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HIC 2190G-099: Introduction to the Health and Medical Humanities Honors

Charles Wharram

Eastern Illinois University

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HIC 2190-099: INTRODUCTION TO THE HEALTH & MEDICAL HUMANITIES (35794)
"CONTAGION & VACCINATION"
SPRING 2020
3 CREDIT HOURS

Dr. CC Wharram
Email: ccwharram@eiu.edu
Office: Booth 1222; Coleman 3010
Office Hours: TWTh 10:45-12:00 (in Booth)

Course Information:
TTh 9:30-10:45
Section: 099
Rm: Coleman 2120

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.
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THE REAL DESCRIPTION: Each version of this introductory course centers on a particular problem in health and/or medicine. During the introductory period (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 remainder of the course, 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. This course will trace the movement from "engrafting" to "vaccination" in the course of the eighteenth century, examining ways to look at "contagion" not merely as a threat to the human body, but rather as a means to strengthen and diversify the body's negotiation of an expanded ecology. Focusing on smallpox inoculation, and later cowpox vaccination, allows for us to address the following topics in an introductory HMH course:

- The advent of international medicine—smallpox inoculation was, in fact, a traditional healing practice in Turkey (as well as China and Africa) and was imported from there into Western Europe;
- The role of women in science, and the key figure of Lady Mary Wortley Montagu, who brought the practice to Britain;

- The importance of language in our understanding of the human body, “inoculation” being a metaphor of the Turkish language, referring to the horticultural practice of “grafting”;
- The connection of ideas of horticulture and “improvement” to burgeoning conceptions of private property (through the works of John Locke), and the critique of “private property” propagated by advocates of inoculation;
- The role of class in the history of smallpox inoculation—at first reserved for the wealthy aristocracy, but gradually spreading to the manual-labouring classes through the work of the Suttons in the 1760s and 70s;
- The significance of Locke in (especially) American political history, and the role of “property rights” in the legal histories of vaccinations and abortion, among others;
- The crucial role of cheaper forms of publication that gave rise to hundreds of treatises, pamphlets, and editorials arguing for and against the inoculation, often through the lens of religious doctrine and often expressing cultural openness on the one hand, and profound xenophobia on the other;
- The history of the science of immunology and the role of the concept of contagion within that history in the eighteenth century;
- The ways that eighteenth-century immunology can assist in understanding key “biopolitical” and “immunitary” thinkers (Michel Foucault, Donna Haraway, Peter Sloterdijk, Roberto Esposito)

It should be evident that this particular topic, centered on events in the eighteenth century, encourages us to approach the general field of health and/or medical humanities from philosophical and historical perspectives, from literary and cultural analysis, through linguistics and global studies, and through the intertwining histories of medicine and law. Moreover, 21st-centuries conceptions of “emotional contagion,” so clearly evident in current research in both psychology and economics find their genesis in the “Werther Effect” springing from Goethe’s novel of 1774, specifically with regard to the (potential) suggestibility of suicide, but more widely seen in examples of both viral media and market contagion. Anthropological analysis of such phenomena also provides insight into contemporary “health trends” through the recognition that ideas, like diseases, can also be contagious.

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*.

Goethe, J.W. von. (1779). *Werther*.

Hume, David. (). *Selected Essays*.

Czerwiec, M.K. (2015). *The Graphic Medicine Manifesto*.

Gawande, Atul. (2014). *Being Mortal: Medicine and What Matters in the End*.

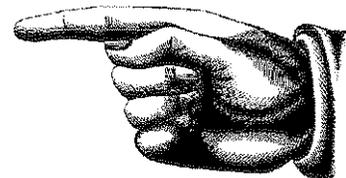
Crawford, P., Brown, B., Baker, C., Tischler, V., Abrams, B. (2015). *Health Humanities*.

OTHER VALUABLE OBJECTS AND/OR ABSTRACT QUALITIES:

Paper for writing down notes and ideas; a sense of humour; a willingness to think and listen.

ASSIGNMENTS & EVALUATION:

Visual Analysis Essay: 10%
Response Papers to Weekly Classes 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.** 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 consider leaving 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.

Correlation of learning objectives to assignments and evaluation.

	Visual Analysis Essay (10%)	Response Papers (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

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.

COURSE OUTLINE:

Week 1 -

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*)

Reading:

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

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)