

Term Information

Effective Term Autumn 2015

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 6410
Course Title Introduction to Humanities, Culture, and Medicine
Transcript Abbreviation Intro HumCultMed
Course 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.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Grad standing.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Masters Course
Intended Rank Masters

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- 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.

Content Topic List

- Constructions of Medical Practice & Knowledge
- Communicating and Consuming Medical Expertise
- Medical Professionalization
- Medical Technologies
- Medicine and Public Policy
- Compulsory Wellness
- Care in Practice

Attachments

- Course Proposal, English 6410 Intro to Graduate Study of Humanities Culture and Medicine.docx: English 6410
(Syllabus. Owner: Lowry,Debra Susan)
- final concurrence.pdf: Concurrence
(Other Supporting Documentation. Owner: Lowry,Debra Susan)

Comments

- Dean Clinchot's (COM) initial concurrence letter has been amended to specifically include this course. *(by Lowry,Debra Susan on 03/23/2015 09:22 AM)*
- Please request concurrence from the Center for Bioethics and Medical Humanities in COM *(by Vankeerbergen,Bernadette Chantal on 12/16/2014 01:38 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	12/04/2014 03:25 PM	Submitted for Approval
Approved	Lowry,Debra Susan	12/04/2014 03:25 PM	Unit Approval
Approved	Heysel,Garett Robert	12/06/2014 06:55 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/16/2014 01:38 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	03/23/2015 09:24 AM	Submitted for Approval
Approved	Lowry,Debra Susan	03/23/2015 09:27 AM	Unit Approval
Approved	Heysel,Garett Robert	03/23/2015 09:30 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	03/23/2015 09:30 AM	ASCCAO Approval

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



THE OHIO STATE UNIVERSITY

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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