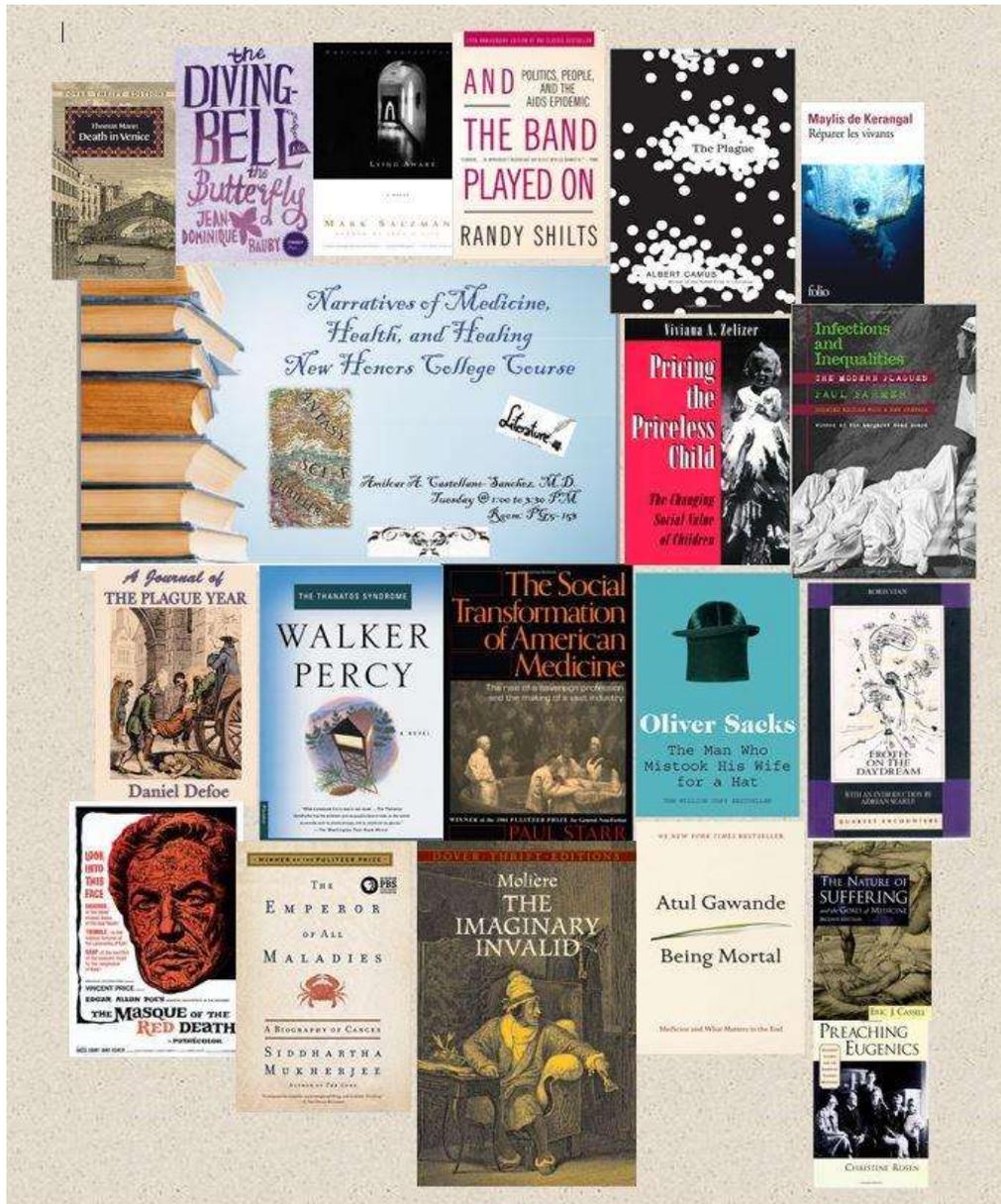


IDH 3034/4008 Fall 2017, 3 Credits  
 Narratives in **Medicine**, **Health** and **Healing**



Tuesday 1:00 p.m. to 3:30 p.m.  
 Faculty: Amilcar A. Castellano-Sanchez, M.D.  
 castelam@fiu.edu or 305-348-4390; Office: MMC. AHC4 256

Classroom GC-272

Office hours by appointment.

**Students will access all course materials via Blackboard: <http://ecampus.fiu.edu/>**

This course aims to bring forth the unbreakable -- yet not well-valued and sparsely characterized -- connection between the worlds of text (narrative, poetry, short stories, memoirs, interviews, and film adaptations) to the worlds of medical ailments and medical practice. The course will encourage the reading and interpretation of different literary media coupled with a mirror representation of the disease (s) being discussed throughout the semester. The ultimate goal of the course is to explore fully the connection between health and well-being and the power of texts of all kind. Further impact of the recognition and valorization of this prominent literary and medical bond will manifest as participants contribute to knowledge via their participation in adding well-researched content to Wikipedia pages of their choice. Sessions will include active participation between students and faculty, Socratic seminar lead-discussions, written reflections, and review of peer review articles on the subject matter.

**Course Goals:**

1. An aim of this two-semester course is to improve narrative competency and communication skills, leading to greater comfort deciphering patient stories.
2. Emphasize and improve the students' quality of life and to encourage the practice of self-reflection as well as objective -peer reviewed- writing and research.
3. Increase student's knowledge and understanding of the links between literature and medicine from the perspective of several authors and time periods.
4. Enhance knowledge and comprehension of current debates in the field of literature and medicine;
5. Foster an ability to read and appreciate a selection of literary texts where medical topics are presented, and interpret them against their historical background.
6. Induce an ability to engage in independent research in the field of literature and medicine in order to contribute an objective text to a student selected Wikipedia topic.
7. Develop and overall enhanced self-awareness and reflective capacity, and enhanced skills of critical analysis, argumentation, oral presentation and essay writing.

**Course Objectives:**

Upon completion of this two-semester course, students will:

- Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts.
- Analyze and interpret global and intercultural issues.
- Explain and link scientific and practical means of the times with their theoretical and cultural background using different forms of literature in non-scientific formats linking the concepts of health, disease, recovery, convalescence and health-care through human kind.

- Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing.
- Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts.
- Be able to apply their knowledge from previous and current courses to construct reflective and objective comments based on given problems that call for scientific reasoning
- Have developed skills to work collaboratively and in an interdisciplinary manner.
- Develop an awareness of humanistic and distinct set of professional skills required for success as a medical student and emerging doctor.

### **Format**

- Class meets **once** a week. In general, each meeting is divided into two sessions with a break included, meeting style can vary as there can be a lecture, in-class discussion, in-class note taking, presentations by faculty, students or guest speakers or other presentation format by course director. Any invited guest faculty or peer presenting will be stated in the calendar below and through the course’s Blackboard site. There will be opportunities for active learning in related “hot topics” or in the development of learning skills as they relate to art and history of medicine.
- Students will be expected to have read the assigned works before coming to class and be ready and able to participate fully in a discussion—that is, to ask questions as well as posit ideas; to listen and respond to others; and to strive to see that all members of the group contribute equally to the conversation.
- Class will be supplemented by active learning strategies. Faculty will engage students with controversial/ethical discussion topics, case study analysis through class discussion, and out of class assignments.
  - Readings to be assigned by course director or other participating faculty as stated via the calendar or course announcements as needed.
  - Assignments such as conducting a literature search or data search on a research topic and presenting the findings to the class.
- Course work will be posted to the class Blackboard site on a weekly bases.
- WIKIPEDIA INFORMATION:
- To **enroll in the class** please follow the link below: create a username and password

[https://urldefense.proofpoint.com/v2/url?u=https-3A\\_dashboard.wikiedu.org\\_courses\\_Florida-5FInternational-5FUniversity-2DHonors-5FCollege\\_Narratives-5Fin-5FMedicine-2C-5FHealth-5Fand-5FHealing-5F-28FALL-5F2017-29-3Fenroll-3Dlittera-](https://urldefense.proofpoint.com/v2/url?u=https-3A_dashboard.wikiedu.org_courses_Florida-5FInternational-5FUniversity-2DHonors-5FCollege_Narratives-5Fin-5FMedicine-2C-5FHealth-5Fand-5FHealing-5F-28FALL-5F2017-29-3Fenroll-3Dlittera-)

[2Dsante&d=DwMcaQ&c=lhMMI368wojMYNABHh1gQQ&r=6DhP1db5MUrsqy9p3RFQTQ&m=ofbn9xNDKi159dD43z3X-WFIUDpbjt2gNpQDC\\_1bRtM&s=eCHXsHhTDEMwNfga3FomAsoJVmVvbQJU90Fq15EsY8&e=](https://www.wikiwand.com/en/Narratives_in_Medicine,_Health_and_Healing_(Fall_2017)/timeline)

- The Wikipedia related work / assignments and activities will be conducted within the Wikipedia administered course page. Follow the link below:

[https://dashboard.wikiedu.org/courses/Florida International University-Honors College/Narratives in Medicine, Health and Healing \(FALL 2017\)/timeline](https://dashboard.wikiedu.org/courses/Florida_International_University-Honors_College/Narratives_in_Medicine,_Health_and_Healing_(FALL_2017)/timeline)

- Finding an article on Wikipedia to work on(TUTORIAL) link: (a printed handout will be provided)  
<https://dashboard.wikiedu.org/training/instructors/finding-articles>

### **Required Resources**

For this course you will need dependable internet access. This is a web assisted course in Blackboard and Wikipedia as mentioned above. While some of the weekly required materials are posted on Blackboard at:

[https://fiu.blackboard.com/webapps/blackboard/execute/modulepage/view?course\\_id=106323\\_1&cmp\\_tab\\_id=498454\\_1&editMode=true&mode=cpview](https://fiu.blackboard.com/webapps/blackboard/execute/modulepage/view?course_id=106323_1&cmp_tab_id=498454_1&editMode=true&mode=cpview)

- There are required books that would be available through the University book store as stated in detail below.
- You are responsible for regularly consulting online materials.
- You will receive announcements in class and by email through your FIU email address.
- You are responsible for any material distributed through the course pack, Blackboard or through email. Details of the assigned reading materials will be posted in the calendar below.

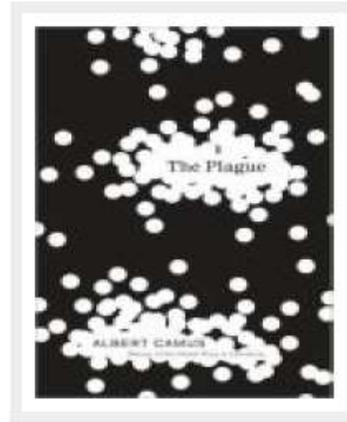
Required reading materials:

- A **course pack** will be available at RICOH with the added reading assignments that we will use for in class and out of class work. Ask for the “NARRATIVES IN MEDICINE, HEALTH AND HEALING” course pack.

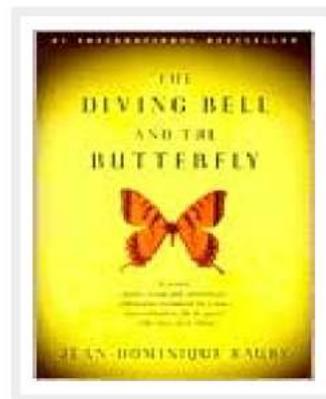
● The following will be available at the FIU bookstore for

purchase:

- The Plague
- Author: Albert Camus.
- ISBN: 9780679720218
- Publisher: Knopf Doubleday Publishing Group

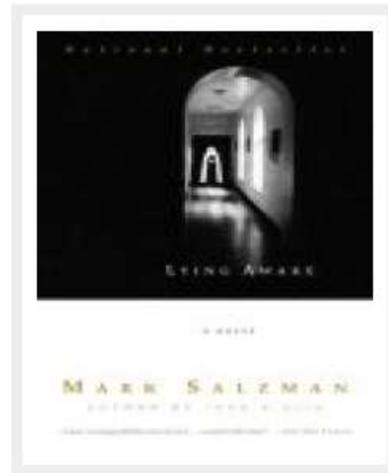


- The Diving Bell and the Butterfly
- Author: Jeremy Leggatt (Translator), Jean-Dominique
- ISBN: 9780375701214
- Publisher: Knopf Doubleday Publishing Group



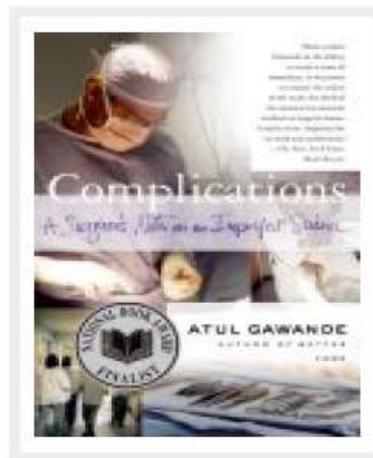
Bauby

- Lying awake
- Author: Mark Salzman, Stephanie Shieldhouse
- ISBN: 9780375706066
- Publisher: Knopf Doubleday Publishing Group



(Illustrator)

- Complications: a surgeon's note on an imperfect science
- Author: Atul Gawande
- ISBN: 9780312421700
- Publisher: Picador



anthology /  
Bonebakker. ISBN  
2008.  
Hunsaker

**Recommended resources:**

- Imagine what it's like: a literature and medicine edited by Ruth Nadelhaft, with Victoria 978-0-8248-3317-6. Maine Humanities Council,
- Teaching literature and medicine / edited by Anne Hawkins and Marilyn Chandler McEntyre. ISBN 978-0-87352-356-1. Modern Language Association of America. 2000.
- Narrative and the cultural construction of illness and healing / edited by Cheryl Mattingly and Linda C. Garro. ISBN 0-520-21824-8. University of California Press. 2000.
- Medicine's great journey. ISBN 0-8212-1987-1. Callaway editions. 1992.
- Reconstructing Illness: studies in pathography. Purdue University Press; 2 Sub edition (March 1, 1999) ISBN-

13: 978-1557531261

- A life in Medicine: a literary anthology. Edited by Robert Coles , Randy-Michael Testa, Joseph D'Donnell M.D., Penny Armstrong, M. Brownell Anderson . The New Press; 1 edition ISBN-13: 978-1565847293

### **Global Learning Outcomes**

Upon completion of this course students will:

- **Global Awareness-** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspective-** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement-** Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

### **Honors College Requirements**

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

#### **Honors Citizenship Requirements**

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. See <http://honors.fiu.edu/academics/policies/citizenship/>.

#### **Student Portfolios**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See [www.honors.fiu.edu/portfolios](http://www.honors.fiu.edu/portfolios).

#### **Honors College Academic Misconduct Statement**

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in

Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

**Procedures and Penalties**

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/academics/policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>

Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>.

FIU Honors College Student Handbook – <http://honors.fiu.edu/students/policies/>

FIU Honors College Plagiarism Policy – <http://honors.fiu.edu/students/policies/>

**Religious Observances**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

**Policy for Assigning an “I” Incomplete Grade**

An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student’s own negligence. Please see FIU’s Policy for Assigning an Incomplete Grade.

**Physical, Mental and Sensory Challenges**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already..

**Grading and Evaluation**

|   |           |
|---|-----------|
| Response/Reflection Papers: 7 @ 20 points each----- | 140 (28%) |
| Class participation-----                            | 35 ( 7%)  |
| Individual Presentation-----                        | 25 ( 5%)  |

|   |   |
|---|---|
| Weekly quizzes-----                     | 130 (26%)                                 |
| Wikipedia based assignments TOTAL ----- | 170 (34%) (SEE THE WIKIPEDIA COURSE PAGE) |
| <b>TOTAL-----</b>                       | <b>500 (100%)</b>                         |

Grades will be calculated based on percent of total points earned:

93-100 =A      90-92=A-      87-89=B+      83-86=B      80-82=B-      77-79=C+      73-76=C

**Summer Project: Instructions for this extra credit assignment are posted to Blackboard (Maximum 3 total course points)**

**Response / Reflection papers (140 points):** there will be a total of seven (07) reflection / response papers that you will be assigned by via Turnit-in links posted to Blackboard. These papers will occur biweekly and will be clearly outlined in the calendar below. All papers would have to do with a topic pertaining to the course during the given week. You will be asked to complete a one page five paragraph reflective essay **OR** you could be ask to write a similar length document after researching primary literature to bring up more objective data. The latter would be the type of document you will eventually contribute to wikipedia. You will be provided of the current status of the wikipedia “stub pages” on the topics selected to see what is already published.

**Class Participation (35 points):** There may be other faculty members participating in this course, and as a result, not only many different teaching styles, but also many ways of assessing your mastery of the material. You are expected to be an active participant in class presentations and **discussions** in class and on the **boards** through Blackboard. To **participate**, you have to be there, so **attendance is mandatory**. Should something arise, you will be allowed 2 absences. However, please keep in mind that it will only be possible to make up grades for missed presentations, class participation, or for missed quizzes granted by an excused absence and with a reduction in your grade for the specific assignment missed.

**ATTENDANCE:** Three **unexcused** absences will result in a decrease of one letter grade. Four or more unexcused absences will result in a course grade of ‘F.’ Please also keep in mind that this course is designed for you—the future health professional. It is important that you maintain the highest ethical conduct and professionalism in your academic and personal life in order to be successful in attaining your future goals. If any problems should arise, please contact Dr. Castellano-Sanchez.

**Individual Presentations (25 points):** You will be offered a list of topics to present to peers and classmates during the course of the weekly sessions. Topics encompass different themes / topics / movements / disciplines / authors suggested to you at the beginning of the semester and pertain to your Wikipedia assignment topic. You are expected to prepare a presentation that would last 5 min plus 2 min for questions. Faculty and your peers will evaluate your presentation. The grade will be calculated as an average of your faculty’s and peer grading. The rubric is posted under

evaluation “forms” in Blackboard.

**Weekly quizzes (130 points):** will be administered **at the beginning of every session** to gauge on the assigned readings. These short SUMMATIVE assessments will keep faculty and students on task as it related to the content of the material and strengths and deficits of the course. A total of thirteen quizzes will be given.

**Novels (shown above):**

We will be reading together four small novels throughout the semester. The actual progression of each novel is detailed in the course calendar below. All these books were ordered through the Barnes and Noble at FIU bookstore and there are printed copies for loan at the Green library. Every TUESDAY starting on week II of the semester and ending on week XIV there will be a 4-5 question multiple choice quiz that pertains to the material read of the assigned novel. These thirteen (13) small quizzes account for a total of 130 points of your accruing grade.

**Wikipedia based assignments (170 points):**

Wikipedia has increasingly become the first resource many internet users consult whenever they encounter an unfamiliar topic. This reliance on Wikipedia is incredibly exciting because it allows for vast amounts of knowledge and information to reach individuals across the globe for free. This reliance on Wikipedia, however, is also equally troubling because of the ever-present dangers of inaccurate, even malicious, information being spread and reinforced through the site.

This semester, you will have the opportunity to play an active role in this social phenomenon by constructing and revising your own Wikipedia entries. We will be workshopping this project throughout **12 weeks** of the semester in bits and pieces as part of the online portion of this course. This project will require extensive library research, so please be aware of what this entails. Although the project contributes to thirty four percent (34%) of your final grade, there will be several assignments along the way that form the final grade for the project. All the information for the Wikipedia Project can be found on our courses’ homepage. Please bookmark this page on your web browser because we will be referencing the homepage repeatedly throughout the term.

Link:

Password: littera-sante

**NOTE: There are no make-up exams and/or assignments, there is no grading curve.**

**Netiquette (<http://online.fiu.edu/html/blackboardlearn/policies/>)**

Keep in mind that when communicating through text in an online course, your body language and tone cannot always be

taken into account by others. This makes the words you use even more important. While you should feel free to express your ideas as you would in a face to face course, the following tips should help you as you communicate inside your course:

**DON'T SHOUT!** Typing in all caps indicates shouting and might be offensive to others.

**Check your writing for grammar and spelling errors.** Nobody's perfect, but a good writing style will make a better reflection on you and your ideas. Use general systematic options to check your spelling before sending/posting communication in an online course.

**Treat your classmates with respect** in terms of their privacy and of their opinions. Ask for clarification if you don't understand what another classmate means or if you feel there might be a conflict.

**Keep it polite** and maintain all discussions in the context of a classroom where we are all learning from each other in order to help each other achieve a positive and valuable learning experience.

**Think before you write.** Words live for a long time on the Internet, including to some extent in an online class. While you should feel free to express your opinions and participate in class discussions, it is a good idea to think first about the consequences before posting.

**Use proper language and titles.** Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they may sound offensive to the reader. As a sign of respect you should recognize and refer to your professor as Professor, Instructor, and/or Dr. (if s/he is credentialed as so.)

**Be Professional.** Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are, your professor will not. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you to demonstrate requests or appreciation versus making statements that might sound like demands as your professor and colleagues are there to facilitate your learning experiences.

**Avoid Spam.** Any information not related to the course must be approved by the instructor before posting. No advertising, selling or soliciting will be accepted.

Students are prohibited from posting advertisements or commercial solicitations in any area of the course, including on the discussion board or through messages/email, without the express consent of the instructor.

### **Tentative Calendar for IDH 3034/4008: Fall 2017- TUESDAYS 1:00 to 3:30 PM GC 272**

Legend: **WIKIPEDIA** / **COURSE PACK** / Activities and objectives per week / TBA: on Blackboard closer to session

| Week Date          | Topic   | Learning Objectives   | Reading assignment (Prior to Class)    | Activities   |
|--------------------|---|---|--|--|
| I<br><br>22<br>Aug | Course Introduction<br><br>Syllabus review<br><br>Wikipedia | <ul style="list-style-type: none"> <li>Analyze and interpret global and intercultural issues.</li> <li>Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing.</li> <li>Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts.</li> </ul>                                | None                                   | <p>Why is literature important in medical education (TED talk)</p> <p>Wikipedia site and training needed</p> <p>Choosing a topic for individual presentations</p>  |
|                    | Introduction to the Wikipedia Project                       | <ul style="list-style-type: none"> <li>Foster an ability to read and appreciate a selection of literary texts where medical topics are presented, and interpret them against their historical background.</li> <li>Induce an ability to engage in independent research in the field of literature and medicine in order to contribute an objective text to a student selected Wikipedia topic.</li> </ul> | Pertinent Files posted to BB<br>Week 1 | <p>Literature (terminology)</p> <p>Analyzing text (reflective vs. objective)</p> <p>La Belle dame sans merci, poem by John Keats</p> <p>Wikipedia Week 1</p> <p>Response Paper 1: Narrative Medicine: A model for empathy, reflection, profession and trust. Rita Charon. JAMA posted to BB Due next Tuesday by 11:59 PM via turn-it in.</p> <p>Watch Movie: "The diving bell and the butterfly" Link: <a href="https://digitalCampus-swankmp-net.ezproxy.fiu.edu/fiu313969/Mobile/Play/#/play/38196">https://digitalCampus-swankmp-net.ezproxy.fiu.edu/fiu313969/Mobile/Play/#/play/38196</a></p> |

|                  |  |   |   |  |
|------------------|--|---|---|--|
|                  |  |   |   |  |
| II<br>29<br>Aug  | <p>Finding a theme</p> <p>Analyzing texts</p> <p>Correlating text's ideas</p> <p>Proposing a thesis topic for research</p> | <ul style="list-style-type: none"> <li>Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts.</li> <li>Foster an ability to read and appreciate a selection of literary texts where medical topics are presented, and interpret them against their historical background.</li> </ul> | <p>Novel: The Diving belle and the Butterfly by J.D. Bauby. P 3-29</p> <p>The diving bell and the butterfly in "A life in Medicine" p 168-171</p> | <p>Quiz 1</p> <p>Author introductions</p> <p>"On being cripple" by Mairs (essay)</p> |
|                  | Evaluate Wikipedia   | Specifics on the Wikipedia Course Page  |   | Response Paper 1 (RP1): Due by 11:59 PM<br>Wikipedia Week 2                          |
| III<br>05<br>Sep |  | <ul style="list-style-type: none"> <li>Analyze and interpret global and intercultural issues.</li> <li>Critically read and interpret non peer-</li> </ul>   | <p>Novel: The Diving belle and the Butterfly by J.D. Bauby. P 40-83</p>   | Quiz 2   |

|                          |   |  |  |   |
|--------------------------|---|--|--|---|
|                          | <p>Discussion: thinking about resources and plagiarism</p>  | <p>reviewed material in the topics of medicine, health and healing.</p> <ul style="list-style-type: none"> <li>Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts.</li> </ul>                      | <p>Innocents abroad. Robert Lipsyte in "Imagine what's like" p 17-24 + The sick wife / the ship pounding (POEMS)</p>   | <p>2 Student presentations (2)</p> <p>RP 2: Health Narratives and Healing- Concept map assignment</p> <p>Wikipedia week 3</p>   |
| <p>IV<br/>12<br/>Sep</p> | <p>Invited speaker: Leslie Bofill, Ph.D. HWCOCM</p> <p>Details: TBA</p>                                       | <ul style="list-style-type: none"> <li>TBA</li> </ul>  | <p>Novel: The Diving belle and the Butterfly by J.D. Bauby. p 84-118</p>   | <p>Quiz 3</p> <p>Source: "King Lear" by William Shakespeare.</p>  |
|                          | <p>Choose your topic / find your sources</p>  | <p>Specifics on the Wikipedia Course Page</p>  |  | <p>RP2: Due by 11:59 PM</p> <p>2 Student presentations (4)</p> <p>Wikipedia week 4</p>  |
| <p>V<br/>19<br/>Sep</p>  | <p>Finding a theme</p> <p>Analyzing texts</p> <p>Correlating text's ideas</p> <p>Proposing a thesis topic</p> | <ul style="list-style-type: none"> <li>Analyze and interpret global and intercultural issues.</li> <li>Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing.</li> <li>Develop their interest and skills in communication,</li> </ul> | <p>Novel: The Diving belle and the Butterfly by D. Bauby. P 119-END</p> <p>Tell me a riddle (short story)</p> <p>Tillie Olsen + Introduction to Asthma (Poem)</p> <p>Susan Eisenberg</p> | <p>Quiz 4</p> <p>Ward # 6 Chekhov + Wisteria by Leslie Lyman on "Imagine what's like" p 443-447 + On being Ill (EXCERPT, ESSAY) by Virginia Wolf</p> <p>RP 3: The wisdom of pain in Chekhov's "Ward Number Six"</p> |

|                  |   |   |  |   |
|------------------|---|---|--|---|
|                  | for research  | research, analysis, synthesis and organization of reflective and descriptive texts.   |  |   |
|                  | Thinking about Wikipedia  | Specifics on the Wikipedia Course Page  |  | 2 Student presentations (6)<br>Wikipedia week 5   |
| VI<br>26<br>Sep  | Invited speaker: Dr. Maria Antonieta Garcia. Senior French University Professor. Modern Languages Department. | <ul style="list-style-type: none"> <li>• Topic: The Nineteenth century obsession with Medicine: Flaubert's Madame Bovary.</li> <li>• Details TBA</li> </ul>   | Complications by Atul Gawande W1 Education of the Knife pages 11-34  | Quiz 5<br>The Consolidation of Professional authority in The Social transformation of American Medicine by Paul Starr. Pages 79-93 + 112-127  |
|                  | Expand your draft   | Specifics on the Wikipedia Course Page  |  | RP3: due by 11:59 PM<br>2 Student presentations (8)<br>Wikipedia week 6   |
| VII<br>03<br>Oct | Poetry and Medicine   | <ul style="list-style-type: none"> <li>• Analyze and interpret global and intercultural issues.</li> <li>• Critically read and interpret non peer-reviewed material in the topics of medicine,</li> </ul> | Complications by Atul Gawande When Doctors make mistakes pages 47-74 | Quiz 6<br>What the doctor said (Poem) Raymond Carver & Monet refuses the operation (Poem) Lisel Muller<br>RP4: Victorian poets and disease. (MIDTERM PAPER)<br>MIDWAY CLASS SURVEY- |

|        |  |  |  |   |
|--------|--|--|--|---|
|        |  | <p>health and healing.</p> <ul style="list-style-type: none"> <li>Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts.</li> </ul>   |  | Center for the Advancement for Teaching.  |
|        | Respond to peer review   | Specifics on the Wikipedia Course Page   |  | 2 Student presentations (10) Wikipedia week 7   |
| VIII   | <p>Finding a theme</p> <p>Analyzing texts</p> <p>Correlating text's ideas</p> <p>Proposing a thesis topic for research</p> | <ul style="list-style-type: none"> <li>Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts.</li> <li>Analyze and interpret global and intercultural issues.</li> </ul> | <p>Complications by Atul Gawande The pain perplex pages 115-129 &amp; A queasy feeling pages 130-146</p> | <p>Quiz 7</p> <p>The body flute, Cortney Davis (poem) "A life in medicine" p 17-22 &amp;</p> <p>"The spirit catches you (essay) &amp; God knows where I am (NY times)</p> |
| 10 Oct | Begin moving your work to Wikipedia  | Specifics on the Wikipedia Course Page   |  | <p>RP4 (MIDTERM PAPER) Due 11:59 PM.</p> <p>2 Student presentations (12) Wikipedia week 8</p>   |
| IX     | Disease experience, representations and  | <ul style="list-style-type: none"> <li>Identify the role of medical literature dealing with certain</li> </ul>   | Complications by Atul Gawande  | <p>Quiz 8</p> <p>Thom Gunn "The Man with night sweats" (poem) &amp; Audre Lorde The Cancer Journals</p>   |

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| Oct            | vocabulary in medicine  | diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. <ul style="list-style-type: none"> <li>Analyze and interpret global and intercultural issues.</li> </ul>   | Whose body is it anyway, pages 208-228  | RP5: "I am ... ,I have . . . , I suffer from . . . : A Linguist Reflects on the Language of Illness and disease". Pages 7-16 |
|                | Illustrate an article   | Specifics on the Wikipedia Course Page   |   | 2 Student presentations (14)<br>Wikipedia week 9   |
| X<br>24<br>Oct | Finding a theme<br>Analyzing texts<br>Correlating text's ideas<br>Proposing a thesis topic for research | <ul style="list-style-type: none"> <li>Analyze and interpret global and intercultural issues.</li> <li>Explain and link scientific and practical means of the times with their theoretical and cultural background using different forms of literature in non-scientific formats linking the concepts of health, disease, recovery, convalescence and health-care through human kind.</li> </ul> | Lying awake by Mark Salzman. Pages 3-26 | Quiz 9<br>Apuleus "Cupid and Psyche" & Keats "Ode to Psyche" & "From the Nazi Doctor" in "A life in Medicine (SHORT STORY)   |
|                | Polish your work  | Specifics on the Wikipedia Course Page   |   | RP5: Due by 11:59 PM<br>2 Student presentations (16)<br>Wikipedia week 10  |

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| XI<br>31<br>Oct  | <p>Finding a theme</p> <p>Analyzing texts</p> <p>Correlating text's ideas</p> <p>Proposing a thesis topic for research</p> | <ul style="list-style-type: none"> <li>Analyze and interpret global and intercultural issues.</li> <li>Explain and link scientific and practical means of the times with their theoretical and cultural background using different forms of literature in non-scientific formats linking the concepts of health, disease, recovery, convalescence and health-care through human kind.</li> </ul> | <p>Lying awake by Mark Salzman. Pages 63-116</p>  | <p>Quiz 10</p> <p>The Bell Jar (excerpt) Silvia Platz &amp; Walt Whitman The Wound Dresser "A life in medicine" p. 42-45.</p> <p>RP6: "Eight months after a suicide attempt"</p> |
|                  | <p>In class presentation</p>   | <p>Specifics on the Wikipedia Course Page</p>  |   | <p>2 Student presentations (18)</p> <p>Wikipedia week 11</p>   |
| XII<br>07<br>Nov | <p>Finding a theme</p> <p>Analyzing texts</p> <p>Correlating text's ideas</p> <p>Proposing a thesis topic for research</p> | <ul style="list-style-type: none"> <li>Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts.</li> <li>Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing</li> </ul>                                 | <p>Lying awake by Mark Salzman. Pages 119-End</p> | <p>Quiz 11</p> <p>"The transparent man" (Poem) Anthony Hetch &amp; "When I have fears that I may cease to be"</p>  |

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|                   | All article edits are complete  | Specifics on the Wikipedia Course Page   |  | RP6: Due by 11:59 PM<br>2 Student presentations (20)<br>Wikipedia week 12 (LAST WEEK)  |
| XIII<br>14<br>Nov | Finding a theme<br>Analyzing texts<br>Correlating text's ideas<br>Proposing a thesis topic for research | <ul style="list-style-type: none"> <li>Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts.</li> <li>Analyze and interpret global and intercultural issues.</li> <li>Explain and link scientific and practical means of the times with their theoretical and cultural background using different forms of literature in non-scientific formats linking the concepts of health, disease, recovery, convalescence and health-care through human kind.</li> </ul> | The Plague by Albert Camus pages 1-36  | Quiz 12<br>Cathedral Raymond Carver<br>"Imagine what's like" p 417-428 & 'Mildred, Is It Fun to Be A Cripple?' The Culture of Suffering in American Catholicism in the Middle Years of the 20th Century by Robert A. Orsi<br><br>RP7: Physician culture and identity: the portrait of medicine in Moliere (FINAL EXAM ESSAY) |
| XIV<br>21<br>Nov  | Literary depiction of a plague in an Oriental scenery   | Albert Camus<br>Author introduction<br>In Class review of:<br>- Camus at Seventeen: The Arduous Road through Oran  | The Plague by Albert Camus pages 37-63 | Quiz 13<br><br>RP7: FINAL EXAM ESSAY Due by 11:59 PM (FINAL)   |

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| XV<br>28<br>Nov  | LOOKING<br>AHEAD  | Course review –Plans for Spring |
| XVI<br>05<br>Dec | <p style="text-align: center;">FINAL</p> <p style="text-align: center;">EXAM'S WEEK (FINAL EXAM ESSAY AND WIKIPEDIA PROJECTS DUE)</p> |                                 |