

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Health Solutions	Department/School	Science of Health Care Delivery
Prefix:	<b>ME</b>	Number:	<b>394</b>
	<b>D</b>	Title:	Healthcare and Humanities
			Units: <b>3</b>

**Course description:** This course takes an in-depth look at major healthcare events throughout history and their impact on American culture and society. Exploring health humanities through narratives can help us understand the evolution of healthcare delivery in the United States and in developing countries. The course will demonstrate how identity is developed through experience, narrative reflection and encourage students to contribute their own reflection upon history and the stories included in the course. Students will develop understanding of how the healthcare system was established over time, explore the often unknown faces behind medical breakthroughs and develop a deeper understanding of the root-causes to many of the systematic and cultural issues facing the healthcare system today.

Is this a cross-listed course?  No  If yes, please identify course(s): \_\_\_\_\_

Is this a shared course?  No  If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics?  No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. \_\_\_\_\_ (Required)

**Requested designation:** Humanities, Arts and Design–HU

**Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucic@asu.edu](mailto:Phyllis.Lucic@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Adrienne White E-mail arwhit10@exchange.asu.edu Phone (602) 496-1952

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Alison Essary Date: 3/8/2018

Chair/Director (Signature): 

## Arizona State University Criteria Checklist for

### **HUMANITIES, ARTS AND DESIGN [HU]**

#### **Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus & Summary of Texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus & Summary of Texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	Syllabus & Summary of Texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Syllabus & Summary of Texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus & Summary of Texts
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	Syllabus & Summary of Texts
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
MED	394	Healthcare Humanities	Hu

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 - Emphasizes the study of values	<p>This course explores in great depth the development of values within healthcare, particularly the evolution ethical standards and belief systems that shaped many policies with which our system currently functions. The course introduces the importance of studying humanities from a healthcare perspective (Unit 1). Additionally, the course explores the inherent values of American culture such as individual rights, the pursuit of happiness, etc. as they pertain to the health of individuals and communities, as well as considerations with human subjects research. This course analyzes these topics through three specific lenses as outlined in the syllabus including:</p> <p>Unit 2: Population health vs Individual Rights - explores the historical events that shaped our earliest public health laws that tested the sense of American values, beliefs, and rights when public health policy &amp; individual rights collide. The ongoing relationship is then analyzed over time with regards to specific case studies to study the evolution of these beliefs as they pertain to vaccinations, alcohol, and tobacco laws/rights/health.</p> <p>Unit 3: Scientific Research vs Individual Rights -</p> <p>Unit 4: The American Dream vs Individual Rights.</p> <p>Moreover, case studies will be</p>	<p>Syllabus pages 2 - 5, Weeks 1 - 15</p> <p>Readings: "Blindness", by Jose Saramago (Required Text): Syllabus pg. 1,2,3, Weeks 3 - 5</p> <p>"City, Choas, Contagion, Chadwick, &amp; Social Justice", by Morely: Syllabus, pg. 2, Week 3</p> <p>"On the Mode of Communication of Cholera," by John Snow: Syllabus, pg 2, Week 3</p> <p>"The development of American public health," by Winklestien: Syllabus, pg. 3, Week 4</p> <p>Syllabus, pages 3 &amp; 4, Week 6 - 9 Readings: "The Immortal Life of Henrietta Lacks"(Required Text) by Rebecca Skoot: Syllabus, pg 3 &amp; 4, Weeks 6 - 9</p> <p>Syllabus, pages 4 &amp; 5, Weeks 10 -14 Readings: "The Atlas of Men,"(Required Text) by David Sklar, Syllabus pg 4 &amp; 5, Weeks 10 - 14</p>

	<p>analyzed to develop learning/discussion regarding the changes in values over time with regards to specific healthcare related topics such as vaccinations, human subjects research, and others.</p>	
<p>2 - Concerns the interpretation, analysis, or creation of written, aural, or visual text</p>	<p>In order to effectively understand the totality of the human experience as it relates to health and healthcare, it is necessary to analyze the topics from a variety of formats. Exposing students to a multitude of works allows for the exploration of intellectual and imaginative traditions that both impact healthcare and are also impacted by the healthcare experience. Additionally, a variety of authors were selected to deepen the level by which literature can be analyzed in this context, from famous historical figures (John Snow) to Nobel Prize winning authors in the field of literature (Jose Saramago) to the students own professor exploring personal accounts/experiences (David Sklar). The topics of this course will be explored through the analysis of a variety of different types of written texts that are relevant and pertinent in studying the development of the human experience, culture, &amp; traditions of health and healthcare. These include the following:</p>	<p>Syllabus, pages 1 - 5, Weeks 1 - 15</p> <p>1) Academic, peer reviewed journal articles:</p> <p>a) "Health, humanities, &amp; medical education: joined by a common purpose," Sklar, Academic Medicine,;syllabus pg 2, week 2</p> <p>b) "Medical humanities, the Rx for uncertainty?" Ofri, Academic Medicine; syllabus pg 2, week 2</p> <p>c) "The shared goals and distinct strengths of medical humanities: can the sum of the parts be greater than the whole," Green, Academic Medicine; syllabus pg 2, week 2</p> <p>d) "Medical humanities: to cure sometimes, to relieve often, to comfort always," Gordon, Medical Journal of Australia, syllabus pg 2, week 2</p> <p>e) "City, Chaos, Contagion, Chadwick, &amp; Social Justice", by Morely, syllabus pg 2, week 3</p> <p>f) "The development of American public health," by Winklestien; syllabus, pg 3, week 4</p>
	<p>1) Academic, peer review journal articles</p> <p>2) Historical published findings written by the influential figures whom developed the critical work themselves</p> <p>3) Fictional Texts</p> <p>4) Non-Fiction Texts</p> <p>5) Written personal accounts</p> <p>These texts/readings all contribute to the analysis &amp; learning of other criteria within this checklist. For example, "Blindness" concerns human values with regards to how we treat those who are different and appear to be a threat to the larger population.</p>	<p>2) Historical published findings written by the influential figures whom developed the critical work themselves:</p> <p>a) "On the mode of communication of cholera," John Snow, syllabus pg 2, week 3</p> <p>3) Fictional Texts:</p> <p>a) "Blindness,"(Required Text) by Jose Saramago (Nobel Prize - Literature 1998); syllabus pg 1 - 3, week 3 - 5</p> <p>4) Non-Fiction Texts:</p> <p>a) "The Immortal Life of Henrietta Lacks"(Required Text) by Rebecca Skoot; syllabus, pg 1, 3, 4, weeks 6 - 9</p> <p>5) Written personal accounts</p> <p>"The Atlas of Men,"(Required Text) by David Sklar; syllabus pg 1, 4, 5, weeks 10 - 14</p>

<p>3 - Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions</p>	<p>The field of medicine has long been associated with the pursuit of eternal youth, longevity, and sustained health of an individual. It has also been overly obsessive (at times) with the ability to predict these factors based upon the physical aesthetic appearance of individuals themselves. This course will explore the relationship between the attempts to develop aesthetically based practices and their ability to predict overall success of an individual. Specifically, the art and theory behind somatotyping will be explored through literature (The Atlas of Men), anecdotal personal experiences (David Sklar) and the analysis of the artistic drawings developed by American psychologist William Herbert Sheldon.</p>	<p>Syllabus, pg. 1, 4, 5; weeks 10 - 14</p>
<p>4a - Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought</p>	<p>Students will analyze the development of human thought over time as it pertains to various areas of health and healthcare services/policy. The evolution of these philosophical systems of thought that ultimately lead to real-life policies, laws, values, and beliefs will be explored over time. Additionally, students will apply this learning and understanding of the evolution of these philosophical thought patterns and their translation into real-life to predict the outcomes of future health policy and shifts in health and healthcare.</p>	<p>Syllabus, pg 1 - 5, week 1 - 15</p>
<p>4d - Concerns the analysis of literature and the development of literary traditions</p>	<p>Students will analyze the various pieces of literature studied throughout the course in relation to their own understanding of the content - both from an educational and a cultural perspective. Additionally, the topics of evidenced-based research and the building credibility of peer-reviewed journals will be discussed in relation to historical writings of clinical findings and anecdotal sharing of personal experiences.</p>	






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# curriculum changemaker

Topics Form

1 of 1

## MED 394 Special Topics. (1-4) - Spring 2019 Healthcare and Humanities

**Originator:** Adrienne White    **Status:** Approved    **Department:** School for the Science of Health Care Delivery

**Date Created:** 11/17/2017    **Submitted:** 11/17/2017    **Updated:** 11/20/2017    **Completed:** 11/20/2017

**College:** Health Solutions

**Action:** Add

**Subject:** MED Omnibus course number: 394 Special Topics. (1-4)

**Permanent course with topics:**
**Effective semester:** - Spring    **Effective year:** 2019

**Taught before? If yes, fill out Topic History then proceed to New Topic Details. If no, No skip to New Topic Details.:**

**Omnibus course 1:**
**Omnibus course 2:**
**Omnibus course 3:**
**Existing description:**
**Topic ID:**
**Short topic description:** Healthcare and Humanities

**Long (formal) topic description:** Healthcare and Humanities

**Repeat credit:** No    **Total units:**    **Total completions:**

**If this topic will be combined for class scheduling with another omnibus course, list that course here.:**

**Justification for proposed topic:** This course is being developed with the goal to become a ongoing course in the Medical Studies program. MED students are required to complete both a History and a Humanities course as a part of their degree requirements, however we currently do not offer a course that fulfills either of these requirements. This course intends to fill this gap in educational programming.

**Course description for requested topic:** This course takes an in-depth look at major healthcare events throughout history and their impact on American culture and society. Exploring health humanities through narratives can help us understand the evolution of healthcare delivery in the United States and in developing countries. The course will demonstrate how identity is developed through experience, narrative reflection and encourage students to contribute their own reflection upon history and the stories included in the course. Students will develop understanding of how the healthcare system was established over time, explore the often unknown faces behind medical breakthroughs and develop a deeper understanding of the root-causes to many of the systematic and cultural issues facing the healthcare system today.

**Instructor:** Adrienne White



**Faculty Information:**

Name: Adrienne R. White  
Office: Health North, #527  
Phone: (602) 496-1952  
Email address: arwhit10@exchange.asu.edu  
Office hours: M/W/F 9:00am – 12:00pm

Name: David Sklar, MD  
Office: Health North, #508D  
Email address: David.Sklar@asu.edu  
Office hours: by appointment

**Course Credit Hours:** 3

**Course Modality:** Onground

**Prerequisites:** minimum 30 credit hours

**Additional Course Detail(s):**

Humanities: Hu (will be proposed for Hu designation)

Historical Awareness: H (will be proposed for H designation)

**Corequisites:** None

**Catalog Description:** At its root, healthcare is simply people taking care of other people. However, often this simple concept is lost amongst the current healthcare structures dominated by big business, reimbursement schemes, and the increased use of technologies in medicine. This course aims to examine the historical events that led to the system we have today and explore the often unknown faces behind medical breakthroughs and system development over time. Additionally, the impact of American culture and society on the development of the US health care system will be covered including the implications of such developments on racial and socio-economic health disparities.

**Course Overview:** This course takes an in-depth look at major healthcare events throughout history and their impact on American culture and society. Exploring health humanities through narratives can help us understand the evolution of healthcare delivery in the United States and in developing countries. The course will demonstrate how identity is developed through experience, narrative reflection and encourage students to contribute their own reflection upon history and the stories included in the course. Students will develop understanding of how the healthcare system was established over time, explore the often unknown faces behind medical breakthroughs and develop a deeper understanding of the root-causes to many of the systematic and cultural issues facing the healthcare system today.

**Learning Outcomes:**

At completion of this course students will be able to:

1. Understand the major healthcare reform efforts throughout history, beginning with the establishment of the American Medical Association, up to and including, the passing of the Affordable Care Act in 2010.
2. Comprehend the impact of various reform efforts on American culture/society and their role in the development of racial and socio-economic health disparities.
3. Analyze how current reform efforts will impact populations.

**Course Materials:**

Required:

1. *Blindness*, Jose Saramago (Nobel Prize winning author)
2. *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot
3. *The Atlas of Men*, David Sklar

**General Topic Schedule:**

Week	Topic	Date	Activities	Assignment
<b>Unit 1: Introduction to Healthcare Humanities</b>				
Week 1	Introduction to the Course	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Class Introductions</li> <li>Introductions to the course objectives &amp; concepts</li> </ul>	Introductory Assignment (in-class)
Week 2	Introduction to Healthcare Humanities	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>What is medical humanities?</li> <li>Why study the history of medical humanities?</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>Health humanities &amp; medical education: joined by a common purpose; Sklar, Academic Medicine</i></li> <li><i>Medical humanities: the Rx for uncertainty?; Ofri, Academic Medicine</i></li> </ul>	
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Introduction to the various themes within medical humanities: history, literature, art, religion, and more.</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>The shared goals and distinct strengths of medical humanities: can the sum of the parts be greater than the whole; Greene, Academic Medicine</i></li> <li><i>Medical humanities: to cure sometimes, to relieve often, to comfort always; Gordon, Medical Journal of Australia</i></li> </ul>	
<b>Unit 2: Population Health vs. Individual Rights: A Historical Perspective</b>				
Week 3	Major Events & Historical Figures in the Development of Public Health Policy	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Edwin Chadwick: The General Report on the Sanitary Condition of the Labouring Population of Great Britain</li> <li>Connecting living conditions w/ the growth &amp; spread of disease</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>City Chaos, Contagion, Chadwick, &amp; Social Justice; Morley, Department of History, Chinese University of Hong Kong. Arts &amp; Humanities</i></li> <li><i>Blindness, Saramago</i></li> </ul>	
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>John Snow: the father of modern epidemiology</li> <li>Linking environmental exposure &amp; disease</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>On the Mode of Communication of Cholera, John Snow</i></li> <li><i>Blindness, Saramago</i></li> </ul>	

Week 4	Major Events & Historical Figures in the Development of Public Health Policy, part 2	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Lemuel Shattuck: the architect fo American Public Health</li> <li>Transitioning research into policy</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>The development of American public health, a commentary: three documents that made an impact; Winklestien, Journal of Public Health Policy</i></li> <li><i>Blindness, Saramago</i></li> </ul>	
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Class discussion on lessons learned from Chadwick, Snow, &amp; Shattuck</li> <li>Then &amp; Now?</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>Blindness, Saramago</i></li> </ul>	
Week 5	Individual Rights vs. Population Health: A Historical Perspective	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Historical case studies: The societal implications of changes in health policy surrounding vaccinations over time</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>Blindness, Saramago</i></li> </ul>	<b>Reflection Paper #1:</b> Explore the evolutionary relationship between the rights of individuals & protection of the public
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Historical case studies: The societal implications of changes in health policy surrounding alcohol and tobacco over time</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>Blindness, Saramago</i></li> </ul>	

**Unit 3: Scientific Research vs. Individual Rights: A Historical Perspective**

Week 6	Who is Henrietta Lacks anyway?	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>The woman in the photograph: the role of ethics in healthcare</li> <li>US healthcare in the early 20<sup>th</sup> centry</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>Immortal life of Henrietta Lacks, part one</i></li> </ul>	
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Place and race matter: then and now</li> <li>Exploring the history and role of social determinants of health in America</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>Immortal life of Henrietta Lacks, part one</i></li> </ul>	
Week 7	The death of Henrietta Lacks: turning a blind eye on morality	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>The birth of the HeLa factory &amp; the rise of bioethics</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>Immortal life of Henrietta Lacks, part two</i></li> </ul>	
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Patient rights: then and now</li> <li>The Bill of Patient Rights</li> </ul>	

			<ul style="list-style-type: none"> <li>• Patient Advocacy</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• <i>Immortal life of Henrietta Lacks, part two</i></li> </ul>	
Week 8	Scientific Research vs. Individual Rights	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>• Class discussion on the role of providers as patient advocates</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• <i>Immortal life of Henrietta Lacks, part three</i></li> </ul>	
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>• In sickness and in health: the evolution of the US healthcare system through the mid 20<sup>th</sup> century</li> </ul> <b>Required readings:</b> <ul style="list-style-type: none"> <li>• <i>Immortal life of Henrietta Lacks, part three</i></li> </ul>	
Week 9	Unit 2 Discussion	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>• Class discussion on lessons learned from The Immortal Life of Henrietta Lacks</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• <i>Immortal life of Henrietta Lacks, part three</i></li> </ul>	<b>Reflection Paper #2:</b> Explore the evolution of scientific research in addressing your view on society's responsibility for organ donation
	Unit 3 Final	TBD	Unit 3 Exam	

<b>Unit 4: The American Dream vs. Individual Rights: A Historical Perspective</b>				
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		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>• The role of research in medical advances, mid-late 20<sup>th</sup> century in America</li> <li>• Ethical and moral considerations</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• <i>The Atlas of Men, Sklar</i></li> </ul>	
Week 10	Conducting Research in Healthcare	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>• Exploring the theory of somatotyping: then and now?</li> <li>• Labelling man: the implications of a medical diagnosis in society</li> <li>• Exploring the art &amp; literature of William Sheldon</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• <i>The Atlas of Men, Sklar</i></li> </ul>	
Week 11	The implications of diagnosis and labels in healthcare	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>• The relationship between sport &amp; other professions: measuring the fitness of a profession</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• <i>The Atlas of Men, Sklar</i></li> </ul>	
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>• Class discussion on the history of medical research &amp; its societal implications</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• <i>The Atlas of Men, Sklar</i></li> </ul>	

Week 12	The role of policy and technology in healthcare research	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Development of policy in health services research</li> <li>Pushing the limits of innovation in healthcare</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> </ul>	
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Technology &amp; Medical Decision-Making</li> <li>Finding the human behind the computer</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> </ul>	
Week 13	The American Dream vs. Individual Rights	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Class discussion on lessons learned from The Atlas of Men</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> </ul>	<b>Reflection Paper #3:</b> Explore the evolution of the rights of individuals to pursue their goals and dreams & the societal implications of restricting these rights
		TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Class discussion on lessons learned from The Atlas of Men</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> </ul>	
Week 14	Concluding Discussions	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Class discussion on lessons learned the historical and humanitarian perspective of the development of healthcare</li> </ul>	<b>Final Individual Report Due:</b> Based upon historical lessons discussed throughout the course, discuss the implications of a future epidemic in the context of health and society.
Week 15	Concluding Discussions	TBD	<b>Lecture:</b> <ul style="list-style-type: none"> <li>Class discussion on lessons learned the historical and humanitarian perspective of the development of healthcare</li> </ul>	

**Methods of Instruction:**

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, course material, and posting of grades. The course can be accessed at <http://myasu.edu> or <http://myasucourses.asu.edu>

Activities in this course include lectures and presentations, textbook and supplemental readings, and individual and group activities.

**Methods of Evaluation:**

Assessment Type	Number in Course	Total Course Value
Introductory Assignment	1	25
Reflection Papers	3	150
Final Individual Research Report	1	100
Attendance/Participation	n/a	75
<b>Total</b>	<b>19</b>	<b>350</b>

**Grading Procedure**

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 72 hours of the due date via the My Grades tab in Blackboard.

The grading scale for this course is as follows:

Grade	Percentage	Points Range
A+	97-100	
A	93-96	
A-	90-92	
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	
C	70-76	
D	60-69	
E	59 and below	

### Course Policies & Procedures

1. Check email and Blackboard regularly to obtain messages related to this course.
2. All assignments must be submitted on time. Late assignments will receive a 10% deduction in points. If you experience any problems with blackboard submission, email your assignment to [arwhit10@exchange.asu.edu](mailto:arwhit10@exchange.asu.edu) prior to the deadline.
3. Check your course grade and acknowledge faculty feedback as indicated.
4. Communicate with faculty via email and during office hours if there is any problem in understanding course discussions, activities, or expectations.
5. Students are expected to use AMA style for all written work. <http://www.lib.jmu.edu/citation/amaguide.pdf>
6. Barrett Honors contracts are an option for this course.
7. As a general rule, laptops, tablets, or other electronic devices are to be used in class for the purposes of taking notes and accessing course materials only. Use for other purposes can be a distraction to your classmates and is disrespectful to classmates, faculty, and guests. I reserve the right to restrict usage if problems arise.

### Technology Enhanced Course

This is a face-face course that requires attendance in face-face meetings and utilization of online resources.

### Communicating With the Instructor

This course uses a Blackboard™ discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. Email questions of a personal nature to your instructor or assigned TA or schedule an appointment during office hours. You can expect a response within 48 hours.

### Email and Internet

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail regularly.

***All instructor correspondence will be sent to your ASU email account.***

### Campus Network or Blackboard™ Outage

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be change to the next day (assignment still due by 11:59PM).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not with your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu/>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

### Course Time Commitment

This three-credit 15 week course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.



### **Late or Missed Assignments**

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

### **Submitting Assignments**

All assignments unless otherwise announced, **MUST** be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

### **Drop and Add Dates/Withdrawals**

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<http://students.asu.edu/academic-calendar>).

Consult with your advisor and notify your instructor to add or drop this course.

If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<https://students.asu.edu/forms/incomplete-grade-request>)

### **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

### **Student Conduct and Academic Integrity**

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

### **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

### **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

### **Disability Accommodations**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

### **Establishing Eligibility for Disability Accommodations**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: [DRC@asu.edu](mailto:DRC@asu.edu)

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

### **Technical Requirements & Support**

#### Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

#### Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://myasu.force.com/akb?id=kA3d00000004jh4> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

#### Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

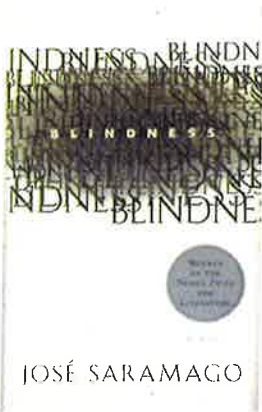
To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

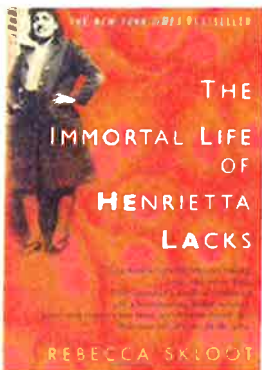
### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>

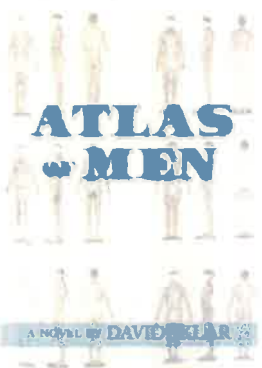
## Required Texts:

**Blindness, by Jose Saramago**

A city is hit by an epidemic of "white blindness" which spares no one. Authorities confine the blind to an empty mental hospital, but there the criminal element holds everyone captive, stealing food rations and raping women. There is one eyewitness to this nightmare who guides seven strangers—among them a boy with no mother, a girl with dark glasses, a dog of tears—through the barren streets, and the procession becomes as uncanny as the surroundings are harrowing. A magnificent parable of loss and disorientation and a vivid evocation of the horrors of the twentieth century, *Blindness* has swept the reading public with its powerful portrayal of man's worst appetites and weaknesses—and man's ultimately exhilarating spirit.

**The Immortal Life of Henrietta Lacks, by Rebecca Skloot**

Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, and more. Henrietta's cells have been bought and sold by the billions, yet she remains virtually unknown, and her family can't afford health insurance. This phenomenal New York Times bestseller tells a riveting story of the collision between ethics, race, and medicine; of scientific discovery and faith healing; and of a daughter consumed with questions about the mother she never knew

**The Atlas of Men, by David Sklar**

Dr. Robert Thames, an infectious disease specialist who travels the world in search of new antibiotics, has just learned that his government job is about to be cut when three boxes are unexpectedly delivered to his home in Washington, DC. Inside them are files of a long lost secret research study conducted at his prestigious prep school when he was a student there. Robert has repressed all memories of this degrading "study," particularly the naked photos. He learns that the research intended to explore the relationship between body type and leadership qualities — and it shocks and infuriates Robert. He decides to track down his four closest friends from Dexter Academy, and together, they uncover the terrible truth of what was buried by the faculty, the school, and the boys themselves.

## Additional Required Readings:

- **Health humanities & medical education: joined by a common purpose;** *David Sklar, Academic Medicine*
- **Medical humanities: the Rx for uncertainty?;** *Danielle Ofri, Academic Medicine*
- **The shared goals and distinct strengths of medical humanities: can the sum of the parts be greater than the whole;** *Jeremy Green & David Jones; Academic Medicine*
- **Medical humanities: to cure sometimes, to relieve often, to comfort always;** *Gordon J, Medical Journal of Australia*
- **The General Report on the Sanitary Condition of the Labouring Population of Great Britain,** by Edwin Chadwick
- **City Chaos, Contagion, Chadwick, & Social Justice;** *by Ian Morley, Department of History, Chinese University of Hong Kong. Arts & Humanities, Yale Journal of Biology and Medicine*
- **On the Mode of Communication of Cholera,** *by John Snow*
- **The development of American public health, a commentary: three documents that made an impact;** *by W. Winklestien, Journal of Public Health Policy*

