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HIC 2190G-290: Introduction to the Health & Medical Humanities

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HIC 2190G-290: INTRODUCTION TO THE HEALTH & MEDICAL HUMANITIES (95006)
"CONTAGION & VACCINATION"
FALL 2018
3 CREDIT HOURS

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Office Hours: MW 16:45-17:15 (in Doudna);

TTh 12:15-13:45 (in Pemberton 2166); & by appt.

Course Information:

11:00-12:15 TTh

Section: 290

Room: Pemberton Hall 2162

THE CATALOGUE DESCRIPTION: This course introduces students to the Health & Medical Humanities, integrating the study of medicine and health with the arts, humanities, and social sciences. Topics may include: the history of medicine; health-care policy and bio-politics; considerations of race, gender, and socio-economic status; narrative medicine; and the roles of music, visual arts, theatre, and literature in health and medicine. Prerequisite: Admission to the University Honors Program. WI

THE REAL DESCRIPTION: Each version of this introductory course centers on a particular problem in health and/or medicine. During the first module (Weeks 1-3), an exemplary text in the field of the medical humanities will introduce students up to new ways of thinking about health and medical issues, and the topics to be addressed during the remainder of the semester. For this class, we will read Anne Fadiman's *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* of 2012. This text foregrounds the role of cultural sensitivity in making informed decisions, and will help us recognize and focus on the value of the study of cultural diversity and communication in the fields of health and medicine.

During the second module (Weeks 4-5), we will be introduced to the particular problem or issue for this version of the course. For this semester, we will concentrate on "**Contagion and Vaccination**," since this topic links to many recent and current controversies and problems in health and medicine, and society and technology.

In the third module (Weeks 6-14) we will learn about the ways that the health and medical humanities can approach problems in using various disciplines, and explore how these disciplines might examine "**CONTAGION & VACCINATION**." During this module, guests from various disciplines including anthropology, performing arts, visual arts, history, gender studies, health promotion, and English will offer brief presentations and participate in class discussions in order to teach the approaches of their discipline to the topic.

LEARNING OBJECTIVES:

In this course, we will aim (1) to *acquire knowledge of concepts in key current debates in the health and medical humanities*. As we (2) *foster a critical consciousness of cultural factors in health matters*, we will work (3) to *advance our self-awareness of cultural attitudes and biases*, enhancing our ability to relate to others. Through our focus on the topic of "contagion and vaccination," we will (4) *expand our understanding of the various approaches across disciplines that can be used in addressing issues in health and medicine*. Finally, the course will (5) *develop skills in critical thinking, research, and written presentation* through its various assignments and class discussions.

REQUIRED TEXTS AND MATERIALS**AT TEXTBOOK RENTAL:**

Fadiman, Anne. (2012). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Fsg Classics.

Crawford, P., Brown, B., Baker, C., Tischler, V., Abrams, B. (2015). *Health Humanities*. New York: Palgrave Macmillan.

AT PANTHER PRINT AND COPY CENTER:

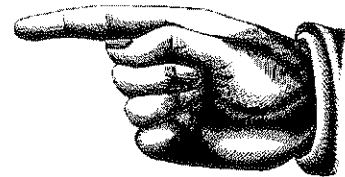
Course packet of readings (cost is less than \$10).

OTHER VALUABLE OBJECTS AND/OR ABSTRACT QUALITIES:

Paper for writing down notes and ideas; a sense of humour

ASSIGNMENTS & EVALUATION:

Visual Analysis Essay: 10%
 Response Papers to Guest Lectures 20%
 Final Research Project and Presentation: 30%
 Draft of Final Research Project: 10%
 Final Exam: 20%
 Class Participation: 10%

**GRADING SCALE:**

A = 90-100 B = 80-89.9 C = 70-79.9 D = 60-69.9 F = 0-59.9

Participation:

In this class, I want us to think of learning as a community enterprise. The time we spend together is our opportunity to exchange ideas and create a community. At the end of the semester when I reflect on your participation (and the grade I will give you for “participation”), I will consider not only how often you contributed to class discussions, but the *quality* of those comments. **Also, I expect a high level of commitment in class, so checking your notifications, surfing, sleeping, etc., will greatly reduce your participation grade.** In order to facilitate greater engagement in the course material (and, quite frankly, each other), I offer you to “park” your cell/smartphone on a sheet at the back of the class and sign your name next to it. If you elect not to take advantage of this option, yet decide to consult your phone during class, you will be asked to leave, and will automatically receive a failing grade for your class participation. **Because I am convinced, based on clear research evidence and my own experience, that screen technologies distract not only the users themselves, but also other students, resulting in poorer learning outcomes, I do not allow the use of laptops in this classroom.**

More generally, I want to communicate to you that instructors at EIU will have various policies, but you have the right to make **the best decision that will help you succeed at university**, and that decision is

this: **you should leave your phone in your room.** If you can't do that, you should promise yourself that for every class, you will put your phone in a place where it will be inaccessible to you and inaudible for the entire class.

COURSE OUTLINE:

Week 1 - August 21 & 23

Topic: Introduction to Health & Medical Humanities; brief introduction of this semester's topic (e.g., "contagion and vaccination"); introduction to an exemplary text on health/medical anthropology (e.g., *The Spirit Catches You*)

Readings:

Anne Fadiman's *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*

Week 2 - August 28 & 30

Topic: Introduction continued; and continued discussion of *The Spirit Catches You*, a compelling story that will open students up to new ways of thinking about health and medical issues, and the topics they will tackle during the remainder of the semester

Reading: *The Spirit Catches You* (con't);

"The Almost Right Word: The Move From Medical to Health Humanities" (932-935)

Guest: Dr. Paul Danyi, Department of Political Science

Week 3 - September 4 & 6

Topic: The role of anthropology and the study of culture in the health/medical humanities

Reading: "Anthropology and the Study of Culture," *Health Humanities* (20-37)

Week 4 - September 11 & 13

****SEPTEMBER 13 @ 7pm: Sheila Simons (required)****

"The 1918 Influenza: Impact, Implications and Uncertainty" (Booth Library, W Reading Room)

Topic: The Issue (background on "contagion")

Reading: "Having and Fighting Ebola" (1089-1091); excerpts from *Pandemic*, "Introduction: Cholera's Child" (3-14) and "Blame: Cholera riots, AIDS denialism, and vaccine resistance" (121-140); Thucydides, *History of the Peloponnesian War* 2.47-2.54

Week 5 - September 18 & 20

Topic: The Issue (historical, literary, and social background on "inoculation" and "vaccination")

Reading: excerpts from early eighteenth-century texts (treatises, sermons, poems, newspaper articles) on smallpox and inoculation, from Mary Wortley Montagu, Cotton Mather, and early advocates and opponents

Week 6 - September 25 & 27

Topic: The role of the Performing Arts (music, dance, and drama) (e.g., understanding of the performing arts as *relational, aesthetic, temporal ways of being*, constituting practices of and pertaining to health and medicine)

Reading: "Performing Arts and the Aesthetics of Health," *Health Humanities* (82-105)

Week 7 - October 2 & 4

Topic: The role of visual art in the health and medical humanities, e.g., neuroaesthetics, art as therapy, art as an educational tool, and art used to enhance clinical and public environments

Reading: "Visual Art and Transformation," *Health Humanities* (106-119); "Visual Teaching Strategies: A New Role for Art in Medical Education" (250-252); excerpted images from *The Vaccination Picture*, ed. Timothy Caufield (2017)

Guest: Timothy Abel, Tarble Art Center

Week 8 - October 9 & 11

Topic: Visual art (con't); Graphic Medicine

Guest: Alan Pocaro, Art Department

Reading: "Vaccines Work: Here are the Facts"

<https://medium.com/the-nib/vaccines-work-here-are-the-facts-5de3d0f9ffd0>

Expedition: Visit to the Tarble Arts Center to experiment with "Visual Teaching Strategies"

Week 9 - October 16 & 18

Topic: Historical and Legal Analysis and the Health and Medical Humanities

Reading: "Introduction" (3-27) and "Historical Background" (29-49) in *The Human Body on Trial*

Guest: Lynne Curry, History Department

Week 10 - October 23 & 25

Topic: Historical and Legal Analysis (continued); Questions of Ethnography and Gender

Reading: "Compulsory Vaccination: Private Rights vs. Police Powers" (51-57) in *The Human Body on Trial*; "Neoliberal Mothering and Vaccine Refusal" (679-704)

Week 11 - October 30 & November 1

Topic: Racial Histories, Health, and Medicine

Reading: "Introduction: The American Janus of Medicine and Race" (2-24) and on Thomas Jefferson and Vaccine Experimentation on Slaves: "Politics in the Laboratory" (59-61) in *Medical Apartheid*

Week 12 - November 6 & 8

Topic: Racial Histories, Health, and Medicine (con't)

Reading: "A Medical School Syllabus on Race" (198-225) in *Black and Blue*

Week 13 - November 13 & 15

Topic: How literary analysis functions in the health and medical humanities (e.g., the use of literature in the education of doctors and health professionals)

Reading: "Applied Literature," *Health Humanities* (38-59); Adichie, "Olikoye."

Assignment: Draft of Final Paper due

Week 14 - November 27 & 29

Topic: Literary analysis (con't) (how narrative can assist in diagnosis, the therapeutic uses of constructing narrative)

Readings: "Narrative and Applied Linguistics," *Health Humanities Reader* (60-81)

Week 15 - December 4 & 6

Brief Presentations of Research Projects

Week 16: Final Exam - Monday, December 15 @ 10:15am

1. Course readings.

Adichie, Chimamanda Ngozi. (2015). "Olikoye." <https://medium.com/matter/olikoye-b027d7c0a680>

Crawford, P., Brown, B., Baker, C., Tischler, V., Abrams, B. (2015). *Health Humanities*. New York: Palgrave Macmillan.

Curry, Lynne. (2002). *The Human Body on Trial*. ABC Clio.

Fadiman, Anne. (2012). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Fsg Classics.

Hoberman, John. (2012). *Black and Blue: The Origins and Consequences of Medical Racism*. Berkeley: University of California Press.

Jones, Therese; Blackie, Michael; Garden, Rebecca; and Wear, Delese. (2017 July). "The Almost Right Word: The Move From Medical to Health Humanities." *Academic Medicine* 92 (7), 932–935. doi: 10.1097/ACM.0000000000001518

Reich, Jennifer A. (2014). "Neoliberal Mothering and Vaccine Refusal: Imagined Gated Communities and the Privilege of Choice." *Gender and Society* 28.5: 679-704.

Reiley, Jo Marie et al. (2005). "Visual Teaching Strategies: A New Role for Art in Medical Education." *Family Medicine* 37 (4), 250-2.

Shah, Sonia. (2016). *Pandemic: Tracking Contagions from Cholera to Ebola and Beyond*. New York: Sarah Crichton Books.

Spencer, Craig, (2015). "Having and Fighting Ebola" *New England Journal of Medicine* 372, 1089-1091.

Thucydides, *History of the Peloponnesian War*. [341 BCE]. 2.47-2.54.

Washington, Harriet. (2006). *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. New York: Harlem Moon.

Correlation of learning objectives to assignments and evaluation.

	Visual Analysis Essay (10%)	Response Papers to Guest Lectures (20%)	Research Project and Presentation (40%)	Final Exam (20%)	Class Participation (10%)
Students will develop knowledge of concepts in key current debates in the health and medical humanities (CT 1, 2, 3, 4, 6; WR 1, 2, 3, 4, 6, 7; SL 1, 2, 3, 4, 7; QR 3, 5; RC 1, 2, 3, 4)		X	X	X	X
Students will develop critical awareness of cultural factors in health matters (CT 1, 2, 3, 5; WR 1, 2, 3; SL 7; RC 1, 3, 4)	X	X	X	X	X
Students will develop understanding of the various approaches across disciplines that can be used in addressing issues in health and medicine (CT 1, 2, 3, 4, 6; WR 1, 2, 3, 4, 5, 6, 7; SL 7; QR 3, 5; RC 1, 2, 3, 4)		X	X	X	X
Students will develop self-awareness of cultural attitudes and biases and the ability to relate to others (CT 1, 2, 3, 4, 5, 6; WR 6, 7; SL 1, 2, 7; RC 1, 2, 3, 4)	X	X			X
Students will develop skills in critical thinking, research, and written presentation (CT 1, 2, 3, 4, 6; WR 1, 2, 3, 4, 5, 6, 7; RC 1, 2, 3, 4)	X	X	X	X	X

Eastern Illinois University Learning Goals
(<http://www.eiu.edu/learninggoals/revisedgoals.php>)

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
6. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.

4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

1. Performing basic calculations and measurements.
2. Applying quantitative methods and using the resulting evidence to solve problems.
3. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
4. Critically evaluating quantitative methodologies and data.
5. Constructing cogent arguments utilizing quantitative material.
6. Using appropriate technology to collect, analyze, and produce quantitative materials.

Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

1. Engaging with diverse ideas, individuals, groups, and cultures.
2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Participating formally and informally in civic life to better the public good.
4. Applying knowledge and skills to new and changing contexts within and beyond the classroom.