paper	This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, and conclude in a convincing and creative manner.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various resources into primary and secondary levels as demanded; Rigorous organization, coherent structure, systematic composition; Creative, and insightful ideas; Ability to interpret the opinions originally; Sufficient and organized references which can be utilized in accordance with the topic; 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various resources into primary and secondary levels as demanded; Rigorous organization, coherent structure, systematic composition; Creative and insightful ideas; Ability to interpret the opinions originally; Sufficient and organized references which can be utilized in accordance with the topic; 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various resources into primary and secondary levels as demanded; Rigorous organization, coherent structure, systematic composition; Creative and insightful ideas; Ability to interpret the opinions originally; Sufficient and organized references which can be utilized in accordance with the topic; Exact and fluent expression, good sense of context, 	<ul style="list-style-type: none"> Adequate content, ability to integrate resources generally as demanded, limited or irrelevant use of resources; Loose organization; Ability to express relevant points to the subject matter; References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; Sentence 	<ul style="list-style-type: none"> Vague and devoid of content, weak ability to integrate limited resources; Loose organization, without distinct primary and secondary levels; Unsystematic ideas which cannot express the subject matter or relevant themes; Summary of references, no personal idea and/or unreasonable comment; Seriously insufficient/ no reference; Although expression is not

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<ul style="list-style-type: none"> Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> ability to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> fluency and diction is acceptable. 	<ul style="list-style-type: none"> clear, part of the idea can be identified; over use of existing quotations and relevant research.
In-class discussion	Students actively participate in discussions, debates and other class activities in tutorials and lectures. They have to show their ability to interpret and criticize both insightfully and innovatively.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points; Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to initiate class discussion and comment on other points; Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> Active in-class participation, listening comprehension, ability to participate in class discussion and comment on other points; Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Presentation	This assessment will be graded on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analysis with cogent arguments and creative comments.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced composition; Critical analysis, convincing statement and creative comment; Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced composition; Critical analysis, convincing statement and creative comment; Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> Loose organization, but acceptable identified content; Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; Simple and unilateral comments, without clear explanation; Acceptable pronunciation and expression; a few mistakes in diction, but no influence to general delivery. 	<ul style="list-style-type: none"> Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; Loose organization, without distinct primary and secondary structure; Devoid of personal comment and/or unreasonable opinion; Overly soft voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Written assignments	This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, and conclude in a convincing and creative manner.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various resources into primary and secondary levels as demanded; Rigorous organization, coherent structure, systematic composition; Creative, and insightful ideas; Ability to interpret the opinions originally; Sufficient and organized references which can be utilized in accordance with the topic; Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various resources into primary and secondary levels as demanded; Rigorous organization, coherent structure, systematic composition; Creative and insightful ideas; Ability to interpret the opinions originally; Sufficient and organized references which can be utilized in accordance with the topic; Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> Adequate content, ability to integrate resources generally as demanded, limited or irrelevant use of resources; Loose organization; Ability to express relevant points to the subject matter; References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; Sentence fluency and diction is acceptable. 	<ul style="list-style-type: none"> Vague and devoid of content, weak ability to integrate limited resources; Loose organization, without distinct primary and secondary levels; Unsystematic ideas which cannot express the subject matter or relevant themes; Overly simple summary of references, no personal idea and/ or unreasonable comment; Seriously insufficient/ no reference; Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
Research proposal and final paper	This assessment will be graded on content, organization and	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various 	<ul style="list-style-type: none"> Adequate content, ability to integrate resources generally 	<ul style="list-style-type: none"> Vague and devoid of content, weak ability to integrate limited

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, and conclude in a convincing and creative manner.	<p>resources into primary and secondary levels as demanded;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas; • Ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>resources into primary and secondary levels as demanded;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas; • Ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>as demanded, limited or irrelevant use of resources;</p> <ul style="list-style-type: none"> • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. 	<p>resources;</p> <ul style="list-style-type: none"> • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/ or unreasonable comment; • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
In-class discussion	Students actively participate in discussions, debates and other class activities in tutorials and lectures. They have to show their ability to interpret and	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points; 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to initiate class discussion and comment on other 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	criticize both insightfully and innovatively.	<ul style="list-style-type: none"> • Sufficient pre-class preparation and familiarity with peer reports and other materials. 	points; <ul style="list-style-type: none"> • Sufficient pre-class preparation and familiarity with peer reports and other materials. 		

Not applicable to students admitted before Semester A 2022/23

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Chinese medicine, history, Warring States Period, Han dynasty, Mawangdui, Religions, *Materia Medica*, Confucianism, Surgery, Patient and Healer, Nurturing Life, Natural Environment, Southern Region, Ophthalmology, Smallpox, Bubonic Plague, abolishment movement of Chinese medicine, Public Health, Schistosomiasis

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

范行準，《中國醫學史略》，北京：中醫古籍出版社，1986。

馬伯英，《中國醫學文化史》，上海：上海人民出版社，1994。

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

林富士，《中國中古時期的宗教與醫療》，臺北：聯經，2008。

范家偉，《大醫精誠——唐代國家、信仰與醫學》，臺北：東大，2007。

范家偉，《六朝隋唐醫學之傳承與整合》，香港：香港中文大學出版社，2004。

陳明，《殊方異藥——出土文書與西域醫學》，北京：北京大學出版社，2005。

馬伯英、高晞、洪中立，《中外醫學文化交流史——中外醫學跨文化傳通》，上海：文匯出版社，1993。