



Who Cares?

FYEN 10101:02: Enduring Questions Seminar
Fall 2019 12-week
MWF 10-11:20, Hinsdale 216

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Course Description

The Enduring Questions Seminar is designed to provide an exposure to college-level intellectual inquiry through critical reading, in-depth discussion, oral presentations, and informal and formal writing. Each course is centered on a fundamental enduring question, theme, or topic such as “What is Justice?” or “What is a Life Well-Lived?” Through the careful and considerate examination of the course topic, students will develop their ability to write well; to think critically; to communicate clearly; to read, interpret, and engage with relevant texts; and to identify, evaluate, and use research appropriately. As a part of their Enduring Questions Seminar, students will also participate in the Common Questions Hour, a common intellectual experience with all first-year students. Grounded in the common reading and the ethics theme, the Common Questions Hour will consist of lectures, discussions, reflections, and group activities engaging everything from the curricular, the co-curricular, and the practical. Furthermore, presenters and discussions will introduce the five Cs of Hiram Connect: Curriculum, Career, Calling, Character and Community.

Students in all sections will be required to complete and be prepared to discuss thoughtfully all course readings, to give at least one oral presentation, to maintain and develop an ePortfolio, to reflect on their learning regularly, and to write at least three projects or essays—culminating in a signature assignment—totaling at least 5,000 words of formal, revised written work. This course aligns with the Ohio Transfer Module (OTM) requirements for English Composition: First Writing Course (TME 001).

Section Description

In this course, we will examine issues in health care and caregiving across a range of historical and cultural contexts. Through readings in memoir, fiction, journalism, and academic scholarship, we will consider how doctors, nurses, and others in the health care and public health professions conceptualize and practice ethical care. Taking into account factors such as race, gender, sexuality, age, ability, and socioeconomic status, we will also explore how politics and culture shape attitudes toward who provides and receives care. Together, we will consider how to work toward an ethical culture of care, asking what it means and requires to care—for patients, for vulnerable populations, for our families, for our communities, and for ourselves.

Course Objectives

Through the careful and considerate examination of the course topic, students will develop their ability to do the following:

- Write, including understanding purpose, audience, and the importance of the writing process.
- Read, interpret, and connect relevant information, texts, and experiences.
- Think critically
- Communicate orally: students will speak, participate in discussion, and present ideas
- Identify, evaluate, and use information appropriate for scholarly research.

Course Expectations, Assessment, and Evaluation

Required Texts:

- Common Reading: *Tales of Two Americas: Stories of Inequality in a Divided Nation*. Edited by John Freeman. Penguin, 2017.
- All other course readings will be available via Moodle as PDFs or web links.
- Bookmark on web browser: [Purdue Online Writing Lab \(Purdue OWL\)](#)

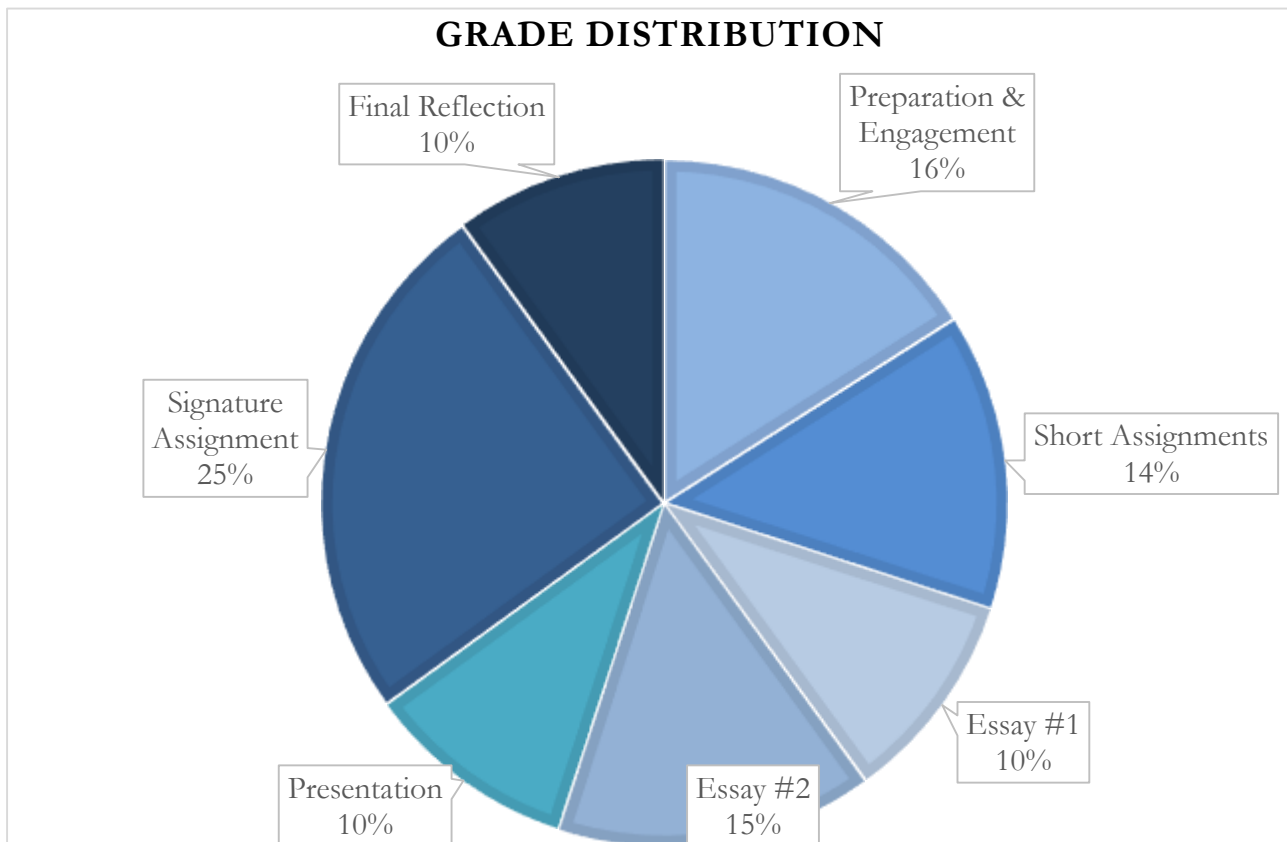
Average Hours per Week on Course Activities

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 Revision• Project, speech, presentation, or group work preparation• Research	8
Campus Activities, including: <ul style="list-style-type: none">▪ One athletic event▪ One art, music or theater event▪ One student activity, including those sponsored by the TAB (Terrier Activity Board), events sponsored by the student senate, a club-sponsored event, or a residence hall program.▪ Hiram College Teach-in	.5

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%
Short Assignments	28	14%
Essay #1	20	10%
Essay #2	30	15%
Presentation	20	10%
Signature Assignment	50	25%
Final Reflection	20	10%
TOTAL	200	100%



Grading Scale

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

Description of Assignments

Essay 1: Care Narrative

20 points (10% of final grade)

800-1,000 words

First draft due: Friday, 9/6

Final draft due: Friday, 9/20

Your first essay will be a **personal narrative** about an experience you have had either *being cared for* or *providing care*. You may define the concept of “care” as broadly as you wish here: in other words, your narrative may relate to an experience with medical care, but it does not have to; you may think of “care” in terms of something provided by/to an individual, but could also conceptualize care by/to an institution, a culture, a family, etc. The important thing is that whatever experience you choose must lend itself to **meaningful reflection** on the concept of caregiving.

Successful narratives will:

- Have a **clear trajectory** (i.e, in the broadest sense, have a beginning, middle, and end – though you may experiment with the arrangement of these elements).
- Be grounded in **specific anecdotes/details** that help give the reader an understanding of your experience.
- Be supported by **substantial reflection**. You might discuss what this experience meant to you/taught you; how this experience changed/shaped you; or what this experience illuminates about a larger social/cultural concept. This reflection should not be limited simply to a concluding paragraph, but should comprise a **significant portion** (at least ~1/3 of the essay, whether it follows the narrative portion, or is intertwined throughout the narrative).
- Be written in accessible and polished prose (i.e, understandable by a general readership, and generally free from grammatical and typographical errors).

Essay 2: Graphic Narrative Analysis

900-1,100 words

30 points (15% of final grade)

First draft due: Wednesday, 10/2

Final draft due: Friday, 10/18

The question that analysis seeks to answer is not “what?” but rather “how?” and “why?” When analyzing a text, your task is not to provide a summary of the content (i.e. to discuss *what happens*), but instead to examine *how* the content is presented and *why* it produces particular effects on its audience.

In this essay, you will **analyze a specific aspect** of Sarah Leavitt’s graphic memoir *Tangles: A Story About Alzheimer’s, My Mother, and Me*. For example, you might focus on the representation of a particular character/relationship/setting, a recurring theme or image, the relation of one vignette to the larger narrative, or a stylistic/design choice. Using concrete evidence from the text, you will make a **cogent, well-supported argument about how/why this aspect of the text works to advance a larger idea**.

Successful analyses will:

- Focus selectively on some **specific aspect** of the text.
- Make an **argument** about the larger significance of this textual element.
- Be adaptable to the **“Magic Thesis Sentence”** formula: “By looking at X (some specific aspect of the text), we can see Y (some larger idea).
- **Show how** this interpretation is convincing by analyzing **textual evidence** (referring to specific drawings/caption/dialogue).

- Attend to the **graphic** nature of the text – ie, **analyze how the images are drawn** in addition to the words on the page.
- Be written in accessible and polished prose (i.e, understandable by a general readership, and generally free from grammatical and typographical errors).

Signature Assignment: Blog Post

1,300-1,500 words

50 points (25% of final grade)

First draft due: Friday, 11/1

Final draft due: Friday, 11/15

Using the undergraduate writing from the blog *Nursing Clio* (listed in the syllabus for Friday, October 18) as models, you will write a polished blog post that takes a convincing, researched stance on an issue relating to care and caregiving.

Successful posts will:

- Be meaningfully titled. Ideally, titles should be creative/compelling, but also give an overarching sense of the content/argument of the post.
- Begin with an engaging “hook” (eg an anecdote, a close reading, a compelling or surprising fact or statistic).
- Maintain focus on a **specific issue** relating to care/caregiving.
- Take a **clear stance on** that issue, one that is clearly articulated in the post (likely within the first few paragraphs).
- Contain **5-8 links** to credible sources within the body of the post, indicating where external/non-obvious information was obtained.
- Contain **2-4 fair-use images, including captions with citation information.**
- Conclude with a compelling “takeaway” point.
- Be written in accessible and polished prose (i.e, understandable by a general readership, and generally free from grammatical and typographical errors).

You might identify issues relating to topics such as:

- ❖ The American health care system (e.g. debates surrounding the Affordable Care Act/ “Obamacare,” Medicare for All, private insurance, medical bankruptcy)
- ❖ Care relating to specific medical conditions (e.g. diabetes, heart disease, chronic fatigue syndrome, Lyme disease)
- ❖ Cross-cultural issues in health care
- ❖ Global health care
- ❖ Public health
- ❖ Preventative medicine
- ❖ Emergency medicine
- ❖ Representation among care providers
- ❖ Poverty and Medicaid
- ❖ Racial disparities in health care
- ❖ Pre/postnatal care
- ❖ Reproductive health care
- ❖ Mental health care
- ❖ LGBT health care
- ❖ Disability and accessibility
- ❖ Health care in prisons
- ❖ Addiction and rehabilitation

- ❖ Elder care (Medicare, nursing homes, assisted living facilities)
- ❖ End-of-life care (palliative care, hospice care)
- ❖ Quality of life
- ❖ The Indian Health Service/health care on Native American reservations
- ❖ Veterans Assistance
- ❖ Childcare/child welfare
- ❖ Health care at the border
- ❖ Caregiver burnout
- ❖ Caregiver neglect
- ❖ Nursing shortages
- ❖ Lifesaving/life-preserving care; “extraordinary measures”
- ❖ Organ donation
- ❖ Vaccination
- ❖ “Good Samaritan” laws
- ❖ Genetic testing/screening
- ❖ Self-care

Presentation

20 points (10% of final grade)

You will sign up for a date in Week 10 or 11 to present work-in-progress on your Signature Assignment (blog post). This is your first opportunity to gather feedback about your individual project. In your **6-7 minute presentation**, you will:

- **introduce your classmates and me to the background research** you have done on your topic
- **offer a preliminary description of the stance you will take on/argument you will make about this topic** in your blog post
- **lead the class in 3-4 minutes of discussion** about your topic, beginning with **one or two specific, guiding questions** that will help you formulate your blog post.

Successful presentations will:

- Provide a **clear overview of research** from **credible sources**
- Organize and present information effectively with a **visual aid** (e.g. PowerPoint, Prezi, Keynote, NearPod, Explain Everything)
- **Cite information** on visual aid (informal citations are fine – i.e., include name of article or webpage, author or organization, date, and active hyperlink)
- Limit the use of video to 1 minute
- Stimulate **meaningful discussion**
- Manage time effectively (6-7 minutes for presentation, 3-4 minutes for discussion)
- Communicate effectively (presentation should be **organized, clear, and engaging**)

Final Reflection: Philosophy of Care

20 points (10% of final grade)

500-700 words

Due Wednesday, 11/20

In lieu of a final exam, you will write a brief final reflection in which you **articulate your own philosophy of care**. Your reflection should be guided by the following questions:

- ❖ How do you define care?
- ❖ What are our ethical obligations of care? Who cares, or should care, and for whom?

- ❖ What are obstacles to care, and how might we address them? Specifically, how do systems of power and/or identity—e.g. race, ethnicity, citizenship, gender/gender identity, sexuality, ability, socioeconomic class—affect who cares, and for whom?
- ❖ How do or will you apply your philosophy of care to your own life (personally, academically, professionally)?

As you explain your own philosophy of care, you should also make **specific reference** to **at least three examples from course material** that demonstrate how your personal philosophy of care has been informed by, resonates with, or departs from the material we have discussed.

Please note that this assignment is **not intended** to serve as an *evaluation* of the course itself; your comments on course material are welcomed in the formal course evaluation and in discussion with me. Rather, this is a piece of *personal* writing that should build on/build from some of the ideas we have covered in class.

Successful reflections will:

- Address the **questions above** (and may address others).
- Demonstrate evidence of **careful thought**.
- Make **specific reference** to **at least three course readings**.
- Be written in accessible and polished prose (i.e, understandable by a general readership, and generally free from grammatical and typographical errors).

Note on Plagiarism & Citation

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

The following fall under the definition of 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 work 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.

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 & 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.

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.

Contributing to small group discussions, contributing written comments, and meeting with me outside of class to discuss the material will also count as engagement.

FYP Engagement Requirement

As part of the FYEN course, students are expected to participate in events outside of the classroom. Students can document your attendance at events and reflect on what they've learned outside of the classroom. Typically, students attend five events of different types that are not required for other purposes (for example, an athletic event, social activity, a club meeting, a lecture outside of classes, a performance or exhibit).

Students should be asked to keep a record of your engagement through pictures and reflection. Each should describe the event, examine it from several perspectives, and articulate what the student has learned from the experience.

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 all written assignments are noted in the course calendar. I will allow for a 24-hour “grace period” following scheduled due dates (i.e., I will not deduct points for work submitted within 24 hours of the due date), **with the exception of peer workshop comments, which are due in advance of in-class workshops.** Work submitted after 24-hour grace period will receive a 10% point penalty for every day 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 Course 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 families 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 student before speaking with another person. FERPA waivers may be found at the Registrar’s Office in Teachout-Price, or online at <http://www.hiram.edu/wp-content/uploads/2016/11/authorization-disclose-academic-info.pdf>.

Disability Support Services for Students with Special Needs

To arrange for support services, a student must submit appropriate, current, detailed documentation to the Director of Counseling, Health and Disability Services (CHDS) together with the completed online service request form: <http://www.hiram.edu/wp-content/uploads/2016/12/selfdisclosureform.pdf>. After verification and in the spirit of federal law, the student will provide their accommodations letter to each faculty member(s) to initiate accommodation services. Faculty are not permitted to make accommodations without the authorization of the Director of 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 CHDS is located in the Julia Church Health Center (330-569-5418) P.O. Box 67, Hiram OH 44234.

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 at <http://www.hiram.edu/academic-support-services/registrar/college-catalogs..> 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

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

The schedule below may be subject to modification as necessary.

Dates		Readings and Assignments Due
Week #1	Monday, August 26	Introduction to the course
	Wed., August 28	<p>Common Questions Hour, 10am-11am (Bates Hall)</p> <ul style="list-style-type: none"> Kickoff Event – Professor Vivien Sandlund <p>Readings from <i>Tales of Two Americas</i> (to be done before class session):</p> <ul style="list-style-type: none"> “Dosas” (fiction), Edwidge Danticat (26-53) To the Man Asleep in Our Driveway Who Might Be Named Phil” (nonfiction), Anthony Doerr (198-204) “Here in a State of Tectonic Tension” (poem), Lawrence Joseph (280-281) <p>Class meeting -- 11-11:20</p>
	Friday, August 30	<p> Damon Tweedy, “Charity Care” (PDF)</p> <p> T.R. Reid, “Five Myths About Health Care in the Rest of the World.” <i>The Washington Post</i>, 23 Aug. 2009.</p> <p> Response due to Moodle by 9 AM: What is an ethical health care system? (Short Assignment #1; 400-500 words)</p>
Week #2	Monday, Sept. 2	No Class—Labor Day
	Wednesday, Sept. 4	<p>No Common Question Hour—Regular Class meeting</p> <p> Sherman Alexie, “Blankets” (PDF)</p> <p> Marian Barnes, “Perspectives on Care and Care-Giving” (PDF)</p>
	Friday, Sept. 6	<p> Atul Gawande, “Whose Body is It Anyway?” (PDF)</p> <p> Tara Parker-Pope, “Should You Choose a Female Doctor?” <i>The New York Times</i>, 14 Aug. 2018.</p> <p> Gina Kolata, “The Secret to Keeping Black Men Healthy? Maybe Black Doctors.” <i>The New York Times</i>, 20 Aug. 2018.</p> <p> Essay 1 draft due to Moodle by 9 AM</p>






Week #3	Monday, Sept. 9	No class meeting – individual conferences
	Wednesday, Sept. 11	No class meeting – individual conferences
	Thursday, Sept. 12	Hiram College Teach-In
	Friday, Sept. 13	<p>📖 “Henry and Jane.” <i>Strangers</i>. 15 Jul. 2013. (podcast, 43 minutes)</p> <p>📖 “Doctoring the Doctor.” <i>This American Life</i>. 16 Jul. 2004. (podcast, 52 minutes)</p> <p>📖 Carol Levine, “The Loneliness of the Long Term Care Giver” (PDF)</p> <p>✍️ Teach-In Reflection due to ePortfolio by 9 AM (Short Assignment #2; 400-500 words)</p>





Week #4	Monday, Sept. 16	📖 Sarah Leavitt, <i>Tangles</i> , Part 1 (pp. 1-42)
	Wednesday, Sept. 18	<p>Common Questions Hour, 10am-11am (Kennedy Center)</p> <ul style="list-style-type: none"> • Topic: Hiram Connect—Career and Calling • Resumes and Gap Analysis <p>Readings from <i>Tales of Two Americas</i> (to be done before class session):</p> <ul style="list-style-type: none"> • “American Work” (nonfiction), Richard Russo (54-58) • “Enough to Lose” (fiction), RS Deeren (187-197) <p>Class meeting -- 11-11:20</p>
	Friday, Sept. 20	<p>No class meeting</p> <p>✍️ Essay 1 due to Moodle by 9 AM</p>


Week #5	Monday, Sept. 23	📖 <i>Tangles</i> , Parts 2 & 3 (pp. 43-end)
	Wednesday, Sept. 25	<p>Common Questions Hour, 10am-11am (Kennedy Center)</p> <p>Readings from <i>Tales of Two Americas</i> (to be done before class session):</p> <ul style="list-style-type: none"> • “Invisible Wounds” (Comic), Jess Ruliffson (162-165) • “Outside” (nonfiction), Kiese Laymon (108-111) • “Fieldwork” (fiction), Manuel Muñoz (59-68) <p>Class meeting -- 11-11:20</p>
	Friday, Sept. 27	<p>📖 Helena Viramontes, “The Moths” (PDF)</p> <p>📖 Debra Spark, “Last Things” (PDF)</p> <p>📖 Arthur Frank, “Care Has No Recipe” (PDF)</p> <p>✍️ Pre-writing exercise due to Moodle by 9 AM (Short Assignment #3)</p>


Week #6	Monday, Sept. 30	<p>📖 Paul Monette, excerpt from <i>Borrowed Time</i> (PDF)</p> <p>📖 MK Czerwicz, excerpt from <i>Taking Turns</i> (PDF)</p>
	Wednesday, October 2	<p>No Common Question Hour—Regular Class meeting</p> <p>📖 Kelli Dunham, “Our Caregiving, Ourselves” (PDF)</p> <p>📖 Soma Navidson, “Unlearning: Improving Trans Care by Reorienting Medical and Nursing Discourse”(PDF)</p> <p>✍️ Essay 2 draft due to Moodle by 9 AM</p>
	Friday, October 4	No Class – Fall Weekend




Week #7	Monday, October 7	<p>Workshop</p> <p>✍️ Workshop comments due to Moodle by 9 AM (Short Assignment #4)</p>
	Wednesday, October 9	<p><i>Common Questions Hour, 10am-11am</i> (Bates Hall)</p> <ul style="list-style-type: none"> • Hanif Abdurraqib, Poet (http://www.abdurraqib.com/) <p>Readings from <i>Tales of Two Americas</i> (to be done before class session):</p> <ul style="list-style-type: none"> • “How” (fiction), Roxane Gay (167-180) • “Blood Brother” (nonfiction), Sarah Smarsh (150-155) • “American Arithmetic” (poem), Natalie Diaz (305-306) <p>Class meeting -- 11-11:20</p>
	Friday, October 11	<p>📖 James Hamblin, “The Fallacy of ‘Giving Up.’” <i>The Atlantic</i>, 25 Jan. 2015.</p> <p>📖 JoNel Aleccia, “‘Living Their Values’: Palliative Care Power Couple Faces Cancer at Home.” <i>Kaiser Health News</i>, 15 May 2019.</p> <p>(Please also read over the updates to this story posted on their GoFundMe site)</p>

Week #8	Monday, October 14	No class meeting – discussion forum assignment  Alana Semuels, “Building Better Nursing Homes.” <i>The Atlantic</i> , 21 Apr. 2015.  Response due to Moodle by 9 AM: imagining an ideal elder care facility (Short Assignment #5; 400-500 words)
	Wednesday, October 16	<i>Common Questions Hour, 10am-11am</i> (Kennedy Center) <ul style="list-style-type: none"> • Hiram Connect – Curriculum and Character • Major Declaration and Pre-Advising (Advising begins October 14th) • ePortfolio product: possible class selections and reflection on that curricular path. <p>Readings from <i>Tales of Two Americas</i> (to be done before class session):</p> <ul style="list-style-type: none"> • “Trash Food” (nonfiction), Chris Offutt (70-78) • “White Debt” (nonfiction essay), Eula Biss (112-121) <p>Class meeting -- 11-11:20</p>
	Friday, October 18	 Soumya Misra, “Incarcerating Eve: Women’s Health ‘Care’ in Prisons and Jails.” <i>Nursing Clio</i> , 2 Feb. 2017.  Samantha Dauer, “Contraception, Depression, and the Burden of Unwelcome Side Effects.” <i>Nursing Clio</i> , 1 Feb. 2017.  Essay 2 due to Moodle by 9 AM

Week #9	Monday, October 21	 Jenny Morris, “Impairment and Disability: Constructing and Ethics of Care That Promotes Human Rights” (PDF)  Michael Bérubé, “Jamie’s Place” (PDF)
	Wednesday, October 23	<i>Common Questions Hour, 10am-11am</i> (Kennedy Center) <ul style="list-style-type: none"> • Possible topic: Mindful Technology <p>Readings from <i>Tales of Two Americas</i> (to be done before class session):</p> <ul style="list-style-type: none"> • “Some Houses (Various Stages of Dissolve)” (fiction), Claire Vaye Watkins (79-88) • “Death by Gentrification: The Killing of Alex Nieto and the Savaging of San Francisco” (nonfiction), Rebecca Solnit (1-18) • “We Share the Rain, and Not Much Else” (nonfiction), Timothy Egan (146-149) <p>Class meeting -- 11-11:20</p>
	Friday, October 25	 Leah Lakshmi Piepzna-Samarasinha, “Care Webs” (PDF)  Pre-writing exercise due to Moodle by 9 AM (Short Assignment #6)

Week #10	Monday, October 28	Student presentations
	Wednesday, October 30	<p>Common Questions Hour, 10am-11am (Bates Hall)</p> <ul style="list-style-type: none"> • Ali Martin Scoufield <p>Readings from <i>Tales of Two Americas</i> (to be done before class session):</p> <ul style="list-style-type: none"> • “Looking for a Home” (nonfiction), Karen Russell (209-239) • “Visible City” (poem), Rickey Laurentiis (240-241) • “Apartment 1G” (fiction), Nami Mun (253-264) <p>Class meeting -- 11-11:20</p>
	Friday, November 1	<p>Student presentations</p> <p> Blog post draft due to Moodle by 9 AM</p>

Week #11	Monday, November 4	Student presentations
	Wednesday, November 6	<p>Common Questions Hour, 10am-11am (Kennedy Center)</p> <ul style="list-style-type: none"> • Introduction to the Schools <p>Readings from <i>Tales of Two Americas</i> (to be done before class session):</p> <ul style="list-style-type: none"> • “Hurray for Losers” (fiction), Dagoberto Gilb (285-293) • “Happy” (fiction), Brad Watson (265-267) • “A Good Neighbor is Hard to Find” (nonfiction), Whitney Terrell (268-279) <p>Class meeting -- 11-11:20</p>
	Friday, November 8	<p>Workshop</p> <p> Workshop comments due to Moodle by 9 AM (Short Assignment #7)</p>

Week #12	Monday, November 11	<p> Shanesha Brooks-Tatum, “Subversive Self-Care: Centering Black Women’s Wellness.” <i>Feminist Wire</i>, 9 Nov. 2012</p> <p> Aisha Harris, “A History of Self-Care.” <i>Slate</i>, 5 Apr. 2017.</p>
	Wednesday, November 13	<p>No Common Question Hour—Regular Class meeting</p> <p>Film screening</p>
	Friday, November 15	<p>Wrap-up</p> <p> Blog post due to ePortfolio by 9 AM</p>

 **Final reflection due to Moodle by 9 AM Wednesday, November 18**

Notes