

IDH3931-4D01(22314) - Interdisc Junior Honors

Exploring the health humanities, Spring 2020.

Instructor: Nina Stoyan-Rosenzweig, nstoyan@ufl.edu, 273-8406

Office: Communicore building, C2-203A

Course meeting time: Tuesday Period 9-10 (4:05-6:00PM), Thursday Period 9 (4:05-4:55)

Course location: C2-241A

This course serves as an introduction to the medical humanities, examining how they play an essential role in understanding and shaping the trajectory of health, healthcare, and health practice- particularly through narrative- and their role in promoting understanding of environmental, historical, cultural, and socioeconomic issues impacting health.

It is a 3 credit class course that focuses on developing strong critical thinking skills and emphasizing textual (in all senses of the word) analysis, close reading, reflective writing, and a multidisciplinary analysis of health and health related issues.

Goals:

Students taking the class will develop

- An understanding of the role of health humanities in healthcare and health practices
- An understanding of how humanities illuminate understanding of the human condition and human body in its states of health and illness.
- An understanding of the role of arts and humanities in health promotion.
- An understanding of how health issues and health systems shape culture and in turn are shaped by them.
- Knowledge of the role of biospsychosocial issues in the experience of illness.

Course Schedule:

Date	Topic	Reading for the day	Thought questions	Other materials of interest	Quotes and thoughts
Tuesday, January 7	What are health humanities- and why do we study them?			Rita Charon- Honoring the stories of illness https://www.youtube.com/watch?v=24kHX2HtU3o Sayantani Dasgupta- Narrative Humility https://www.youtube.com/watch?v=gZ3ucjmcZwY	“We define the term "medical humanities" broadly to include an interdisciplinary field of humanities (literature, philosophy, ethics, history and religion), social science (anthropology, cultural studies, psychology, sociology), and the arts

				<p>Danielle Ofri- https://danielleofri.com/powerful-tool-medicine/</p> <p>Abraham Verghese- A linguistic prescription for ailing communication https://www.youtube.com/watch?v=Eg_GwMr4lpY</p>	<p>(literature, theater, film, multimedia and visual arts) and their application to healthcare education and practice. The humanities and arts provide insight into the human condition, suffering, personhood, and our responsibility to each other. They also offer a historical perspective on healthcare. Attention to literature and the arts helps to develop and nurture skills of observation, analysis, empathy, and self-reflection -- skills that are essential for humane healthcare. The social sciences help us to understand how bioscience and medicine take place within cultural and social contexts and how culture interacts with the individual experience of illness and the way healthcare is practiced.” http://medhum.med.nyu.edu/about (Links to an external site.)</p>
Thursday, January 9	Bringing the human touch to health and healthcare. Health humanities- exploring their range and scope	Stephanie Nolen, 28 Stories, Pp. 1-52			

Tuesday, January 14	Telling stories- why do we tell stories? Understanding health narratives from a neurbiological and a literary perspective	Charon, Pp. 1-64		Watch Kristen Fox talk in class for discussion on Thursday	
Thursday, January 16	How does the act of telling stories impact health and define us as individuals	C. Dale Young, The Halo		Discuss Kristen Fox and C. Dale Young	
Tuesday, January 21	Forms of illness narratives	Charon, 65-106			Share forms of narratives: visual, dance, music, graphic medicine...
Thursday, January 23	Stories in health and health care	Audrey Young, What Patients Taught Me Preface, Pp. 1-44			
Tuesday, January 28	Health humanities and clinical skills	Pulse readings- TBA			

Thursday, January 30	Arts and healing Part I	Pulse readings- TBA			
Tuesday, February 4	Arts and Healing Part II	Pulse readings- TBA			
Thursday, February 6	Arts and Healing Part III	Charon, 107-130			
Tuesday, February 11	Understanding disease-historical patterns in global health	Charon, 131-176			
Thursday, February 13	Understanding disease-historical patterns in global health				
Tuesday, February 18	Global patterns of illness- HIV/AIDS	Nolen, Pp. 53-end		Watch "Before the Lifeboat"	
Thursday, February 20	Healthcare systems and health beliefs	Charon, 177-238			
Tuesday, February 25	What is Health: culture and health practices- FGC				
Thursday, February 27	Health systems and access to care				

Tuesday and Thursday, March 3 & 5	Spring Break, no classes				
Tuesday, March 10	Health systems, health humanities and health education				
Thursday, March 12	Does the doctor know best? Health humanities, medical authority and healthcare	Pulse readings- TBA			
Tuesday, March 17	Challenges and concerns with medical authority- examples (Eugenics, Guatemala, and Tuskegee)	Pulse readings- TBA			
Thursday, March 19	Are ethics in the humanities? Biomedical ethics in healthcare.				
Tuesday, March 25	The aesthetic experience, humanities, and nature: reflective writing. Meet at the				

	Wilmot Gardens				
Thursday, March 27	Shinrin yoku: Nature and healing				
Tuesday, March 31	Self-guided tour of Florida Museum of Natural History and Harn Museum				
Thursday, April 2					
Tuesday, April 7	Understanding suffering, death, and dying	Pulse readings- TBA			
Thursday, April 9	Spirituality, humanities, and health	Pulse readings- TBA			
Tuesday, April 14	How do you put the humanities in the act of doctoring?				
Thursday, April 16	Humanities in the clinic.				
Tuesday, April 21	Student presentations				

Required texts:

Charon, Rita. Narrative Medicine: Honoring the Stories of Illness.

Nolen, Stephanie. 28 Stories of Aids in Africa.

Young, C. Dale. The Halo.

Pulse: Voices from the Heart of Medicine: Editors' picks: a third anthology.

Also various websites and journal article that will be listed on the course website.

Grading:

Students will be graded based on the following assignments:

- Participation in class discussions (30 points)
- Project (30 points)
- 2 Book Reviews (10 points each- 20 points total)
- 2 Reflective Essays (5 points each- 10 points total)
- 1 Reflection on Field Trip (10 points)

Attendance:

Attendance in this very experiential course is mandatory. Two absences will be allowed without a deduction of points; every absence beyond two will result in a reduction of three points from the final grade. Two additional absences documented by a doctor's note can be made up through attendance of pre-approved course-related community events.

Late and Missed Work:

A passing grade in the class is dependent upon completion of all work. Thus there is no allowance made for missed assignments. Work may be submitted late with permission from the instructor and points will be subtracted at the rate of one point per day unless other arrangements have been made.

Spontaneity clause:

Due to the experiential nature of this course, the instructor may alter this syllabus as needed to accommodate class pace, interests, and/or special challenges or opportunities that may arise.

Point Range (%) Letter Grade

91% and above	A
87%-90%	A-
83%-86%	B+
80%-82%	B
77%-79%	B-
73%-76%	C+
70%-72%	C
65%-69%	C-
55%-64%	D
54% and below	E

UF GRADING POLICIES:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ATTENDANCE:

Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.) .

(Links to an external site.) Attendance at and participation in class sessions are mandatory, with point totals described above.

It is understood that valid absences may occur. If you have a valid documented excuse and notify the instructor by email in advance, you will be able to make up missed class discussions through written means.

COURSE WEBSITE:

Course website: E-Learning (Canvas) website, <http://lss.at.ufl.edu>

The E-Learning (Canvas) website is where the class syllabus, handouts, notes and assignments will be posted, along with any announcements. This site is also where you will find basic course-related information. Please remember that you are responsible for all announcements made in lecture and/or posted on the course website for this class.

ONLINE COURSE EVALUATION PROCESS:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/> (Links to an external site.). (Links to an external site.)

MATERIALS AND SUPPLIES FEES:

There are no materials and supplies fees assessed for this class.

UNIVERSITY HONESTY POLICY:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code”. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ((Links to an external site.)<https://sccr.dso.ufl.edu/process/student-conduct-code/> (Links to an external site.)) (Links to an external site.) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with class instructor.

Academic dishonesty cannot be tolerated. All persons involved in cheating or plagiarism will receive a zero on the affected assignment or quiz, and will be reported to the Dean of Students Office.

STUDENT DEMEANOR

Students are expected to arrive to class on time and to remain in class until the class has been dismissed. Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion, and to treat the other students and the instructor with respect and attention. While in class, students should not participate in texting, information seeking or viewing

outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation.

DIVERSITY AND INCLUSION STATEMENT

We intend this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. It is our intent to present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. Your suggestions are encouraged and appreciated and can be submitted anonymously at any time through this survey <https://bit.ly/2MjVME7>

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning. In addition, if you require specific academic accommodations, please avail yourself of the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565) and discuss this with us as soon as possible in the semester.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.