

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

## **Comments**

- Please return ad-hoc to Bernadette Vankeerbergen. *(by Lowry,Debra Susan on 02/11/2015 09:20 AM)*
- 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
Pending Approval	Vankeerbergen,Bernadette Chantal	02/11/2015 11:24 AM	Ad-Hoc Approval
Approved	Heysel,Garett Robert	02/11/2015 11:24 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 C. 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**

	<b>Learning Objective</b>	<b>Deliverable</b>
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)

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

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History 7711 Readings in the History of Medicine and Health

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