

Fiscal Unit/Academic Org	English - D0537
Administering College/Academic Group	Arts and Sciences
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	M.A. in the Humanities, Culture, and Medicine
Type of Program/Plan	Graduate degree program
Program/Plan Code Abbreviation	
Proposed Degree Title	M.A. in the Humanities, Culture, and Medicine

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				30	
Required credit hours offered by the unit	Minimum			12	
	Maximum			18	
Required credit hours offered outside of the unit	Minimum			9	
	Maximum			15	
Required prerequisite credit hours not included above	Minimum			0	
	Maximum			0	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Graduates demonstrate comprehension of how perspectives of the humanities and social sciences complicate understanding medicine as pure science; how medicine is understood as cultural practice with political, ethical, ideological, aesthetic dimension
 - Each HCM graduate will demonstrate in-depth knowledge of a particular approach within the humanities and social sciences to the study of medicine
 - Graduates will produce scholarly work demonstrating proficiency in analyzing diverse kinds of data about the practices of medicine and in marshaling the results of such analysis into clear and cogent arguments (oral, written, or multi-media)
 - HCM graduates will demonstrate an understanding of the practices, rhetoric, discourses and cultural components of medicine that will in turn help them advance their careers in medicine, academia, health-related fields, and other relevant areas

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Classroom assignments

- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Direct assessment methods specifically applicable to graduate programs

- Thesis/dissertation oral defense and/or other oral presentation
- Thesis/dissertation (written document)

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student evaluation of instruction

Additional types of indirect evidence

- Job or post-baccalaureate education placement

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- Lettter from Program-Offering Unit, MA Humanities, Culture and Medicine.docx: Letter
(Letter from Program-offering Unit. Owner: Lowry,Debra Susan)
- Program Rationale Statements and Summary.docx: Program Proposal
(Program Proposal. Owner: Lowry,Debra Susan)
- Advising Sheet for MA in Humanities, Culture and Medicine.docx: Advising Sheet
(Semester Advising Sheet(s). Owner: Lowry,Debra Susan)
- Course Proposal, English 6410 Intro to Graduate Study of Humanities Culture and Medicine.docx: English 6410
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- List of Courses for the MA in Humanities, Culture, and Medicine.docx: Course List
(List of Semester Courses. Owner: Lowry,Debra Susan)
- Interdisciplinary MA in Humanities - Assessment Plan.docx: Assessment Plan
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- Interdisciplinary MA in Humanities, Culture and Medicine, Concurrences.docx: Program Concurrences
(Support/Concurrence Letters. Owner: Lowry,Debra Susan)
- final concurrence.pdf: Concurrence 6410
(Support/Concurrence Letters. Owner: Lowry,Debra Susan)

Comments

- Please return ad-hoc to Bernadette Vankeerbergen.

Added COM concurrence for 6410. *(by Lowry,Debra Susan on 03/23/2015 09:26 AM)*

- See Danielle Hogle's3-16-15 e-mail to J. Phelan and D Lowry. *(by Vankeerbergen,Bernadette Chantal on 03/17/2015 03:52 PM)*
- Sent back at College's request. *(by Herness,M Scott on 12/29/2014 11:32 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	12/04/2014 03:22 PM	Submitted for Approval
Approved	Lowry,Debra Susan	12/04/2014 03:23 PM	Unit Approval
Approved	Heysel,Garett Robert	12/05/2014 10:23 AM	College Approval
Revision Requested	Herness,M Scott	12/29/2014 11:32 AM	GradSchool Approval
Submitted	Lowry,Debra Susan	02/11/2015 09:20 AM	Submitted for Approval
Approved	Lowry,Debra Susan	02/11/2015 09:20 AM	Unit Approval
Approved	Heysel,Garett Robert	02/11/2015 11:24 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/17/2015 03:53 PM	Ad-Hoc Approval
Submitted	Lowry,Debra Susan	03/23/2015 09:26 AM	Submitted for Approval
Approved	Lowry,Debra Susan	03/23/2015 09:27 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	03/23/2015 09:54 AM	Ad-Hoc Approval
Approved	Heysel,Garett Robert	03/23/2015 09:54 AM	College Approval



Department of English

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November 17, 2014

Steven Fink, Executive Associate Dean
College of the Arts and Sciences
University Hall
CAMPUS

Dear Steve,

I am writing to confirm that the English Department has approved the proposal for the interdisciplinary M.A program in Humanities, Culture, and Medicine that would be housed in the Department. My colleagues and I therefore send the proposal to the Arts and Sciences Curriculum Committee with great enthusiasm.

Sincerely,

A handwritten signature in cursive script that reads "Debra G. Modellmog".

Debra Modellmog

THE OHIO STATE UNIVERSITY
Department of English
Proposal for an M.A. in the Humanities, Culture, and Medicine

James Phelan, English
Jonathan Buehl, English
Christa Teston, English
David Horn, Comparative Studies
Susan Lawrence, History
Dana Renga, French and Italian
Julia Nelson Hawkins, Classics

Program Development Plan:

1. *Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.*
- A. The English Department, in cooperation with faculty from the Departments of Classics, Comparative Studies, French and Italian, and History, proposes a Master's program in the Humanities, Culture, and Medicine. The central rationale of the program is that medicine and medical practice--including medical science, illness and treatment, death and dying, and the institutions, practices, and cultural discourses that deal with these matters--constitute significant and rich objects of study that benefit from the perspectives of the humanities and social sciences. Where programs in medical humanities or bioethics at other schools are often closely tied to—and ultimately in the service of—medical schools, this program would be distinctive because it is independent of the College of Medicine, even as it has received concurrence from the COM.
- B. Currently many humanities and social science departments at OSU--the ones mentioned above plus, Anthropology, Sociology, Psychology, Women's and Gender Studies--offer graduate courses that treat medicine from their own disciplinary perspectives.. The proposed program would build on this existing curriculum by providing a larger overarching structure for it and by setting up an advising system that would guide students through it. In addition, this structure would foster both interdisciplinary research and teaching. The English Department would house the program because English already has the largest number of faculty and courses--in narrative theory, literature and literary history, rhetoric, folklore, disability studies, and sociolinguistics—that feature medicine as an object of study. But the program will be thoroughly interdisciplinary, as the next section indicates.
- C. The Master's level is best for this program place for this program both because its interdisciplinary nature depends on the knowledge base provided by a B. A. or B.S. degree even as the additional knowledge and skills offered by the program can lead students in multiple directions, including toward both medical school and more specialized study in Ph.D. programs.

2. Description of the proposed curriculum.

A. Basic Structure of the Program:

Coursework: 30 hours (9 courses of 3 credits each plus a thesis/capstone project):

- a. 3 hours of English 6410, Introduction to Graduate Study in Humanities, Culture, and Medicine
- b. At least 9 hours in other English Department courses (see below for a list of courses tailored to the program);
- c. At least 9 hours outside the Department of English (see below for a list of approved electives)
- d. 6 hours of elective courses (in English or elsewhere, with approval of advisor)

Thesis

- e. 3 hours devoted to a thesis project.

B. Elective Courses in English. These would be targeted versions of courses already in the curriculum. They would be open to students from the MA, the MFA, and the Ph.D. program. (Subtitles indicate topics already offered or projected.)

5664 Studies in Graphic Narrative: Graphic Medicine

7850 American Literature to 1900: Outbreak Narratives

7861 Narrative and Narrative Theory: The Narrative Medicine Movement

7872 English Language: Oral Narratives at the End of Life

7879 Rhetoric: The Rhetoric of Medicine

7889 Digital Media: WebMD and Beyond—the Internet’s Role in Contemporary Medicine

7891 Disability Studies: The Medical Model of Disability v. the Cultural Model

8858 Folklore: The Folklore of Illness

8904 Writing for Publication: Grant Writing for Medical Studies

English/History 7884 History of Literacy

C. Elective Courses (concurrences received from all participating Departments) :

Anthropology 5601 The Anthropology of Sex, Drugs, and HIV

Anthropology 5602 Advanced Medical Anthropology: Women’s Health in Global Perspective

Anthropology 5650, Research Design and Ethnographic Methods

Anthropology 5700 Anthropology, Public Health, and Human Rights

Communication 7870 Media, Campaigns, and Health

Communication 7871 Health Communication in Interpersonal Settings

Comparative Studies 8842 Seminar in Science and Medicine

Comparative Studies 8865 Seminar in Critical Trauma Theory

French and Italian:

French 8602: Comparative French and Italian Studies (Holocaust Cinema and Trauma Theory)

Italian 8602: Comparative French and Italian Studies (Holocaust Cinema and Trauma Theory)

History 7711 Readings in the History of Medicine and Health

History 7550: The Body in Modern Warfare

History 7630: Studies in the History of Sexuality

History 7700: Readings in Environmental history

Psychology 5610 Emotion Regulation: From Basic Science to Clinical Application

Psychology 5681 Development and Psychopathology

Psychology 6853 Lifespan Developmental Psychopathology I

Psychology 6854 Lifespan Developmental Psychopathology II

Psychology 6860 Personality and Its Disorders

Public Health 6189.01 - Field Experience in Public Health

Public Health 7000 - Public Health in Developing Countries

Public Health 7040 - Public Health Organization

Sociology 5450 - Sociology of Global Health and Illness

Sociology 5629 – Health Disparities in Social Context

Sociology 7758 - Population, Health, and the Life Course

Sociology 7830 – Medical Sociology

Illustration: Two (of Many) Possible Paths to the Degree

A. Narrative Medicine Emphasis

Year I: Autumn Semester

English 6410 Introduction to Humanities, Medicine, and Culture

English 7761 Introduction to Narrative and Narrative Theory

Comparative Studies 8865 Critical Trauma Theory

Year I: Spring Semester

Communication 7870 Media, Campaigns, and Health
English 7861: Studies in Narrative and Narrative
Theory
French 8602 Holocaust Cinema and Trauma Theory

Year II: Autumn Semester

English 7891 Disability Studies
History 7711 Readings in the History of Medicine and
Health
Sociology 7758 Population, Health, and the Life
Course

Spring Semester:

English 5664 Graphic Narrative
Public Health 7040 Public Health Organization
Thesis Hours

**B. Rhetoric and Communication
Emphasis**

Year I: Autumn Semester

English 6410 Introduction to Humanities, Medicine,
and Culture
English 7879 Studies in Rhetoric: The Rhetoric of
Medicine
Communication 7870 Media, Campaigns, and Health

Spring Semester

English 7889 Digital Media
Communication 7871 Health Communication in
Interpersonal Settings
Public Health 700 Public Health Organization

Year II: Autumn Semester

English 8904 Writing for Publication
English/History 7884 History of Literacy
Sociology 5450 Sociology of Global Health and
Illness

Spring Semester

Psychology 6860 Personality and Its Disorders
English 7872 Studies in English Language
Thesis Hours

Administrative Arrangements for Proposed Program

- a. Overall Administrative Structure.
As noted above, the program would be housed in English, and, thus, would fall under the purview of the Department Chair and the Director of Graduate Studies. See below for the plans for staff support.
- b. Admissions would be handled by a subcommittee of five faculty affiliated with the program with at least one and no more than three from English.
- c. Advising would be handled by a subcommittee of four faculty affiliated with the program, with each advisor being assigned approximately three students from the incoming class.

Evidence of need for the new program, including comparison with other programs in the state.

After surveying all the 16 Ohio institutions whose programs fall under the purview of the Regents Advisory Committee on Graduate Study and consulting with Char Rogge, the Ohio Board of Regents Administrator for Graduate Programs, we have discovered that there are currently no similar programs in the state. Ohio State could thus take an appropriate leadership role in offering the M.A. in this emerging field.

Within the University, the program enhances and expands the discovery theme of Health and Wellness. Indeed, it makes the contribution of the Humanities and Social Sciences to the theme clearly visible.

The program would appeal to (1) B.A. students who have done interdisciplinary work in medical humanities, in science and technology studies, or who have taken courses in the rhetoric of science, medical folklore, or literature and medicine and who want a program for more dedicated study. These students, like those in other terminal M.A. programs, may then apply to Ph.D. programs of various kinds (e.g., science studies, RCL programs) or to medical schools, or they may regard the degree as a capstone on their education and seek employment in allied medical fields. (2) Medical students at OSU who have been undergraduate humanities majors and who want to take a break from medical school. In a survey of 94 current medical students in September 2014, 19 responded “yes” and another 37 responded “maybe” to the question, “if given the opportunity, I would be interested in pursuing this degree. (It is not uncommon for our medical students apparently pause their medical studies and get other degrees at OSU such as the MBA). (3) People with B.A.’s who have been working in allied medical fields and want a graduate degree.

5. *Prospective Enrollment*
10 to 12 students per year.

6. *Special Efforts to enroll and retain underrepresented groups.*

The Department of English emphasizes diversity in its recruitment of graduate students, and this program will reinforce that value. Faculty involved in the M.A. will also be involved in the undergraduate minor in Health, Medicine, and Culture, and they will identify and mentor students from underrepresented groups who are a good fit for the M.A. We will take advantage of the mailing lists provided by the Minority Student Locator Service (operated by the Educational Testing Service) and reach out to students on the list. Faculty involved in the program are active in SROP and the McNair Scholars program, and experience has taught us that these programs provide an excellent opportunity to recruit students from underrepresented groups.

7. *Availability and adequacy of the faculty and facilities available for the program.*

Since the program builds so much on existing courses and ongoing faculty research, current OSU faculty are not just available but very eager to work in the program. For similar reasons, existing facilities can adequately serve the needs of the program. The OSU library system—from the collections in Thompson to those in the Health Sciences Library and to all the on-line materials—will provide excellent support for the program.

8. *Need for additional facilities and staff.*

We see the need for a 50% staff position to support the program with work on recruiting, record-keeping, and the myriad other duties that go with running a small M.A. We would fund the position from the revenue generated by the program.

9. *Evidence of additional facilities and staff associated with the program and evidence of institutional commitment and capacity to meet these costs.*

Given the answers to #7 and #8, the most relevant item here is “evidence of institutional commitment.” As noted above, the University has identified “Health and Wellness” as one of its “discovery themes,” and, thus, the program dovetails with the University’s priorities. In addition, the Graduate School has encouraged the development of new, interdisciplinary M.A. programs. Finally, we have received letters of concurrence and support from all participating departments.

Advising Sheet for MA in Humanities, Medicine, and Culture

The program requires 30 credit hours divided into the following segments

1. 3 credits: Required core course: English 6410: Introduction to Humanities, Culture, and Medicine
2. 9 credits: three additional courses in English tailored for the program from the following list (course subtitles are illustrative):

5664 Studies in Graphic Narrative: Graphic Medicine
7850 American Literature to 1900: Outbreak Narratives
7861 Narrative and Narrative Theory: The Narrative Medicine Movement
7872 English Language: Oral Narratives at the End of Life
7879 Rhetoric: The Rhetoric of Medicine
7889 Digital Media: WebMD and Beyond—the Internet’s Role in Contemporary Medicine
7891 Disability Studies: The Medical Model of Disability v. the Cultural Model
8858 Folklore: The Folklore of Illness
8904 Writing for Publication: Grant Writing for Medical Studies

3. 9 credits: three courses outside of English from the following list:

Anthropology 5601 The Anthropology of Sex, Drugs, and HIV
Anthropology 5602 Advanced Medical Anthropology: Women’s Health in Global Perspective
Anthropology 5650, Research Design and Ethnographic Methods
Anthropology 5700 Anthropology, Public Health, and Human Rights (pending approval)

Communication 7870 Media, Campaigns, and Health
Communication 7871 Health Communication in Interpersonal Settings

Comparative Studies 8842 Seminar in Science and Medicine
Comparative Studies 8865 Seminar in Critical Trauma Theory

French and Italian:

French 8602: Comparative French and Italian Studies (Holocaust Cinema and Trauma Theory)

Italian 8602: Comparative French and Italian Studies (Holocaust Cinema and Trauma Theory)

History 7711 Readings in the History of Medicine and Health

Psychology 5610 Emotion Regulation: From Basic Science to Clinical Application

Psychology 5681 Development and Psychopathology

Psychology 6853 Lifespan Developmental Psychopathology I

Psychology 6854 Lifespan Developmental Psychopathology II

Psychology 6860 Personality and Its Disorders

Public Health 6189.01 - Field Experience in Public Health

Public Health 7000 - Public Health in Developing Countries

Public Health 7040 - Public Health Organization

Sociology 5450 - Sociology of Global Health and Illness

Sociology 5629 – Health Disparities in Social Context

Sociology 7758 - Population, Health, and the Life Course

Sociology 7830 – Medical Sociology

4. 6 credits: two electives in any participating Department to be approved by the student's advisor.

5. 3 credits. Capstone/ thesis project.

Course Proposal: English 6410: Introduction to Humanities, Culture, and Medicine

Catalog Description

Study of medicine from the perspective of the humanities and social sciences; emphasis on how these perspectives complicate an understanding of medicine as pure science.

Rationale

The core course for the interdisciplinary M.A. in Humanities, Culture, and Medicine, English 6410 introduces students to the interdisciplinary nature of the M.A. by focusing on the practices, politics, and ethics of medical praxis within its cultural and socio-historical contexts. This emphasis on contexts is designed to set the tone for the program as a whole, since students will move from this core course to more in-depth courses exploring the consequences of how the perspectives of the humanities and social sciences influence our understanding of the way medicine has been and is currently being practiced in the West.

Learning Goals

Students demonstrate an understanding of how the perspectives of the humanities and social sciences complicate an understanding of medicine as pure science.

Students demonstrate an ability to write trenchantly about the consequences of this understanding.

Students are prepared to go on to other, more in-depth courses in the M.A. program.

ASSESSMENT

This course will be assessed during its first five years by the core faculty overseeing the M.A. in the Humanities, Culture, and Medicine (from English, History, Comparative Studies, French and Italian, and Classics) in consultation with the Director of Graduate Studies. The assessment plan will include the following steps:

- Review of course evaluations (SEI and Discursive) to determine how well the class is fulfilling its goals in the eyes of the students.
- At years 3 and 5 of the assessment, survey of 20 randomly selected students who completed the course at least one year previously to assess its effectiveness in preparing students for the rest of the M.A. program. s.
- At years 3 and 5 of the assessment, survey of approximately 10 faculty teaching other courses in the M.A. to get their feedback on how well the core course is preparing students for those other courses.

Faculty Interested in Offering the Course (partial list)

Jim Phelan, English

Christa Teston, English

David Horn, Comparative Studies

Susan Lawrence, History

**Sample Syllabus:
Introduction to
Humanities, Culture,
and MedicineEnglish
6410 | Dr. Christa
Teston**

Course Meeting

Contact Info
Course Info

Class Blog
Office Hours

01. Course Rationale + Description

Meaningful objects of study lie at the intersection of medicine-as-science and medicine-as-art—including ontologies, practices, and cultures, to name only a few. Scholars in the humanities and social sciences explore, for example: linguistic and visual constructions of disease, histories of medical doctors’ enculturation into the profession, ethics of death and dying, and everyday diagnostic, prognostic, and palliative practices. This course draws on the richness that interdisciplinary study of western medicine provides and introduces students to scholarly conversation and critique surrounding medicine’s institutions, practices, and cultural discourses.

In particular, this course is designed to explore the following questions,

- How was and is medicine as a practice *constructed*?
- How was and is medical expertise *communicated and consumed*?
- How were and are medical practitioners *professionalized*?

Toward these ends, we’ll read and write about such things as medical risk and numeracy, doctor-patient interactions, medical school culture and training, visual rhetorics of fMRI, affordances and constraints of the electronic medical record, and the spatial persuasiveness of the clinic. During weeks 1-9, various theoretical constructs will be introduced as a way to reframe and analyze contemporary issues in medicine discussed in weeks 10-13. By the end of the semester, students are invited to begin their own in-depth exploration of one of the three questions listed above (i.e., medical constructs, expertise, or professionalization).

02. Required Sources

Michel Foucault’s (1994) *The Birth of the Clinic*
 Bowker & Star’s (2000) *Sorting Things Out: Classification and its Consequences*
 Collins & Pinch (2005) *The Golem*
 Mol et al.’s (2010) *Care in Practice*

03. Assessment

	Learning Objective	Deliverable
Engagement (20%)	Improve critical consumption of scholarly and popular media; become comfortable with intellectual grey areas and rigorous scholarly conversation	Class presence + participation
Reflection (20%)	Connect theories and constructs discussed in class with contemporary medical issues outside of class.	Blog posts
Analysis (20%)	Improve writing, primary and secondary research skills, and analytic critique.	Scholarly manuscript
Invention (20%)	Negotiate affordances and constraints of representing visually your research to a non-expert audience.	Poster presentation
Dissemination (20%)	Visually and verbally persuade a non-expert audience of findings from your research.	Public presentation

03. Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

04. Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

05. Tentative Schedule

[Week 1] Introductions

Discuss Freedman's "The aggressive egg" and Collins & Pinch (2005) *The Golem*

[Week 2] Constructions of Medical Practice & Knowledge

Discuss Foucault's *Birth of the Clinic*; Discuss K. Stewart's (2008) "Weak theory as an unfinished world" in *Journal of Folklore Research* 45(1), pp. 71-82.

[Week 3] Constructions of Medical Practice & Knowledge II

Discuss Bowker & Star's (2000) *Sorting Things Out: Classification and its Consequences* (Chapters TBA); Discuss Segal's (2007) "Illness as Argumentation: A Prolegomenon to the Rhetorical Study of Contestable Complaints" in *health: An Interdisciplinary Journal for the Social Study of Health, Illness, and Medicine* 11(2), 227-44.

[Week 4] Communicating and Consuming Medical Expertise I (EBM & RCTs)

Discuss Meldrum's (2000) "A brief history of the randomized controlled trial: From oranges and lemons to the gold standard" in *Hematology/Oncology Clinics of North America*; Discuss Bowker & Star (Chapters TBA); Discuss Smith's "Evidence-Based medicine: An oral history."

[Week 5] Communicating and Consuming Medical Expertise II (Numeracy & Risk)

Discuss Hinkins & Cherwitz's (2011) "On the ontological and epistemological dimensions of expertise: Why 'reality' and truth' matter and how we might find them" in *Social Epistemology* 25(3), 291-308; Discuss Majdik & Keith's (2011) "The problem of pluralistic expertise: A Wittgensteinian approach to the rhetorical basis of expertise" in *Social Epistemology* 25(3) 275-290; Discuss Teston (In press) "Assessing evidence: Clinically-meaningful endpoints and *p*-values."

[Week 6] Communicating and Consuming Medical Expertise III (Visual Rhetorics)

Discuss Tufte's (2003) *Visual and statistical thinking: Displays of evidence for making decisions*; Discuss Pasveer, B. (2006). Representing or mediating: A history and philosophy of x-ray images in medicine in Luc Pauwels (Ed.), *Visual cultures of science: Rethinking representational practices in knowledge building and science communication* (pp. 41-62).

[Week 7] Medical Professionalization I

Discuss Fleck, L.'s (1977) *Genesis and development of a scientific fact* (Chapters TBA); Discuss Stafford, B. M. (1993). *Body criticism: Imaging the unseen in enlightenment art and medicine* (Chapters TBA).

[Week 8] Medical Professionalization II

Discuss Schryer, Lingard & Spafford's (2005) "Techne or artful science and the genre of case presentations in healthcare settings" in *Communication Monographs* 72(2), 234-260; Discuss Schryer & Spoel's (2005) "Genre Theory, Health-Care Discourse, and Professional Identity Formation" in *Journal of Business and Technical Communication* 19.3, pp. 249-78.

[Week 9] Medical Technologies

Discuss Alac, M., & Hutchins, E. (2004). I see what you are saying: Action as cognition in fMRI brain mapping practice. *Journal of Cognition and Culture*, 4, 629-661. Discuss Ihde's (2002) *Bodies in technology* (Chapters TBA).

[Week 10] Medical Technologies II

(Discuss several popular press sources about stem cell research; 23andMe's genetic testing kit; the electronic medical record)

SCHOLARLY MANUSCRIPT DUE

[Week 11] Medicine + Public Policy

Discuss Tuskegee Syphilis Project (source TBA); Discuss Nowotny's (2003) "Democratizing expertise and socially robust knowledge" in *Science and Public Policy* 30(3), 151-156; Discuss Scott's (2001) "Putting women and newborns to the HIV test: A case study of a public policy topos" in *Southern Communication Journal* 66(2), 101-119.

[Week 12] Compulsory Wellness

(Discuss several popular press sources about the democratization of medical data [e.g. fitbits and saliva kits]; health and wellness as corporatized constructs)

[Week 13] Care

Discuss Annemarie Mol, et al. *Care in Practice*

[Week 14] Poster Session Preparation

[Week 15] Scholarly Presentations

[FINALS WEEK] Poster Sessions

POSTERS DUE

List of Courses for MA in Humanities, Medicine, and Culture

English 6410: Introduction to Humanities, Culture, and Medicine
English 5664 Studies in Graphic Narrative: Graphic Medicine
English 7850 American Literature to 1900: Outbreak Narratives
English 7861 Narrative and Narrative Theory: The Narrative Medicine Movement
English 7872 English Language: Oral Narratives at the End of Life
English 7879 Rhetoric: The Rhetoric of Medicine
English 7889 Digital Media: WebMD and Beyond—the Internet’s Role in Contemporary Medicine
English 7891 Disability Studies: The Medical Model of Disability v. the Cultural Model
English 8858 Folklore: The Folklore of Illness
English 8904 Writing for Publication: Grant Writing for Medical Studies

Anthropology 5601 The Anthropology of Sex, Drugs, and HIV
Anthropology 5602 Advanced Medical Anthropology: Women’s Health in Global Perspective
Anthropology 5650, Research Design and Ethnographic Methods
Anthropology 5700 Anthropology, Public Health, and Human Rights (pending approval)

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Psychology 6854 Lifespan Developmental Psychopathology II
Psychology 6860 Personality and Its Disorders

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Sociology 5629 – Health Disparities in Social Context
Sociology 7758 - Population, Health, and the Life Course
Sociology 7830 – Medical Sociology

Interdisciplinary MA in Humanities, Culture, and Medicine

Learning Goals and Assessment Plan

	Interdisciplinary Knowledge
Learning Goal	Humanities, Culture, and Medicine (HCM) MA graduates will demonstrate an understanding of interdisciplinary perspectives on medicine. Specifically, graduates will be able to demonstrate their comprehension of how the perspectives of the humanities and social sciences complicate an understanding of medicine as pure science; how medicine can be understood as a cultural practice with political, ethical, ideological, and even aesthetic dimensions; and how interdisciplinary perspectives help us understand what the current cultural practice of medicine does well, what it could do better, and what is at stake in arguments about these questions.
Methods for Collecting Evidence	<i>Classroom assessment methods:</i> Graduate seminars will acquaint students with the performance requirements of this interdisciplinary area's scholarly environment and assess student learning through discussion, oral reports, exams, papers, and other assignments. Students' grades in graduate seminars will be compiled; the staff and faculty direct of the program will ensure that each student's performance satisfactorily meets the program's requirements. (Direct measure.)

	Area Emphasis
Learning Goal	<p>Each HCM graduate will demonstrate in-depth knowledge of a particular approach within the humanities and social sciences to the study of medicine.</p>
Methods for Collecting Evidence	<p><i>Advising meetings:</i> Throughout their two years in the program, students will meet with faculty, and faculty will evaluate how students' choices of classes and performance in class assignments are preparing them to gain in-depth knowledge of a particular approach to the study of medicine. These approaches include "Narrative and Medicine," "Rhetoric and Communication in Medicine," and others. Faculty will report their evaluation of students' choice of approach and progress toward gaining in-depth knowledge to the director of the HCM program. (Direct measure.)</p> <p><i>Thesis defense:</i> By the end of the second year of the HCM MA program, the student will have completed a substantial thesis that is an original contribution to knowledge in the student's area of emphasis. The thesis will be reviewed by a committee of faculty members who will evaluate the student's knowledge of his or her area and the student's comprehension of the concepts, primary texts, secondary texts, and relevant theoretical issues within that area. The staff and director of the HCM program will compile information about how each student performs in his or her defense. (Direct measure.)</p>

Effective Writing and Presentation Skills	
Learning Goal	HCM MA graduates will produce scholarly work that will demonstrate proficiency in analyzing diverse kinds of data about the practices of medicine and in marshaling the results of such analysis into clear and cogent arguments (oral, written, or multi-media) about these practices.
Methods for Collecting Evidence	<p><i>Classroom assessment methods:</i> Graduate seminars will assess student learning of effective writing and presentation skills through oral reports, papers, and other assignments. (Direct measure)</p> <p><i>Thesis defense:</i> During the thesis defense, faculty will evaluate the validity and originality of the student's argument, the rigor of his or her research and methods, and the effectiveness of his or her writing. Successful completion of the thesis and defense will mark satisfactory fulfillment of this goal. (Direct measure.)</p> <p><i>Presentation and publication record:</i> Each year, students will submit a list of their presentations at any academic conferences; any written material they have published, submitted for publication, or are revising for publication; and all awards, fellowships, and grants they have received and for which they applied. An aggregate list of this information will be compiled and evaluated each year. (Direct measure.)</p>

Professional and career development	
Learning Goal	HCM graduates will demonstrate an understanding of the practices, rhetoric, discourses and cultural components of medicine that will in turn help them advance their careers in medicine, academia, health-related fields, and other relevant areas.
Methods for Collecting Evidence	<i>Academic and job placement:</i> The director and staff of the HCM program will record data about each student's post-graduate career, including applications and admission to medical school; application and admission to other graduate programs; and job placements (Indirect measure.)

Concurrences:

Anthropology:

Hi Jim—

This email serves as the Department of Anthropology's concurrence for your newly proposed M.A. in Humanities, Culture, and Medicine. In addition to the two courses you list for Anthropology in the electives, Anthropology faculty suggest that you add an ethnographic methods course (Anth 5650, Research Design and Ethnographic Methods) and a newly proposed course (Anth. 5700, Anthropology, Public Health, and Human Rights). The second course has just been submitted for approval.

Thank you for the opportunity to contribute to this important new major.

Best regards,

Clark

Clark Spencer Larsen
Distinguished Professor of Social and Behavioral Sciences
Chair, Department of Anthropology

Communications:

Dear Jim

The GSC met last Monday and supports your proposal. The committee would like to stress that our courses have a strong emphasis on a social science perspective. The syllabi are available on our site www.comm.ohio-state.edu. Please let me know if you have further questions
Thank you and best wishes for the initiative! Thanks for including us!
Silvia

Silvia Knobloch-Westerwick, Director of Graduate Studies
Department of Communications

Comparative Studies

RE: Concurrence for English Department's Professional MA in Medical Humanities

Dear Steve and the Arts and Sciences Curriculum Committee:

The Department of Comparative Studies has no objections to this proposal going forward.

Yours,

Barry

--
Barry Shank
Professor & Chair
Department of Comparative Studies
The Ohio State University

French and Italian:

Dear Jim,

As chair of the Department of French and Italian, I would like to express my department's concurrence with the proposed MA degree in Humanities, Culture, and Medicine, which will be housed in English. We think it's an excellent proposal and would welcome the program's students into any of our graduate courses in which they may be interested. Our faculty would also be glad to serve on the examination or thesis committees of such students.

Sincerely,

Jennifer Willging
Chair and Associate Professor
Department of French and Italian
The Ohio State University
1775 College Rd. - 200 Hagerty Hall

History:

Dear Peter Hahn,

The GSC has reviewed the proposal for the MA in Humanities, Culture, and Medicine and enthusiastically recommends concurrence.

I also asked the faculty coordinators of the Environment, Health, Technology, and Science thematic constellation to review the proposal. They were all quite enthusiastic about it but recommended that the following History graduate courses be added to the list of elective, in addition to History 7711: Readings in the History of Medicine and Health.

History 7550: The Body in Modern Warfare (Bruno Cabanes' version of Studies in Military History)

History 7630: Studies in the History of Sexuality (which includes material on the body and medicine)

History 7700: Readings in Environmental history (which can include health and the environment).

I am taking the liberty of copying Jim Phelan on this message in the interest of time and to eliminate steps in the bureaucratic process.

All the best,
Jane

Jane Hathaway.
Professor and Graduate Studies Chair
Dept. of History
Ohio State University

Psychology:

Hi Jim:

This program seems like a good idea to me. The only course from your list that I would delete is 6850 as it is really overly specialized for students in our IDD program.

Best regards,

Rich

Richard Petty, Chair
Department of Psychology

Public Health:

Jim,

The College is pleased to include some courses in your proposed curriculum. However, from the list you shared only the following three are routinely offered:

Public Health 6189.01 - Field Experience in Public Health
Public Health 7000 - Public Health in Developing Countries
Public Health 7040 - Public Health Organization

Best wishes,

Mike

Michael S. Bisesi, PhD, REHS, CIH
Senior Associate Dean, Academic Affairs
Director, Center for Public Health Practice
Chair (Interim) & Associate Professor, Environmental Health Sciences
College of Public Health

Sociology:

Hi Jim:

Thanks for letting us consider this proposal. The department has not offered SOC 5194.03 for some time, so that should be dropped for the list of elective courses. However, we have several other courses to add to the list.

in addition to 5450—Global Health and Illness, which you already have listed, we offer:
5629— Health Disparities in Social Context
7758 — Population, Health and the Life Course
7830 — Medical Sociology

We hope these can be added to the list of electives for the interdisciplinary MA.

Let me know if you have questions,
Claudia

Claudia Buchmann
Professor & Director of Graduate Studies
Department of Sociology
211 Townshend Hall
Columbus, OH 43210
[614-247-8363](tel:614-247-8363)
buchmann.4@osu.edu

College of Medicine:

October 22, 2014

To University and Graduate School Leadership and Relevant Curriculum Committees,

We, as Vice Dean for Education at the College of Medicine and Director of the Center for Bioethics and Medical Humanities (CBMH), write to express our full support for the efforts of the key faculty and departments involved in creating the MA program in Humanities, Culture, and Medicine.

This unique program idea offers the promise of providing valuable interdisciplinary humanities and social science perspectives on health, disease, and medicine. The COM and CBMH are currently launching an MA in Bioethics and we view these programs as complementary and not in competition. Moreover, while the academic distinctions between the two programs are clear, the overlap is such that a number of courses may be cross-listed, furthering the cooperation of these programs and offering additional benefits to OSU students.

Based on the program development plan and our conversations with Jim Phelan and other key stakeholders, we fully endorse this program's development and look forward to its presence at OSU.

Kind regards,



Daniel M. Clinchot, MD
Vice Dean for Education
Associate Vice President for health Sciences Education



RYAN K. NASH, MD, MA, FACP, FAAPM
Director, The Ohio State University Center for Bioethics & Medical Humanities
Hagop Mekhjian, MD, Chair in Medical Ethics and Professionalism



THE OHIO STATE UNIVERSITY

**Center for Bioethics and Medical Humanities
Office of the Director**

The Ohio State University
Wexner Medical Center

2194 Graves Hall
333 West 10th Avenue
Columbus, Ohio 43210-1524

614-366-8405 Phone
614-366-7702 Fax

March 20, 2015

To University and Graduate School Leadership and Relevant Curriculum
Committees,

This is a revised letter from our original dated October 22, 2014.

We, as Vice Dean for Education at the College of Medicine and Director of the Center for Bioethics and Medical Humanities (CBMH), write to express our full support for the efforts of the key faculty and departments involved in creating the MA program in Humanities, Culture, and Medicine and its newly created core introduction course English 6410.

This unique program idea offers the promise of providing valuable interdisciplinary humanities and social science perspectives on health, disease, and medicine. The COM and CBMH are currently launching an MA in Bioethics and we view these programs as complementary and not in competition. Moreover, while the academic distinctions between the two programs are clear, the overlap is such that a number of courses may be cross-listed, furthering the cooperation of these programs and offering additional benefits to OSU students.

Specifically, we have reviewed the proposal and sample syllabi for English 6410. The proposed course seems to be of excellent quality. The course has no required clinical exposure. Though themes in the class will mirror some in our bioethics course work, the perspective and focus from the humanities will be enough to set it apart from our offerings. Therefore, we fully support the formation of this important class.



THE OHIO STATE UNIVERSITY

Based on the program development plan and our conversations with Jim Phelan and other key stakeholders, we fully endorse this program's development and look forward to its presence at OSU.

Kind regards,

Daniel Clinchot, MD

Vice Dean for Education, OSU College of Medicine

Ryan R. Nash, MD, MA, FACP, FAAHPM

Director, The Ohio State University Center for Bioethics & Medical Humanities

Hagop Mekhjian, MD, Chair in Medical Ethics and Professionalism
Wexner Medical Center The Ohio State University