

## 课程详述

### COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 <b>Course Title</b>	医术与社会 Medicine and Society				
2.	授课院系 <b>Originating Department</b>	社会科学中心 Center for Social Sciences				
3.	课程编号 <b>Course Code</b>	SS049				
4.	课程学分 <b>Credit Value</b>	2				
5.	课程类别 <b>Course Type</b>	通识选修课程 General Education (GE) Elective Courses				
6.	授课学期 <b>Semester</b>	春季 Spring				
7.	授课语言 <b>Teaching Language</b>	英文 English				
8.	授课教师、所属学系、联系方式 (如属团队授课, 请列明其他授课教师) <b>Instructor(s), Affiliation &amp; Contact</b> (For team teaching, please list all instructors)	Amir Hampel, 韩泊明 人文社科荣誉学会 Society of Fellows in Liberal Arts 联系方式 Contact: hampel@mail.sustech.edu.cn				
9.	实验员/助教、所属学系、联系方式 <b>Tutor/TA(s), Contact</b>	无 NA				
10.	选课人数限额(可不填) <b>Maximum Enrolment (Optional)</b>					
11.	授课方式 <b>Delivery Method</b>	讲授 <b>Lectures</b>	习题/辅导/讨论 <b>Tutorials</b>	实验/实习 <b>Lab/Practical</b>	其它(请具体注明) <b>Other (Please specify)</b>	总学时 <b>Total</b>
	学时数 <b>Credit Hours</b>	32				32

12. 先修课程、其它学习要求 <b>Pre-requisites or Other Academic Requirements</b>	无 NA
13. 后续课程、其它学习规划 <b>Courses for which this course is a pre-requisite</b>	无 NA
14. 其它要求修读本课程的学系 <b>Cross-listing Dept.</b>	无 NA

**教学大纲及教学日历 SYLLABUS**

15. **教学目标 Course Objectives**

患者生病，医者行医——这件事看起来极其简单。不过对于谁生病，身体出了什么问题，应该怎么治疗等命题，不同的人会有截然不同的观点。在这门课中，我们会探讨符号与仪式的医疗作用，以及人们在不同的时代和地点如何理解病患的意义。除了将医学中的伦理和哲学问题贯穿整门课程，在课程的下半部分，我们还会进一步思考现代医学的权力和知识体系。除了能对医学文化与社会有更丰富的理解，学生在课程中也会练习一些学术技巧，包括准备英文小品文以及口语报告，搜索学术资源，以及引用学术资源，以利于将来更有效地融入国际学术环境。学生会进行一个以采访为基础的研究，进一步探索有关健康的理念和行为。

It seems simple: people get diseases, and medical practitioners try to help them. But there are very different perspectives on who is sick, what's wrong with them, and what to do about it. In this course, we will begin by examining the importance of symbols and rituals in medical practice, and how people in different times and places experience illness as a meaningful event. In the second half of the course we will consider contemporary medicine as a system of power and knowledge. Throughout, we will engage with ethical and philosophical issues in medical practice. In addition to learning about cultural and social issues in medicine, students will also practice academic skills that will help them to participate effectively in an international academic environment. These skills include preparing brief English language essays and oral presentations, searching for academic sources, and citing sources in written work. Students will complete an interview-based research project, in which they will investigate health related beliefs and behaviors.

16. **预达学习成果 Learning Outcomes**

本课程预期让学生掌握以下知识和技能：

- ◆ 用英文做简短报告
- ◆ 英文小短文写作
- ◆ 搜索学术资源
- ◆ 引用学术资源
- ◆ 进行研究性采访

Upon successful completion, students will be able to:

- ◆ Give brief presentations in English
- ◆ Compose brief reports in English
- ◆ Search for academic sources
- ◆ Cite sources in an academic essay
- ◆ Conduct research interviews

17. **课程内容及教学日历**（如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）

**Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)**

**Lecture 1: How to Be Sick / 怎么生病 (2-credit hours)**

- Medicine and social science
- Goals of the course
- Self-introductions

Medicine and society interact in many ways; we will begin by asking what issues students are aware of, and

why they think these issues are important. Afterwards, I will explain the goals of the course: learning about the social and cultural dimensions of medicine, and also acquiring a set of academic skills. Finally, we will each introduce ourselves.

**Lecture 2: Magic and Medicine / 巫术与医术 (2-credit hours)**

- Magic, witchcraft, and ritual
- Rationality and cultural logics

Healers have existed long before contemporary medicine was developed. In many societies, medicine, ritual, and magic are closely connected. In this class, we will discuss what the degree to which this kind of healing is 'rational'. We will also discuss traditional medical knowledge and the healing power of ritual.

**Lecture 3: Cultural Resources for Healing / 文化资源与疗愈 (2-credit hours)**

- The placebo effect
- Belief and efficacy

Ritual and belief are not only important for traditional healers. We will discuss how the placebo effect can powerfully impact patients today. This will begin a discussion about the connection between mental states and physical health, a conversation that contemporary medicine is only beginning to partake in.

**Lecture 4: Who is Sick? / 谁有病? (2-credit hours)**

- Normality and disease
- Interpreting illness

While some kinds of illness are recognized as disease, others may be seen as moral tests, individual difference, or even as gifts from the gods. By looking at examples of physical and mental suffering from around the world, we will examine how people in different societies have defined illnesses in different ways.

**Lecture 5: Mental Health and the Work of Culture / 精神卫生与文化的作用 (2-credit hours)**

- Interpretation and experience
- Social stress and mental health

The experiences of mentally ill people are greatly shaped by their cultural and social contexts. We will see examples of how people use cultural symbols to interpret their own emotions, thoughts, and relationships, and how this interpretive work shapes mental health. In addition, we will ask how social stresses can produce mental illness.

**Lecture 6: Culture and Medical Knowledge / 文化与医学知识 (2-credit hours)**

- Culture and scientific bias
- Knowledge as a social construct

Contemporary medicine presents itself as a highly scientific system. However, scientific knowledge is itself shaped by cultural and social forces. We will discuss how medical research, theory, and practice are shaped by these forces.

**Lecture 7: Traditional Chinese Medicine / 中医 (2-credit hours)**

- Knowledge and bodily experience
- The future of traditional medicine

People in China have many different views about traditional Chinese medicine. We will discuss some of the history of Chinese medicine, and the way in which it influences how people understand their bodies. We will think about the distinct philosophical background of Chinese medicine, which shapes how doctors produce knowledge about the body, and how they try to heal it.

**Lecture 8: Colonial Medicine / 殖民时期的医学 (2-credit hours)**

- Medicine and cultural differences
- Disease and empire

In the colonial period, Europeans tried to apply their own medicine to people in many different societies. Medicine became a way to rule empires, and also a way to prevent diseases from spreading internationally. By reading about this history, we can think about how medical interventions can cause conflict with local communities.

**Lecture 9: Gender and Social Change / 性别与社会变迁 (2-credit hours)**

- Work, desire, and family
- Case study: female genital modification

Men and women face different social stresses, stereotypes, and expectations. This affects the way that they become ill, the way that they are diagnosed, and the way that they are treated. In addition, traditional practices that affect women's bodies have become controversial because they conflict with the values of many people today. Medical professionals are often caught in the middle of debates about gender and social change.

**Lecture 10: Who Gets Sick? / 谁生病? (2-credit hours)**

- Structural violence
- Social support, social enabling

The social contexts in which we live shape our health and illness. We will think about how large social structures affect people's injuries, illnesses, and access to treatments. And we will also discuss how small social groups, such as families or local communities, can promote health or exacerbate disease.

**Lecture 11: Medical Citizens / 医学与公民 (2-credit hours)**

- Sickness and social organization
- Globalization and medical knowledge

Having the same illness can be a source of solidarity. Groups of patients, and the patients' families and friends, have been inspired to raise money for research, to share information about medical treatment, and to educate the public about their condition. Furthermore, the internet has enabled new forms of communication that change how people understand and treat their illnesses.

**Lecture 12: Public Health / 公共卫生 (2-credit hours)**

- Statistics and populations
- Health and governance

Today, sickness and health are not only studied at the scale of the individual: researchers study diseases in entire populations. This kind of approach can provide important tools for controlling disease and promoting well-being. On the other hand, tools like statistics and genetics have fundamentally changed our view of health. If we are always at risk for a disease, are we every really healthy?

**Lecture 13: Making Sick People / 创造病人 (2-credit hours)**

- Risk, expertise, and medical logic
- Medicine as an industry

Problems in many areas of life are now considered medical issues. When they make decisions about nutrition, exercise, parenting, and relationships, many people today see themselves as patients and seek advice from medical experts. Companies selling medical treatment also encourage people to believe that medicine can cure not only current diseases, but also be used to manage future risks and to seek happiness.

**Lecture 14: Global Health, Local Challenges / 全球的健康, 本地的挑战 (2-credit hours)**

- Epidemics
- Humanitarian intervention

Many medical issues today are global in scale, and managing health and well-being requires international cooperation. We will look at epidemics, research programs, and humanitarian interventions in order to think about the challenges of using international medical resources to promote human health in local contexts.

**Lecture 15: Healing Medicine / 给医学疗愈 (2-credit hours)**

We will summarize and review the course contents. We will ask how social science perspectives can affect the practice of medicine. Furthermore, we will think about how these perspectives can inform our efforts to stay healthy and happy in our everyday lives.

**Lecture 16: Research Reports / 研究报告 (2-credit hours)**

Each student will have a few minutes to explain their research projects: their research question, what group of people they interviewed, and what they learned.

18. 教材及其它参考资料 **Textbook and Supplementary Readings**

The readings for this course are not fixed, and will be selected in accordance with the reference materials below:

**Books 图书**

Fleck, Ludwik. [1935] 1979. *Genesis and Development of a Scientific Fact*. Ed. Thaddeus J. Trenn and Robert K. Merton. Trans. Fred Bradley and Thaddeus J. Trenn. Chicago: The University of Chicago Press.

**Selected Articles and Chapters 精选文章和章节**

- Conrad, Peter 2007. "Medicalization: Context, Characteristics, and Changes." In *The Medicalization of Society*. Baltimore: Johns Hopkins University Press, 3- 19.
- Echenberg, Myron J. 2007. "An Unexampled Calamity: Hong Kong, 1894." In *Plague Ports: The Global Urban Impact of Bubonic Plague, 1894-1901*. New York: NYU Press, 16-46.
- Elliott, Carl. 2003. "Amputees by Choice." In *Better Than Well: American Medicine Meets the American Dream*. New York: Norton, 208-236.
- Evans-Pritchard, E.E. 1976. "The Notion of Witchcraft Explains Unfortunate Events." In *Witchcraft, Oracle, and Magic Among the Azande*. Oxford: Oxford UP, 18-32.
- Gordon, Deborah R. 1988. "Tenacious Assumptions in Western Medicine." In *Biomedicine Examined*. Margaret Lock and Deborah R. Gordon, eds. Boston: Kluwer, 19-56.
- Hahn, Robert A. 1996 "The Universe of Sickness." In *Sickness and Healing: An Anthropological Perspective*. New Haven: Yale University Press, 13-39.
- Harrington, Anne. 2008. "The Power of Positive Thinking." in *The Cure Within: A History of Mind-Body Medicine*. New York: Norton, 103-138.
- Kleinman, Arthur. 1988. "The Meaning of Symptoms and Disorders" and "The Personal and Social Meanings of Illness." *The Illness Narratives: Suffering, Healing and the Human Condition*. New York: Basic Books, 3-55.
- Kuriyama Shigehisa. [1987] 2007. "Pulse Diagnosis in the Greek and Chinese Traditions." In *Beyond the Body Proper: Reading the Anthropology of Material Life*. Lock, Margaret M. Lock and Judith Farquhar, eds. Durham: Duke University Press, 595-607.
- Luhrmann, Tanya M., R. Padmavati, H. Tharoor, and A. Osei. 2015. "Differences in Voice-Hearing Experiences of People with Psychosis in the USA, India, and Ghana: Interview-Based Study." *The British Journal of Psychiatry* 206 (1): 41-44.

**Film 电影**

课程评估 ASSESSMENT

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance				More than 2 absences will affect grade
课堂表现 Class Performance		15%		Participation in discussion and in-class exercises
小测验 Quiz				
课程项目 Projects		15%		Participation in discussion and in-class exercises
平时作业 Assignments		30%		One 750 word essay
期中考试 Mid-Term Test				
期中报告 Mid-Term Presentation		20%		
期末考试 Final Exam				
期末报告 Final Presentation		40%		One 750 word essay

