



Introduction to Medical Humanities

BIMD2800.02 (4 credits)

MWF 1-2.20 PM, Mahan House

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Year/Term: Fall 2019 12-week
Phone: 330-569-6113
Office Hours: MWF 11:30-12:30
& by appointment

Coined in 1947 by historian of science George Sarton, the term “medical humanities” describes an interdisciplinary field of study that brings the materials and methods of humanities disciplines—including literary studies, cultural studies, religious studies, history, philosophy, visual arts, and theater—into conversation with the science and practice of medicine. Over the past seven decades, the scope of the field has expanded beyond the domain of ethics in medical education to encompass broader inquiry into the social and cultural meanings of health and illness, disability and aging, and death and dying. In this course, we will consider some of the theoretical, methodological, and interpretive issues at stake as we survey the landscape of the medical humanities today. Exploring subfields such as the history of medicine, narrative medicine, and graphic medicine, we will consider how humanistic modes of analysis and interpretation can address questions surrounding embodiment, health, and health care. In addition to engaging with a set of common readings, students will have the opportunity to tailor the course toward their own interests as they investigate the relationships of reciprocal exchange that might be forged across and beyond disciplinary boundaries.

Goals and Course Objectives

This course will provide an overview of the dynamic and evolving field of the medical humanities—including its potentially more appropriate distinction, “health humanities”—through engagement with scholarship in multiple disciplines and analysis of a variety of media. Taking into account patient and provider perspectives, we will consider the meanings and uses of humanities in clinical practice. Employing humanistic methods of inquiry, we will also analyze broader issues surrounding illness, pain, disability, aging, death, and embodiment. As a major component of this course, students will develop expertise on a particular area of interest through independent research, and communicate that expertise to others. Ultimately, this course aims to use the tools of humanities scholarship to train students to hone skills of critical analysis, to engage productively with conditions of interpretive and ethical ambiguity and complexity, and, ultimately, to think and work toward more just and attentive practices of care.

By the end of the course, successful students will be able to:

- Articulate their understanding of the potential role and value of the humanities to the study of health and the practice of health care.
- Interpret cultural productions through close readings in multiple genres (e.g. memoir, fiction, poetry, film, visual art).
- Think and write critically about the possibilities and limitations of narrative and empathy; the social and cultural meanings of health and illness; and the ethics of emerging health technologies.
- Apply a range of theoretical lenses to examine issues in health and health care, taking into account intersecting systems of power (e.g. race, class, gender, sexuality, ability).
- Synthesize and assess scholarship in multiple disciplines and intervene in scholarly conversations.

Technical Skills and Technologies

Required Technical Skills

To succeed in this course, you should be able to:

1. Use a mouse or keyboard to scroll, left-click, or right-click.
2. Navigate the Internet and the Learning Management System (Moodle).
3. Send and receive e-mails, including attachments.
4. Use office applications (e.g., Microsoft Office 365) to create and save documents.
5. Upload and download files in Moodle.
6. Post to discussion forums in Moodle.
7. Download and install required software or plug-ins on your computer.
8. Annotate PDFs using an app such as Adobe Reader or Notability.

Required Technologies

In order to successfully complete this course, you need access to a computer and a reliable Internet connection. Mobile devices will let you access much of what is in the course, but are not recommended for use with online assessments like exams or quizzes. Your computer or mobile device should:

1. Be capable of handling Moodle. It works well with many browsers, but Firefox is particularly recommended. Internet Explorer is not. A Moodle app is now available for mobile devices.
2. Allow you to access and download and/or create and upload documents. Hiram College provides Microsoft Office 365 free to students. Documents should be submitted in Word, PowerPoint, or Excel format unless otherwise specified.
3. Allow you to access and/or create multimedia content, including audio content.
 - a. You may need to [download Adobe Flash Player](#) to access some content, e.g. closed captions.
4. Allow you to take online exams or quizzes.

Tools Utilized in Course Delivery

The following external tools are utilized in this course. Links to the accessibility policy and privacy statement of each are provided, or it is noted that no such policy exists.

1. Moodle learning management system. [Moodle privacy policy](#). [Moodle accessibility statement](#).
2. Microsoft Office. [Microsoft privacy policy](#). [Microsoft accessibility statement](#).
3. Adobe. [Adobe privacy policy](#). [Adobe accessibility statement](#).

4. YouTube. [YouTube privacy policy](#). [Google accessibility statement](#). [Utilizing YouTube with a screen reader](#).
5. Google. [Google privacy policy](#). [Google accessibility statement](#).

Texts and Materials

Required Texts and Materials

1. Biss, Eula. *On Immunity: An Inoculation*. Minneapolis: Graywolf Press, 2014.
 2. Riggs, Nina. *The Bright Hour: A Memoir of Living and Dying*. New York: Simon & Schuster, 2017.
- You can [order required textbooks online at the Hiram College bookstore](#).
 - All additional readings are available as PDFs or online documents, uploaded to Moodle and linked in the Course Calendar.

Optional Resources

Additional resources, including style guides and research resources, are posted on Moodle.

Instructor Contact and Feedback Policy

I will try to respond to your contact or provide feedback on your assessments in a timely manner:

1. I check my Hiram email between the hours of 8 AM and 5 PM, Monday to Friday. I will make every effort to respond to your written contact within 24 hours if received during this time, and within 48 hours if received outside of this time.
2. I typically provide feedback on assignments within one week of receipt.

In the event I need to contact you, I will message you through Moodle, use your Hiram College e-mail account, or post a news announcement to the Moodle site for the course. Please check regularly for my communications. You are responsible for the information they contain whether or not you open them.

Expectation—Average Hours Per Week

To successfully complete this course, you should plan on spending time on course activities each week. The table below summarizes the time commitment you should expect; however, spending the predicted amount of time on an assignment does not ensure any particular grade on that assignment or in the course.

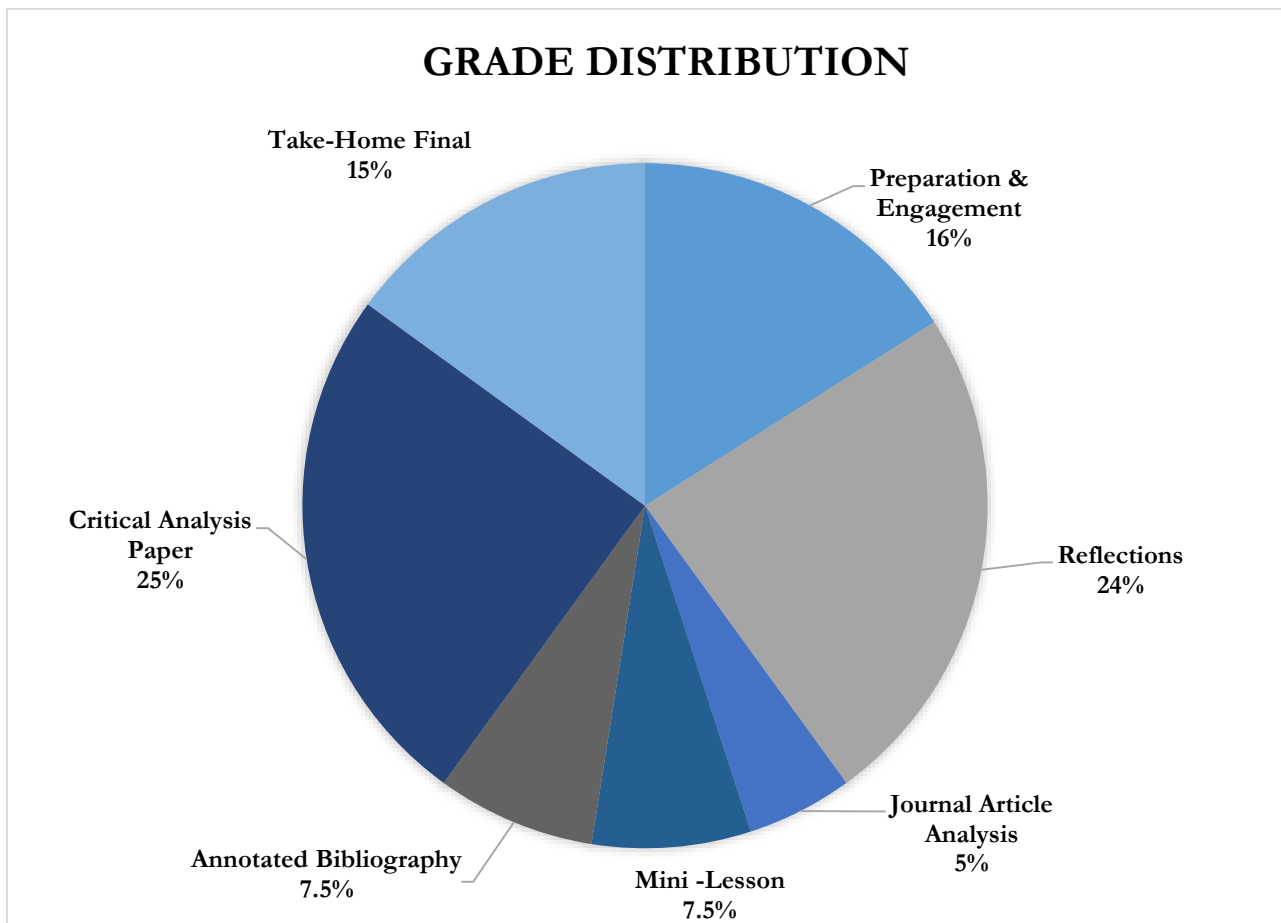
| Activity | Average Hours Per Week |
|---|------------------------|
| Face-to-face class hours | 4 |
| Study hours, including but not limited to the following: <ul style="list-style-type: none"> • Reading • Drafting, writing, and revising • Project work • Research | 8.5 |
| Total Per Week | 12.5 |
| Grand Total for the Course | 150 hours |

Evaluation and Assessment

Breakdown of Final Grade

The final grade will be calculated using the following points and percentages.

| Description | Total Points | Percentage of Final Grade |
|--------------------------|--------------|---------------------------|
| Preparation & Engagement | 32 | 16% |
| Reflections | 48 | 24% |
| Journal Article Analysis | 10 | 5% |
| Annotated Bibliography | 15 | 7.5% |
| Mini-Lesson | 15 | 7.5% |
| Critical Analysis Paper | 50 | 25% |
| Take-Home Final | 30 | 15% |
| TOTAL | 200 | 100% |



Grading Scale

| Letter Grade | Percentage |
|--------------|------------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 0-59 |

Note on Plagiarism & Citation

Cases of plagiarism result in automatic failure of the assignment and a report to the Associate Dean.

The following is considered plagiarism:

1. Using language from another person's work without proper attribution, whether copying word-for-word, modifying slightly, or interspersing one's own words. (A rule of thumb is that you should use no more than three words without quotation marks. Any specialized or specific phrases/terminology should be placed in quotation marks).
2. Using *ideas* from/paraphrasing another person's without proper attribution. (Any information that cannot be considered "common knowledge" must include a citation).
3. Failing to provide clear and complete citations for quotations.
4. Fabricating sources.
5. Submitting work written, in whole or in part, by someone else.
6. Submitting the same work, or portions of the same work, for two different courses.

Assessments

Preparation and Engagement (32 points)

I will assess your preparation and engagement on the basis of your contributions to class discussions and participation in class activities and writing exercises, as well as on your ability to formulate ideas in advance of class and to refer to your text during class discussions. Preparation for class includes not only completing the assigned readings for the days they will be discussed, but **taking notes, formulating questions and responses in advance of class, and annotating your texts** (underlining main ideas, defining words, including margin comments). You will be expected to come to class having annotated the day's readings, whether by hand (for print texts) or using an app such as Notability or Adobe PDF Reader (for PDFs). I will sometimes require short preparatory assignments, such as Moodle discussion forum posts, which will count toward your preparation and engagement grade.

Keep in mind that having a productive class discussion entails creating a balance between speaking and listening when others speak. You demonstrate engagement not only by offering your own ideas, but by respectfully *responding* to the ideas of others. Meeting with me outside of class to discuss the material will also count as engagement.

Reflections (4 @ 12 points; 48 points total)

Due by 5 PM Sunday of weeks 2, 5, 7, and 9 (Sept. 8, Sept. 29, Oct. 13, Oct. 27).

You will write 4 short reflection papers of 600-800 words (~2.5-3 double-spaced pages) in response to material covered during the preceding 2-3 weeks, as indicated on the course calendar. You may choose to respond to one of the readings from that period, or to address multiple texts. You may submit your reflection at any point during the period, with the absolute deadline being 5 PM on Sunday following weeks 2, 5, 7, and 9 (Sept. 8, Sept. 29, Oct. 13, Oct. 27).

Reflections should take one of the following 3 forms. You must use Option A **at least once**. Regardless of the form you select, you will be expected to **engage with the course reading(s), supplying specific textual evidence (ie, quotations with page number citations as appropriate)**.

Option A: Question

Identify a genuine question prompted by the reading/s, and supply a researched answer. Perhaps an author introduces a theoretical concept or historical event with which you are unfamiliar, or a references an academic discipline or scientific practice you would like to know more about. Perhaps you are interested in how others have responded to the author's text, how their claims have been taken up in practice, or how other their work relates to that of other scholars/authors/practitioners in their field. Good questions should not simply be "trivia," but should contribute to *an enriched understanding or appreciation of the reading*.

Research the answer your question, summarize the results of your research using responsible citations, then *reflect upon how this information can help enhance our understanding or appreciation of text/topic*.

Option B: Application

Consider how an idea or claim raised by the reading/s might be applied to a situation or text the author does not address. For instance, you might choose to reflect on how the idea might relate to your personal experience or to a real or hypothetical situation, or how it might provide a lens through which to view a cultural artifact (a story, television show, advertisement, etc).

Option C: Extension (“And...”)

Take a claim (explicit or implicit) made by the reading/s and add to it—either with your own ideas, and/or by showing how it might be productively read alongside another source. Is there something the author does not address, but should? How might placing the reading/s in conversation with another source (such as a reading you have encountered in another course) improve our understanding or appreciation?

Option D: Contestation (“But...”)

Take a claim (explicit or implicit) made by the reading/s that you find suspect, problematic, misguided, incomplete, etc., and explain why. Respond with specific, reasoned, and researched counterarguments.

Each reflection essay will be worth 12 points, and will be assessed for thoroughness, thoughtfulness, clarity, and citation. Clearly and responsibly cite **all** of your sources with in-text page number citations, and supply an MLA-formatted Works Cited list for any sources consulted outside of class readings.

***Journal of Medical Humanities* article analysis (10 points)**

Due by 5 PM Sunday, Sept. 22

You will select an article from the *Journal of Medical Humanities* (labeled “Article” or “Original Paper,” NOT “Book Review” or “Brief Communication”) to read before the end of Week 4, and complete an analysis by responding to the prompts on the worksheet provided. You will submit your analysis worksheet to Moodle by 5 PM on Sunday, Sept. 22, and come to class on Monday, Sept. 3 prepared to discuss the article you read with the class.

Analysis Paper (50 points)

Due by 5 PM Sunday, Nov. 11

A burgeoning and expansive field of study, the medical humanities encompasses a wide range of disciplinary perspectives, objects of academic inquiry, methods of analysis, and modes of creative expression. For this paper of 1,300 to 1,700 words (~5-7 double-spaced pages), you will apply a humanistic analytical method (**interpretive, social/cultural, historical**) to a specific topic of your choice relating to some aspect of **health and illness, death and dying, aging, disability, medical science, or caregiving**. Using a combination of primary source analysis and crucial conversation with scholarly sources, you will construct an argument

Choose from among the following three analytical methods:

1. Interpretative

- Central driving questions: How do individuals **express** issues related to health and illness, death and dying, aging, disability, medical science, and caregiving in forms such as memoir, graphic memoir, self-portraiture, oral history/interview, or digital/social media? How are issues related to health and illness, death and dying, aging, disability, medical science, and caregiving **represented** in media like fiction, poetry, film, theatre, or art/visual culture? How do these forms use words and or/images to **make meaning**? How does **representation** impact **reality**?
- Examples of specific research questions:
 - How do graphic memoirs/comics use images to represent the experience of depression?
 - How do people with chronic fatigue syndrome/ME use social media to create community?
 - How do television shows like *Gray's Anatomy* represent the ethics of organ donation?

2. Social/cultural

- Central driving questions: How are aspects of health and illness, death and dying, aging, disability, medical science, or caregiving **socially constructed** or **culturally situated**? How does **discourse** surrounding these topics intersect with ideas and attitudes about factors such as **race and ethnicity, gender and sexuality, class, age, dis/ability, citizenship**?
- Examples of specific research questions:
 - What factors contribute to racial disparities in pain management?
 - How do disability activists critique the assisted suicide movement?

3. Historical

- Central are ideas about and attitudes health and illness, death and dying, aging, disability, medical science, or caregiving shaped by their **historical context**? How do the legacies of the past carry over to influence our ideas and attitudes today?
- Examples of specific research questions:
 - How did WWI-era patriotism and nationalist war propaganda inform responses to the 1918-1919 influenza epidemic?
 - How did Reconstruction Era federal health policies impact African Americans' access to medical care?

You must **cite and engage with 4 sources, including**

- **at least 2 scholarly secondary sources** (authoritative commentary from experts in the field; e.g. academic journal articles, academic book chapters, investigative journalism).
- **At least 1 primary source** (an object of analysis/interpretation; e.g. memoir, film, short story, image, advertisement, historical archival object, interview/oral history, testimony)

I will meet with individually to discuss your ideas for this assignment. I am happy to work with you as much as you wish to help you select a topic, locate sources, plan your mini-lesson, and discuss your annotated bibliography and paper.

Annotated Bibliography (15 points)

Due by 5 PM Sunday, Oct. 20

An annotated bibliography provides a brief summary and response to the sources you will engage with in your paper. For the **4 sources (at least 2 secondary, at least 1 primary)** you will cite in your paper, you will supply

- A complete citation in MLA format, followed by
- A developed paragraph (~200-300 words), in which you:
 1. summarize the piece *in your own words*, and
 2. explain how you will engage with this source in your paper

Mini-lesson (15 points)

Based on the research you conduct for your critical analysis paper, you will be responsible for leading a 30-minute mini-lesson/discussion session during one of our class sessions. As the resident expert on your topic, you will:

- Select a short common reading or viewing for the entire class to complete in advance of your session (selections—PDFS or web links—should be emailed to me by the time you submit your annotated bibliography). You might select a scholarly article (or excerpt), news article, creative piece, podcast, video, blog post, etc. Ensure that your selection is substantial enough to provide us a foothold in your topic and form the basis for a robust discussion, but also that it is manageable (no more than an hour of audio/video, or 15 pages of reading).
- Present a brief (6-8 minute) overview of your topic based on your individual research (ie, the content that will comprise the introduction of your annotated bibliography), using notetaking aids that can be uploaded to Moodle (e.g. handout, PowerPoint, Explain Everything).
- Design an activity/activities to engage the class (e.g. a close reading exercise, short in-class writing or drawing activity, paired brainstorming, NearPod lesson, debate). You are welcome to show video clips if they are relevant and useful, but please limit use of video to a maximum of 5 minutes.
- Prepare discussion questions that are complex, debatable, stimulating, and relate specifically to the material you assign. You may also ask us to prepare discussion questions/short reflections in advance of the class session if you wish.
- Submit a self-evaluation following your mini-lesson.

Take-Home Final (30 points)

Due by 5 PM Monday, November 18

A take-home final will be distributed at the end of Week 11 and will be due by 5 PM on Monday, November 18. You will be expected to cite and engage with concrete evidence from course material to justify your responses.

Course Policies

Attendance

Your regular attendance is essential to the success of this discussion-based course. However, I also realize that sometimes unforeseen circumstances may arise. If an illness or emergency prevents you from attending class, please let me know so that we may make alternative arrangements, and your absence will not count against you. Athletes missing class for scheduled competition will be excused from class, but are expected to abide by scheduled due dates and to communicate with me to arrange for missed work in advance of the absence.

Unscheduled absences for non-emergent reasons will be considered unexcused absences. I will not penalize your **first** unexcused absence. Every unexcused absence thereafter will count as a **2-point (1%) deduction from your final grade**. You may not make up in-class assignments or participation points if your absence was unexcused. If you miss a class for any reason, I encourage you to come to my office hours as soon as possible to discuss the day's material.

If a class session or assignment due date with your religious holidays, please notify me at the beginning of the course. In most cases, I will ask you to turn in your assignment ahead of your scheduled absence. Student athletes participating in college-sponsored events that conflict with class sessions are expected to make up work in advance of planned absences.

Preparation and Engagement

I will assess your preparation and engagement on the basis of your contributions to class discussions and participation in class activities and writing exercises, as well as on your ability to formulate ideas in advance of class and to refer to your text during class discussions. Preparation for class includes not only completing the assigned readings for the days they will be discussed, but **taking notes, formulating questions and responses in advance of class, and annotating your texts** (underlining main ideas, defining words, including margin comments). You will be expected to come to class having annotated the day's readings, whether by hand (for print texts) or using an app such as Notability or Adobe PDF Reader (for PDFs). Occasionally, I will require short preparatory assignments, such as Moodle discussion forum posts, which will count toward your preparation and engagement grade.

Keep in mind that having a productive class discussion entails creating a balance between speaking and listening when others speak. You demonstrate engagement not only by offering your own ideas, but by respectfully *responding* to the ideas of others. Meeting with me outside of class to discuss the material will also count as engagement. If you have read this syllabus as assigned on the first day of class, email me a picture of a cat by the beginning of class (10 AM) on Wednesday, January 9 for 2 extra credit points.

Guidelines for Class Discussion

- Engage with your classmates and me respectfully.
- Be aware of your language use and how it might be interpreted. Use “I” language; be mindful of speaking for others’ experiences. Avoid overgeneralizations.
- Respond to ideas, not the person saying them. Be descriptive with feedback rather than evaluative.
- Acknowledge how your own background, identity, positions, and experiences impact your comments.
- If a topic makes you uncomfortable, use your judgment to engage in a way that best serves you (eg. responding respectfully, writing your thoughts, speaking to me privately).
- Be aware of your level of participation. I encourage a “step up/step back” policy: if you tend to speak a lot in class, I ask that you challenge yourself to allow others to speak first; if you tend to be quieter during class discussions, I ask that you challenge yourself to speak more.
- Listen deeply and generously; commit to learning from others’ perspectives.

Technology

We will be using our Hiram-issued iPads throughout this course. I ask that you please be mindful of the ways in which your devices may affect your own and others’ learning, and self-monitor to minimize distractions (internet, email, sounds, etc.) If I see you using your iPad for a purpose other than taking notes or accessing course material, I will deduct 2 points (1%) from your final grade for each instance.

Please turn off or silence your cell phone and put it away for the duration of class. Smartphones are unacceptable as PDF readers. If I see you using your phone, I will deduct 2 points (1%) from your final grade for each instance.

Due Dates and Late Work

Due dates for formal assignments are noted in the course calendar. Work submitted after the due date will receive a 10% point penalty for every 24-hour period it is late. If you are unable to meet an assignment deadline due to extenuating circumstances, please communicate with me. Please note that I am willing to arrange for an extension if necessary, as long as you make arrangements with me at least 24 hours in advance of the final deadline.

Hiram College Policies

Non-Discrimination Policy

Hiram College is committed to equality of opportunity and does not discriminate in its educational and admission policies, scholarship and loan programs, and athletic and other school-administered programs on the basis of race, color, national origin, religion, gender, sexual orientation, age, or disability. The College will not tolerate harassment, prejudice, abuse, or discrimination by or of any of its students, faculty, or staff.

Communication with Others

Hiram College encourages students to speak directly with faculty regarding course content and performance. Students are also encouraged to speak with members of their family or others, particularly if the student remains dependent on others for financial support. Faculty may choose to speak with others, but generally, faculty will require a written FERPA waiver to be signed by the students before speaking with another person. FERPA waivers may be found at the Registrar's Office in Teachout-Price, or [online](#).

Disability Support Services for Students with Special Needs

To arrange for support services, a student must submit appropriate, current, detailed documentation to the office of [Disability Services](#) together with a completed [Requests for Academic Adjustments, Auxiliary Aids, and Services form](#). After verification and in the spirit of federal law, the student will provide the accommodations letter from the office of Disability Services to each faculty member(s) to initiate accommodation services. Faculty are not permitted to make accommodations without the authorization of the Director of Counseling, Health, and Disability Services (CHDS). Hiram College adheres to Section 504 of the Rehabilitation Act to provide requested services for disabled students as specified by the requirements contained in the Americans with Disabilities Act (ADA) policy guidelines. The Director of CHDS is located in the Julia Church Health Center (330-569-5418) P.O. Box 67, Hiram OH 44234. Additional information is available online at [Services for Students with Disabilities](#).

Academic Dishonesty

There are many forms of academic dishonesty, including plagiarism, the giving or receiving of help in any form on an examination, the sale or purchase of papers and test materials, the abuse of computer privileges and regulations, the misuse or abuse of online or library resources, and any other action which debases the soundness of the educational process. Any student who violates the integrity of the academic process will be subject to punishment, including possible dismissal from the College.

Hiram College believes that the development of intellectual honesty is at the heart of a college education. The process of education is severely compromised if we cannot depend on the academic integrity of each member of the community. Moreover, the principles of academic honesty are aligned closely with the principles of good scholarship and research, principles of critical thinking and reasoning, and the standards of professional ethics. Thus, students who fail to practice academic honesty not only risk losing the trust of the academic community, they also fail to develop the most essential skills and abilities that characterize a college graduate.

Faculty members, librarians and staff are expected to report all instances of academic dishonesty to the Associate Dean of the College, who will provide advice on an appropriate action.

Grade Appeals

Academic performance is to be judged solely by individual faculty members. Grades are not subject to alteration based on the amount of effort exerted by, or past performance of, a student. Faculty are expected to provide performance criteria (such as attendance policies, deadlines, assignment expectations, etc.) as part of course syllabi or distributed assignments, but assessment of student performance in meeting said criteria is for the individual faculty member to determine. If a student believes that criteria were ignored, or that work submitted was not included, the student

should consult the “Student Academic Responsibilities and Performance” section of the current [Hiram College Catalog](#). Therein is provided the process for grade appeals. Please note that all grade appeals reside wholly with the professor alone until the official posting of grades by the Registrar.

Credit Hour Policy

The credit hour is an institutionally established equivalency that reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week within each part of the term within a full semester. An equivalent amount of work is required for other academic activities, including: independent study, internship, field experience, clinical experience, laboratory work, private instruction, studio work, and other academic work leading to the award of credit hours. For classes offered in a shortened format, the hours are prorated so the classes contain the same total number of hours as if the classes were scheduled for a full fifteen-week semester.

Audio and Video Recording Policy

The use of technologies for audio and video recording of lectures and other classroom activities is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments. When students have permission for personal use of recordings, they must still obtain written permission from the instructor to share recordings with others.

For students who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation, applicable federal law requires instructors to permit those recordings after the accommodation letter is presented to the faculty member. Such recordings are also limited to personal use, except with permission of the instructor and other students in the class.

Questions, concerns, or alleged violations of this policy should be referred to the Associate Academic Dean.

Online Etiquette (Netiquette)

Discourse in an online setting is subject to the same responsibilities and rules as discourse in a face-to-face environment. All students are expected to express themselves respectfully and avoid the use of offensive language. Since written communication lacks nonverbal cues that might signal that a person is joking, avoid any possibility of misinterpretation.

E-mail related to your courses is also an academic form of communication. When communicating by e-mail:

1. Use your Hiram College e-mail address.
2. Include a descriptive subject line.
3. Keep your e-mail focused.
4. Verify who you are sending it to. E-mail addresses can “auto-complete” to the wrong person, or you can send a private e-mail in error to a group. You are responsible for any e-mail communication, intentional or not.
5. Avoid sending attachments that will close down a recipient’s mailbox due to size.

6. Do not forward chain letters or jokes.
7. Do not share the e-mail addresses of classmates with others.

Resources

Technical Support Services

If you have questions about technology, visit [the Hiram College Online Helpdesk](#) or contact the Hiram College Dray Help Desk by e-mail, helpdesk@hiram.edu, phone, 330-569-5313, or during limited hours via [Chat](#). You can also visit in person in the lower-level of Teachout-Price Hall. If your question cannot be addressed immediately, a ticket will be created and tracked until the issue is resolved.

Academic Support Services and Academic Development

The office of [Academic Development](#) provides a variety of on-ground and online resources to help you be successful, including workshops, helpful handouts, and personalized, one-to-one academic success coaching. Services include a [Study Skills self-assessment](#), forms to assist with time management, and tutoring in many subjects through the [Academic Resource Center at Hinsdale \(ARCH\)](#). You can make a daytime or evening appointment for an in-person or phone conference by e-mail, (SimpsonSA@hiram.edu), phone, 330-569-5131, or dropping by Hinsdale Hall 101. In addition, you may request an appointment for online tutoring via video conferencing by completing a [Distance Learning Tutor Request Form](#).

Writing Center

The [Writing Center](#) offers afternoon and evening hours for personal, one-to-one tutoring. For more information e-mail swensonjc@hiram.edu or call 330-569-5397.

Hiram College Library

The [Hiram College Library](#) offers access to online academic texts and links to additional online resources that can assist you with general writing needs and writing research papers in particular. Many books, CDs, and DVDs are available for checkout to Hiram College students, and resources at other Ohio institutions can be requested via OhioLink. The [online OneSource](#) tool allows you to search multiple databases simultaneously for the best search results. For more information, call 330-569-5489.

Career Development

Visit the [Career Development](#) website for information on career development, including career advising, resume building, interviewing, and job coaching that can help you prepare for a new career or a career change. The office also offers on-campus and Weekend College workshops. You can make an appointment for an in-person or phone conference by phone, 330-569-5131, or dropping by Hinsdale Hall 101.

Health Center

The [Julia Church Health Center](#) is located on the corner of Hinsdale and Peckham. Open Monday-Friday 8:30 AM – 5 PM (closed between 12:30-1:30 PM). Appointments with a nurse practitioner available Monday-Friday. Doctor visits by appointment.

Health Center: (330) 569-5418

After-hours on-call physician: (877) 233.5159

Hiram Emergency Squad: (330) 569-5414

Contact: Asha Goodner, Director of Health Services
goodneral@hiram.edu, (330) 569-5419

Counseling Services

On-campus [counseling](#) is available to all traditional students free of charge. Located in the Julia Church Health Center (see above). Appointments available Monday-Friday, 9 AM-12 PM & 1:30 PM-4 PM. Call (330) 569-5962 for an appointment.

Contact: Kevin Feisthamel, Director of Counseling, Health & Disability Services
fesithamelkp@hiram.edu / (330) 569-5962

Course Calendar/Topic Breakdown

The schedule below may be subject to modification as necessary.

Week 1

Medical Humanities, Health Humanities, Critical Medical Humanities: Definitions & Provocations

M 8.26 – Introduction to the course

- Elizabeth Bishop, [“In the Waiting Room”](#) (PDF)

W 8.28

- Danielle Orfi, [“Yes, Studying the Humanities Might Make You a Better Doctor”](#)
- Therese Jones, Delese Wear, and Lester D. Friedman, [“Introduction: The Why, the What, and the How of the Medical/Health Humanities”](#) (PDF)

F 8.30

- Joanna Shapiro, et. al., [“Medical Humanities and Their Discontents: Definitions, Critiques, and Implications”](#) (PDF)
- Howard Brody, [“Defining the Medical Humanities: Three Conceptions and Three Narratives”](#) (PDF)
- ❖ recommended: Sarah Atkinson, et. al., [“‘The Medical’ and ‘Health’ in a Critical Medical Humanities”](#) (PDF)

Week 2

Clinical Encounters

M 9.2 – LABOR DAY – NO CLASS

W 9.4

- Anatole Broyard, [“Doctor Talk to Me”](#)
- Michael Sappol and Shelley Wall, [“My Quest for Health”](#) (PDF)
- Kara Sievwright, [“Queer in Common Country”](#) (PDF)
- Sylvia Plath, [“Tulips”](#) (PDF)

F 9.6

- Lorrie Moore, [“People Like That Are the Only People Here”](#) (PDF)

Response paper #1 due to Moodle Sunday, 9.8 by 5 PM

Week 3

Interrogating Empathy

M 9.9

- Leslie Jamison, [“The Empathy Exams”](#) (PDF)
- Sandra G. Boodman, [“How to Teach Doctors Empathy”](#)

W 9.11

- Namwali Serpell, [“The Banality of Empathy”](#)
- recommended: Olivia Banner, [“Against the Empathy Hypothesis”](#)

F 9.13

- Tobin Siebers, [“In the Name of Pain”](#) (PDF)

Week 4

Reading Illness: Narrative Medicine and Narrative Humility

M 9.16

- Rita Charon, [“Narrative Medicine: Attention, Representation, Affiliation”](#) (PDF)
- Sayantani DasGupta, “Narrative Humility” (in-class viewing)

W 9.18

- Nina Riggs, *The Bright Hour*, “Stage 1”

F 9.20 – No class meeting

- *Journal of Medical Humanities* article of your choice

***Journal of Medical Humanities* article analysis due to Moodle Sunday, 9.22 by 5 PM**

Week 5

Reading Illness, cont.

M 9.23

- *The Bright Hour*, “Stage 2”

W 9.25

- *The Bright Hour*, “Stage 3” (pp. 133-191)

F 9.27

- *The Bright Hour*, “Stage 4” (pp. 195-end)

Response paper #2 due to Moodle Sunday, 9.29 by 5 PM

Week 6

Metaphor and Meaning-Making: Social Constructions of Disease & Disability

M 9.30

- Susan Sontag, [excerpt from *AIDS and its Metaphors*](#) (PDF)

W 10.2

- David B. Morris, [“Living Pain: Mystery or Puzzle?”](#) (PDF)
- Emily Dickinson, [“After great pain, a formal feeling comes—” & “Pain — has an Element of Blank —”](#) (PDF)

F 10.4 – FALL WEEKEND – NO CLASS

Week 7

Historical & Cultural Analysis

M 10.7

- Eula Biss, *On Immunity*, pp. 1-76

W 10.9

- *On Immunity*, pp. 77-124

F 10.11

- *On Immunity*, pp. 125-end

Response paper #3 due to Moodle Sunday, 10.13 by 5 PM

Week 8

Bodies in Context: Health Disparities, Past/Present

M 10.14 – No class meeting – discussion forum assignment

- Harriet A. Washington, [“Profitable Wonders: Antebellum Medical Experimentation with Slaves and Freedom”](#) (PDF)
- P.R. Lockhart, [“New York Just Removed a Statue of a Surgeon Who Experimented on Enslaved Women”](#) (please also watch the short video at the bottom of the page, “The U.S. Medical System is Still Haunted by Slavery”)

W 10.16

- Linda Villarosa, [“Why America’s Black Mothers and Babies are in a Life-or-Death Crisis”](#)
- Dorothy Roberts, “The Problem with Race-Based Medicine” (in-class viewing)

F 10.18 – Class visitor: Dr. Keisha Ray, Assistant Professor of Philosophy, Texas State University

- Keisha Ray, [“Inefficient Pain Management for Black Patients Shows That There is a Fine Line between ‘Inhumane’ and ‘Superhuman’”](#)
- Keisha Ray, [“Intersectionality and the Dangers of White Empathy When Treating Black Patients”](#)

Annotated bibliography due to Moodle Sunday, 10.20 by 5 PM

***Email syllabus selections for mini-lesson**

Week 9

Medical Posthumanities: Technology, Imagination, & Ethics

M 10.21

- Octavia Butler, [“Bloodchild”](#) (PDF)

W 10.23

- John Carlo Pasco, Camille Anderson, and Sayantani DasGupta, “Visionary Medicine: Speculative Fiction, Racial Justice and Octavia Butler’s ‘Bloodchild’” (PDF)

F 10.25

- Nathaniel Hawthorne, [“The Birthmark”](#)
- Dorothy Roberts, [“The Social Immorality of Health in the Gene Age”](#)

Response paper #4 due to Moodle Sunday, 10.27 by 5 PM

Week 10

Student-led

M 10.28 – TBD

W 10.30 – TBD

F 11.1 – TBD

Week 11

Student-led

M 11.4 – TBD

W 11.6 – TBD

F 11.7 – No class meeting – Take-home final will be distributed

Critical analysis paper due to Moodle Sunday, 11.10 by 5 PM

Week 12
Reorientations

M 11.11 – TBD

W 11.13 – TBD

F 11.15

- John McGowan, [“Can the Humanities Save Medicine, and Vice Versa?”](#)
- Craig M. Klugman, [“How Health Humanities Will Save the Life of the Humanities”](#)

Take-home final due to Moodle Monday, November 18 by 5 PM