**ANT 4734 ASIAN MEDICAL SYSTEMS**

Spring 2014. TR 9:30 – 10:50 SO 207

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**Course Description**

The countries of Asia are home to some of the world’s oldest continuing medical systems that serve the health care needs of hundreds of millions of the world’s people. From this course students will better understand the peoples and cultures of Asia from the perspective of health, illness, and healing. The course will focus primarily on the three main medical systems in Asia: Ayurvedic medicine, Tibetan medicine, and Chinese medicine, and subfields of practice like yoga and meditation. Students will be introduced to the main theories, diagnostic techniques, and therapies for each system.

The field of anthropology approaches medical systems as cultural and political systems that co-constitute other domains of social life like religion and kinship. We will pay attention to each system as a cultural system that informs other aspects of family and community life and culture. We will also seek to understand how the body is conceptualized in each system, the foundation for effectively treating illness. An anthropological approach also considers the biological base of cultural systems, especially in relation to medicine. Here the biological is understood to be shaped by culture in many ways including but not limited to expressions and experiences of suffering, the social determinants of epidemics, and even life passages of birth and death.

Asian medicine is practiced at home and outside of its cultural context; it is therefore globalized. Students will learn how natives of Asian cultures outside their home country and non-Asians turn to Asian medical systems for healing and health. Indeed, medicine is an increasingly popular way Asian culture infuses American culture. Here we will look at how the medical systems function in other non-Asian settings, in the process called medical globalization. Outside of Asia, the medical systems are classified as alternative or complimentary to biomedicine. We will ask in what ways the medical system in question is altered and illness is experienced in the new context, and ask who utilizes the medicine and under what circumstances, and how the ‘new’ culture adapts the medical system to its own shared concepts and practices. In this regard, students will also use the comparative approach in anthropology to assess the medical systems in relation to biomedicine, the dominant medical system in the western world. Here students will be interested in evaluating the degree of integration achieved between the traditional systems and biomedicine, and how effective integration or plural medicine is for people’s health overall.

**Course Goals and Objectives**

At the end of this course students will be able to:

1. Summarize the main features of the three main Asian medical systems that shape the relationship between health, illness and culture by identifying the steps taken in diagnosis and treatment. This objective will be assessed through in class presentations, class discussions, exams and quizzes.
2. Explain how culture transmits ideas through symbols that people use about the body, illness, cure, and well-being by giving examples of medicine-based symbols, their meanings, and their transmission in a variety of cultures. This objective will be assessed through class presentations, class discussions, exams and quizzes.
3. Synthesize the main ideas in medical anthropological theory that account for and/or refute the idea of universal human physiology and medical treatment by arguing different sides of debates. This objective will be assessed through class presentations, class discussions, exams and quizzes.
4. Evaluate the most interesting and difficult issues for individuals and groups seeking medical help in different cultures by naming features of medico-cultural relations in specific cultural groups. This objective will be assessed through class presentations, class discussions, exams and quizzes.
5. Discover methods used by anthropologists to study Asian medical systems by making direct observations and producing data about medicine and culture. This objective will be assessed through class presentations, class discussions, exams and quizzes.
6. Identify the relevance of global Asian medicine to displaced Asians and by non-Asians as these have come to comprise the main components of alternative medicine outside of Asian contexts. This objective will be assessed through presentations, class discussions, exams and quizzes.

**Required Books**

* *Oriental Medicine: An Illustrated Guide to the Asian Arts of Healing*. Jan Van Alphen and Anthony Aris, editors. Boston: Shambhala Publications 1997.
* Course notebook for taking notes
* Other course readings are located on Blackboard by author’s last name and title.

### Assignments and Grading – 200 points

### The smaller size of this class will utilize a seminar approach in which students are actively engaged in discussing each week’s readings and in co-facilitating the presentation of readings in class. Students will also be responsible for all note-taking in class; Professor Cameron will not provide class lecture notes, as these will largely be generated in class with focused guidance from the instructor and student co-facilitators. To encourage informed and full participation of all class members there will be (almost) weekly quizzes at the start of class one day each week. These unannounced 10-minute quizzes will ask you to recall, explain, describe, and synthesize in writing the main themes of a given reading. The quizzes will be graded by Professor Cameron or by student peers in class; a grading rubric will be used.

### Weekly Quizzes – Beginning the second week of the semester. 12 quizzes throughout the semester, 10 points each, lowest two grades are dropped. Total 100 points.

### Class Co-facilitator – Beginning the third week of the semester, each student will select a class reading to prepare a 30-minute presentation and discussion in class. The presentation will consist of a PowerPoint summary of at least five slides that summarize the main findings, themes, methods, and other significant issues in the reading. The last slide will contain 1-3 questions that will guide the class in discussing the readings, facilitated by the student presenter and the instructor. The PowerPoint presentation will be posted on Discussion Board within one day of presenting. Total 50 points:

### Quality, accuracy and completeness of slides – 30 points

### Quality of class presentation – 20 points

### Final examination – 30 points

### Attendance and participation – 20 points

### Grading Scale

### A/A- = 180-200; B+/B/B- = 160-179; C+/C/C- = 140-159; D+/D/D- = 120-139; F = 119 and lower.

### Class Policies

### Written Submissions

### These submissions are written assignments and include exams and quizzes, and Class Discussion Leader / Co-facilitator PowerPoint presentations. They must be, well organized, grammatically correct, and free of misspellings. Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see [Academic Integrity](http://www.fau.edu/CTL/AcademicIntegrity.php), [Plagiarism](http://owl.english.purdue.edu/owl/resource/589/1/), [APA](http://owl.english.purdue.edu/owl/section/2/10/)). Please check the assignment directions to verify when and how feedback will be provided.

### Rubrics

Rubrics are used to grade all activities and assignments. You will find comments from the instructor in your graded rubric. Look there to understand your grade.

1. **Accommodations**

Any participant with a documented disability who may require special accommodations should self-identify to an instructor as early as possible in order to receive effective and timely accommodation. If you have any questions about accommodations for a disability, please contact the [Office for Students with Disabilities](http://www.osd.fau.edu/) (OSD). The OSD office at FAU offers college constituents equity and excellence in education. By working with participants on all FAU campuses, OSD ensures that appropriate academic adjustments are made to allow all participants equal opportunities online, inside the classroom, and around campus.

1. **Religious Accommodations**

Florida Law requires that the University provide reasonable accommodations for

class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy at FAU can be found in the [University Catalog](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

1. **Code of Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information on what constitutes cheating, plagiarism and other forms of dishonesty, see the [Code of Academic Integrity in the University Regulations](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

1. **Missed Assignments**

FAU policy on excused absences is followed in this class and includes only three situations: illness documented by a physicians’ note, death of a family member, and legal matters such as jury duty, also documented. Absences for university-approved reasons such as participation in athletic or scholastic teams, musical or theatrical performances, and debate activities are permitted. Students who miss an assignment(s) for a university-approved reason may make up work missed with no penalty to the student. Legitimate excuses must be scanned as a PDF file and emailed to the instructor confidentially.

1. **Incomplete Grades**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course. All work required to satisfy an incomplete (“I”) grade must be completed by the end of the next academic semester. After that, the incomplete grade automatically becomes a failing grade.

**8. Use of Technology**

The use of laptop computers and cell phones is prohibited in class. Notes should be written by hand in your class notebook. Technology will be removed from students who don’t follow this policy.

**SCHEDULE OF READINGS, TOPICS, AND ASSESSMENTS**

**Part 1. Defining and Locating Asian Medical Systems**

**January**

7. **Overview of Asian medicine**

Reading: *Oriental Medicine* "Introduction" by Meyer. *Paths to Asian Medical Knowledge* “Introduction” by Leslie and Young.

9. **The language of life in Asian medical systems**

Reading: *Knowledge and the Scholarly Medical Traditions* “Introduction: Scholarly ways of knowing” by Bates.

14. **What are Asian medical systems? Learned traditions and indigenous knowledge.**

Reading: “Making Heritage Legible” by Reddy. Note: Weekly quizzes begin this week.

**Part 2. Ayurvedic Medicine: Continuity, Change, and Globalization**

16. **Medical systems in India: Paradigms of practice**

Reading: *Oriental Medicine* "Medicine in India" by Wujastyk and "Theory and Practice of Ayurvedic Medicine" by Svoboda

21. Film screening "The Art of Being" (Parts 1-7 YouTube; finish at home). Note: Co-facilitating begins this week.

Reading: “Heaps of Health, Metaphysical Fitness” by Alter; “Power, Culture, and Medicine” by Banerjee.

23. **Drugs, pharmacology, toxicity**

Reading: “Taking Traditional Knowledge to the Market” by Bode. “Lead, Mercury, and Arsenic in US‐ and Indian‐Manufactured Ayurvedic Medicines Sold via the Internet“ by Saper et al.

28. **Knowledge, standardization, biomedicine**

Reading: “Modern Desires, Knowledge Control, and Physician Resistance” by Cameron. “Of Spineless Babies and Folic Acid: Evidence and Efficacy in Biomedicine and Ayurvedic Medicine” by Naraindas.

30.  **Ayurveda as cultural paradigm**

Reading: “Feminization and Marginalization?” by Cameron. “Ayurvedic Interiors” by Langford.

**February**

4. **National and transnational Ayurveda**

Reading: *Oriental Medicine* "Ayurvedic Medicine Today" by Shankar & Manohar. *Asian Medicine and Globalization* “Intro: The Politics of Culture and Medicine” by Alter.

**Part 3. Tibetan Medicine: Science, Religion, and Refugees**

6.  **Humours, herbs, dharma**

Reading: Mayer "Theory and Practice of Tibetan Medicine" in *Oriental Medicine*.

11.  Film screening “Journeys with Tibetan Medicine.”

Reading: *Oriental Medicine* "Tibetan Medicine Today" by Mayer, Holmes, & Tsenam

13. **Amchi medicine in Nepal**

Film screening “Amchis: The Forgotten Healers of the Himalayas”

Reading: "Place and Professionalisation: Navigating Amchi Identity in Nepal" by Craig.

18. **Tibetan medicine: Translating across plural medical approaches**

Reading: “The Challenge of Cross-Cultural Clinical Trials Research” by Adams et al. “Tibetan Medicine and Biomedicine” by Samuel.

20. **Translating Tibetan medicine across science and religion**

Reading: “Buddhism, Science, and the Market” by Janes. “A Tibetan Way of Science” by Adams et al

25. **Refugee displacement, suffering, health**

Reading: “Panic Attack in a Context of Comorbid Anxiety and Depression in a Tibetan Refugee” by Jacobson.

27. **Refugee displacement, suffering, health**

Reading: “Causation as Strategy” by Prost.

**March**

Week of March 3 – 7. Spring Break.

**Part 4. Joining Mind and Body: Yoga, Meditation, Perfection, Immortality**

11. **Yoga: Immortality through perfection**

Reading: *The Alchemical Body* chapter 1 “Indian Paths to Immortality” by White. *Light on Yoga* “Introduction: What is Yoga?” by Iyengar.

13. **Yoga: Immortality through perfection**

Reading: *The Alchemical Body* chapter 2 “Categories of Indian Thought ” by White.

18. **Yoga: Immortality through perfection**

Reading: *Yoga in Modern India* chapter 1 “Historicizing Yoga” and chapter 2 “Yoga and the Supramental Being” by Alter.

20. **Meditation and Wisdom: Observing suffering**

Reading: *What the Buddha Taught* Chapters 2-5 (The Four Noble Truths) by Rahula

**Part 5. Traditional Chinese Medicine (TCM)**

25. **Technique, technology, and humoural healing**

Reading: *Oriental Medicine* “Theory and Practice of Chinese Medicine” by Vercammen

27. **The language of life**

Reading: *The Expressiveness of the Body* chapter 1 “Grasping the Language of Life” and chapter 6 “Wind and Self” by Kuriyama

**April**

1. Film screening “To Taste a Hundred Herbs”

3. **Evaluating efficacy**

Reading: “Treatment Evaluation” by Hsu

8. **TCM in other Asian contexts**

Reading: *Oriental Medicine* all sections under “Traditional Chinese Medicine Today” (Jing-Feng, Ben-Chern, Thang, Jae, Put, Jong-Chol)

**Part 6 – Globalizing Asian Medical Systems**

10.   **From east to west, and back again**

Reading: *The Cure Within* chapter 6 “Eastward Journeys” by Harrington; “Ayurveda in America” by Reddy.

15. **Lost in translation?**

Readings: “Gentle Purge” by Zimmerman.

17. **Experiencing and translating efficacy**

Reading: “American Acupuncture and Efficacy” by Barnes. “Chinese Medicine Patients in Tanzania” by Hsu

22. Wrap up

**Final examination in class, time and date TBA.**