

# The Body in Global Histories of Medicine

Spring 2021

**Instructor** Dr. Lan A. Li, [LL@rice.edu](mailto:LL@rice.edu)  
**Office** [whereby.com/LL-office](http://whereby.com/LL-office)  
**Office Hours** Thursday 2-4pm  
**Sign Up** [ll-office-hours.youcanbook.me](http://ll-office-hours.youcanbook.me)

**TA** Emily Lampert, [eal12@rice.edu](mailto:eal12@rice.edu)  
**Office** [whereby.com/lampert-office-hours](http://whereby.com/lampert-office-hours)  
**Office Hours** Tuesday 2-4pm  
**Sign Up** [emilylampert.youcanbook.me](http://emilylampert.youcanbook.me)

## WELCOME

This class surveys the body, health, and healing in ancient, medieval, early modern, and modern periods. We will compare regional and transnational practices to learn about how physicians, laypeople, women, and men understood and recovered from illnesses. Each week moves thematically with different bodily processes—from internal process of balancing and flowing to social movements such as trading and transplanting. By comparing how different people understand and inhabit the body, students will develop new research questions to rethink what it means to study the body at all.

Where most global histories of medicine sample representative cases within national and regional contexts, we will sample cases across time and place to engage with disparate historiographical traditions. Each week takes on different themes of practice, process, classification, ontology, technology, techniques, and theory to offer new genealogies of reading the body.

One of the central questions of the course is: how did the “same” body look so profoundly different across time and place? To answer this question, we will meet a range of individuals from around the world. From medieval Sufi priests to contemporary acupuncturists, many have contributed to diverse healing practices. Some of these practices are recognized today, such as Traditional Chinese Medicine (TCM), and others have been forgotten, such as Galenic medicine. Yet, they still to shape many of the questions in modern medicine and science that seek to understand the many mysteries of health and disease.

## LEARNING OUTCOMES

In this course, you will learn how to 1) comprehend different frameworks for dealing with disease and the body, 2) grasp the conditions that lead to medical plurality, 3) compare different historical moments of diverse theory and practice, 4) closely read and contextualize primary sources, and 5) develop visual and oral skills for communicating original research questions.

## Attendance & Participation

**Time Zones:** All students who live **four or fewer** time zones away, are expected to attend every class synchronously, either in person or via Zoom. All students who are living where the time zone is **greater** than 4 hours from the central time zone are expected to either attend class synchronously via Zoom or to work out in advance with the instructor a suitable solution for asynchronous attendance.

**Showing Up:** Students attending class synchronously via Zoom are expected to arrive to class on time (e.g., within 5 minutes of start time). This is essential because links/docs posted in the Chat window and are only available to students who are present at the time the links are posted. *Links will not be reposted to accommodate students who arrive late.*

**Zoom Etiquette:** Students are expected to be actively engaged in the classroom. To facilitate discussion, please keep your cameras on. If you are unable to turn on your camera, leave a note in the Zoom chat and be sure to actively participate during discussion. Students needing an accommodation for using their camera or microphone should contact the instructor at the beginning of the semester to discuss and work out needed adjustments.

## READING TIPS

**Read before you come to class.** Readings provide a shared foundation for our discussions. The materials for this course include work by anthropologists, historians, cultural theorists and philosophers. Please bring the readings to class so that we can refer to specific passages in the texts. It is highly recommended that you start reading early for weeks with heavy reading loads.

Recommended readings provide additional context and theorization related to the week's theme, but there is no expectation that you will read these texts during the term. If you have any concerns about the readings, please do not hesitate to come to office hours.

**Take notes** (in the margins or in a separate notebook) while you read, as well as in class, as this will help you process the materials. Some questions to consider while reading:

1. What are the conditions of production of this text? (historical, geographical, etc.)
2. What are the author's central arguments or main points?
3. What evidence does the author use to support their argument?
4. What ideas or authors are being argued against?
5. What assumptions does the author rely on to make their argument?
6. Do you find the author's argument convincing? Why or why not?
7. What surprised you about the reading? What did you learn?
8. What experiences in your life, or in your research, resonate with the reading?

### OFFICE HOURS

I encourage you to attend my office hours. You might use this time to ask questions about course assignments, discuss lingering questions you may have about the readings, seek help with strategies for close reading and participation, discuss connections between course material and your world, or get help connecting with campus support services. If you live in a time zone that makes it difficult to attend the weekly posted office hours, email the instructor to make an appointment.

**Waiting Room:** If you enter the Whereby chat when another student is in the room, you will be directed to a waiting room.

### WEEKLY RESPONSES

You will be assigned 20-30 pages of reading for each class. Reading responses are due at midnight night on Canvas before every Monday and Wednesday class. These are meant for you to raise questions about concepts that might be unfamiliar to you or ideas that you'd like to discuss further in class. Throughout the semester, you will be required to submit up to **10 responses total** (including five Wednesday posts and five Friday posts)

#### **FRIDAY: CALL (10%)**

Post a question. Consider the type of question you'd like to ask. Demonstrate close reading and an understanding of the author's argument. Offer a leadup to your question(s) to show where you are coming from and what's on your mind. What kinds of issues remain unresolved for you? Engage with **at least two** of the readings. Written posts must not exceed 350 words; video messages must not exceed 3 minutes. Posts will be graded based on the depth of the reflection and level of engagement with the course material. **You must address at least two readings from the week.** *Due on Canvas discussion on Thursday before midnight.*

### **WEDNESDAY: RESPOND (10%)**

Give a response. Choose a question posted by your classmates and reply to it. Draw on ideas from the new readings to engage with broader themes in the course that deal with different ways of knowing, representations of the body, the conditions of epistemology (how do we know what we know), the ethics of dissection/display, the construction of medical theory, the application of medical theory, continuities and disruption of knowledge practices, etc. Have you offered an adequate reply? Engage with **at least one** new reading beyond the original question. *Due on Canvas discussion on Tuesday before midnight.*

## **ASSIGNMENTS**

The following set of assignments are an opportunity for you to craft your own narrative about the body in global histories of medicine. In the beginning of the semester, you will choose one visual primary source and use it to guide new sets of research questions about how the image was made, who made it, the kinds of ideas that it engendered. Keep in mind the three themes that shape the arch of the class, including inherent assumptions that shape what bodies look like, illness causation, and treatments.

### **Assignment #1 RECONSTRUCTION & FIVE FIELD NOTES (20%)**

This first assignment will engage with a close reading of a kind of “body” — either non-human or human — by recreating it. For instance, you can choose an image from the National Library’s Hidden Treasure exhibition, or another image or model of your choice. In your process of reconstruction, consider the original scale of the image, how it was made, what materials were used, and who was involved. Then, to your best ability, acquire the materials to reproduce the image to scale. Provide a **500-word** description of your process, introducing the image/object before relaying the liberties you took, as well as three field notes. Images should be approved by the instructor beforehand.

### **Assignment #2 RESEARCH/WRITTEN ESSAY (25%)**

In this second assignment, embed your primary source within a broader historical context. What was the afterlife of the image? How did it change through trade and translation? Further, consider how these moments of trade and translation reframe conceptions of the “global” through local or personal encounters. Keep in mind how at different historical periods objects like drugs, food, organs, created particular networks of knowledge and the political conditions shaped different ways of knowing, seeing, touching, and describing the “body.” Research essays should be **3500 words**. Prepare an outline to be approved by the instructor.

### **Assignment #3 AUDIO ESSAY (25%)**

Based on the research questions you developed in your previous assignments, produce a 5-minute podcast with a thoroughly-research script of no more than **800 words** not including references. The goal of this assignment is to critically address assumptions

about how knowledge about the body was engendered in different historical periods. Consider what the sound medium can add to your argument/message. The same rules of avoiding cliché and qualifying words like the “body” apply. Topics should be proposed beforehand and approved by the instructor.

**Peer reviews** should be completed and posted on Canvas within 3 days. In your peer review, offer feedback on the intellectual scope of the proposal, its clarity, feasibility, and execution. Late submissions will be penalized according to the Late Submission Policy.

### GRADING

|                             |     |
|-----------------------------|-----|
| Response: Wednesday         | 10% |
| Response: Friday            | 10% |
| Peer Review Responses       | 10% |
| Assignment #1 Field Notes   | 20% |
| Assignment #2 Paper Outline | 5%  |
| Assignment #2 Final Paper   | 25% |
| Assignment #3 Audio Essay   | 20% |

### LATE POLICY

**Three Days:** You are allowed a total of three days of extension to be applied across the semester as you wish. For instance, you can use one day for each assignment, or three days for one assignment. The day ends at midnight Central Time; all assignments submitted in the next calendar date will be considered a day late. These include the components of the discussion, Final Project, and peer reviews. Should you require an extension beyond the three days, please request one in person or by email **at least two days** *before* the assignment is due. If you request an extension the day before the work is due or on the day it is due, there must be extenuating circumstances (i.e. illness or a family emergency) or your grade will be reduced by a third for each extra day (A to A-, B+ to B, etc).

### SYLLABUS CHANGE POLICY

This syllabus is only a guide for the course and is subject to change with advanced notice.

# COURSE SCHEDULE

## week 1

### INTRODUCTION

1/25 **Welcome!**

1/27 **Listen:** Shireen Hamza "[Why is There a History of Medicine?](#)" *Ventricles*

**Read:** Shigehisa Kuriyama, "Preface," *Expressiveness of the Body*

1/29 **Read:** Caroline Bynum, "Why All the Fuss about the Body? A Medievalist's Perspective."

## I

### ANATOMIES: idealizing boundaries & defining the body

## week 2

### EXPRESSING x KNOWING

2/1 **Read:** Shigehisa Kuriyama, "Grasping the Language of Life," *Expressiveness of the Body*, 17-60.

2/3 **Read:** Shigehisa Kuriyama, "The Expressiveness of Words," *Expressiveness of the Body*, 61-110.

2/5 **Read:** Shigehisa Kuriyama, "Muscularity and Identity," *Expressiveness of the Body*. 111-152.

### week 3

## EPISTEMOLOGY x ETHICS

- 2/8 **Read:** Galison & Daston, "Epistemologies of the Eye," *Objectivity*  
**Recommended:** Kuriyama, Shigehisa. "The Imagination of the Body."
- 2/10 **Read:** Alberti, Bienkowski, Chapman, and Drew. "Should We Display the Dead?"  
**Read:** Halperin, Edward C. "The Poor, the Black, and the Marginalized."
- 2/12 **Guest:** Paula Summerly  
**Read:** Summerly, Paula, and Iain Macintyre. "The Life and Legacy of William Keiller."  
**Review:** William Keiller Anatomy Drawings:  
**LINK #1:** <https://utmb-ir.tdl.org/handle/2152.3/873>  
**LINK #2:** <https://tinyurl.com/y2hmd7dq>

### week 4

- 2/15 NO CLASS  
2/17 NO CLASS  
2/19 NO CLASS

### week 5

## BALACING x TRANSLATING

- 2/22 **Read:** Arikha, Noga. "Foundations, Ancient Insights." *Passions and Tempers: A History of the Humours*. Reprint edition. New York London Toronto: Ecco, 2008.
- 2/24 **Read:** Emilie Savage-Smith. "Were the Four Humors Fundamental to Islamic Medical Practice?" *The Body in Balance*.
- 2/26 **Guest:** Shireen Hamza  
**Read:** Hamza, Shireen. "A Hakim's Tale: A Physician's Reflections from Medieval India." *Asian Medicine* 15, no. 1 (November 19, 2020): 63–82.

**ASSIGNMENT #1 FIELD NOTES DUE**

## week 6

### SEXING x CONSTRUCTING

- 3/1 **SPRINKLE DAY**  
6pm PLANET NOW! event with [Heather Houser](#) and Alexis Shotwell  
on [enviro/coronavirus](#)
- 3/3 **Read:** Katharine Park, "Holy Anatomies." *Secrets Of Women*
- 3/5 **Read:** Afsaneh Najmabadi, "Early Qajar," *Women with Mustaches*, 1-25

## II

### THERAPEUTICS: the consequence of boundary construction

## week 7

### SUBJECTIFYING x CLASSIFYING

- 3/8 **Read:** Megan Vaughan, "Introduction: Discourse, Subjectivity, and Differences," *Curing Their Ills: Colonial Power and African Illness* (1991)

**Read:** Megan Vaughan, "The Madman and the Medicine Men: Colonial Psychiatry and the Theory of Deculturation," *Curing Their Ills: Colonial Power and African Illness* (1991)

#### **No Class ASSIGNMENT #2 OUTLINE MEETING**

- 3/10 **Read:** Megan Vaughan, "Hippo Happenings: Jungle Doctors, Children and Animals," *Curing Their Ills: Colonial Power and African Illness* (1991)

**Read:** Megan Vaughan, "Seeing is Believing: Colonial Health Education Films and the Question of Identity," *Curing Their Ills: Colonial Power and African Illness* (1991)



## No Class ASSIGNMENT #2 OUTLINE MEETING

- 3/12 **Read:** Luise White, "They Could Make Their Victims Dull": Genders and Genres, Fantasies and Cures in Colonial Southern Uganda," Dec., 1995), 1379-1402.

## No Class ASSIGNMENT #2 OUTLINE MEETING

## ASSIGNMENT #2 INTRODUCTION & OUTLINE DUE

Peer reviews due within 3 days on Canvas

### week 8

## RACING x ONTOLOGY

- 3/15 **Read:** Owens, Deirdre Cooper. "Historical Black Superbodies and the Medical Gaze." *Medical Bondage: Race, Gender, and the Origins of American Gynecology*. Athens: University of Georgia Press, 2017. <https://muse.jhu.edu/book/64082>
- 3/17 **Read:** Hammonds, Evelyn M., and Rebecca M. Herzig, eds. "Anatomical Observations" *The Nature of Difference: Sciences of Race in the United States from Jefferson to Genomics*. Cambridge, Mass.: The MIT Press, 2009. *Selections*
- 3/19 **Read:** Karen Jochelson, "Migrancy, Prostitution and VD, 1920–50," *The Colour of Disease: Syphilis and Racism in South Africa, 1880-1950* (2001), 93-110.

### week 9

## EATING & HEALING

- 3/22 **Read:** Gómez, Pablo F. "Social Pharmacoepias" *The Experiential Caribbean: Creating Knowledge and Healing in the Early Modern Atlantic*. 1 edition. Chapel Hill: The University of North Carolina Press, 2017.
- 3/24 **Read:** Flint, Karen E. "Healing the Body: Disease, Knowledge, and Medical Practices in the Zulu Kingdom." *Healing Traditions: African Medicine, Cultural Exchange, and Competition in South Africa, 1820–1948*. 1st Edition. Athens, Ohio: Scottsville, South Africa: Ohio University Press, 2008.
- 3/26 **SPRINKLE DAY**

# III

## APPENDAGES: disrupting boundaries & transforming the body

### week 10

#### INNOVATING x SUBALTERN

- 3/29 **Read:** Projit Bihari Mukharji, "The Clockwork Body," *Doctoring Traditions*. 77-116.
- 3/31 **Read:** Irani, Lilly. "Can the Subaltern Innovate?" *Chasing Innovation Making Entrepreneurial Citizens in Modern India*, 2019. 172-204.
- 4/2 **Guest:** Anthony Acciavatti  
**Read:** Anthony Acciavatti, "Blueprints: Broadcasting Design to Village India," from *Republic of Villages* (unpublished manuscript).

### week 11

#### TRANSCENDING x ENACTING

- 4/5 **Read:** Vilaca, Aparecida (2005), 'Chronically unstable bodies: reflections on Amazonian corporalities', *Journal of the Royal Anthropological Institute*, 11 (3), 445-64.

#### **ASSIGNMENT #2 ESSAY DUE**

**Peer reviews due within 3 days on Canvas**

- 4/7 **Read:** Stefania Pandolfo "The Knot of the Soul: Postcolonial Conundrums, Madness, and the Imagination," *Postcolonial Disorders* (2008), 329-358.

4/9 **Read:** Patrizia Bassini, "Harmony or Hierarchy? The Mindful Body and the Sacred Landscape in Tibetan Healing Practices," 259-281.

## week 12

### REGENERATING x EMERGING

4/12 **Read:** Nick Hopwood, "The Keywords 'Generation' and 'Reproduction,'" *Reproduction*, 287-304

**Read:** Florence Vienne, "Eggs and Sperm as Germ Cells," *Reproduction*, 413-426.

4/14 **Read:** Stephanie Lynn Budin, "Phallic Fertility in the Ancient Near East and Egypt," *Reproduction*, 25-38

**Read:** Laurence M. V. Totelin, "Animal and Plant Generation in Classical Antiquity," *Reproduction*, 53-66.

4/16 **Read:** Rebecca Flemming, "Generation in the Ottoman World, Miri Shefer-Mossensohn," *Reproduction*, 267-280

## week 13

### PRODUCING x CREATING

4/19 **Read:** Brain, Robert Michael. *The Pulse of Modernism: Physiological Aesthetics in Fin-de-Siècle Europe. Selections*

#### **ASSIGNMENT #3 STORYBOARD DUE**

**Peer reviews due within 3 days on Canvas**

4/21 **Read:** Jacob, Wilson Chacko. *Working Out Egypt: Effendi Masculinity and Subject Formation in Colonial Modernity, 1870–1940*. Durham NC: Duke University Press Books, 2011. *Selections*

4/23 **Editing Lab**

## week 14

### TRANSPLANTING x (DIS)EMPOWERING

4/26 **Read:** Sherine Hamdy, *Our Bodies Belong to God: Organ Transplants, Islam, and the Struggle for Human Dignity in Egypt*, Selections

4/28 **Read:** Nancy Scheper-Hughes, "The Last Commodity: Post-Human Ethics and the Global Traffic in 'Fresh' Organs." In *Global Assemblages*. Aiwa Ong and Stephen Collier, eds. 2005

4/30 **Wrap up & Preliminary Presentations**

5/5 **ASSIGNMENT #3 DUE**

#### Extra Credit Responses:

- Nir Shafir, "Forging Islamic Science," <https://tinyurl.com/y9yrd22l>
- Shigehisa Kuriyama, "Between Mind and Eye: Japanese Anatomy in the Eighteenth Century," in *Paths to Asian Medical Knowledge* (1992), 21–43.
- Ragab, Ahmed. "Two Students and a Corpse: The Semantics of Disgust in the Making of Colonial Knowledge." *History and Technology* 34 (January 2, 2018): 79–88.

# ADDITIONAL RESOURCES & POLICIES

## ACADEMIC INTEGRITY: RICE HONOR CODE

This course encourages collaboration and peer-editing, but ALL WORK needs to be YOUR OWN WORK! Direct quotes need to be properly cited and referenced. You are all held to the standards of the Rice Honor Code, which you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at <http://honor.rice.edu/honor-system-handbook/> Failure to properly cite all incorporated material is plagiarism, WHICH IS VERY BAD.

## DISABILITY RESOURCE CENTER

If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with the Disability Resource Center (Allen Center, Room 111 / [adarice@rice.edu](mailto:adarice@rice.edu) / x5841) to determine the accommodations you need; and 2) talk with me on the **first week of classes** to discuss your accommodation needs.

Students attending remotely must have a working computer with a video camera, speaker and a microphone, and a working internet connection that allows them to be on video. Please test your equipment before joining class. If you have any concerns about meeting this requirement, please contact the Dean of Undergraduates. You can also request support via the Access and Opportunity Portal (<HTTPS://AOP.RICE.EDU/APPLICATION>). Equipment can also be borrowed from the Digital Media Commons].

## SAFE & HEALTH PROTOCOL

Please be safe during COVID times and follow to the best of your ability the protocol established by your colleges if you are living on campus, or general Rice policies when you enter campus. If you need any additional health resources, please visit <https://coronavirus.rice.edu/health-resources>

## PRIVACY

In line with [FERPA REQUIREMENTS](#), recorded classroom discussions involving students will be available only to students officially registered and enrolled in the class. If you have concerns about appearing on these recordings, please contact the instructor ahead of time.

Some instructors may desire or plan to use recordings from this class for another purpose. In such situations, and in line with [FERPA REQUIREMENTS](#), the instructor may ask students to consider signing individualized consent [FORMS](#). Students who do not provide written consent must be de-identified and/or omitted from all recordings.

### **TITLE IX RESPONSIBLE EMPLOYEE NOTIFICATION**

Rice University is a diverse community guided by the values of responsibility, integrity, community, and excellence. These values can only thrive in an environment that is free from sexual harassment and sexual misconduct. Rice is committed to maintaining and strengthening educational, working and living environments where students, faculty, staff, and visitors are free from sexual harassment or misconduct of any kind. *As the instructor and a responsible employee, I am required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus.*

- <https://safe.rice.edu/>
- <https://policy.rice.edu/828>

### **WRITING SUPPORT**

Throughout the semester, you will be required to schedule a consultation with the Writing and Communication program, please check out their resources here: <https://pwc.rice.edu/center-academic-and-professional-communication>

Additional writing resources include: *MLA Handbook*; Purdue Writing Lab (<http://owl.english.purdue.edu>)