1. **Title of the module**

RSST6530 (TH653) – Health, Medicine and the Body in East Asia

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Asian Studies (Joint Honours); BA Religious Studies (Single and Joint Honours); BA Global Philosophies (Single Honours)

Also available as an elective module choice

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate an in-depth and systematic understanding of traditional East Asian (Chinese, Japanese, Korean and Vietnamese) views on health, medicine and the body;

8.2 Describe and critically analyse a key concept, idea, theme or practice in traditional East Asian medicine;

8.3 Demonstrate a critical understanding of various forms of East Asian medicine, historical encounters between East Asian and Western medicine, and modernising processes of East Asian medicine in the twentieth and twenty-first centuries;

8.4 Make systematic cross-cultural comparisons between East Asian and Western views on health, medicine and the body, based on the textual analysis of primary sources (in Englih translation) and a critical engagement with secondary literature in the fields of history and medical anthropology.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate their communication skills and organise information in a clear and coherent fashion in their assignments;

9.2 Demonstrate an ability to engage in critical independent research and appropriate humanities and social scientific approaches to their object of study;

9.3 Use electronic media to identify and analyse appropriate academic resources based upon independent research from library materials, including primary sources, as well as online journals, and other reliable electronic sources, and reference this material effectively;

9.4 Deploy a range of IT skills with a high degree of effectiveness, such as use of online search-engines, word-processing text with footnotes, basic formatting, searching databases and text files;

9.5 Demonstrate a well-developed capacity to take responsibility for their own personal and professional learning and development.

1. **A synopsis of the curriculum**

Traditional Chinese Medicine and other forms East Asian medicine have become available to patients everywhere in the world as Complementary and Alternative Medicine (CAM), but their cultural backgrounds are mostly misunderstood by patients, providers and adversaries. This module explores the historical emergence of East Asian medical systems, their relations to philosophical and religious worldviews and practices, their trajectories from the East to the West, and their relations, interactions and clashes with bio-medicine.

In this module, we read passages from foundational literature such as the Inner Classic of the Yellow Emperor (in English translation) and discuss key texts in which Chinese, Japanese, Korean and Vietnamese doctors argue about the nature of health and medical ethics. We also compare different views of the body, illnesses and therapeutic intervention, and examine the importance of “tradition” in East Asian medicine, Early Modern exchanges with Western medicine and the transformation and globalisation of East Asian medical systems in the twentieth and twenty-first century. Applying comparative and genealogical methods, we discuss East Asian medicines in terms of efficacy, culture, politics and economics and reflect on healthcare, in general, from (multi)cultural perspectives.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Barnes, L. (2007). *Needles, Herbs, Gods, and Ghosts: China, Healing, and the West to 1848*, Cambridge, MA: Harvard University Press.

Elman, B. (2005). *On Their Own terms: Science in China 1550-1900*, Cambridge, MA: Harvard University Press.

Hinrichs, TJ & L Barnes (eds) (2013). *Chinese Medicine and Healing: An Illustrated History*, Harvard and London: The Belknap Press of Harvard University Press.

Kuriyama, S. (1999). *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*, Cambridge, MA and London: Zone Books.

Lei, S. (2014). *Neither Donkey Nor Horse: Medicine in the Struggle of China’s Modernity*, Chicago: The University of Chicago Press.

Salguero, C.P. (2017). *Buddhism and Medicine: An Anthology of Premodern Sources*. New York: Columbia University Press.

Unschuld, Paul U. (2009). *What is Medicine? Western and Eastern Approaches to Healing*, Berkeley, Los Angeles and London: University of California Press.

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Presentation (15 minutes) – 10%
* Annotated Bibliography (1,500 words) – 15%
* Essay (2,500 words) – 25%
* Examination (2 hours) – 50%

13.2 Reassessment methods

* 100% Coursework (3,000 words)
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Presentation |  | **x** |  |  | **x** | **x** | **x** | **x** | **x** |
| Annotated Bibliography | **x** |  |  |  | **x** | **x** | **x** | **x** | **x** |
| Essay |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module introduces the study of East Asian culture and traditions and contributes directly to the internationalisation of curriculum offering within SECL by extending beyond the study of Europe. The module involves training students in being able to examine the world from a non-European point of view and to broaden their cultural horizons.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 12/12/19 | Minor | September 2020 | 13 | No |
| 14.01.21 | Minor | September 2021 | 13 | No |