



Medical Art History to date

IDH 3035 Section 43 Spring 2023. 3 Credits

Monday 1:00 p.m. to 3:30 p.m.

GC 286

Faculty:

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Department of Pathology. Herbert Wertheim College of Medicine. *Fellow of the Honors College*

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Miriam Machado (MM),

Education Curator. Patricia and Phillip Frost Art Museum. Florida International University. E-mail: mmachado@fiu.edu

Office hours: by appointment.

January 9th to April 22nd 2023

Students will access all course materials via Canvas: <http://canvas.fiu.edu/>

This course encompasses the study of medical world history in the period that extends after the industrial revolution to current times; in similarity to the previous semester, this course will highlight medicine's history as it has been portrayed in different forms of art, i.e. visual, written, performed in a global perspective thus emphasizing certain areas in this review such as: anatomy, physical diagnosis, different types of illness -with a focus on infectious diseases-; a few specialties such as: obstetrics / gynecology, surgery, and psychiatry amongst others also including selected examples of preventive medicine and therapeutic approaches; all from the perspective of the vast historical registry available to us and making use of several exemplary lives of individuals in the course of medical history. The goal of the course is to explore fully the connection between medicine, art, literature using the power of texts of all kinds. As well as various techniques applied from Narrative Medicine, Museum Based Education, and literary analysis, hence we aim to comprehend and solidify this inextricable bond between the humanities and medicine as a whole. Therefore, sessions will include active participation between students and faculty, Socratic seminar lead-discussions, 5 min prompted, or essay styled written reflections, and review of peer review articles on the subject matter.

Thus, this course qualifies as a Global Learning Course that is discipline specific. Sessions will include faculty and invited speaker lectures / workshops; video / movie screenings, required readings (articles / book / novel (s)), homework assignments and group projects.

Course Goals:

1. To provide a historical and global perspective of the history of medicine's general and specialty areas through the unparalleled use of different art forms to incite them into the future selection of a field in selecting a career in medicine.
2. To enhance students' preparedness for a career in medicine (by different methodologies used in the current practice of medicine nevertheless viewed from their historical development through time and civilization.
3. To help students acquire knowledge that will advance their understanding of healthcare delivery locally, nationally and globally by presenting the history of medicine through time and from the perspective of several authors.
4. To provide opportunities for mentorship and guidance by HWCOM faculty.
5. To promote art forms as an integration of health and wellbeing in the community.
6. To promote the integration of literature and various art forms as a link between health and wellbeing.
7. Reflecting and reviewing through reading and appreciation of a selection of literary texts where medical topics are presented to further interpret these against their historical background.
8. Implementing and experimenting an 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 the arts in different health practices through human history and diverse cultures and historical periods.
- Analyze and interpret global and intercultural issues that may have an impact in the practice of medicine in current times.

- Explain and link scientific and practical means of the times with their theoretical and cultural background using the arts and the concepts of health and healthcare through civilization.
- Critically read and interpret peer-reviewed material in the topics of medical history through art.
- Develop their interest and skills in leadership, communication, analysis and organization
- Develop learning strategies, test taking strategies and strategies to facilitate time management
- Be able to apply their knowledge in the behavioral, natural and social sciences to solve problems that call for scientific reasoning
- Conduct an analysis of texts - novels or articles - discourses and representations produced through history or by current scholars as it relates to the different topics mentioned in the course description with a global and local perspective when applicable.
- Have developed skills to work collaboratively and in an interdisciplinary manner. In the collaborative creation of a pre-designed art intervention to medicine project.
- Students will develop an awareness of the distinct set of professional skills (competencies) required for success as a medical student and emerging doctor.
- Students will become familiar with museums as educational and cultural venues as well as exposed to museum-based educational techniques.

Format

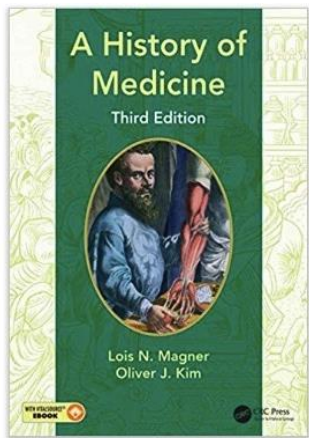
- Class meets **once** a week (face to face). In general, each meeting is divided into two sessions with a break included, meeting style can vary as there can be a lecture or another presentation format by course director, an invited guest faculty or peers as stated in the calendar below. There will 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.
- 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.

Required Resources

For this course you will need dependable Internet access. This is a **web-assisted course**. While some of the weekly required materials are posted on **CANVAS** at:

<http://canvas.fiu.edu/>

There are required books that would be available through the University bookstore. 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 Canvas or through email. Details of the assigned reading materials will be posted in the calendar below.



Paperback: 459 pages
Publisher: CRC Press; 3 edition (December 20, 2017)
Language: English
ISBN-10: 1498796222
ISBN-13: 978-1498796224
Product Dimensions: 7 x 1.2 x 9.8 inches

Library access to the 2nd Edition:

<http://ezproxy.fiu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cab06026a&AN=fiu.003010156&site=eds-live>



Medicine in Art

Author: Giorgio Bordin, Laura Polo D'Ambrosio

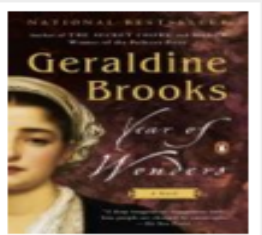
ISBN: 9781606060445

Publisher: Getty Publications

Publication Date: 10/12/2010

Estimated Student Price **(Savings based on Print, New)**

<http://ezproxy.fiu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cab06026a&AN=fiu.022416470&site=eds-live>



Year of Wonders A Novel of the Plague

Author: Geraldine Brooks

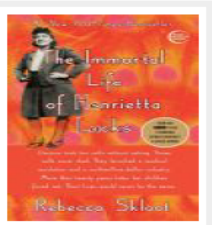
ISBN: 9780142001431

Publisher: Penguin Publishing Group

Publication Date: 04/30/2002

Estimated Student Price **(Savings based on Print, New)**

<http://ezproxy.fiu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cab06026a&AN=fiu.022375906&site=eds-live>



The Immortal Life of Henrietta Lacks

Author: Rebecca Skloot

ISBN: 9781400052189

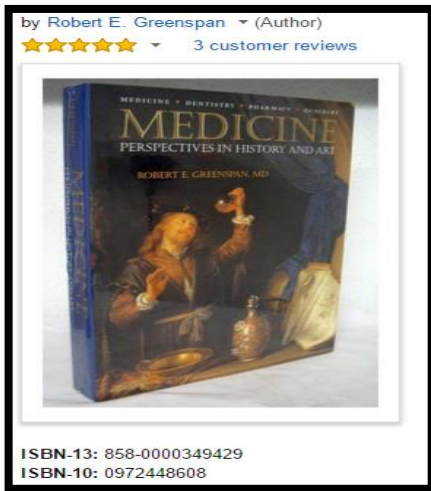
Publication Date: 03/08/2011

Publisher: Crown Publishing Group

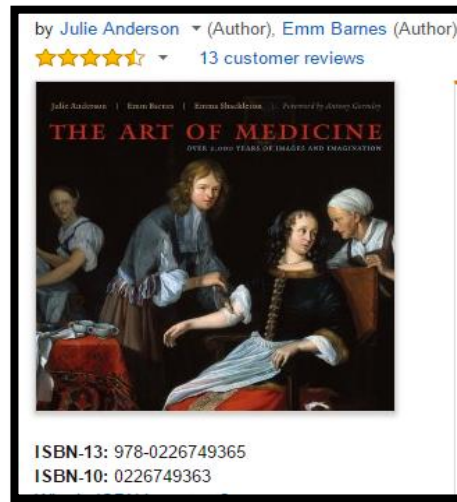
Estimated Student Price **(Savings based on Print, New)**

Recommended resources:

Medicine: Perspectives in history and art.



The Art of Medicine



Global Learning Outcomes

Upon completion of this course students will:

- **Global Awareness-** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
 - Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Global Perspective-** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
 - Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- **Global Engagement-** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.
 - Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

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.

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 Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>. Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

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. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement 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 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

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

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

Grading and Evaluation

ITEM	Points	Percentage
Attendance	10	2.50
Participation/quizzes/Learning journal entries (02)	20	5.00
Response/Reflection Papers: 5 @ 25 points each	125	31.25
Novels and Discussion boards: 7 @ 10 points each	70	17.50
Individual Presentation	30	7.50
Museum Based activities	50	12.50
Exam 1	20	5.00
Exam 2	20	5.00
Creative writing exercises (5 at 8 points each)	40	10.00
Final Reflection Paper	15	3.75
Total	400	100.00

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

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

- **Attendance (10 points 2.5%):** 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
- **Participation and formative quizzes (20 points, 5.00%):** There are many 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 CANVAS. To participate, you must be there, so attendance is mandatory. Should something arise, you will be allowed 2 absences. However, please keep in mind that it will not be possible to make up grades for missed presentations, class participation, or for missed quizzes. Formative quizzes may be administered **impromptu or announced** on readings and in-class discussions. These short FORMATIVE assessments will gauge faculty and student's coverage of the material and strengths and deficits of the course.
- **Response papers (x 5) 125 points total, 31.25%:** biweekly throughout the semester, you will be given a response / reflection paper on a topic related to the course materials. The general instructions are identical to those in the Fall semester. One page, double-spaced, Times Roman font 12. Five paragraph essay format submitted via Turnit in. If the format is different, you will be advised otherwise.
- **Packback Deep Dives**
 - Packback Deep Dives will be used to assess independent research skills and improve academic communication through long-form writing assignments such as essays, papers, and case studies. While completing the summative writing prompts on Deep Dives, you will interact with a Research Assistant that will help you gather your notes and cite your sources, and Digital Writing Assistant for in-the-moment feedback and guidance on your writing.
 - **How to Get Help from the Packback Team:**
 - If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co
- **Novels (x 2) and Discussion boards X 7 (70 points, 17.50%):** We will be reading together two novels throughout the semester. We will begin the semester with the novel titled "**The Year of Wonders**" by Geraldine Brooks that we started reading during the break. The initial discussion boards will be on this novel based in England during the Black Plague in the 1600's. Later we will read "**The Immortal Life of Henrietta Lacks**" by Rebecca Skloot discussing it in the remainder of the discussion boards. We will be making a

brief re-introduction of the author, Geraldine Brooks, this semester as well as a synopsis of the novel and the cinematographic adaptation and introducing Rebecca Skloot as well.

DISCLAIMER FOR EACH DISCUSSION BOARD:

Students are expected to respond to the initial prompt (s) **once** and follow up the discussion with **two** additional comments to their peers while each discussion board is opened. The total minimum participations is three (03) for full credit.

Please review FIU's Netiquette (<https://online.fiu.edu/html/canvas/policies/>)

1. 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:
2. **DON'T SHOUT!** Typing in all caps indicates shouting and might be offensive to others.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.)
8. 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.
9. 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.
10. 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.

- **Individual Presentations: (30 points, 7.50%):** You will be offered, or you may find a topic / image to present to peers and classmates during the course of the weekly sessions. Topics encompass different themes / artists / movements / disciplines related to the **course topics, objectives, or content**. Such topics may or may not be related to the material covered in each 16-week (semester) period. You are expected to prepare a presentation that would last 5-7 min and send in two pertinent questions for an in-course assessment. Your submission has two items: the presentation file which you will submit to the CANVAS assignment titled "INDIVIDUAL PRESENTATION" AND the TWO questions that you formulate for an assessment in the course later in the semester; these two questions are emailed to your professor. NOTE: THERE IS NO NEED TO SUBMIT AN ESSAY OR WRITTEN DOCUMENT, I JUST NEED THE SAME FILE YOU SHARE IN CLASS WHEN YOU PRESENT. The grade will be calculated as an average of your faculty's grading. The rubric and criteria will be available through the assignment page in CANVAS.
- **Museum Based Education (50 points, 12.50%):** There will be several visits to our PPFAM on campus as noted on the class schedule. These sessions are considered of paramount importance as they would help increase your communication and observational skills, your verbal and non-verbal communication, your listening and writing skills as well as some manual dexterities. These visits will be co-led by a museum Educator, Prof Machado and your professor, however, all these sessions demand active student participation.
- **Exams 1 and 2 (20 points or 5.00 % each):** The OBJECTIVE segment format may include: multiple choice questions, fill in the blanks short answer, matching style questions from a pool of topics provided, work of art recognition (image, write up or description), short response questions and brief essays. This segment will occur outside of class time and will offer two attempts within the time allowed. The Objective segment will open after class and will stay open for two consecutive days. You will have 120 min to complete the exam once you begin. The CLOSED BOOK segment or essay portion of the exam will be in paper and in class for 60 min. You are welcome to discuss your answers with your peers and turn in the assignment as you are finished (50 points).
- **Creative writing and prompts (5 assignments at 8 points for 40 points 10%):** These would be asynchronous activities used to solidify the material being learned. These are designed in various formats all of which require student participation either individually or in groups while the activity is open.
- **Final Response /reflection paper (15 points total, 3.75%):** you will be given a response / reflection paper on a topic related to the course materials. You will write a similar format paper as those written during the semester and then submitted via Turnitin in. If the format is different, you will be advised otherwise.

Invited / Guest Faculty:

Note Dates and times for this session will be populated in the calendar on Canvas as these days are settled.

- Dr. Amalia Landa-Galindez, MD. – Internal Medicine
- Alok Deoraj Ph.D.. Preventive and Public Health
- Dr. Steve Dry MD. Obstetrics, Gynecology and Reproductive Medicine
- Dr. Rodolfo Bonnin Ph.D. Mental Illness.
- Susan Sharp, Ph.D. Infectious Diseases

Art Medical History



- Aron Berkman MD. Hematology
- Lydia Howard, MD. Blood Banking

All articles or excerpts for reading and assignments will be posted on Canvas.

Note: Syllabus subject to change. Students will be notified by email or in class.

Tentative Calendar for IDH 3035: Spring 2023- MONDAYS 1:00 to 3:30 PM **GC 286**

DISCLAIMER: SESSION OBJECTIVES, ACTIVITIES, LINKS TO VIDEOS AND DETAILS PER WEEK WILL BE POSTED TO EVERY WEEK WITHIN CANVAS

Class Meeting
Reflection papers (RP)
Discussion boards (DB)
Creative Writing
Exam
Museum Based Education
Individual Presentation
Holiday No class

Week Date	Course Objectives	Session Objectives	Reading assignment	Supporting Links
1 Jan 9	<p>Course Introduction Syllabus review Canvas site review Individual Project assignation (AC)</p> <p>Introduction to Geraldine Brooks and her book "Year of Wonders"</p>	<p>1. Appraise how looking at art can make you a better professional. 2. Revise basic art terminology. 3. Students will develop an awareness of the distinct set of professional skills (competencies) required for success as a medical student and emerging doctor.</p> <p style="color: red;">Review the general concepts Organize students in groups</p>	<p>IDH-3035 on CANVAS</p>	<p>Review the following links: https://www.khanacademy.org/humanities/art-history-basics/tools-understanding-art/v/how-art-can-help-you-analyze-amy-e-herman https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/v/why-look-at-art - Class expectations, calendar, evaluation, assignments, presentations, novels, books and other materials.</p>

		Set expectations for group assignments within the exhibit		https://www.khanacademy.org/humanities/art-history-basics/ah-glossary/a/art-history-glossary
	Discussion Board 1	"The Year of Wonders: by Geraldine Brooks Available January 10th	pp. 1-79	Respond to the discussion board as suggested in the instructions. Deadline Jan 16th @11:59 PM
Reflection Paper 1 AZ-Tech Medicine Available Available: Jan 10th Due January 31st				

2 Jan 16	Martin Luther King Holiday NO CLASS			
3 Jan 23	Native Civilizations and cultures of the Americas	Magner 3rd edition pp. 153-172 Rubric and Topic assigned in class	Individual Presentations (4)	Guest speaker
			Museum Based Education 1/3	CR 1
	Discussion Board 2	"The Year of Wonders: by Geraldine Brooks Available January 24th	pp. 80-156	Respond to the discussion board as suggested in the instructions. Deadline Jan 30th @11:59 PM
4 Jan 30	The Americanization of Old-World medicine	Magner 3rd edition pp. 173-202		Guest speaker
	Discussion Board 3	"The Year of Wonders: by Geraldine Brooks Available February 8th	pp. 157-229	Respond to the discussion board as suggested in the instructions. Deadline February 13th @ 11:59

	Reflection paper 2 Medical and surgical care during the American Civil war Available January 31 st Due Feb 14 th			
5 Feb 6	Clinical and Preventive Medicine	Magner 3 rd edition pp. 233-267	Individual Presentations (4)	Guest speaker:
			Museum Based education 2/3	CR 2
6 Feb 13	Medical Counterculture: unorthodox and alternative medicine	Magner 3 rd edition pp. 203-232	Individual Presentations (4)	Guest speaker
	Reflection paper 3 “Women and Medicine, past, present and future.” Available February 15 th Due: March 7 th			
7 Feb 20	Women in Medicine	Magner 2 nd edition pp. 419-448		Guest speaker
				CR 3
	Discussion Board 4	“The Year of Wonders: by Geraldine Brooks Available February 22nd”	Pages 230-308	Respond to the discussion board as suggested in the instructions. Deadline February 28th @ 11:59

	Exam 1: All content from weeks 1 to 6 Objective segment online (at home) essay in-class (60 min)			
8 Feb 27	SPRING BREAK NO CLASSES FEB 28TH TO MARCH 5TH			
	Reflection paper 4 The Enlightened physician: setting out on an elite academic career in the second half of the XVIII century. Available March 1 st Due March 14 th			
9 Mar 6	Art and Science of Surgery	Magner 3 rd edition pp. 269-304	Individual Presentations (4)	Guest Speaker:
	Discussion Board 5	"The Immortal life of Henrietta Lacks" by Rebecca Skloot. Available March 8th	p. 13-88	Respond to the discussion board as suggested in the instructions. March 13 th
10 Mar 13	Medical Microbiology	Magner 3 rd edition pp. 305-342	Individual Presentations (4)	Guest speaker:
			Museum Based Education 3 of 3	CR 4
	Reflection paper 5 The World's first immunization campaign. The Smallpox vaccine. Available March 15 th Due March 28 th by 11:59			
11 Mar 20	Public Health	Magner 3 rd edition pp. 379-408	Individual Presentations (4)	Guest speaker:

12 Mar 27	Discussion Board 6	“The Immortal life of Henrietta Lacks” by Rebecca Skloot Available March 22nd	pp. 89-140	Respond to the discussion board as suggested in the instructions. March 28th
Reflection paper final Details: TBA Available March 29th Due April 11th by 11:59				
13 Apr 3	Diagnostics and Therapeutics (1)	Magner 3rd edition pp 343-378		Guest speaker
14 Apr 10	Diagnostics and Therapeutics (2)			CR 5
Discussion Board 7 “The Immortal life of Henrietta Lacks” by Rebecca Skloot. Available March 29th p. 144-313 Respond to the discussion board as suggested in the instructions. April 11th				
15 Apr 17	Exam 2: all material covered from week 7 to 14 (Objective segment at home, essay segment in class 60 min)			
16 Apr 24	FINALS WEEK FINAL RESPONSE / REFLECTION PAPER DETAILS TBA			

