

## HH3040: Histories of Chinese Medicine

Course Type	Proposed Course Code and Title	Pre-requisite	Proposed Date of Offer	Proposed No. of Hours Per Week				Proposed AU
				Lecture	Tutorial	Seminar	Total	
Major-PE, GER-UE	HH3040 Histories of Chinese Medicine	Nil	Semester 2, AY2018-19			3	3	3

### **Justifications:**

This course showcases the latest research on medicine in China as it has developed over 3,000 years, while introducing students to a wide spread of Medical Humanities methodologies. It will identify themes concerned with both history and culture, and the significance of Chinese medicine in the modern world. China will be understood as an “open empire,” receptive to all the influences of religion, *materia medica* and *dietetica*, and techniques that have shaped its healing traditions, and also exerting influence through the land, maritime, air and cyber networks that have connected it with other places. To avoid the pitfalls of representing Chinese medicine as a monolithic tradition, detailed attention will be paid to the social and cultural contexts within which systematic classical medicine emerged, as well as to the realities of everyday practice, within China, America and Singapore. Themes will be traced historically through the healing traditions of Early China, medieval religious institutions, the transmission of knowledge and practice through ritual, writing and authority and illustrated medical works, demonstrating both the professionalization of medicine and eclectic healing environments. The course will conclude with on the significance of Chinese medicine in the modern world addressing issues of evidence and, most significantly, an analysis of the global impact of everyday Chinese attitudes to health. It will draw out the complex and paradoxical role of Chinese medicine in the construction of ‘modern’ Chinese nation as well as its adoption as a strategy of resistance to the perception of an all powerful biomedicine in the Euro-American sphere.

This course will also be offered as 2nd major and minor in History listed under the category of Interdisciplinary History.

Further details on the proposed new courses (e.g. learning outcome, content, course outline, assessment components, etc.) are provided in **Annex A** to paper.

## 2. TEMPLATE FOR NEW COURSE CONTENT

<b>Academic Year</b>	2018-19	<b>Semester</b>	2
<b>Course Coordinator</b>	Michael Stanley-Baker		
<b>Course Code</b>	HH3040		
<b>Course Title</b>	History of Chinese Medicine		
<b>Pre-requisites</b>	Nil		
<b>No of AUs</b>	39		
<b>Contact Hours</b>	39		
<b>Proposal Date</b>	2nd July 2018		

### Course Aims

You'll be interested in this class if you have ever used Chinese medicine or have family members who do, if the connection between heritage and modernity is important to you, and if you study the history of science in Asia. In this course you will examine the origins and changes of Chinese medicine over time. Proceeding through a chronological review, each lesson in this multi-perspectival course will demonstrate how different topics, research methods and periods produce different kinds of history-writing.

Through these analyses, you will learn how to evaluate medical history, and how medicine can be used as a focus to write a variety of historical studies, bringing together themes of health, disease and the body with the history and practices of self, state and cosmos. These will lead up to the final weeks when you will reflect on the role of tradition and heritage in the context of biomodernity, and how embodied practices such as medicine shape not only the worlds we live in, but our very selves.

### Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) will be able to:

1. Explain how different historical conditions gave rise to or transformed different kinds of therapeutic treatments, embodied practice and conceptual models across Chinese history.
2. Recognize and assess different scholarly approaches to the history of medicine—e.g. philology, material practice, gender, state-centred approaches, translation theory—and how they use different primary sources.
3. Evaluate how different kinds of medical gaze privilege different kinds of evidence, and how they converge in different historical moments.
4. Explain the layers of significance of Chinese medical culture in different periods of history (including the modern), and come to positions of historical empathy.
5. Engage in close reading, critical thinking, intensive discussion, and rigorous writing and presentation.

### Course Content

The course will progress chronologically from pre-Imperial China to modern times, highlighting different periods of transition. Each class/topic is coupled with different theoretical and critical approaches, which will help you consider how evidence and sources relate to research approaches. Classes will outline internal changes, different medical approaches by different actors, processes of importation and translation, and top-down rationalisation and standardization. You will learn how different kinds of practice and theory became “mainstream,” for whom, and in what time period, and in so doing, come to a broad synthetic understanding of Chinese medical culture. This will build to a reflection on the continuity and change in the modern

biomedical context of Chinese medicine, and how medical heritage has become a site of cultural negotiation. The course will contain opportunity for hands-on experience of different traditional healing arts, as well as site-visits to different locations on and off campus

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes (See History's LOs)	Weighting	Team/ Individual	Assessment Rubrics (See History's assessment rubrics)
Seminar Presentations and Discussion	1, 2, 3, 4,5	1, 2, 3, 5, 6, 7, 8, 9	25%	Group	2, 5, 6, 7
Class Participation	1, 2, 3, 4,5	1, 2, 3, 5, 7, 9, 11	15%	Individual	2, 5, 6, 7, 8, 9, 10
Research Project Proposal and Presentation	1, 2, 3, 4,5	1, 2, 3, 9, 11	20%	Individual	1, 2, 5, 6, 7, 8, 9, 10
Major essay (writing)	1, 2, 3, 4,5	1, 2, 3, 4, 5, 7, 9, 10,11	40%	Individual	1, 2, 3, 4, 5, 8, 9, 10
Total			100%		

**Seminar Presentations and Discussion - 25%:**

Review the theoretical readings for each week. You and your team are to give a total of three presentations each and lead discussions during the weeks you are presenting. These presentations must cover three secondary or primary sources more than the minimum required reading for the week. You are expected to present at least once on the correlation between different kinds of evidence and styles of historical argumentation. Each of the three presentations should use a different kind of multi-media or multi-sensory presentation: you are welcome to edit a youtube-type video clip, story-board an argument, give a practical demonstration, host a debate, produce a dramatic rendering of an argument. Your presentation should include a reflection on your choice of medium, and how it enhances and conceals different kinds of information. Each presentation and discussion should last between 30 and 45 minutes.

**Class Participation - 15%:**

You are expected to read each week's readings and respond to pop quizzes. Students who are not presenting during specific weeks are expected to ask questions and participate in class discussions.

**Research Project Proposal and Presentation – 20%**

In week 6 you will submit a preliminary research proposal (double-spaced), with footnotes and bibliography (single spaced) for a total of 3 pages. You will receive written feedback on this. In the final week, you will present to the class a proposal for your final research paper. This should take the form of a reflective narrative of the trajectory of the research you have undertaken, how your research changed over time, and how you came to consider your proposal the best approach for

the subject, and include a bibliography handout. Each presentation will be assessed for: quality of research question, knowledge and understanding of the material and approaches, quality of argument, collection and synthesis of primary and secondary sources, historical empathy, development of your understanding over time, and liveliness and style of expression.

**Major essay (writing) – 40%:**

The major essay (15 pages) should be a polished piece of writing that demonstrates your skills in research and critical analysis. The research essay should include interpretation of several primary sources, whether in translation or no. An excellent essay will also position the argument of the essay in relation to different approaches to the study of Chinese medical humanities. The essay question you have developed should appear at the beginning of the first page of the essay. Please use the Chicago referencing style (outlined in the Course Style Guide). 3-10% will be deducted for incorrect referencing style.

**Formative feedback**

You will receive formative feedback through:

1. Verbal feedback on your participation in class discussions (component 2) throughout the course of the semester; and on your presentation in week 13.
2. Written feedback on assignment components 1, 3, and 4.

Moreover, the assessment is ‘scaffolded’ so that the written feedback on components 2 and 3 will provide students with feedback for component 4.

**Learning and Teaching approach**

Approach	How does this approach support students in achieving the learning outcomes?
1. Class discussion and peer-to-peer learning.	Through interactive in-class discussion (assessed in component 1), you will learn from each other, as well as the instructor, honing your analysis of LO1. Class discussion also provides opportunities for a detailed discussion of secondary sources and the honing of critical analytical both about the how the historian wields their theoretical tools, and about how different medical styles privilege different diagnosis and treatments, thus building LO2 and LO3. Moreover, discussion-based learning will develop your verbal communication skills and your ability to articulate convincing arguments, i.e. LO4. Throughout the semester, classes activities will work towards all 4 LO's and prepare you for the written assignments.
2. Primary source analysis	In-class readings familiarize you with the thought from the period (LO1), build skills in primary source interpretation and argumentation (LO4) and how to make arguments from sources (LO2), and historical sympathy (LO3). They prepare you for the final essay, not only by introducing you to different kinds of primary sources (LO1&4), and how historians construct arguments from them, (LO2) but also to early intellectual environments (LO1) and the kinds of arguments made by early historical actors (LO3).
3. Practical Experience	Medicine is not just book-learning, it is performed and practiced, and responds to real-world, embodied situations. (LO3) Visiting sites where

	medicine is practiced and performing/experiencing the practices yourself helps to internalize how cosmological, political and social norms are tacitly embodied (LO1). By reflecting on the distance between your experience of the practices and that of historical actors, you will gain more historical empathy on the one hand, and on the other, be better able to historicise modern receptions and transformations of heritage traditions. (LO4)
4. Development of research topic	The essay proposal is designed to give you formative feedback on your research project, which will assist you to develop your analysis and argument in the major essay (Approach 5). Moreover, the essay proposal is designed to deepen your skills in developing your own research topics, contributing to LO2, LO3 and LO4.
5. Essay writing	The major essay brings together the competencies in primary source analysis (Approach 2), developing a research topic and constructing a convincing argument (Approach 4), and demonstrates your assessment of the how medicine emerged in the period under study (Approach 1). A modern-based paper should also reflection on experience and practice in contemporary times (Approach 3).

#### Reading and References *Subject to change*

##### **Primary Sources: Skim before class, we will read in class**

*A Barefoot Doctor's Manual*, (Bethesda: U.S. Dept. of Health, Education, and Welfare, Public Health Service, National Institutes of Health, 1974; repr. New York: Gramercy Publ., 1985).

Harper, Donald. 1996, 'Spellbinding', in D. S. Lopez (ed.) *Religions of China in practice*, Princeton: Princeton University Press, 241-250.c

Hsu, Alexander O. . 2017, 'Curing/Curating Sickness: Selections from the Chapter on the "Sufferings of Illness" from *A Grove of Pearls from the Garden of Dharma*', in C. P. Salguero (ed.) *Buddhism and Medicine: An Anthology of Premodern Sources*, Columbia University Press.

*Huangdi neijing: Suwen* 黃帝內經：素問 Unschuld, P.U. and H. Tessenow. 2011, *Huangdi neijing suwen: An Annotated Translation of Huang Di's Inner Classic - Basic Questions: 2 Volumes*, University of California Press.

*Huangdi neijing: Suwen* 黃帝內經：素問 Zhou Chuncai, *The Yellow Emperor's Medicine Classic, Treatise on Health and Long Life*. Singapore: Asiapac, 1996

J. S. Horn, *Away with all Pests*.

Mawangdui 馬王堆 Manuscripts Harper, Donald. 1998, *Early Chinese Medical Literature: The Mawangdui Medical Manuscripts*, London & New York: Kegan Paul Intl. 301-302, 423-424

*Nanjing* 難經 Unschuld Paul U trans. 1986, *Nan-ching : the classic of difficult issues : with commentaries by Chinese and Japanese authors from the third through the twentieth century / Uniform Title: Nan jing. English & Chinese*, Berkeley: University of California Press.

Salguero, Pierce and Koichi Shinohara. 2017, 'How Should Buddhists Care for the Sick?: Selections from the *Taisho Tripitaka*', in C. P. Salguero (ed.)

*Buddhism and Medicine: An Anthology of Premodern Sources*, Columbia University Press.

*Shennong bencao jing* 神農本草經 Bensky, Andrew and Dan Gamble. 1986, *Chinese herbal medicine : materia medica*, Seattle: Eastland Press.

*Shenxian zhuan* 神仙傳 Campany, Robert Ford. 2002, *To Live as Long as Heaven and Earth: a Translation and Study of Ge Hong's Traditions of Divine Transcendents*, Berkeley: University of California Press, Selections.

Sivin, Nathan. 1987, *Traditional medicine in contemporary China: a partial translation of Revised outline of Chinese medicine (1972) : with an introductory study on change in present day and early medicine*, Ann Arbor: Center for Chinese Studies, University of Michigan.

Sivin, Nathan. 2017, 'Sun Simiao on Medical Ethics: 'The Perfect Integrity of the Great Physician' from Prescriptions Worth a Thousand in Gold', in C. P. Salguero (ed.) *Buddhism & Healing in East Asia*, New York: Columbia University Press, 538-542.

Wilms, Sabine and Sun Simiao 孫思邈. 2007, *Bèi jí qian jin yào fang: Essential prescriptions worth a thousand in gold for every emergency, volumes 2-4 on Gynecology*, Portland: The Chinese Medicine Database. Selections

*Xing Qi Ming* 行氣銘 W. Allyn Rickett, *Guanzi: political, economic, and philosophical essays from early China : a study and translation*, vol. 2 (Princeton: Princeton University Press, 1998), 19.

Xu Dachun (Hsü Ta-ch'un), *Forgotten Traditions of Ancient Chinese Medicine Yinshu* 引書Lo, Vivienne. 2014, *How to do the Gibbon Walk: A Translation of the Pulling Book (ca. 186 BCE)*, Cambridge: Needham Research Institute Working Papers: 3, introduction, skim exercises with attention to 20-24.

*Zhenjiu jiyi jing* 針灸甲乙經 Yang Shou-zhong and Charles Chace. 1994, *The systematic classic of acupuncture & moxibustion*, Boulder, CO: Blue Poppy Press.

Zhu Danxi, *Extra Treatises Based on Investigation and Inquiry: A Translation of Zhu Dan-xi's Ge Zhi Yu Lun*, Yang Shou-zhong and Duan Wu-jin, trans., (Boulder: Blue Poppy Press, 1997)

### **Secondary Sources: Thoroughly prepare these before class**

Asaf Goldschmidt, 2019. "Pre-standardised Pharmacology: Han to Song," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.

Buell, Paul, 2019. "Food and Dietary Literature after the Song," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.

Candelise, Lucia, 2019. "The Emergence of the Practice of Acupuncture on the Medical Landscape of France and Italy in the 20th Century ," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.

Chace, Charles, 2019. "Developments in Chinese Medicine from the Song through the Qing," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.,"

Chen Ming, 2019. "Ancient Persian Medicine in China," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.



- Chen Yun-ju, 2019. "Yin, Yang and Five Phases (wuxing) in the Basic Questions and Early Han (202 BCE—220 CE) Medical Manuscripts," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- De Vries, Lelie, 2019. "Vietnam in the Pre-Modern Period," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Dolly Yang, 2019. "The Formalisation of Therapeutic Exercises in the Medical Practice of Sui China (581 – 618 C.E.)," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Fan Ka-wai, 2013. The Period of Division and the Tang Period, in T. J. Hinrichs and L. L. Barnes (eds.), *Chinese medicine and healing : an illustrated history*, 65-96.
- Fang Xiaoping, 2019. "Communist Medicine: The Emergence of TCM, Barefoot doctors, Leading to Contemporary Medical Market," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Hinrichs, 2013. "The Song and Jin Period" in T. J. Hinrichs and L. L. Barnes (eds.), *Chinese medicine and healing : an illustrated history*, 97-128.
- Hsu, Elisabeth, 2019. "Traditional Chinese Medicine: its philosophy, history and practice," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Johnson, Tina, 2019. "Public Health in Twentieth-Century China," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Kadetz, Paul, 2019. "A Migration of Culture Independent of its People: The Transfer of Chinese Medicines to Cuba and Guatemala ," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Kadetz, Paul, 2019. "Political Economy and the Cultural Transfer of Chinese Medicines to Africa," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Kang Yeongsook, 2019. "History and Characteristics of Korean Medicine," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Kaptchuk, Ted J., 1983. *The Web That Has No Weaver: Understanding Chinese Medicine*, New York: Congdon & Weed.
- Lai, Lily and Yan Zhen, 2019. "Minority Nationalities Medicine," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Leung, 2013. "Yuan-Ming Period" in T. J. Hinrichs and L. L. Barnes (eds.), *Chinese medicine and healing : an illustrated history*, 129-160.
- Lo, Vivienne, 2013. 'The Han Period', in T. J. Hinrichs and L. L. Barnes (eds.), *Chinese medicine and healing : an illustrated history*, Cambridge, Mass.: The Belknap Press of Harvard University Press, 31–64.
- Marie, Eric, 2019. "Early Modern Receptions in Europe: Translations and transmissions," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Pritzker, Sonya, 2019. "Translating Chinese Medicine in the West: Language, Culture, and Practice," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Salguero, C. Pierce, 2010. "A Flock of Ghosts Bursting Forth and Scattering': Healing Narratives in a Sixth-Century Chinese Buddhist Hagiography', *East Asian Science Technology and Medicine*, 32.89-120.
- Salguero, C. Pierce, 2014. *Translating Buddhist Medicine in Medieval China*, Philadelphia: University of Pennsylvania Press, 24-43.

- Springer, Lena, 2019. "Encounters with Linnaeus? Modernisation of Pharmacopoeia through Bernard Read and Zhao Yuhuang up to the present," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Stanley-Baker, Michael, 2019a. "Daoism and Chinese Medicine," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Stanley-Baker, Michael, 2019b. "Health and Philosophy in Medieval China," in P. Adamson (ed.) *Health and Philosophy*, New York: Columbia University Press.
- Strickmann, Michel, 2002. *Chinese Magical Medicine*, Stanford, Calif.: Stanford University Press, 58-88.
- Wang Yishan, 2019. "Sexing the Chinese Medical body: Recent Research On the History of Chinese Medicine Through the Lens of Gender (Viv, suggest change title to flag pre-modern)," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Wu, Yi-Li, 2013. 'The Qing Period', in T. J. Hinrichs and L. L. Barnes (eds.), *Chinese medicine and healing : an illustrated history*, Cambridge, Mass.: The Belknap Press of Harvard University Press, 161-208.
- Wu, Yili, 2019. "Gynecology and Obstetrics from the Tang to the Present," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Zhan, Mei, 2019. "Entangled Worlds: Traditional Chinese Medicine in the United States," In *Routledge Handbook of Chinese Medicine*, Stanley-Baker and Lo, eds. London: Routledge.
- Zhang Ruixian 張瑞賢, Wang Jiakui 王家葵 and Michael Stanley-Baker, 2018. 'The Earliest Stone Medical Inscription', in V. Lo (ed.) *Imagining Chinese Medicine*, Leiden: Brill, 373–380 (Skim rest).

### Course Policies and Student Responsibilities

#### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

#### (2) Absenteeism

Your presence in class is not tracked, it is your responsibility to keep up with course work. However, there will be in-class spot quizzes on the readings, as well as in-class group work which will also contribute to your participation grade.

### Academic Integrity



Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Course Instructors

Instructor	Office Location	Phone	Email
Michael Stanley-Baker	05-12	82650500	msb@ntu.edu.sg

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction; themes in medical humanities, pre-classical medicine	1	No readings; intro lecture; seminar discussions
2	The Medicine of Systematic Correspondence and the <i>Huangdi neijing</i> [Inner Canon of the Yellow Emperor] 黃帝內經	1, 2, 3, 4	Readings: Primary: <i>Huangdi neijing</i> selections, <i>Nanjing</i> selections Secondary: Lo 2013, Chen 2019. presentations, seminar discussions
3	Illness Diagnosis and Treatment	1, 2, 3, 4	Readings Primary: <i>Huangdi neijing</i> selections, <i>Nanjing</i> , <i>Zhenjiu jiayi jing</i> Secondary: Kaptchuk selections, Kuriyama selections presentations, seminar discussions
4	Herbs, Recipes and Dietetics	1, 2, 3, 4	readings; Primary: <i>Shennong bencao</i> , Bensky 1986, Goldschmidt 2019. presentations, seminar discussions
5	Exorcism	1, 2, 3, 4	readings; Primary: Harper 1996; Harper 1998: 301-02,423-24.

			Secondary: Fan Ka-wai 2013; Stanley-Baker 2019; Strickmann 2002, 58-88. presentation; seminar discussions
6	Cultivation and Immortality	1, 2, 3, 4	Primary <i>Shenxian zhuan</i> selections, <i>Yinshu, Xingqi ming</i> Secondary: Stanley-Baker 2019b, Yang 2019 Students should submit their essay proposal presentation; seminar discussions
7	Buddhist	1, 2, 3, 4	Primary: Salguero & Shinohara 2017; Hsu A 2017; Sivin 2017. Secondary: Salguero 2014 24-43; Salguero 2010; Zhang Wang and Stanley-Baker 2018, 373-380.  ; presentation; seminar discussions
8	Song-Ming: Developing and Contesting Orthopraxy	1, 2, 3, 4	Readings Primary: Zhu Danxi; Xu Dachun; Secondary: Hinrichs 2013; Leung 2013; Chace 2019. presentation; seminar discussions
9	Sex, Gender and Reproduction	1, 2, 3, 4	Primary Readings: Harper 1998, 301-02, 425-38. Wilms 2007, selections. Secondary: Wu 2019; Wang 2019 presentation; seminar discussions
10	Regionalism and Transmission	1, 2, 3, 4	Secondary: Chen 2019; De Vries 2019; Kang 2019; Marie 2019.
11	Medicine in Modern China	1, 2, 3, 4	Primary: Horn; Barefoot Doctor's Manual; Sivin 1987. Secondary: Andrews 2013; Scheid 2013; Hsu 2019. presentation; seminar discussions

12	Chinese Medicine in Diaspora	1, 2, 3, 4	Secondary: Candelise 2019; Zhan 2019; Kadetz 2019a; Kadetz 2019b; Pritzker 2019. presentation; seminar discussions
13	Course topics review and final big essay writing consultations	1, 2, 3, 4	No readings; student presentation of research project