

Spring 1-15-2019

# HIC 2100G-001: Introduction to the Health and Medical Humanities

Jeannie Ludlow  
*Eastern Illinois University*

Follow this and additional works at: [https://thekeep.eiu.edu/english\\_syllabi\\_spring2019](https://thekeep.eiu.edu/english_syllabi_spring2019)



Part of the [English Language and Literature Commons](#)

---

## Recommended Citation

Ludlow, Jeannie, "HIC 2100G-001: Introduction to the Health and Medical Humanities" (2019). *Spring 2019*. 81.  
[https://thekeep.eiu.edu/english\\_syllabi\\_spring2019/81](https://thekeep.eiu.edu/english_syllabi_spring2019/81)

This Article is brought to you for free and open access by the 2019 at The Keep. It has been accepted for inclusion in Spring 2019 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

**Intro to the Health and Medical Humanities  
Spring, 2019**

**Dr. Jeannie Ludlow**

**HIC 2100G sect. 001, CRN 34746  
9:30-10:45 am TR in CH 2120**

**Office:** 3139 Coleman Hall

**Email:** via D2L, please

**Mailbox:** 3155 Coleman Hall

**Office Hours:** MT 3:00-4:30 p.m., W 9:30-11:30  
am, and by appointment

The best way to reach me is via email [on D2L](#). Please allow 24 hours for answers to emails.

**Course Description for HIC 2100G:**

**From Undergraduate Catalog:** 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.

HIC 2100G is a Humanities General Education course. As such, this course aims to help you hone and develop your critical thinking, writing, critical reading, speaking and listening skills through exposure to texts from multiple perspectives, including multiple disciplines. Moreover, in approaching health and medical issues from diverse cultural perspectives, the course seeks to enhance campus diversity and understanding, while encouraging you to become responsible global citizens.

**Course Format:** This is a writing-intensive, discussion- and participation-oriented course; assignments function as preparatory work for and the bases of the learning process, not as ends in themselves. Students have primary responsibility for the focus and tone of class discussions. Written work may be revised at the discretion of the professor and within a reasonable time frame.

**Course Expectations:** It is my educational philosophy that each student is responsible for their own education; the role of the professor is to guide and facilitate learning, not to tell students what (or how) to think. Therefore, it is expected that students will come to class having done all assignments, fully prepared to engage in discussions, activities, etc.,

that revolve around the assigned materials. We will be discussing ideas and information that make some people uncomfortable (e.g., racism, sexism, heterosexism). It is absolutely necessary, if we are to learn, to ask questions (especially the difficult ones), to express opinions, and to be respectful of others, especially when we do not agree with them. All opinions and ideas are encouraged in this class; it is never expected that students will agree with everything they read, see or hear. Students will not be evaluated on their opinions but on their ability to analyze and evaluate situations and concepts, clearly and thoughtfully. Critical thinking and articulation of disagreements and difficulties are encouraged.

**Please note:** Several of the works we are reading this semester include very frank representations of a variety of human experiences, from the joyful (including sexual experiences, pregnancy decision-making, activism) to the traumatic (including mental illness, PTSD, violence). I do not issue “trigger warnings”; please be aware that you will be reading these frank representations and do what you need to do to take good care of yourself both inside and outside of the classroom. If you need to talk, to debrief, to decompress with someone, I am 100% available to you for this. I care about your success and your ability to experience fully the amazing texts we will be reading together.

**Student Learning Objectives** for HIC 2100G—in this course you will develop

1. knowledge of concepts in key current debates in the health and medical humanities;
2. critical awareness of cultural factors in health matters;
3. understanding of the various approaches across disciplines that can be used in addressing issues in health and medicine;
4. self-awareness of cultural attitudes and biases and the ability to relate to others;;
5. skills in critical thinking, research, and written presentation.

**Special circumstances:** Any student who needs disability accommodations for this course should please speak with me as soon as possible. Please note that the University’s Office of Disability Services (581-6583) will help with designated learning needs, mobility needs, etc.

**Materials:**

PLEASE NOTE: You are required to do all assigned reading for this course. Many texts were ordered for

this course from Textbook Rental. Some required readings will also be available only online or via D2L.  
TRS TEXTS

Brooks, Geraldine. *Year of Wonders*.  
Danticat, Edwidge. *Breath Eyes Memory*.  
Diaz, Natalie. *When My Brother Was an Aztec*.  
Kincaid, Jamaica. *Autobiography of My Mother*.  
Powell, Nate. *Swallow Me Whole*.  
Smith, Helen Zenna. *Not So Quiet*. . .

WE WILL ALSO READ FROM

Cordova, Steven. *Long Distance: poems*.  
Moraga, Cherríe. "Heroes and Saints."

OTHER REQUIREMENTS:

Readings on D2L or online, as required.  
You will need regular access to a computer and the ability to use D2L. If you need help with this, let me know. Please note: "My computer wouldn't access this reading" or "my printer is out of ink" are not excuses for incomplete homework. If your computer isn't cooperating, go to the library iab and download, read, or print there.

IN ORDER TO PASS THIS CLASS,  
YOU MUST COMPLETE FOR GRADING:  
FIVE EXAMS, FOUR PAPERS,  
AND ONE PAPER REVISION.  
EXCESSIVE ABSENCE WILL RESULT IN  
AUTOMATIC FAILURE OF THIS COURSE.

**GRADES** will be earned through the following components, each of which will be assigned a letter grade:

20% Participation (includes attendance, in-class writing, in-class activities, quizzes, and discussion, and successful completion of all reading and out-of-class assignments)  
10% Visual Analysis essay  
10% Midterm exam (take-home essay)  
20% Four response papers, as assigned (5% each)  
20% Final research project and presentation  
20% Final exam (take-home essay plus in-class work)

**NOTE:** There will be no makeups for participation credit, including attendance, in-class writing assignments or quizzes. Makeups for other assignments (papers, exams) may be permitted in cases of documented hardship or emergency. If you experience hardship or emergency, please let me know as soon as is reasonable.

**LATE POLICY:** Late work is strongly discouraged. However, late is better than not at all. Work will depreciate in value one letter grade for each school day it is late, beginning at the beginning of class on

the day it is due, unless otherwise noted. All work is due at the time noted in the schedule.

**ATTENDANCE POLICY:** You should make your own choices about attending class; do remember that any choice one makes comes with consequences. In this class, the consequence for absence is lower grade or failure of the course. I take attendance using a student sign-in sheet. If you are late to class, it is your responsibility to remember to sign the sign-in sheet at the end of class that day; if you forget, you will be counted absent. When you are absent, you earn an F in participation that day. If you miss a class, you are responsible for finding out what you missed (from a classmate or during my office hours) and for making sure that you get copies of handouts, worksheets, etc. on D2L. Please do not email your professors and ask, "did I miss anything?" and please do not interrupt the whole class to ask about something you missed.

**Email guidelines:** (NOTE: this is good advice for emailing all your instructors) Communication with your instructors, whether by email, by phone, or in person, is a professional exchange. Please be sure to reflect this professionalism in your communication. All emails must have: an appropriate salutation ("Dear Jeannie," "Hello, Dr. Ludlow," etc.); the course info in the subject line (e.g. HIC 2100G); and a recognizable signature. Your emails should be written with complete words and in complete sentences ("May I schedule an appointment with you?" not "Can I C U?"), not in textspeak; this is true even if you are sending the emails on your phone. Also, please note that I only check my email two or three times each school day. It often takes me one full school day (24 hours, M – F) to answer any email message—I typically do not check email on weekends. **ALL COURSE-RELATED EMAILS SHOULD BE SENT TO ME ON D2L.**

#### **CLASSROOM BILL OF RIGHTS AND**

**RESPONSIBILITIES**—the following constitutes an agreement between the students and professor for this course.

Everyone in this class (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others and explicit or deliberate hostility are not tolerated.

Everyone in this class (students, instructors, and guests) has the right to be treated with respect

and dignity at all times, even in the midst of heated disagreement.

Everyone in this class (students, instructors, and guests) has the responsibility to behave as a competent adult and to be open and polite to one another.

Everyone in this class (students, instructors, and academic guests) has the responsibility to come to every class fully prepared to listen, to participate, to learn and to teach.

Everyone in this class (students, instructors, and guests) has the responsibility to work together to create, in this class, an environment in which active learning, including responsible and respectful questioning, is encouraged.

The professor has the responsibility to treat all students fairly and to evaluate students' work accurately, in terms of the skills that any student in this course is expected to gain.

The professor has the responsibility to make assignment requirements and evaluation criteria clear.

Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the students' personal opinions.

Students have the responsibility to view their professor as a partner in their education, not as bent on causing students anxiety and frustration.

Students have the responsibility to understand that the professor is not primarily responsible for making students understand; it is students' job to study, ask questions, and learn.

Students have the responsibility to keep an open mind and to try to comprehend what the professor and the texts are trying to get across to them.

Students have the responsibility to read the assignments carefully, noting important ideas and rephrasing information in their own words.

Students have the responsibility to work through examples in the assignments and in class discussions or lectures and to ask questions if they do not understand concepts or examples.

Students have the responsibility to do every bit of assigned homework with proper attention and thought.

Students have the responsibility to ask for help when they need it; help is available from the professor, from other students, from the Writing Center, the Student Success Center, and the Reading Center, and from other resources on campus.

Students have the responsibility to accept that their work will be evaluated in terms of the

skills any student in this course is expected to gain.

Students have the responsibility to try to integrate the information from this course into other courses and into other areas of their lives.

**ACADEMIC INTEGRITY:** In this course, we will comply with EIU's academic integrity policy (please see your catalog). I have absolutely no tolerance for plagiarism or cheating. Please note that "plagiarism or cheating" includes (but is not limited to) the following:

1. **quoting** from a source without citing that source and/or without using quotation marks
2. **paraphrasing** from a source without citing that source
3. turning in a paper with an incorrect or incomplete **works cited list**
4. **falsifying** data
5. turning in **someone else's work** as your own—this includes (but is not limited to)
  - a. **copying** another's work from a quiz or assignment
  - b. turning in work that **someone else wrote**
  - c. using online or hard copy **paper mills**
6. turning in **your own work that was written for another course**, without prior permission from both professors.

Violations of EIU's academic integrity policy will result in an **automatic failing grade** in this course and notification of the Office of Student Services. For more information, see [www.eiu.edu/judicial](http://www.eiu.edu/judicial). **In this class, you may use either M.A., APA, ASA, or Chicago citation styles. Whichever style you choose, you must use consistently and correctly.**

#### **WRITING ASSIGNMENTS**

All in-class writing for grade (quizzes, exams, daily writings) will be hand-written in ink unless otherwise specified. All out-of-class writing will be typed, double-spaced, in a standard font, with your name and page numbers on every page and submitted via D2L. **Please do not include cover pages and do not submit paper copies to me, if you can avoid it—we are all responsible for conserving natural resources.** We will use D2L dropbox for submission of written work. If your work is not in the dropbox, it was not turned in, even if you sent it via email. When you submit papers via D2L, please be sure that all parts of the paper are in **one document**; never submit the Works Cited as a separate document. If you have questions about D2L or need help, please ask!

## PARTICIPATION

Participation consists of regular attendance and productive participation in class discussions and in-class activities. The items in **bold** are the most important.

- A = almost perfect attendance and almost never late; **active and substantive participation in class discussions, explicitly about the materials assigned for that day or unit**, involving obvious **critical thought** and making connections to other materials or examples; avoidance of “side” conversations in class; leadership role in group activities and discussion; professional interactions with others in class, even when disagreeing strongly, and in all communications with professor; using cell phones, laptops, tablets, and other electronic devices during class only when instructed to, and only for class assignments;
- B = almost perfect attendance and almost never late; **consistent participation in class discussions and activities, even when confused or struggling with ideas**; professional behavior in class (including not carrying on “side” conversations and not being rude) and in all communication with professor; using cell phones, laptops, tablets, and other electronic devices during class only when instructed to, and only for class assignments;
- C = consistent attendance with full preparation of course materials but **little to no verbal participation in discussions** unless required; professional behavior in class and in all communications with professor; consistent “follower” role in group activities; OR consistent enthusiastic participation in discussions and activities, **with no explicit evidence of full preparation of course materials**; professional behavior in class and in all communications with professor; using cell phones, laptops, tablets, and other electronic devices during class only when instructed to, and only for class assignments;
- D = frequent tardiness; unprofessional, rude, or inappropriate behavior in class or on

discussion boards (including, but not limited to, doing homework for other classes, reading newspapers, “side” conversations, etc.)

F = absence; disruptive or hostile behavior in class or on discussion boards; frequent attention to cell phones, laptops, tablets, and other electronic devices for non-class-related activities.

## EXAMS

Exams give you an opportunity to show off your understanding of course materials and concepts when you to answer particular questions in a focused and extended way. You will have a midterm and a final exam in this class:

Your midterm exam will be a take-home essay exam due to D2L before midnight on Thu., Mar. 7.

Your **final exam** is comprehensive (covers the entire semester) and has two parts: a take-home essay, due to D2L by 10:15 am on Mon., April 29; and an in-class exam, to be completed during our final exam time, which is Mon., April 29, 10:15 am to 12:15 pm.

## WRITING GRADES

All writing will be graded on the following criteria:

- how strong and clear your thesis statement is and whether it is an arguable thesis;
- how consistently your argument is presented throughout the paper;
- how well you use course materials and course concepts to answer the question (i.e., show that you have done your reading and thought about it);
- how well you use examples to support your thesis;
- how well your paper is written to your audience of readers (your audience is made up of smart people who have not taken Women’s Studies classes, unless otherwise indicated in the essay prompt);
- if your paper fulfills all the requirements of that particular assignment (e.g., length, focus, required readings, etc.);
- how well you document your sources.

All papers must include citations of course readings and works cited lists in correct citation format (either MLA or APA). Any paper without citations and a works cited list will **fail automatically**. If you have questions about the paper assignments, please ask them in class, via email, or in my office hours.

Intro to the Health and Medical Humanities  
 Spring, 2019  
 Dr. Jeannie Ludlow  
 SCHEDULE

DATE	KEYTERM OF THE DAY	MATERIALS DUE ON THIS DATE	IN CLASS
T 1/8	HEALTH AND MEDICAL HUMANITIES	syllabus—please bring questions to class	Castillo, "Extraordinarily Woman/A Healing Legacy" (D2L)
R 1/10	FEMINISM definitions	Moraga, "Heroes and Saints" to the end of Scene 10 (pp. 86-115)	discussion: metaphor, symbolism, and abstraction
T 1/15	EDUCATION AS POWER claiming education, banking model of education, problem-posing education	Freire, "Models Summary" (D2L) Rich, "Claiming an Education" (D2L) hooks, "Integrity" (D2L)	video clips: <i>Mona Lisa Smile</i> discussion: types of education
R 1/17	POWER OF STORIES	Watch Adichie, "The Danger of a Single Story" Read Adichie, "Olikoye" (both linked on D2L)	discussion: narrative as knowledge
T 1/22	ENVIRONMENTAL JUSTICE	Moraga, "Heroes and Saints," finish  <b>DUE by midnight, response paper #1: Does "Heroes and Saints" present us with a single story or with a "balance of stories" or something else? Defend your answer.</b>	discussion: what does it mean to take care of others? to provide care? to care?
R 1/24	NARRATIVE MEDICINE	Jamison, "The Empathy Exams" (D2L)	discussion: what are the roles of stories in health care?
T 1/29	MEDICAL ETHICS	McCormick, "Basic Principles of Bioethics" (D2L)	video: <i>ST:NG</i> "Ethics" activity: written response
R 1/31	HEALTH ETHICS	no reading due	activity: Review Board simulation video: <i>ST:NG</i> "Ethics" complete discussion: how does the episode teach audiences about the principles of bioethics?
T 2/5	ANTHROPOLOGY AND MEDICAL HUMANITIES	Lewis, "An Introduction to Medical Anthropology" (D2L)	discussion: culture, cultural specificity, and the power of stories
R 2/7	ANTHROPOLOGY AND CULTURE	RadioLab podcast: "Henrietta Lacks" (36 minutes long—take notes)  <b>DUE by midnight, response paper #2: answer the question: At what point in the HeLa story did professionals start treating Lacks and/or her family members with care, with fairness and justice? Defend your answer.</b>	discussion: justice and medical research

T 2/12	ANTHROPOLOGY AND HEALTH CARE	Schweder, "What About 'Female Genital Mutilation'? and Why Understanding Culture Matters in the First Place" (D2L)	guest speaker: Dr. Don Holly, Professor of Anthropology at EIU
R 2/14	ART AND MEDICAL HUMANITIES	Du Maurier, "The Blue Lenses" (D2L)	activity: Go to the Tarble Arts Center and learn about interpreting and writing about art
T 2/19	ART AND HEALTH HUMANITIES	no reading due BEFORE CLASS, look at the powerpoint slides on D2L—these will be the basis of our class activity	activity: creating art about health <b>BRING TO CLASS:</b> laptop or tablet, if you have one; your favorite art-making supplies (if you have favs)
R 2/21	VISUAL ANALYSIS	no reading due	meet in Tarble Arts Center guest instructor: Tim Abel, Education Coordinator for the TAC  choose a work of art for your visual analysis essay
T 2/26	HISTORY AND HEALTH HUMANITIES	Ulrich, excerpt from <i>A Midwife's Tale</i> (D2L)	discussion: historiography
R 2/28	HEALTH CARE PROVIDERS AND IDENTITY	Cruz, "Dr. Willie Parker Wants to Take Back" (D2L) Lamumba-Kasongo, "My Black Skin Makes My White Coat Vanish" (D2L) Abse, "X Ray" (D2L)  <b>DUE visual analysis paper</b>	discussion: how does a provider's identity intersect with their work?
T 3/5	HEALTH CARE PROVIDERS AS INFORMANTS	Worth, excerpt from <i>Call the Midwife</i> (D2L)	discussion: stories shared by providers
R 3/7	CLASS DOES NOT MEET	<b>DUE midterm exam to D2L, before midnight</b>	
3/11-15	SPRING BREAK	over break, read Powell, <i>Swallow Me Whole</i> (the whole book)	also over break: come up with <b>one or two possible research project topics</b> —only choose things you are interested in!
T 3/19	MULTIMODAL TEXTS	Powell, <i>Swallow Me Whole</i> (all) <b>DUE by midnight: possible research project topics, in writing, to D2L dropbox</b>	discussion: reading a graphic novel
R 3/21	MULTIPLY-LAYERED TEXTS AND COMORBIDITY	Powell, <i>Swallow Me Whole</i> , cont'd	discussion: complex texts and complex diagnoses
Sa 3/23		<b>DUE by midnight Sat. night, response paper #3. Answer the question: In your opinion, what one page in <i>Swallow Me Whole</i> is the best example of Chute's claim that the power of comics texts is rooted in the "constant, active, uneasy back-and-forth" between the words and the images. Defend your answer by describing both narrative and images.</b>	
T 3/26	MULTIPLE TEMPORALITIES: ILLNESS AND ACTIVISM	<i>Learn Fight Love</i> handbook (D2L)	video: <i>Fight Back Fight AIDS: 15 Years of ACT UP</i> (Kanopy via Booth)
R 3/28	CHANGING THE NARRATIVE	Cordova poems (D2L)	discussion: Cordova's poetry, breaking silences and revealing the invisible

T 4/2	RESEARCH DAY	no reading due	meet in Booth Library to do research on your chosen research project
R 4/4	HEALTH CHOICES	Butler, "Blood Child" (D2L)	discussion: decision-making ≠ informed consent (or does it?)
<b>M 4/8</b>		<b>DUE by midnight: first draft of research project</b>	
T 4/9	END-OF-LIFE CHOICES	read the webpages on advance directives and end-of-life decision-making at these websites: Focus on the Family; National Hospice and Palliative Care Organization; Compassion and Choices (all are linked on D2L)	discussion: note the similarities and differences among these groups' approaches. What do they seem to believe about autonomy? about medical personnel? about justice?  activity: research project quiz
R 4/11	DEATH CHOICES	no reading due	video: <i>Grace and Frankie</i> , season 2 episode 12, "The Party" discussion: choosing death, theory vs. reality
Sa 4/13		<b>DUE, by midnight: response paper #4. Prompt: you are the producer of a TV or radio talk show or podcast series (you pick). Your team has decided to do an episode on choosing death. Two of your guests will be Worf from <i>Star Trek</i> (see 1/29/19) and Frankie from <i>Grace and Frankie</i> (as "real" people). Your job is to choose <u>three more guests</u> from characters or authors we have read or read about in class.</b>	<b>NOTE:</b> Your paper will include: a rationale for each person you choose; an outline of possible topics of conversation or questions to ask all five of your guests; and a short introduction segment in which you explain to your listeners why this topic is important and introduce your guests.
T 4/16	HEALTH CARE AND IDENTITY	watch these short TED talks before class (each one is about 20 minutes long; all are linked on D2L): Bassett, "Why Your Doctor Should Care about Social Justice" Roberts, "The Problem with Race-Based Medicine" Pérez, "How Racism Harms Pregnant Women"	discussion: racism and health care
R 4/18	PERFORMANCE ARTS AND THE HEALTH HUMANITIES	Louis, "Bitch You Must Be Crazy" (D2L) and shange's play on campus	discussion: Q & A on the final exam essay prompt
T 4/23	STUDENT PRESENTATIONS OF RESEARCH PROJECTS	<b>attendance is required</b> each presentation will be 8-9 minutes long	presentation order will be determined by lottery (random drawing)
R 4/25	STUDENT PRESENTATIONS OF RESEARCH PROJECTS	<b>attendance is required</b> each presentation will be 8-9 minutes long	presentation order will be determined by lottery (random drawing)
MON., 4/29, 10:15-12:15	FINAL EXAM PERIOD—attendance required	NOTE: final exam essay must be submitted via D2L by 10:15 am; students will receive the in-class exam only after their essay is submitted	
THU., 5/2		<b>DUE by midnight: revised research project to D2L dropbox (same dropbox as 1st draft)</b>	