

HH 2015 BIOPOLITICS AND EAST ASIAN HISTORY

[Lectures: 24 hours; Tutorials: 12 hours; Academic Units: 3.0]

Course Aims

This course offers a comparative study of issues related to the history of biology and the uses of biological knowledge in East Asia. Biomedical technologies, biosecurity, biodiversity, and biobanking number among various issues that increasingly pertain to biopolitics. Used to describe 17th century shifts in sovereign power, Foucault raised the term biopolitics, along with anatomo-politics, to describe how different levels of life became increasingly regulated, from species-centric populations to individual bodies, respectively. Issues that involve the biological occur in many different locations with different styles of governance, but analyses of biopolitics have tended to relate more to European history. Within the grain of Asian history, the study of issues that involve the biological requires a questioning of existing theoretical frameworks used to examine the politicization of life. This class explores imperial, colonial, and national experiences in East Asia in order to examine how various societies, polities, and people have authored, approached, and interpreted knowledge about different levels of regenerative life. HH1001 highly recommended in preparation of this course.

Learning Objectives

- Gain and strengthen understandings of the concept of Biopolitics and the Biopolitical, and how it has influenced East Asian societies over time
- Develop familiarity of the historical relationship between biology and race.
- Exercise research skills to investigate a biopolitical problem at the intersectional histories of medicine, governance and identity in East Asia;
- Clearly communicate the processes of researching findings, critical analyses, and exploring interdisciplinary knowledge-based solutions about the significance of different objects and practices connected to biopolitical practice in local and global East Asian contexts using both academic and creative forms of communication.

Learning Outcome

Students who take this demanding interdisciplinary course will gain familiarity with theoretical knowledge and versatility important for upper-level courses and develop critical thinking skills through the synthesis of well-informed arguments based on primary and secondary sources and independent analysis. Presentations, papers, and class discussion will give students opportunities to sharpen oral and written communication skills. The course will also enable students to hone reflexivity and listening skills, which go hand-in-hand with active learning.

Emails and Office Hours

If you have a question that cannot be addressed by first reading this syllabus, you may write me an email. I will respond within two working days (M-F). For questions requiring a lengthier reply, don't be surprised if I ask you come speak with me in person. Meeting times are available on Mondays and Thursdays, and Fridays after class.

Academic Integrity

Any work you submit for this class must be your own work. Collaborative work of the following kinds is authorized in this course: peer review and critique of students' essays by one another, and when pre-approved by the instructor in particular cases, collaborative projects by students. Make yourself familiar with NTU's Academic Integrity Code. Violations will be handled in accordance with the strictest applicable university policies. **In this course for upper level students, the normal penalty for a violation of the code is an 'F' for the term. Sign and turn in last page to begin accumulating class participation points.**

Attendance

There are no make-up activities, tests, quizzes, or points of any kind for no-shows. **Tardiness** or **skipping classes** for reasons other than extraordinary, such as dismemberment, hospitalization, or death of next-of-kin, will result in grade deductions. If you are late for class, you will be marked absent.

Assessment

- In-class mid-term test: This written exam will test basic knowledge necessary to proceed with the rest of the course – 30%
- Class participation: Quality of each participant's class discussion is evaluated based on preparedness and readiness to raise well-posed questions and concerns about course materials and to engage thoughtfully and attentively with peers during each seminar meeting. – 15%
 - i. Discussion will be based on student submissions in advance of class that consist of one question or comment, reflecting a thoughtful engagement with the readings. Students should submit these to the Course Blog by 11 PM the night before class. Repetition of other questions or comments is not allowed, and will not receive a grade. However, you may choose to respond to, or expand on another student's response, to develop the conversation.
HH2015 NTULearn site>Discussion Board
- Essay: Students will undertake their own historical exploration prompted by a current issue concerning “the biological” to write a well-documented paper that reflects their understanding of the course materials (10 pages of original text, plus thorough citations and bibliography.) Students will work in theme groups, but they must write their papers individually and exhibit utmost honesty and academic integrity. The final paper will be graded with a letter. Late papers will receive grade reductions – 40%
- Presentation: students will deliver an in-class group presentation. Presentations should be related to topic for the day, but draw on readings outside of the syllabus. Sign up on this [google doc](#). On the day of your presentation, each student should upload his or her own bibliography to:
HH2015 NTULearn site>Groups>Weekly Presentations >[Group Blog](#).
5% for the group grade, 10% for individual presentation – 15 %.

Course Outline

Some of the readings below may change at the discretion of the instructor.

Any updates will appear on NTU Learn.

Week 1 Aug 16 Introduction to Biopolitics

Scheper-Hughes, Nancy, and Margaret M. Lock. "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *Medical Anthropology Quarterly* 1.1 (1987): 6-41.

<http://www.jstor.org/stable/648769>

Film:

[Healing Fukushima \(2016\), Sulfikar Amir](#)

[Love for Life 最愛 \(2011\) Gu Changwei 顾长卫](#)

[Destiny 喜禾 \(2016\) Zhang Wei 张唯](#)

Lecture 2 Aug 23 Biopolitics I

Foucault, Michel. *History of Sexuality Vol. 1*. pp. 1-74.

Lecture 3 Aug 30 Biopolitics II

Foucault, Michel. *History of Sexuality Vol. 1*. pp. 75-168.

Lecture 4 Sept 6 Biological Knowledge I

Malthus, Thomas Robert. "An Essay on the Principle of Population" (1798), in Appleman, pp. 39-40.

Lamarck, Jean Baptiste. "Zoological Philosophy" (1809), in Appleman, pp. 44-49.

Darwin, Charles R. *The Descent of Man, and Selection in Relation to Sex*. 2nd ed. London: John Murray, 1874. Chapter II, 26-64. [Link](#)

Lecture 5 Sept 13 Knowledge and Place

Lindqvist, Sven. *Exterminate All the Brutes* Selections

Lecture 6 Sept 20 Test

Lecture 7 Sep 27 Han Dynasty Medicine

Sivin, Nathan. "State, Cosmos, and Body in the Last Three Centuries B. C." *Harvard Journal of Asiatic Studies* 55.1 (1995): 5-37.

<https://doi.org/10.2307/2719419>

Unschuld, Paul U. "Unification of the Empire, Confucianism, and the Medicine of Systematic Correspondences." *Medicine in China: A History of Ideas*. Berkeley: University of California Press, 1985/2010. 51-100.

Oct 4: No Class, Reading Week

Lecture 8 Oct 11 Eugenics, Public Health and Biopolitics

Rogaski, Ruth. 2004. *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China*. Berkeley: University of California Press. See Chapter 8, "Weisheng and the Desire for Modernity", pp.225-253.

Perrins, Robert John. 2005, 'Doctors, Disease, and Development: Engineering Colonial Public Health in Southern Manchuria, 1905–1926', in M. Low (ed.) *Building a Modern Japan: Science, Technology, and Medicine in the Meiji Era and Beyond*, Palgrave Macmillan, 103-132.

Dikötter, Frank. 1991. "The Discourse of Race and the Medicalisation of Public and Private Space in Modern China (1895-1949)," in *History of Science*, 29, pp.411-420.

Lecture 9 Oct 18: Constructions of Masculinity

DiMoia, John P. "Providing Reassurance and Affirmation: Masculinity, Militarization, and Refashioning a Male Role in South Korean Family Planning, 1962 to the Late 1980s." *Gender, Health, and History in Modern East Asia*. Ed. Bray, Francesca. 1 ed: Hong Kong University Press, 2017. 244-70. 10.2307/j.ctt1w1vmsb.14 <http://www.jstor.org/stable/j.ctt1w1vmsb.14>

Chiang, Howard. "Christine Goes to China: Xie Jianshun and the Discourse of Sex Change in Cold War Taiwan." *Gender, Health, and History in Modern East Asia*. Eds. Bray, Francesca, Angela Ki Che Leung and Izumi Nakayama. 1 ed: Hong Kong University Press, 2017. 216-43. <http://www.jstor.org/stable/j.ctt1w1vmsb.13>

Lecture 10 Oct 25: Traditional Medicine

Lei, Sean Hsiang-lin. "Housewives as Kitchen Pharmacists: Dr. Chuang Shu Chih, Gendered Identity, and Traditional Medicine in East Asia." *Gender, Health, and History in Modern East Asia*. Eds. Bray, Francesca, Angela Ki Che Leung and Izumi Nakayama. 1 ed: Hong Kong University Press, 2017. 166-92. <https://www.jstor.org/remotexs.ntu.edu.sg/stable/j.ctt1w1vmsb.11>

Burns, Susan L. "The Japanese Patent Medicine Trade in East Asia: Women's Medicines and the Tensions of Empire." *Gender, Health, and History in Modern East Asia*. Ed. Bray, Francesca. 1 ed: Hong Kong University Press, 2017. 139-65. 10.2307/j.ctt1w1vmsb.10 <http://www.jstor.org/stable/j.ctt1w1vmsb.10>

Lecture 11 Nov 1 : Physical Development and Reproduction

Lee, Jen-der. "Sex in School: Educating the Junior High Students in Early Republican China." *Gender, Health, and History in Modern East Asia*. Ed. Bray, Francesca. 1 ed: Hong Kong University Press, <http://www.jstor.org/stable/j.ctt1w1vmsb.7>

Ha, Jung-ok. "Solving Low Fertility Rate with Technology?" *Gender, Health, and History in Modern East Asia*. Ed. Bray, Francesca. 1 ed: Hong Kong University Press, 2017. 115-36. <http://www.jstor.org/stable/j.ctt1w1vmsb.9>

Wu, Chia-ling. "From Single Motherhood to Queer Reproduction: Access Politics of Assisted Conception in Taiwan." *Gender, Health, and History in Modern East Asia*. Ed. Bray, Francesca. 1 ed: Hong Kong University Press, 2017. 92-114. 10.2307/j.ctt1w1vmsb.8 <http://www.jstor.org/stable/j.ctt1w1vmsb.8>

Lecture 12 Nov 9: Producing Race in Asian Genetics

Ong, Aihwa. *Fungible Life : Experiment in the Asian City of Life*. Durham: Duke University Press, 2016. Introduction, Chapter 1.

Lock, Margaret. "The Alienation of Body Tissue and the Biopolitics of Immortalized Cell Lines." *Body & Society* 7.2-3 (2001): 63-91. <https://doi.org/10.1177/1357034X0100700204>

Goh, Daniel P. S. "From Colonial Pluralism to Postcolonial Multiculturalism: Race, State Formation and the Question of Cultural Diversity in Malaysia and Singapore." *Sociology Compass* 2.1 (2008): 232-52. <https://doi.org/10.1111/j.1751-9020.2007.00065.x>

Lecture 13 Nov 15: Conclusion

Textbooks/References

- Foucault, Michel. *History of Sexuality I*. New York: Vintage, 1990.
- Lindqvist, Sven. *Exterminate All the Brutes: One Man's Odyssey into the Heart of Darkness and the Origins of European Genocide*. The New Press, 2007.
- Readings available online are to e-journal databases (such as JSTOR).
- Others may be found reserve in the library, or through course readings on NTULearn.

Declaration on Academic Honesty*

Academic year and semester:

AY 16/17 Semester 2

What is academic dishonesty?

All members of the NTU community are responsible for upholding the values of academic integrity in all academic undertakings (including, but not limited to, written and oral assignments, presentations, course work, quizzes and exams). Students should not cheat, plagiarise, or attempt to pass off another’s work as their own. This includes, but is not limited to, the writing or ideas of another person, without acknowledging or appropriately crediting the source from which the writing or ideas are taken. NTU takes a serious view of any form of academic dishonesty. Plagiarism, cheating, and any other forms of academic dishonesty are considered serious offences for which penalties will be imposed.

Declaration

By signing this form, you declare that you have read and understood NTU’s Policy on Student Code of Conduct (available here: <http://www.ntu.edu.sg/SAO/Pages/Policies-concerning-students.aspx>) and that all graded and non-graded assignments you have turned in are your/your group’s own work and will not involve any plagiarism or collusion. Reliance on other people’s work, when allowed, will be appropriately referenced. You are responsible for knowing the appropriate form of referencing used for this course. Quotation marks will be used around materials written verbatim from other sources; citations will clearly indicate paraphrasing of other sources. You will not submit any work for this course that was (in whole or part) graded work for another course, or will be.

You must print, sign, and return the lower section of this form to the Professor by Week Two.

No participation credit will be given until this is returned. *Adapted from ‘Academic Honesty

Declaration’ for HS7003.

Declaration on Academic Honesty

Course code: _____

Name (as registered): _____

Matriculation number: _____

Signature & date: _____