

University of British Columbia  
**HIST 487 201**  
**History of Alternative and Complementary Medicine: Acupuncture to Yoga**

**Instructor:** (Dr.) Sarah Basham (she/her)

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### About this course

In Vancouver and North America more broadly, people are drawing on ever-increasing resources outside the biomedical sphere to maintain their health. All over Canada and the United States, we see Chinese pharmacies, massage therapists, naturopaths, Ayurveda practitioners, yoga and meditation studios, and much more. What are we to make of this increasingly diverse landscape of therapies and health practices? And what is their relationship to biomedicine (i.e. “Western” medicine) today? What did these therapies look like before the advent of Western imperialism across the globe, and how did they change into what we see now? How did peoples across the globe conceive of their bodies and illness experiences in the past? And how do these ideas continue to differ in the present?

At one point in time, these therapies were not “alternative medicine,” but simply, “medicine.” This course asks students to consider both the diversity of ways humanity has treated and understood the human body, and the historical events and structures that shaped both “medicine,” in all its forms, and the bodies it treated.

This class explores these questions through four units: (1) the history of Chinese medicine, (2) the history of Indian medicine, including Ayurveda, yoga, and meditation; (3) indigenous medicine and bodies in North America, and (4) the history of biomedical conceptions of “alternative” therapies and their place in present-day Vancouver. Each of the first three units explores the basic concepts of the body and disease in these traditions, their therapies, the historical sources that give us this information, and, finally, these traditions’ encounter with Western colonialism. The last unit encourages students to explore biomedicine as a distinct, constructed cultural system, and questions of cultural appropriation in modern Vancouver.

### Course Goals

Students should be able to :

- Recount basic Chinese, Indian, and indigenous American concepts of human bodies, disease, and medical practices, and a general outline of their pre-modern history.
- Identify the effects of colonialism on conceptions of the body and disease, and medical practices in China, India and North America.
- Understand biomedicine as a cultural system.
- Identify key questions in the weekly readings and lead other students in a discussion.
- Apply analytical questions from the course to medical systems and practices in their everyday lives and popular culture.

### Readings and Content Warnings

Readings are due on the date assigned. For example, a reading dated “January 6th” should be read *before* class on January 6th. Please read, view, or listen to all course material before class on the day it is listed.

All readings are available via Canvas and Library Online Course Reserves.

**The instructor *will not* provide content warnings on the syllabus, but please be aware that as an upper level history course in the history of medicine the class will deal with much difficult material. Do see me with specific and confidential questions about the material, and see below for a list of academic and mental health resources for students.**

*\*\*The readings and the syllabus will change according to the interests of students and needs of the class this semester. If you find a reading that is better than what I have suggested for your “Boss Human” week at least 1 week in advance, I will change it. I will make every effort to give ample notice regarding any other changes to the syllabus.\*\**

### **Class Structure**

Each Monday and Wednesday will be a combination of lecture and discussion led by the instructor.

Each Friday will take the form of student-led discussion. The class will be divided into two or more groups. For the first 30 minutes of each Friday class, students will lead the discussion in pairs. These students will be known as the week’s “Friday Discussion Boss Humans.” During the last 20 minutes of class, the Boss Humans for each group will take turns reporting back what their group accomplished.

You will be marked on your performance as a Friday Discussion Boss Human. (Don’t worry—you get help from me—see “Grading and Requirements” and “Deliverable Assignments” below.)

With the exception of the week’s Boss Humans, everyone will be required to submit a “Weekly Thought Bubble” by Thursdays, 11:59 am (noon). This helps you prepare to support the weekly Boss Humans in leading a successful Friday discussion. See more below.

### **Grading Components and Late Submission Policy**

Attendance and Participation	20%
Weekly Thought Bubble (150 words) x 11	20%
1 x Friday Discussion Boss Human	20%
Midterm Essay (5-6 pages)	20%

Final book/film review (6–8 pages) 20%

**For every day an assignment is late, 10% will be deducted from the final mark. Assignments more than 3 days late will not be accepted without a formal academic concession.**

### **Deliverable Assignments (Detail)**

*Weekly Thought Bubbles (11 total): Due Thursdays 11:59 AM (i.e. noon)*

Each of you is responsible for submitting a Weekly Thought Bubble for the weeks marked on the syllabus. Please submit by 11:59 AM on Thursday afternoons during **Weeks 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, and 13.**

Thought Bubbles can take any form you want (Cartoon? Writing? Video? Audio clip?), but must (1) be brief (150 words or less); (2) be submit-able via the class Canvas discussion board; and (3) prove that you have thought critically about the reading by citing it and commenting on your citation. If possible, aim to provide questions for your classmates to consider that cite the text directly.

The first Thought Bubble, due in Week 2, is a bit of a freebie: you get full marks for submitting it, and we'll talk about what demonstrates critical thinking. Each Bubble is thereafter marked on a scale of 1 to 5. 1 demonstrates minimal engagement with the readings, 3 demonstrates adequate engagement, 5 demonstrates creative engagement with the readings.

*Friday Discussion Boss Human (1 total):*

Each student will lead Friday discussion one week this semester. There will be four slots for each of the discussion weeks. Depending on final enrolment numbers, students might have the option to lead a group alone instead of with a partner. Logistics will be finalized after the add/drop deadline. Please sign up on **Canvas, by Tuesday, January 14, 11:59 PM.**

You are required to do the following:

- 1) Meet with the instructor and your partner to construct a lesson plan using the assigned readings. The lesson plan should include learning objectives for your peers, and a plan for how to spend 30 minutes of class time.
- 2) Take charge of half your classmates. Lead discussion with your partner or alone for the first 30 minutes of class on Friday.
- 3) Report back to the instructor and the other group with what your group discussed.
- 4) At the end of class on Friday, submit your lesson plan and learning objectives to the instructor.

*Midterm Essay (due Friday, Feb. 28, in class, hard copy)*

No more than 1500 words (approximately 6 pages double spaced). Questions will be provided. Students must use readings from the course to answer the questions. No further research is required. Specific rubric to be discussed in class.

*Final Book or Film Review (due Friday, 4/29, noon, hard copy):*

No more than 1800 words (approximately 8 pages double spaced). Using the eye of a historian of medicine, review a piece of fiction or creative non-fiction. This can be in any media form, but should be substantive. Students propose their own reading in consultation with the instructor. Students must use readings from the course to support their interpretations in the reviews. Specific rubric to be provided in class. Proposed books/films must be submitted to the instructor in class on **Friday, March 27**.

### **Attendance and Classroom Policies**

Attendance to all classes is mandatory. Everyone gets one, as my advisor used to call it, excused, “There’s Nothing Technically Wrong With Me But My Brain Is Melting And I Just Really Need Some Sleep” absence (cf. Carla Nappi, 2013). Two or more absences will impact your participation grade. Second and third absences due to illness/personal reasons will be excused upon notification of the instructor. To excuse further absences, an academic concession is required. See here: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>.

When in class, you are expected to participate respectfully in class discussions. Feel free to take notes on a laptop, but please do not text your friends, go online shopping, watch sporting games, message people on WeChat, or otherwise derail your classmates’ learning experiences.\*

\*You laugh, but I have seen all of these things in the classroom. It’s annoying. Don’t do it.

Expect to contribute to discussion during Friday classes a lot. Part of your mark will depend on helping your classmates succeed as Friday Discussion Boss Humans. Expect to contribute to M/W too. Quality is privileged above quantity. Respectful contribution is mandatory. If you find yourself uncomfortable speaking in class, or are worried about your mark, come to office hours! This counts as participation too.

### **Academic Integrity**

Plagiarism will not be tolerated. Any assignments found to have been plagiarized will receive an automatic failing grade. Familiarize yourself with UBC’s definitions of academic integrity and ways to avoid (even accidental) plagiarism: <https://learningcommons.ubc.ca/academic-integrity/>. The Arts One program provides a definition of plagiarism:

<https://artsone.arts.ubc.ca/about-arts-one/ubc-policies/ubc-plagiarism-policy/>

Let's keep our class and community healthy and thriving with our own ideas! Come talk to me *anytime* you have questions on this front.

### **Academic and Life Resources for Students**

From the University:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious, spiritual and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success>

From Me:

I am happy to be a resource for you, but I am only qualified to be an academic resource. I recognize there are many things that might impact your studies. In case find yourself needing assistance this term, the resources below may help. Please pay special attention to the first three links, where you can find Arts Academic Advising, and information on academic accommodations for students with ongoing medical conditions or disabilities via the Centre for Accessibility.

<b>Arts Academic Advising</b>	<a href="https://learningcommons.ubc.ca/tutoring-studying/academic-advising/">https://learningcommons.ubc.ca/tutoring-studying/academic-advising/</a>
<b>Academic Accommodations</b>	<a href="https://students.ubc.ca/enrolment/academic-learning-resources/academic-accommodations-disabilities">https://students.ubc.ca/enrolment/academic-learning-resources/academic-accommodations-disabilities</a>
<b>Centre for Accessibility</b>	<a href="https://students.ubc.ca/about-student-services/centre-for-accessibility">https://students.ubc.ca/about-student-services/centre-for-accessibility</a>
<b>AMS Tutoring</b>	<a href="https://www.ams.ubc.ca/student-services/tutoring/">https://www.ams.ubc.ca/student-services/tutoring/</a>
<b>Centre for Writing and Scholarly Communication (Learning Commons)</b>	<a href="https://learningcommons.ubc.ca/tutoring-studying/tutoring/">https://learningcommons.ubc.ca/tutoring-studying/tutoring/</a>
<b>Counselling Services (pro counselors)</b>	<a href="https://students.ubc.ca/health/counselling-services">https://students.ubc.ca/health/counselling-services</a>
<b>Wellness Centre (trained students)</b>	<a href="https://students.ubc.ca/health/wellness-centre">https://students.ubc.ca/health/wellness-centre</a>

AMS Sexual Assault Support Centre (AMS SASC) <https://amssasc.ca/>

Sexual Violence Prevention and Response Office (SVPRO) <https://svpro.ubc.ca/>

## Schedule

Week	Day	Topics	Readings
<b>UNIT 1: NOT JUST THE ABSENCE OF DISEASE</b>			
1	1/6	<b>Introduction</b>	None
	1/8	<b>MEDICINE</b>	Listen to or read "soho0ot (Spirit Cleansing)" and "He Got His Spirit Back," on <i>As I Remember It</i> , teachings by Elsie Paul, a Sliammon Elder:  <a href="http://publications.ravenspacepublishing.org/as-i-remember-it/spirit-cleansing?path=wellness">http://publications.ravenspacepublishing.org/as-i-remember-it/spirit-cleansing?path=wellness</a>  <a href="http://publications.ravenspacepublishing.org/as-i-remember-it/spirit-back?path=wellness">http://publications.ravenspacepublishing.org/as-i-remember-it/spirit-back?path=wellness</a>
	1/10	<b>DISEASE</b>	Kuriyama, "Preface," pp. 7–14.  Rosenberg, "Framing Disease: Illness, Society, and History," in <i>Framing Disease</i> , pp. xiii–xxvi.
<b>UNIT 2: BOOKS, BODIES, AND NEEDLES (CHINA)</b>			
2	1/13	<b>BOOKS</b>	Miranda Brown, "Introduction," and "Attendant He: Innovator or Persona," <i>The Art of Medicine in Early China</i> , pp. 1-40.  **Available as EBook via UBC Library.**
	1/15	<b>BODIES</b>	Unschuld, <i>Huang-ti nei-ching su-wen</i> (Pure Questions from the Yellow Emperor's Scripture of Internal [Therapy]), Part 2, of "Appendix: Primary Texts in Translation," pp. 276–296.
	1/17	<b>BODIES IN BOOKS</b>	Sung Tz'u, <i>The Washing Away of Wrongs</i> , trans. Brian E. McKnight, Chapter III, pp. 95–106.
3	1/20	<b>DRUGS</b>	Nappi, "Interlude, Here Be Dragons: A Reader's Guide to the <i>Bencao gangmu</i> ," in <i>The Monkey and the Inkpot</i> , pp. 50-68.
	1/22	<b>NEEDLES</b>	Shigehisa Kuriyama, "Interpreting the History of Bloodletting," <i>Journal of the History of</i>

			<i>Medicine and the Allied Sciences</i> vol. 50, no. 1 (Jan. 1995): <b>11-46</b> . DOI: 10.1093/jhmas/50.1.11
	1/24	<b>Discussion 1</b>	Sivin, Chapter 5, Clinical Concepts," in <i>Traditional Medicine in Contemporary China</i> , <b>pp. 173–196</b> .
4	1/27	<b>GERMS</b>	Sean Hsiang-lin Lei, Chapter 2, "Sovereignty and the Microscope," in <i>Neither Donkey nor Horse</i> , <b>pp. 21–44</b> . DOI:10.7208/chicago/9780226169910.003.0002
	1/29	<b>BAREFEET</b>	Fang Xiaoping, "Barefoot Doctors and the Provision of Rural Healthcare," in <i>Medical Transitions in Twentieth-Century China</i> , edited by Bridie Andrews and Mary Brown Bullock <b>pp. 267–282</b> .
	1/31	<b>Discussion 2</b>	Lu Xun, "Medicine," <a href="https://www.marxists.org/archive/lu-xun/1919/04/x01.htm">https://www.marxists.org/archive/lu-xun/1919/04/x01.htm</a>
<b>UNIT 3: BOOKS, BODIES AND YOGA (INDIA)</b>			
5	2/3	<b>BOOKS</b>	Dagmar Wujastyk, "Introduction," in <i>Well-Mannered Medicine: Ethics and Etiquette in Classical Ayurveda</i> , <b>pp. 1-25</b> .
	2/5	<b>BODIES</b>	Dominik Wujastyk, "Interpreting the Image of the Human Body in Premodern India." <i>International Journal of Hindu Studies</i> 13.2 (2009): <b>189-228</b> .
	2/7	<b>Discussion 3</b>	Dominik Wujastyk, tr. "On the Human Body," from Śārngadhara's <i>Compendium</i> , in <i>The Roots of Ayurveda</i> , <b>pp. 270–279</b> .
6	2/10	<b>DRUGS</b>	Dominik Wujastyk, tr., "The Uses of Garlic," <b>pp. 147-160</b> ; and "The Six Savours," <b>pp. 225–230</b> , from <i>Heart of Medicine</i> in <i>The Roots of Ayurveda</i> .
	2/12	<b>MOVEMENT AND STILLNESS</b>	James Mallinson and Mark Singleton, Chapter 8, "Withdrawal, Fixation, and Meditation," in <i>Roots of Yoga</i> , <b>pp. 484–500</b> .
	2/14	<b>Discussion 4</b>	Birch, J. E. (2018). "Premodern Yoga Traditions and Ayurveda," <i>History of Science in South Asia</i> , 6, <b>1-83</b> . <a href="https://doi.org/10.18732/hssa.v6i0.25">https://doi.org/10.18732/hssa.v6i0.25</a>
7	2/17	<b>Family Day, no class.</b>	
	2/19	<b>Reading break, no class.</b>	
	2/21		
8	2/24	<b>(IMPERIAL) HYGIENE</b>	"Reinventing Traditional Medicine: Method, Institutional Change, and the Manufacture of Drugs and Medication in Late Colonial India," in Alter, Joseph S., ed., <i>Asian Medicine and</i>

			<i>Globalization</i> , pp. 67–77.
	2/26	<b>INDIA TODAY</b>	Md. Nazrul Islam, "Repackaging <i>Ayurveda</i> in Post-Colonial India: Revival or Dilution?" <i>South Asia: Journal of South Asian Studies</i> , vol. xxxv, no. 3 (2012), pp. 503–519.
	2/28	<b>Discussion 5</b> <b>**Midterm due in class.**</b>	Robert E. Svoboda, "The Ayurvedic Diaspora: A Personal Account," in <i>Modern and Global Ayurveda: Pluralism and Paradigms</i> , eds. Dagmar Wujastyk and Frederick M. Smith, pp. 117–128.
<b>UNIT 4: KNOWLEDGE, BODIES, AND LAND (NORTH AMERICA)</b>			
9	3/2	<b>MEDICINE</b>	UBC Indigenous Foundations, browse through as much as you can/whatever interests you before class.
	3/4	<b>LAND</b>	<i>Braiding Sweetgrass</i> , "Preface" (ix–x); "Asters and Goldenrod" (39–47); "Windigo Footprints" (303–309); "Defeating Windigo" (374–379).
	3/6	<b>Discussion 6</b>	Alanis Obomsawin. <i>Keep Calm and Decolonize: Walking is Medicine</i> : <a href="https://www.cbc.ca/arts/walking-is-medicine-a-journey-toward-decolonization-with-legendary-filmmaker-alanis-obomsawim-1.4422065">https://www.cbc.ca/arts/walking-is-medicine-a-journey-toward-decolonization-with-legendary-filmmaker-alanis-obomsawim-1.4422065</a>  Kamala Todd. <i>Indigenous Plant Diva</i> .: <a href="https://www.cultureunplugged.com/documentary/watch-online/play/2819/Indigenous-Plant-Diva">https://www.cultureunplugged.com/documentary/watch-online/play/2819/Indigenous-Plant-Diva</a>
10	3/9	<b>KNOWLEDGE I</b>	Turner and Garibaldo, "Cultural Keystone Species: Implications for Ecological Conservation and Restoration," <a href="https://www.ecologyandsociety.org/vol9/iss3/art1/inline.html">https://www.ecologyandsociety.org/vol9/iss3/art1/inline.html</a>
	3/11	<b>KNOWLEDGE II</b>	Wendy Djinn Geniusz, <i>Our knowledge is not primitive</i> , "Introduction," pp. 1–12.
	3/13	<b>Discussion 7</b>	Linda Tuhiwai Smith, <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> , Chapter 8, "Twenty-Five Indigenous Projects," pp. 142–162.
11	3/16	<b>BIOPIRACY</b>	Robert A. Voeks, <i>The Ethnobotany of Eden</i> , Chapter 4, pp. 87–127.
	3/18	<b>AYAHUASCA</b>	Kenneth W. Tupper, "Ayahuasca healing beyond the Amazon," pp. 117–136.
	3/20	<b>Discussion 8</b>	Indiegogo Campaign for <i>The Path of the Shaman</i> : <a href="https://www.straight.com/life/918656/dr-gabor-mate-recounts-experiences-ayahuasca-forthcoming-documentary-path-shaman">https://www.straight.com/life/918656/dr-gabor-mate-recounts-experiences-ayahuasca-forthcoming-documentary-path-shaman</a>
12	3/23	<b>BODIES EXPLOITED</b>	Dyck and Lux, "Population Control in the 'Global North'?: Canada's Response to Indigenous Reproductive Rights and Neo-Eugenics," <i>CHR</i> , pp. 481–512.



			Leonardo Pegoraro, "Second-rate victims: the forced sterilization of indigenous peoples in the USA and Canada," <i>Settler Colonial Studies</i> , pp. 161–173.
	3/25	<b>BODIES IN SYSTEMS</b>	Warwick Anderson, "The Colonial Medicine of Settler States," <i>Health and History</i> 9.2(2007): pp. 144–154.
	3/27	<b>Discussion 9</b>  **Submit book/film title to be reviewed in final essay.**	Helen Knott, "Violence and Extraction: Stories from the Oil Fields," Chapter 9, in pp. 147–159: <a href="https://www.deslibris.ca/ID/455740">https://www.deslibris.ca/ID/455740</a>
<b>UNIT 5: THE BIOMEDICAL OTHER</b>			
13	3/30	<b>BIOMEDICINE AND CAM</b>	Colleen Derkatch, Chapter 1, "Evidence, Rhetoric, and Disciplinary Boundaries," in <i>Bounding Biomedicine</i> . Ebook via UBC libraries. 19 pages. DOI:10.7208/chicago/9780226345987.003.0002
	4/1	<b>GLOBAL AND URBAN</b>	Zhan Mei, "Hands, Hearts, and Dreams," in <i>Other Worldly</i> , pp. 63–88. DOI: <a href="https://doi.org/10.1215/9780822392132-003">https://doi.org/10.1215/9780822392132-003</a>
	4/3	<b>Discussion 10</b>	David Rakel, MD and Andrew Weil, MD, Chapter 1, "Philosophy of Integrative Medicine," in <i>Integrative Medicine</i> , pp. 2–11.
14	4/6	<b>VANCOUVER</b>	Read: <a href="http://rumyaputcha.com/insta-influencers-and-the-cult-of-white-woman-wellness/">http://rumyaputcha.com/insta-influencers-and-the-cult-of-white-woman-wellness/</a>  Listen to Episode 1, "White Women Killed Yoga:" <a href="https://www.yogaisdeadpodcast.com/episodes">https://www.yogaisdeadpodcast.com/episodes</a>
	4/8	<b>VANCOUVER</b>	Ron Purser and David Loy, "Beyond McMindfulness:" <a href="https://www.huffpost.com/entry/beyond-mcmindfulness_b_3519289">https://www.huffpost.com/entry/beyond-mcmindfulness_b_3519289</a>
<b>Final Paper Due in hard copy by 12 pm, April 29, in the instructor's box in Rm. 1297 Buchanan Tower.</b>			