History of Medicine: Historic Roots of Healing Arts

Chien-Ling Liu Zeleny, chienlingliu@ucla.edu
MWF 2-2:50pm, Haines A2  Office hours: F 3-5pm, Bunche Hall 5244

Syllabus

Course Description:
This course offers a cross-cultural exploration of medical traditions, knowledge, and practices through history and across boundaries of geographical spaces, social groups, and disciplines. We examine the differences, similarities, and connection in the ways that people approached illness and healing by the examples from various cultures and societies, as well as the ways in which have changed over time.

Expectations & Assignments:
This course is formatted with lecture, discussion, and presentation. The instructor lectures in the first session of the week, laying out the contexts and pointing out the historical issues and questions in associated scholarship. Discussion and presentation on the same topic proceed in the second and third sessions of that week. Students are divided in teams in the beginning of the quarter. When reading assigned works, students are guided by weekly analytical worksheets (posted on the course website under each week) and advised to work on worksheet questions before the class time. During the session of worksheet discussion, students can still work on the individual worksheet and submit it at the end of the session. For presentations, each team chooses the topic according to their interest of topics, preferably focusing on the comparative and connected aspects of two different medical cultures. Following the presentation, another team will offer comments based on the arguments, the organization, and the sources of the presentation, before opening to the general discussion in the class. The presentation is evaluated on the basis of content, delivery, and group collaboration. Throughout the quarter, students are in training of how to develop and write a paper with a suggested comparative approach, experiencing the process of drafting and revising before completion.

In addition to weekly worksheets, each student is responsible for developing a proposal of the paper, 2-3 pages (double-spaced, font 12, 1 inch margin), which is due on November 1, 2019. The final paper, 12-15 pages, is due on December 9, 2019.

Grading criteria:
Class attendance and participation (random quizzes) – 30%; Worksheets – 20%; Presentation – 20%; Proposal of the paper – 10%; Final paper – 20%

Textbook:

Weekly Themes and Readings:

Week 00-01, Introduction: The Body and the World (September 27, 30, October 2, October 4)

**Week 02, The Patient and the Practitioner (October 7, 9 & 11)**

“Hippocratic Oath.” *(classic and modern versions)*


**Week 03, Concepts of Health and Diseases (October 14, 16 & 18)**


**Week 04, Concepts of Contagion and Infection: Smallpox and Other Infectious Diseases (October 21, 23 & 25)**


Thucydides, “The Plague at Athens.”


October 21: Research Session at YRL with Dr. Matthew Weirick Johnson

October 23: Worksheet Discussion

October 25: Group Presentation

**Week 05, Bodies Known from the Outsides and from Within (October 28, 30 & November 1)**


Lei, Sean Hsianglin, Chiaoling Lin, and Henhong Chang. 2011. “Standardizing Tongue Diagnosis with Image Processing Technology: Essential Tension between Authenticity and Innovation.” In Integrating

**Week 06, Language of Life: Pulse-taking (November 4, 6 & 8)**

**Week 07, Food and Medicine (November 11, 13 & 15)**

**Week 08, Medical Records and Medical Writings (November 18, 20, Thanksgiving NO CLASS on November 22)**
November 18: Worksheet Discussion
November 20: Group Presentation

**Week 09, Body and Mind (November 25, 27 &29)**

**Week 10, Medical Encounters (December 2, 4 & 6)**


**Some words on reading and reviewing:**
Writing or presenting good reviews is an art, demonstrating critical thinking and effective reading. Assuming you are already keen to the subject, your interest is leading you ways to sniff out the value, the originality, the weaknesses, and the significance of an article or a book. You can even do this when you know nothing about the topic except what you learn from the work itself. First of all, you start considering what the main arguments are, whether they make sense and how they are supported or not by the evidence shown in the work. What sources does the author use, including both primary and secondary sources? How does the author use these sources into supporting (or not so supporting) evidence? Can you think of any other ways that the author might have used the sources more convincingly? What is the scope of the work and how does the author decide such a scope? Are there questions or approaches that the authors might have introduced but did not, or are there of which might have been better off omitted? Also, is there something in method or style that might serve as a model for someone writing a work on a different topic? And finally, situate the work in scholarship. This will helps us understand better the significance of the work. Does the work seem to be following with some standard line of interpretation? What is its contribution in its related field(s), and in what field(s)?

**Organization and format of the paper proposal and the final paper:**
In paper proposal:
1. Title
2. Introduction (research question; scope – time and geography)
3. Sources (where to find and how to use the sources)
4. Working timeline (your weekly plan to complete the paper before it is due)
5. Bibliography (list of sources)

In final paper:
1. Title (main and subtitle)
2. Introduction (roadmap of the paper): topic/scope and thesis statement
3. Main text: arguments and evidences; minding the relevance between each paragraph, in relation with the whole argument; transitional terms; one idea in one paragraph
4. Scholarship: in order to emphasize the significance of the paper
5. Conclusion
6. Work-cited

About the format of footnoting and citation:
1. The citation of this class is Chicago Author-Date Citation System (not Notes and Bibliography System) ([http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)).
2. The footnotes are not to cite the sources but to explain or add information that is better to separate from the main text.

**Resources:**
The UCLA History Department has a Writing Center where you can get help with your papers. It is located at 2165 Bunche Hall. The Center is open Monday to Friday. Appointments can be made with one of the tutors online at [www.hwc.ucla.edu](http://www.hwc.ucla.edu).