

**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: ME Number: 394 Title: Healthcare and Humanities Units: 3  
D

Course 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.**

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. Chair/Director Initials \_\_\_\_\_ (Required)

**Requested designation:** Historical Awareness-H **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.Lucie@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): Michael Collins Date: 10/29/2018

Chair/Director (Signature):



A handwritten signature in black ink, appearing to read "D. Michael Miller", is written across two horizontal lines. The signature is fluid and cursive, starting with a large "D" and ending with a long, sweeping tail.

## Arizona State University Criteria Checklist for

### **HISTORICAL AWARENESS [H]**

#### **Rationale and Objectives**

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus & Summary of Texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus & Summary of Texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus & Summary of Texts
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus & Summary of Texts
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

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

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 - History is a major part of the course	<p>There are three textbooks required in this course which collectively seek to communicate historically relevant events that shaped our current healthcare and public health systems. Additionally, these texts also seek to spark discussion and learning on how events through history were shaped by society and how society simultaneously shaped these events. Lastly, both fiction and non-fiction books are utilized to better explore this relationship and promote individualized reflection on the topics from students in both their historical and present-day contexts.</p> <p>Unit 1: Introductory to Healthcare Humanities - the first unit will provide a foundation for students on why studying the historical contexts of various events throughout history, the importance of humanities in healthcare education, and their overarching place in today's healthcare system.</p> <p>Unit 2: Population Health vs Individual Rights: A Historical Perspective - this unit aims to discuss a series of highly relevant events in the establishment of America's public health system as well as major players throughout these events and their impact on shaping health policy and cultural views regarding health policy. Additionally, this unit aims to further discuss the evolution of societal and cultural views regarding health policy as they change over time (specifically around the shift in cultural views around vaccinations &amp;</p>	<p>Syllabus page 1: Course Materials (Required texts) Syllabus pages 2 - 6: General Topic Schedule, Weeks 1 -15</p> <p>Syllabus page 2, Weeks 1 &amp; 2</p> <p>Readings: include scholarly articles on the relevance of healthcare humanities in today's health education curriculum as well as its development over time: Syllabus, pg. 2, Weeks 1 &amp; 2</p> <p>Syllabus pages 2 &amp; 3, Weeks 3 - 5</p> <p>Readings: "Blindness", by Jose Saramago (Required Text): Syllabus pg. 1,2,3, Weeks 3 - 5 "City Chaos, Contagion, Chadwick, &amp; Social Justice", by Morely: Syllabus, pg 2, Week 3 "On the Mode of Communication of Cholera," by John Snow: Syllabus, pg 2, Week 3</p>

	<p>and alcohol &amp; tobacco laws). Additionally, special focus will be provided to societal and cultural views surrounding the infringement these changes in policy have upon individual rights.</p> <p>Unit 3: Scientific Research vs Individual Rights: A Historical Perspective - this unit aims to discuss the evolution of medical research as it pertains to the greater social &amp; cultural context, the exploitation of vulnerable communities over time, and the infringement that medical research has upon individual rights. The greater lessons and discussion surrounding research will be based upon the development of the controversial case of Henrietta Lacks. Students will be asked to consider the evolutionary relationship between individual patient rights, the overarching advancement of medical research to improve population health, and society's responsibility as it pertains to the present day controversy surrounding organ donation.</p> <p>Unit 4: The American Dream vs Individual Rights: A Historical Perspective - this unit aims to explore the evolution between individual rights to pursue dreams of a health career and established selection criteria and biases related to race, gender, and particular desirable traits over time that have been obstacles to those dreams. Additionally, the evolution of societal and cultural views on assigning various medical labels to patients including the history of somatotyping and mental illness will be discussed. Conversely, the evolution of changes in societal and cultural views surrounding these medical labels and their impacts on health policy &amp; medical practice in general will be analyzed. Lastly, student's will be asked to analyze the evolutionary relationship between their individual rights as Americans and the overarching societal implications of restricting these rights from a multitude of perspectives.</p> <p>Final student assessment: students are give two topics to choose from, both of</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</p> <p>Readings: "The Immortal Life of Henrietta Lacks" by Rebecca Skoot: Syllabus, pg 3 &amp; 4, Weeks 6 - 9</p> <p>Syllabus pages 4 &amp; 5, Weeks 10 - 14</p> <p>Readings: "The Atlas of Men," by David Sklar, Syllabus pg 4 &amp; 5, Weeks 10 - 14</p> <p>Syllabus page 6, Week 15</p>
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	<p>which require students to critically analyze how the historical events through time led to the current state of cultural integration, societal preception, associated laws, and barriers to universal adoption as it pertains to their topic of choice. The two topics students have to choose from for this final assessment are 1) vaccinations OR 2) the breakdown of trust between minority/vulnerable populations and the healthcare system</p>	
<p>2 - The course examines and explains human development as a sequence of events influenced by a variety of factors</p>	<p>The course examines the evolution of perspectives around individual rights and their relationship to various, sequential events throughout our history. Case studies will be analyzed over time to explore the development of human perspectives in American society, as they are usually shaped by (what is now considered) unethical and even illegal acts upon individuals over time. In addition, the relationship between these events on human perspectives will be discussed, and also the relationship between the development of human perspectives on future events.</p>	<p>Syllabus, pages 2 - 6, Weeks 2 - 15</p>
<p>3 - There is a disciplined systematic examination of human institutions as they change over time</p>	<p>This course explores the natural and fundamental American principle surrounding individual rights and how they have developed over time from a variety of perspectives from the viewpoint of our developing health and healthcare systems. The three main perspectives as they pertain to the evolution of societal and cultural views towards individual rights are: population health, medical research and the rights of Americans to pursue their dreams. Particular attention will be placed on the evolution of societal and cultural views as they pertain to the relationship between individual rights and the greater benefit of populations through the analysis of various events over time in health, healthcare sytem development, and health policy. The evolution of how American societal and cultural perspectives towards various events/circumstances change over time will be considered.</p>	<p>Syllabus, pages 2 - 6, Weeks 1 - 15</p> <p>Population Health focus: Syllabus, pg. 2 &amp; 3, Weeks 3 - 5</p> <p>Research focus: Syllabus, pg. 3 &amp; 4, Weeks 6 - 9</p> <p>American dream focus: Syllabus, pg. 4 &amp; 5, Weeks 10 - 14</p>

<p>4 - The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context</p>	<p>Numerous events throughout history (i.e. the development of public health policy through the research and discovery of communication of epidemics; practice of scientific research as it pertains to the long and ongoing history of the HeLa line, vaccinations, &amp; alcohol/tobacco laws, etc.) and their development over time and/or their confounding influence on the development of health &amp; healthcare systems is analyzed with particular attention placed on their impacts to individual rights. Additionally, the relationship between a scientific hypothesis or simply an idea and its subsequent translation into research practices versus individual human rights. Particular attention will be placed upon both the impacts of these events and ideas on society and culture as well as the opposing impact that society and culture has upon the development of health system design and health policy over time. Additionally, the implications that the evolutionary relationships these events have upon the development of the American experience &amp; the subsequent formation of identity will be explored.</p>	<p>Syllabus, pages 1 - 6, Weeks 1 - 15</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 an 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 South, 342  
Phone: (602) 496-1952  
Email address: arwhit10@exchange.asu.edu  
Office hours: by appointment

Name: David Sklar, MD  
Office: Mercado C  
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) Designation  
Historical Awareness: H (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</i>; Sklar, <i>Academic Medicine</i></li> <li>• <i>Blindness</i>, Saramgo</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</i>; Greene, <i>Academic Medicine</i></li> <li>• <i>Blindness</i>, Saramgo</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</i>; Morley, <i>Department of History, Chinese University of Hong Kong. Arts &amp; Humanities</i></li> <li>• <i>Blindness</i>, Saramago</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</i>, John Snow</li> <li>• <i>Blindness</i>, Saramago</li> </ul>	

Week 4	Major Events & Historical Figures in the Development of Public Health Policy, part 2	TBD	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Lemuel Shattuck: the architect of American Public Health; the development of the first laws in health policy in the United States</li> <li>Transitioning global &amp; historical research into policy</li> <li>Leveraging advances in undersaig dor the good of population health</li> </ul> <p><b>Required Readings:</b></p> <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	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Class discussion on historical lessons learned from Chadwick, Snow, &amp; Shattuck and their roles in shifting thinking/understanding of how society view public health and healthcare servivces</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><i>Blindness, Saramago</i></li> </ul>	
Week 5	Individual Rights vs. Population Health: A Historical Perspective	TBD	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Tracing the use of vaccinations through time from invention to health policies requiring individuals receive</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><i>Blindness, Saramago</i></li> </ul>	<p><b>Reflection Paper #1:</b> Explore the evolutionary relationship between the rights of individuals &amp; protection of the public. Discuss how historical events played a role in the evolution of healthcare humanities, institutional changes, and health policy over time.</p>
		TBD	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>The societal implications of changes in health policy surrounding vaccinations over time</li> </ul> <p><b>Required Readings:</b></p> <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	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>The woman in the photograph: the development of ethics in healthcare and the individual rights of patients in the early 20<sup>th</sup> century</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><i>Immortal life of Henrietta Lacks, part one</i></li> </ul>	
		TBD	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Exploitation of vulnerable communities in healthcare research in America</li> <li>Case Study: Henrietta Lacks</li> </ul> <p><b>Required Readings:</b></p> <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>Class discussion on historical events/exploitation of minorities/vulnerable communities over time and the resulting impact within healthcare today</li> <li>Case Study: Tuskegee Syphilis Study</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>The birth of the HeLa factory &amp; the rise of bioethics</li> <li>Development of the National Research Act of 1974 and modern IRB systems</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>Patient rights: then and now</li> <li>The Bill of Patient Rights</li> <li>Development of HIPAA (1996)</li> <li>Patient Advocacy</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>The evolution of the breakdown in trust among minority/vulnerable populations throughout the healthcare industry</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 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 historical evolution of scientific research and its implications over time, with particular attention given to the exploitation of vulnerable communities and how it pertains to the challenges & health disparities in health and healthcare today
	Unit 3 Final	TBD	Unit 3 Exam	

**Unit 4: The American Dream vs. Individual Rights: A Historical Perspective**

Week 10	Conducting Research in Healthcare	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 over time</li> </ul> <b>Required Readings:</b> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> </ul>	
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		TBD	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Exploring the theory of somatotyping and the place of flawed research in American history</li> <li>Labelling man: the implications of a medical diagnosis on patients</li> </ul> <p><b>Required Readings:</b></p> <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	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Case study: Vaccinations in present day, barriers to herd immunity. Lessons learned from the past in addressing current vaccination rates (measles &amp; HPV)</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> </ul>	
		TBD	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Case study: Physique as Destiny</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> <li><i>The Great Ivy League Nude Posture Photo Scandal, Rosenbaum</i></li> <li><i>Physique as destiny, Vertinsky</i></li> </ul>	
Week 12	The role of policy and technology in healthcare research	TBD	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Class discussions on the role of academic institutions, their role in furthering medical knowledge, and masking abuses of power in the name of science</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> </ul>	
		TBD	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Case study: Stanford Prison Experiment</li> <li>The power of power positions on individual behaviors from bench to bedside</li> </ul> <p><b>Required Readings:</b></p> <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	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Class discussion on lessons learned from The Atlas of Men</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> </ul>	<p><b>Reflection Paper #3:</b> Explore the power differential prevalent in healthcare and how it has developed over time. Discuss this relationship and how it relates to both advances in medical knowledge yet protects patient rights. Cite events throughout history and their resulting impacts to support your arguments</p>
		TBD	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>Class discussion on lessons learned from The Atlas of Men</li> </ul> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><i>The Atlas of Men, Sklar</i></li> </ul>	
Week 14	Concluding Discussions	TBD	<p><b>Lecture:</b></p> <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>Week 15</b>	<b>Concluding Discussions</b>	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>
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**Final Individual Report:** Select one of the following topics and discuss in a written report (7-10 pages in length):

- 1) Discuss in evidence-based detail the historical events that led to the development of human perception over time, resulting institutional change and health policy as it relates to vaccinations in the United States. What is the current state of societal perception surrounding vaccinations, the associated laws in place, and the barriers existing today to achieving wide-spread adoption?
- 2) Discuss in evidence-based detail the historical events that led to the breakdown in trust between minorities/vulnerable populations and the healthcare system. What is the current state of societal perception surrounding this issue, the associated laws in place to protect patients, and the barriers existing today to achieving equity in healthcare?

**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/ssm201-08html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09html>)



- 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>

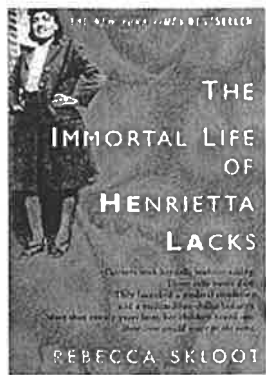


Required Texts:



**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*