



Academic Year	2019	Semester	1
Course Code	HH4022		
Course Title	Colonial combination of Western and folk-based medical practices in Asia – From biological anthropology and medical history perspectives		
Pre-requisites	None		
No of AUs	4		
Course Aims			
<p>The aim of the course is to provide students with a general overview of the basic themes and issues in biological anthropology and medical history. In this course, you will also examine how colonial Singapore combined both western and folk medical practices in Singapore. This course will analyze the co-existence of Western tropical medicine and folk immigrant medical practices, the role of missionary nurses and doctors and their relationship to colonial medicine and policy and lastly, the course will study the use of epidemiology in Singapore during the 1918 influenza pandemic.</p>			
Intended Learning Outcomes (ILO)			
<p>By the end of this course, you (as a student) will be able to:</p> <ol style="list-style-type: none"> 1. Explain the significance of Chinese medicine is still significant even as Western medical practices still prevailed and how both types of medicine had evolved overtime and shaped today's health care. 2. Explain about medical services provided by the different ethnic groups-such as the Chinese, Malays, and Indians-during colonial Singapore. 3. Engage in close reading, critical thinking, intensive discussion, and rigorous training in writing and presentation to gain a better understanding of the diverse medical practices development that occurred throughout the time period. 			
Course Content			
<p>The instructor will lecture on biological anthropological topics, while students' presentation and assignments will be more related to medical history. The teaching of biological anthropology is to let students know more about the field and how it is related to human history and the development of medicine. The second part of the course on medical history covers colonial Western medicine and folk medical practices. By comparing the political, economic, and social changes that happened in the West and East during the same historical periods, we will be able to see how the interplay of global and local hegemonic forces shaped medical practices that we know today. The course would further examine Western and Eastern medical practices by studying the history of medicine and how it developed in colonial Singapore.</p>			

Assessment (Continuous Assessment- non examinable module):

Component	Weighting	Team/ Individual	Assessment Rubrics
1. Seminar Participation, Presentations and Discussion* (Group arrangement and sign up link: https://docs.google.com/spreadsheets/d/14C5uj1M1T7Jh2BZ1xJ2zK7sg8WsRqT2ieYICDrqky0w/edit#gid=0)	20%	Team	See appendix 2
2. Individual Research Project Proposal** (1,000 words) (Deadline 5:00 pm, 24 Sep 2019)	20%	Individual	See appendix 1
3. Individual Research Project Progress Presentation* (Presentation time: 5 min; Q&A: 2 min)	20%	Individual	See appendix 1
4. Individual Research Project-Major essay* (5,000-6,000 words) (Deadline: 5:00 PM, 24 Nov 2019)	40%	Individual	See appendix 1
Total	100%		

*** Seminar Participation, Presentations and Discussion:**

- Each group will get the chance to present, chair (leading discussion) and be discussants (asking questions) in turn. This rotation will happen once over the whole semester.
- Each presentation time will be: 60 mins, followed by 20 mins for questions (Q&A).
- The presentation and discussion will be based on the readings assigned by the instructor weekly.

**** Individual Research Project (Proposal, Project Progress Presentation and Major Essay)**

Feel free to **propose any research idea related to this module** for your research proposals and the final major essay. If you are not sure, please talk to your instructor. Please send all the assignments to ivy.hui.yuan.yeh.yapp@gmail.com

Course Policies and Student Responsibilities

(1) General

Students are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually, and take all scheduled assignments by due dates. Students are expected to take responsibility by following up with course notes, assignments, and course-related announcements for seminar sessions. Students are expected to participate in all seminar discussions and activities.

(2) Absenteeism

The team-based activity of this course requires students to be in class to contribute to team work. In-class activities make up a significant portion of student course grade. Absence from class without a valid reason will affect student's overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities. If students miss a seminar session, students must inform their team members and instructor via email (hyeh@ntu.edu.sg) prior to the start of the class.

(3) Penalties for late submission

There will be penalties for late submission of 10% per day unless there are approved medical or other certificated reasons explaining the delay. Students must ensure that the instructor is aware of these circumstances as soon as possible. Students failing to submit an assignment will be denied their credit points for this course. In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the essay submission date.

(4) Plagiarism in writing research papers

It is important that all unacknowledged materials in students' essays are their own work. The University has strict rules relating to plagiarism that may result in disciplinary procedures. Remember that copying or using any part of another student's essay or written work also falls within the definition of plagiarism. Exact texts cited from other's works and placed in student's paper must be put within quotation marks. Otherwise, paraphrase. The sources of both quotations and paraphrasing have to be properly noted.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors			
Instructor	Office Location	Phone	Email
Ivy Hui-Yuan Yeh	05-27	90541179	hyyeh@ntu.edu.sg Ivy.hui.yuan.yeh.yapp@gmail.com
*Please send your essay to the Gamil address			

Planned Weekly Schedule

Week	Topics
1 (13 Aug 2019)	<ul style="list-style-type: none"> ● Introduction of the course ● Sign up for groups and contact info ● Elect a class assistant ● Introduction of iThenticate: Plagiarism Detection Software
2 (20 Aug 2019)	<ul style="list-style-type: none"> ● No class (Instructor will be on a research trip); replace with consultations (slots are created by the teaching assistant)
3 (27 Aug 2019)	<ul style="list-style-type: none"> ● Topic 1: Tropic Medicine (Lecture) ● Topic 2: Common diseases in East Asia, Southeast Asia and Oceania --from biological anthropological perspective (Lecture) ● Making medicine /herbal product: proposal and budget discussion (A) ● Sharing: Plants on campus ● Documentary: Medicine in the Tropics (Firestone Plantations Company, 1957) https://www.youtube.com/watch?v=dc7PoPsdIUk
4 (3 Sep 2019)	<ul style="list-style-type: none"> ● Seminar Presentations and Discussion (A) (presenter: group 1, chair: group 2, discussants/asking questions: group 3); Readings: See appendix 3 ● Seminar Presentations and Discussion (B) (presenter: group 2, chair: group 3, discussants/asking questions: group 4); Readings: See appendix 3
5 (10 Sep 2019)	<ul style="list-style-type: none"> ● Activity: Visit Chinatown (<i>Notification via email</i>) ● Making medicine /herbal product: proposal and budget discussion (B)
6 (17 Sep 2019)	<ul style="list-style-type: none"> ● Seminar Presentations and Discussion (presenter: group 3, chair: group 4, discussants/asking questions: group 5); Readings: See appendix 3 ● Sharing: The discovery of the Chinatown
7 (24 Sep 2019)	<ul style="list-style-type: none"> ● Seminar Presentations and Discussion (A) (presenter: group 4, chair: group 5, discussants/asking questions: group 6); Readings: See appendix 3 ● Seminar Presentations and Discussion (B) (presenter: group 5, chair: group 6, discussants/asking questions: group 7); Readings: See appendix 3

Recess week (1 Oct 2019)		
8 (8 Oct 2019)	<ul style="list-style-type: none"> ● Seminar Presentations and Discussion (A) (presenter: group 6, chair: group 7, discussants/asking questions: group 1); Readings: See appendix 3 ● Seminar Presentations and Discussion (B) (presenter: group 7, chair: group 1, discussants/asking questions: group 2); Readings: See appendix 3 	
9 (15 Oct 2019)	<ul style="list-style-type: none"> ● Activity (Peer learning): <i>Mold and cast</i> – Slots to be created. <i>Each time slot should no more than 6 students due to the space limitation. Venue: 03-16 HSS</i> 	
10 (22 Oct 2019)	<ul style="list-style-type: none"> ● Making medicine /herbal product: Presentation (Slots to be created) 	
11 (29 Oct 2019)	<ul style="list-style-type: none"> ● Supervision and Consultations for proposal and essay (one-on-one): slots to be created 	
12 (5 Nov 2019)	<ul style="list-style-type: none"> ● Individual Research Project Progress Presentation (slots to be created) 	
13 (12 Nov 2019)	<ul style="list-style-type: none"> ● Documentary: Tropical Disease Investigations in Africa (USPHS, 1957) https://www.youtube.com/watch?v=te2W7kuyP3k 	
Revision and Examination		
<i>Major Essay (5,000-6,000 words) Submission deadline- 5:00 PM, 24 Nov 2019</i>		

Appendix 3: Readings

Week 4 (A)-- Topic: The early medical education in Asia

- 1) Lee, Y.K. 2005. "The founding of the medical school in Singapore in 1905." *Ann Acad Med Singapore* 34, no. 6 (July): 4C-13C.
- 2) Nguyen, Thuy Linh. 2010. "French Educated Midwives and the Medicalization of Childbirth in Colonial Vietnam." *Journal of Vietnamese Studies* 5, no. 2 (Summer): 133-182.

Week 4 (B)—Topic: The early healthcare in colonial Malaya

- 1) Falconer, Danielle. 2015. "British Implementation of Western Medicine in Malaysia and the Malaysian Reaction." *The Forum: Journal of History* 7, no. 1: 45-57. Retrieved from <https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?referer=https://www.google.com.sg/&httpsredir=1&article=1112&context=forum>
- 2) Parmer, J. Norman. 1989. "Health and Health Services in British Malaya in the 1920s." *Modern Asian Studies* 23, no. 1: 49-71.
- 3) Kaur, Amarjit. 2012. "Rubber Plantation Workers, Work Hazards, and Health in Colonial Malaya, 1900-1940." In *Dangerous Trade: Histories of Industrial Hazard across a Globalising World*, edited by Christopher Sellers and Joseph Melling, 17-32. United States: Temple University Press.

Week 6—Topic: The early healthcare in Southeast Asia

- 1) Boomgaard, P. 1993. "The development of colonial health in Java; An exploratory introduction." *Bijdragen tot de Taal-, Land- en Volkenkunde* 149, no. 1: 77-93. Retrieved from <http://booksandjournals.brillonline.com/content/journals/10.1163/22134379-90003137>
- 2) Monnais, Laurence, and Tousignant, Noemi. 2006. "The Colonial Life of Pharmaceuticals: Accessibility to Healthcare, Consumption of Medicines, and Medical Pluralism in French Vietnam, 1905-1945." *Journal of Vietnamese Studies* 1, no. 1-2: 131-166.

Week 7 (A)—Topic: Disease, control and the medicines

- 1) Ooi, Giok Ling. 1991. "British Colonial Health Care Development and the Persistence of Ethnic Medicine in Peninsula Malaysia and Singapore." *東南アジア研究* 29, no. 2: 158-178.
- 2) Fenner, Frank. 1987. "SMALLPOX IN SOUTHEAST ASIA." *Crossroads: An Interdisciplinary Journal of Southeast Asian Studies* 3, no. 2/3: 34-48.
- 3) Wakimura, Kohei. 2006. "Globalization, Environment and Epidemic Disease: cholera in 19th Century Asia." Retrieved from <http://www.helsinki.fi/iehc2006/papers2/Wakimura.pdf>
- 4) Lee, Vernon J., Wong, Chia Siong, Tambaya, Paul A., Cutter, Jeffrey, Chen, Mark I., and Goh, Kee Tai. 2008. "Twentieth Century Influenza Pandemics in Singapore." *Ann Acad Med Singapore* 37:470-476.

Week 7 (B)—Topic: The folk medicine practices in Southeast Asia

- 1) O'Connor, Bonnie, B., and Hufford, David, J. 2001. "Understanding Folk Medicine." In *Healing Logics: Culture and Medicine in Modern Health Belief Systems*, edited by Erika Brady, 13-35. United States: University Press of Colorado, Utah State University Press.
- 2) Mann, Felix. 1965. "Chinese Traditional Medicine: A Practitioner's View." *The China Quarterly*, no. 23: 28-36.
- 3) Anuphongphat, Nopphanat, and Chuengsatiansup, Komatra. 2014. "Krom Luang Wongsa and the House of Snidvongs: Knowledge Transition and the Transformation of Medicine in Early Modern Siam." In *Histories of Health in Southeast Asia: Perspectives on the Long Twentieth Century*, edited by Tim Harper and Sunil S. Amrith, 19-43. United States: Indiana University Press.
- 4) Heggenhougen, H.K. 1984. "Traditional Medicine and the Treatment of Drug Addicts: Three Examples from Southeast Asia." *Medical Anthropology Quarterly* 16, no. 1: 3-7.

Week 8(A)-- Topic-- The folk medicine practices in Southeast Asia

- 1) Miyazaki, Koji. 2000. "Javanese – Malay: Between Adaptation and Alienation." *Sojourn: Journal of Social Issues in Southeast Asia* 15, no. 1: 76-99.
- 2) Thompson, C. Michele. 2015. "Vernacular Scripts and the Transfer and Transmission of Medical Knowledge in Vietnam." In *Vietnamese Traditional Medicine: A Social History*, 97-136. Singapore: NUS Press.
- 3) Bamber, Scott. 1998. "Medicine, Food, and Poison in Traditional Thai Healing." *Osiris* 13: 339-353.

Week 8(B)-- Topic-- The folk medicine practices in Southeast Asia

- 1) Search for articles with 100 pages. Please send them two weeks' ahead of time to everyone in the class.