

Department	International College of Liberal Arts		
Semester	Fall 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	HIST/JPNA360		
Course Title	History of Science and Medicine in Japan		
Prerequisites	HIST/JPNA260 Bodies and Cultures in Modern Japanese History		
Course Instructor	LEE, I.Zhuen Clarence	Year Available (Grade Level)	3
Subject Area	Japan Studies: History	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>This course explores the history of science and medicine in both premodern and modern Japan. The main aim is to have students historicize and rethink the scientific world view that has come to dominate our contemporary social discourse. Students will first be introduced to aspects of premodern medicine, from the basic principles of classical sinitic medicine (kanpō) and its myriad of traditions, to Buddhist healing techniques for supernatural ailments. They will then think about aspects of popular medicine as well as the diffusion of "specialist" knowledge down to the masses. The course will then move toward exploring the gradual professionalization of medical practice in history, and the eventual intersection between traditional medical knowledge, and modern scientific discourse.</p> <p>An important aspect of the course is the discussion of primary material from various periods of Japanese history. These include court medical texts for pregnancy, Buddhist medical texts for demonic illnesses, Confucian texts on healthy living, guidebooks for times of famine, and others. In addition, we will focus on specific case studies such as the use of hot springs for healing, and the horrific biological experiments on prisoners-of-war during the Second World War.</p>
Class plan based on course evaluation from previous academic year	More time will be added to laying out the historical context of specific readings to facilitate further understanding. More details were also added to syllabus.
Course related to the instructor's practical experience (Summary of experience)	None
Learning Goals	<p>By the end of this course, in addition to being able to situate different aspects of medicine and technology in a historical frame, you should:</p> <ol style="list-style-type: none"> 1) possess a broad understanding of the roles medicine and sciences played in Japan's history 2) be able to rethink the concept of "health" in Japan beyond the framework of "western" biomedicine 3) understand why certain cultural and political practices about health persisted from pre-modern Japan to modern Japan 4) be able to consider how the technologies about medicine have evolved alongside cultural and social perceptions

iCLA Diploma Policy	DP1/DP2/DP3/DP4
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/Flipped Classroom/Discussion, Debate/Group Work/Presentation/Others (Specify in the section below)				
More details/supplemental information on Active Learning Methods	Brain storming, Mindmaps, Roleplaying				
Use of ICT	Powerpoint, Google Forms, Padlet, Mindmaps, etc.				
Contents of class preparation and review	<p>As the readings may touch upon ideas and concepts that are beyond the everyday, students should come to class with questions about the readings.</p> <p>Students should review the ideas from class discussion and mini-lectures after class to ensure that they are keeping up with the class. Considerations should also be given to how the topics of each class relate to one-another. This is a heavily discussion-based class.</p> <p>Each session, several questions based on the assigned readings will be given at the end of the lecture. These questions will be used to guide your discussion and illuminate the assigned readings. You will be given a daily grade ranging from 1-5 for day in class. This will be based on the following scale: 5 - Thoughtful, engaged & prepared; facilitating/encouraging classmates' participation. 4 - Adequate preparation & good participation 2 to 3 - Inadequate preparation & inadequate participation 1 - Warm Body 0 - Absent, or present but disruptive.</p>	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	2 hours
Feedback Methods	Regular feedbacks will be given to all assignments/projects/finals in the form of comments. Students may approach the instructor at any point in the course to ask for more individualized feedback.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Participation, Preparation, and Discussion	20%	
Two in-Class Presentations	10%	
Two Response Papers	20%	
Extended Paper	10%	
Final Research Paper	40%	

Required Textbook(s)	All texts and readings will be posted online.
Other Reading Materials/URL	None
Plagiarism Policy	<p>Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. Depending on the nature of plagiarism committed, you may fail the assignment and/or the course. Repeated acts of plagiarism will be reported to the University, which may result in additional penalties.</p> <p>ChatGPT and other AI tools are not replacements for your original and critical thoughts. The ultimate goal of this course and any tool used to submit your assignments is to enhance your own learning and understanding, not to undermine it. Having AI write your paper therefore constitutes plagiarism, and will result in the failure of the assignment and/or the course. In other words, use any AI tools and enjoy your F grade.</p>
Other Additional Notes (Outline crucial policies and info not mentioned above)	<p>·In-Class Presentations: 10%</p> <p>Students are required to present twice in the course (5% each). Your presentation score will be based on how well you summarized the text as well as how you explicate your text vis-à-vis the contexts/ideas discussed in the course so far. The presentation guidelines will be given in class, and scheduling will be done in Week 2.</p> <p>·Two Response Papers: 20%</p> <p>Each of these assignments are 10% of your final grade, amounting to 20%. These are SHORT response papers (800-1000 words, no more and no less). Submission will be done via email; late submissions will not be accepted. More details will be given for each assignment later in the semester. Please submit in .doc or .docx formats.</p> <p>·Extended Paper: 10%</p> <p>This early extended response paper is a building block for your Final Research Paper. You have two choices: either (1) extend one of your response papers (preferably the one with a better grade) or (2) select a topic of your choice discussed in class. Consider how you can use your selected topic to build a research paper. What issues would you like to consider? What ideas would you like to further investigate?</p> <p>·Final Research Paper: 40%</p> <p>More details will be given for this paper later in the semester.</p>

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Introduction to the course: Thinking about Medicine and Technology
Class 2	<p>Understanding the Basics of Sinitic Medicine</p> <p>Reading: Paul Unschuld, Traditional Chinese Medicine (Selections)</p>
Class 3	<p>Overview 1: Premodern Medicine, technology and the lifestyles</p> <p>Reading: Selections from Life in Medieval and Early Modern Japan</p>
Class 4	<p>Medicines in the Imperial Court during Classical/Medieval Japan</p> <p>Reading: Anna Andreeva, "Childbirth in Early Medieval Japan: Ritual Economies and Medical Emergencies in Procedures During the Day of the Royal Consort's Labor"</p>
Class 5	<p>Buddhist Medicine and the introduction of tea technologies</p> <p>Reading: Andrew Macomber, "Moxibustion for Demons – Oral Transmission on Corpse-Vector Disease"</p>

Class 6	<p>Warrior Medicine and Treating Wounds during times of warfare</p> <p>Reading: Andrew Goble, "War and Injury: The Emergence of Wound Medicine in Medieval Japan," <i>Monumenta Nipponica</i> 60 (3) (2005): 297–309.</p>
Class 7	<p>Warrior Medicine and Treating Wounds during times of warfare (Part II)</p> <p>Reading: "War and Injury: The Emergence of Wound Medicine in Medieval Japan" (Cont.): 309–326.</p>
Class 8	<p>Overview 2: Early Modern Japanese Medicine</p> <p>Reading: Chapter 3 of Nagayo Takeo's <i>Edo Medical History</i></p>
Class 9	<p>Tokugawa Neo-Confucian Structure and the discourse on nourishing life</p> <p>Reading: Chapters 1 and Chapters 6 of Kaibara Ekiken's <i>Yōjōkun</i></p>
Class 10	<p>From New to Old: A Revolution in early modern Japanese Sinitic Medicine</p> <p>Reading: Daniel Trambaiolo, "Ancient Texts, New Medical Ideas"</p>
Class 11	<p>Tokugawa Travel and the rise of hotspring as medicinal hotspots</p> <p>Reading: Suzuki Noriko, "Developments in Balneology in Early Modern Japan and the Transformation of Hot Springs"</p>
Class 12	<p>Sugita Genpaku and the "discovery" of Dutch Medicine</p> <p>Reading: Selections from <i>Rangaku Kotohajime</i>, pp. 1–26</p>
Class 13	<p>Sugita Genpaku and the Discovery of Anatomy</p> <p>Reading: Selections from <i>Rangaku Kotohajime</i>, pp. 50–71.</p>
Class 14	<p>Networks and Science — The dissemination of medical knowledge and case studies</p> <p>Reading: Terrence Jackson, "Creating Community: The Culture of Early Modern Salons"</p>
Class 15	<p>Edo Medicine in the time of Epidemics</p> <p>Reading: "Methods of Avoiding Epidemic Diseases"</p>
Class 16	<p>Edo period Famines and Medical Interventions</p> <p>Reading: "Treatise on Two Things for the Relief of Famine"</p>
Class 17	<p>Pregnancy and Childbirth in Edo Period</p> <p>Reading: Selections from "The Record of Women's Great Treasures"</p>
Class 18	<p>Questioning "Reality" and the Discovery of "Landscape"</p> <p>Reading: TBA</p>
Class 19	<p>Pharmacology, Names, and Scripts — the disconnect between reality and language</p> <p>Reading: TBA</p>

Class 20	<p>Overview 3: The Birth of a new (and modern) medical gaze</p> <p>Reading: Selections from Michel Foucault, "The Birth of the Clinic"</p>
Class 21	<p>Germanification of Japanese Medicine and Health systems</p> <p>Reading: Kim Hoi-eun, "Same Bed, Different dreams."</p>
Class 22	<p>The Rise of "Western" Medicine</p> <p>Reading: Christian Oberländer, "The Rise of Western Scientific Medicine in Japan: Bacteriology and Beriberi"</p>
Class 23	<p>The Dawn of Hygienic Modernity</p> <p>Reading: Ruth Rogaski, "Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China" (Selections)</p>
Class 24	<p>Modern Appropriations of Religious Treatments</p> <p>Reading: William D. Johnston, "Buddhism contra cholera – How the Meiji state recruited religion against epidemic disease"</p>
Class 25	<p>Colonial Japan and Public Health</p> <p>Reading: Robert John Perrins, "Doctors, Disease, and Development: Engineering Colonial Public Health in Southern Manchuria, 1905-1926"</p>
Class 26	<p>Kanpō Medicine in Sino-Japanese Wartime</p> <p>Reading: Norihiro Mizuno, "Kanpō in wartime Sino-Japanese relations: the Association of East Asian Medicine and the search for a tripartite medical partnership"</p>
Class 27	<p>War Crimes and Medical Experiments</p> <p>Reading: Yuki Tanaka, "Japanese Biological Warfare Plans and Experiments on POWs"</p>
Class 28	<p>Postwar Population and the Science of Birth Control</p> <p>Reading: Aya Homei, "The science of population and birth control in post-war Japan"</p>
Class 29	Student Presentations
Class 30	Student Presentations and Final Review