

# HIST 120C: HISTORY OF TRADITIONAL CHINESE MEDICINE

## In Workflow

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## Approval Path

1. Fri, 29 Sep 2023 17:09:51 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Fri, 29 Sep 2023 17:11:56 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Wed, 18 Oct 2023 19:32:21 GMT  
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
4. Thu, 19 Oct 2023 16:22:01 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean
5. Wed, 01 Nov 2023 23:21:55 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## New Course Proposal

Date Submitted: Thu, 28 Sep 2023 23:50:13 GMT

**Viewing: HIST 120C : History of Traditional Chinese Medicine**

**Last edit: Thu, 28 Sep 2023 23:50:12 GMT**

Changes proposed by: Amelia Qin (223018718)

**Contact(s):**

| Name (First Last) | Email          | Phone 999-999-9999 |
|-------------------|----------------|--------------------|
| Amelia Ying Qin   | A.Qin@csus.edu | (916) 278-7483     |

**Catalog Title:**

History of Traditional Chinese Medicine

**Class Schedule Title:**

HistTraditionalChineseMedicine

**Academic Group: (College)**

ALS - Arts & Letters

**Academic Organization: (Department)**

History

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

HIST - History

**Catalog Number: (course number)**

120C

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This new course will fill a gap in course offerings on the history of medicine by covering the development of traditional Chinese medicine.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

The course offers a general introduction to the philosophies, theories, beliefs, conventions, and practices of traditional Chinese medicine, examines its major developments throughout history, and explores its sociopolitical and cultural contexts. It also discusses the gender- and ethnic-specific dimensions of traditional medical culture and medical practices.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

Yes

**Do they meet together and fulfill the same requirement?**

Yes

**Please identify the crosslisted course:**

HRS 177

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

|   | Expected Learning Outcome  | Assessment Strategies                                  |
|---|--|--|
| 1 | Articulate a firm understanding of the history of traditional Chinese medicine and familiarity with its key concepts, ideas, conventions, beliefs, and practices.  | Discussion posts, essays                               |
| 2 | Examine women’s conditions and the roles of gender and ethnicity in Chinese medical culture and practices within their sociopolitical and cultural contexts.   | Discussion posts, research project                     |
| 3 | Apply knowledge and understanding about themes and topics in critical essays.  | Essays, research report                                |
| 4 | Illustrate understanding of the influence of traditional Chinese medicine on present-day Chinese culture and society, health industry, and medical system, as well as its influence on East Asian medical practices and cultures in general. | Discussion posts, Research report, class presentations |

**Attach a list of the required/recommended course readings and activities:**

Qin\_HIST120C\_HRS177\_HistoryTCM\_revised.pdf

**For whom is this course being developed?**

General Education

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

### **Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Intellectual and practical skills  
Personal and social responsibility  
Integrative learning

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C2. Humanities

**Which GE objective(s) does this course satisfy?**

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.  
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

Qin\_HIST120C\_HRS177\_HistoryTCM\_revised.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Area C2: Humanities**

Section 1.

**Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Is broad in scope or survey in nature.**

The course surveys the history and major developments of theories and practices of traditional Chinese medicine from antiquity to recent times.

**Develops an understanding of and appreciation for the diversity of the human community.**

The course covers the tradition's influences on other cultures of East Asia and develops an understanding of its diverse conventions and practices in different historical and socio-political communities. It also contributes to the understanding of lasting ethnic, gender, and social conventions and practices related to the traditional medical culture in present day China, and within Asian American communities in the US.

## **Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**

### **Demonstrate knowledge of the conventions and methods of the study of the humanities.**

At the beginning of the semester, students will be trained to utilize library resources and academic journals and databases to carry out research activities. Throughout the semester, close readings of primary and secondary sources will develop students' abilities in analytical and critical thinking. Students will work with a variety of media such as historical narratives, philosophical writings, personal records, illustrations, maps, and material culture forms, etc. Writing assignments and papers will help students develop abilities in presenting ideas, analysis, and arguments effectively and professionally.

### **Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

This course offers detailed analysis on the foundational theories, beliefs, and practices of traditional Chinese medicine, its historical developments, and diverse manifestations in different cultures such as the Chinese, Japanese, and Korean cultures. Students will be able to understand the roots of traditional medical culture of these diverse societies from the perspective of this major tradition's influences throughout history.

### **Compare and analyze various conceptions of humankind.**

The course offers in-depth discussions and analysis on the lasting themes of humankind and human society: the body, nurturing the body and the soul, religious beliefs and health, gender and health, the relation between medicine and food, etc. These themes within the Chinese tradition can readily be brought into comparison with their varied manifestations and conceptions from different traditions and different cultures.

### **Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

This course will challenge students to change the way that they view the Chinese medical culture and medical practice as one homogeneous, and static tradition throughout history and/or across different social, ethnic, gender groups and local communities. It will offer historical and cultural contexts for each major development through time and across geographical/cultural boundaries, and help students understand the changing ideas and values behind varied conventions and practices.

### **In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- **Women**
- **Ethnicity**
- **Socio-economic status**
- **Religious affiliation**
- **Disabilities**
- **Gays & lesbians**

**Women** - The course offers close examinations on women's role in traditional Chinese medicine, and Chinese women's conditions in relation to the history of medicine.

**Ethnicity** - The course offers an understanding of the historical and contemporary formations of various Chinese ethnic identities from the perspective of medical culture and practices, and social strategies in public health. It also contributes to the understanding of lasting ethnic conventions and social practices within Asian American communities in the US that are related to traditional Chinese medicine.

## **Includes a writing component described on course syllabus**

**1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.**

**2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]**

Pre-lecture Reading Responses (informal writing: postings on Canvas twice a week)

• Pre-lecture Online Reading Responses: You are expected to post your initial reading responses following prompts on the course website discussion forum twice per week for each class session's assigned readings by noon on the day the specific reading is discussed in class. You are required to post about the readings for both of that week's sessions. During the semester, you are required to post about the readings for every class before that class. The pre-lecture postings cannot be made up, but there will be 2-3 additional on-campus lectures during the semester that you can attend for makeup points.

Your reading responses should be about 300 words: roughly, a couple of meaningful paragraphs that discusses your thoughts and ideas. These may be comments, interpretive questions, or responses to others' questions or comments on the assigned readings. Writing style may be informal, but your meaning and ideas should be clearly expressed.

Full credit will be granted to all posts that follow prompts, specifically address the readings for the upcoming class, quote and cite specific passages from assigned readings directly, are on time, and do not closely duplicate ideas already posted by other students. Reading and responding to others' posts is strongly encouraged, but you need to have your substantial contribution to the discussion, not simply agreeing or disagreeing without evidence cited from the readings.

#### Midterm Project: Scholarly Review (formal writing) and Presentation

This is a group project. Students will form groups and declare research topics in Week 2 (you can fine tune, adjust, or change your topic later during your research process).

In groups of 3-4 people, each group please work on a topic of your choice that is related to the themes and topics covered by this course (as we discussed in class). Each person is required to find and read one scholarly article, and summarize it in around 2-page writing so that, as a group, you can produce:

1) a group report on the scholarship publications about your topic that is 6-8 pages according to the number of people in your group

(for example: 6 pages for a 3-person group)

Not including bibliography page

(everyone's articles listed together on this page)

not including cover page

double space, single sided, 1 inch margin

Times New Roman, 12 point-font

Due: week 7 (see course schedule)

One member of group will email me your group report (one Word or PDF file) and cc all group members on your email. Please send to: A.Qin@csus.edu

2) an individual critical essay:

3 page: critical analysis on the scholarship reviewed for your group project

Not including bibliography page

not including cover page

double space, single sided, 1 inch margin

Times New Roman, 12 point-font

Due: week 7 (see course schedule) on Canvas

3) a group presentation:

around 8-10 minutes in class

(length also depending on how many people in your group)

at the beginning of the class on the presentation day you sign up

Date of presentation to be scheduled in week 7

Form of presentation: PPTs, or other format effective for your topic

Rubric: reports and presentations are evaluated according to each specific topic.

20% Decent effort in investigating your topic (quality of sources: use academic sources from published books, book chapters, and articles. Not Wikipedia, website pages, or short book reviews. Please read chapters and articles at least 10 pages long)

30% Effective summary of the ideas/arguments of the article, including how the author developed the argument/topic

30% Responsible information compilation, organization, and delivery (you may combine your individual summaries)

10% Proper citation of sources and documentation of material in bibliography

10% Effectiveness of group work

Members within one group normally will receive the same grade for this group project, unless there are complaints. In the case of issues about unequal amount of responsibilities and work, you are welcome to bring it up to me, and/or mark who summarized which article in your report. I will use an anonymous peer review form to survey all members of the group and assign grades to each member accordingly.

In addition, to fulfill the minimum requirements for the individual critical essay, you should:

Formulate a central argument/thesis

Organize and develop the central argument consistently in body paragraphs throughout the essay

Use transitions and topic sentences to maintain the logical flow of ideas

Substantiate assertions with textual support and analysis

Adhere to grammatical standards and conventions.

Final Paper (formal writing)

Please work on a topic of your choice that is related to the themes and topics covered by this course (as we discussed in class). This is an individual project. Each person is required to write an analytical paper of your own that is:

4 pages

Not including bibliography

not including cover page

not including images

images should be put in appendix at the end of the paper

and makes use of at least two external sources

(no upper limit, assigned readings do not count, details see rubric)

your paper format: double space, single sided, 1 inch margin

Times New Roman, 12 point-font

Due: Exam week (see course schedule) on Canvas Assignments Page

Rubric: papers are evaluated according to each specific topic you work on.

25% Decent effort in investigating your topic (quality of sources: use academic sources from published books, book chapters, and articles. Not Wikipedia, website pages, or short book reviews. Please read chapters and articles at least 10 pages long. You can certainly use the assigned readings in this course, but they do not count toward the two external sources requirement-- the external sources should be additional ones we did not read in classes)

30% Effective analysis or argument about specific material and ideas

25% Responsible information compilation, organization, and delivery

10% Proper citation of sources and documentation of material in bibliography

10% Effectiveness of writing (clarity in expressing ideas)

In addition, to fulfill the minimum requirements for the individual final paper, you should:

Formulate a central argument/thesis

Organize and develop the central argument consistently in body paragraphs throughout the essay

Use transitions and topic sentences to maintain the logical flow of ideas

Substantiate assertions with textual support and analysis

Adhere to grammatical standards and conventions.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

none.

**Please attach any additional files not requested above:**

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