



3 Credits    Tuesday 1:00 to 3:30 p.m.    **Classroom GC 286**

Faculty: Amilcar A. Castellano-Sanchez, M.D. [castelam@fiu.edu](mailto:castelam@fiu.edu) or Phone: 305-348-4390

Office location: MMC. AHC4 Room256    **Office hours: by appointment.**

Miriam Machado (MM), Education Curator. Patricia and Phillip Frost Art Museum. Florida International University. E-mail: [mmachado@fiu.edu](mailto:mmachado@fiu.edu)

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

This course continues to explore the unbreakable -- yet not well-valued and sparsely characterized -- connection between the worlds of text (narrative, poetry, short stories, memoirs, interviews, imagery and film adaptations) to the worlds of medical ailments and medical practice focused to the pediatric experiences. The course will encourage the creative writing and close reading and interpretation of different literary media coupled with a mirror representation of pediatric aged illness and disease (s) being discussed throughout the semester. The ultimate goal of the course is to explore fully the connection

between health, art, literature, and wellbeing using the power of texts of all kinds. Using various techniques applied from Narrative Medicine, Museum Based Education and literary analysis, we aim to comprehend and solidify this inextricable bend 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.

Additionally, this course qualifies as a Global Learning Course (GL) that is discipline specific. During both semesters' sessions will include faculty and invited speaker lectures, workshops, video and movie screenings, required readings (articles / book / novel (s) for both in class and out of class activities, homework assignments, creative / reflective writing, close reading, engaged listening, visual thinking strategies and other museum-based techniques applied to the study of this material.

### **Course Goals:**

1. Improve narrative competency and communication skills, leading to greater comfort deciphering patient stories in the pediatric age group.
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 individual presentations.
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 healthcare through humankind.

- 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 CANVAS 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 **must 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 another 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.
  - Some of the activities will occur in discussion boards. Please refer to the Netiquette policies from FIU at <https://online.fiu.edu/html/canvas/policies/>
- Course work will be posted to the class CANVAS site on weekly bases.

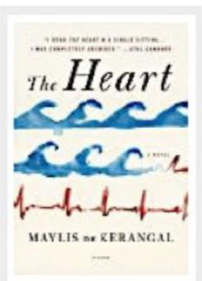
## Required Resources

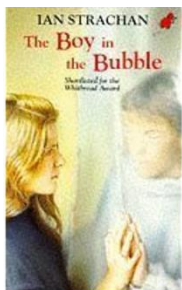
For this course you will need dependable Internet access. This is a web-assisted course in CANVAS and Wikipedia as mentioned above. While some of the weekly-required materials are posted on CANVAS at: <http://canvas.fiu.edu/>

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

### **Required reading materials:**

The following will be available at the FIU bookstore for purchase:

	<p><u><a href="#">HEART   Edition: 17</a></u> Author: DEKERANGAL ISBN: 9781250117915 Publisher: MAC HIGHER Estimated Student Price <b>(Savings based on Print, New)</b></p>
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**Paperback :** 176 pages


**ISBN-13 :** 978-0749716851

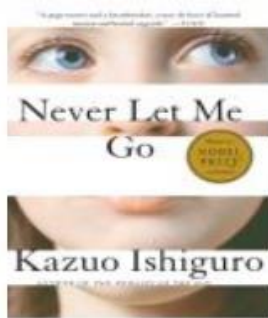
**Publisher :** Egmont Childrens Books (June 13, 1994)

**Product dimensions :** 7.01 x 0.47 x 4.37 inches

**Language: :** English

NOTE: THIS BBOOK IS PROVIDED ON THE CANVAS SHELL AS A PDF. THE BOOK IS OUT OF PRINT.

	<p><u><a href="#">OSCAR AND THE LADY IN PINK   Edition: 2008</a></u> Author: SCHMITT ISBN: 9781843548867 Publication Date: - Publisher: ATLANTIC P Estimated Student Price : Print, new: \$.00 Print, used: \$0.00</p>
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**NEVER LET ME GO | Edition: 05**

Author: ISHIGURO

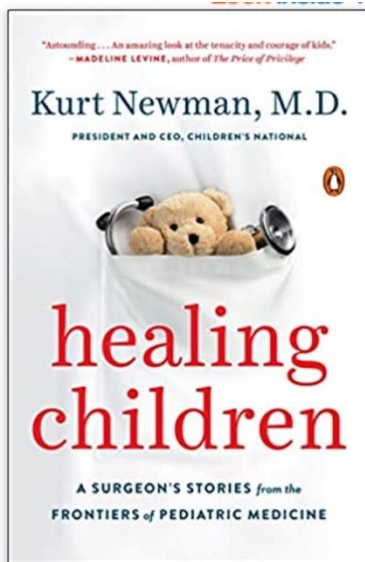
ISBN: 9781400078776

Publication Date: 03/14/2006

Publisher: PENG RAND

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

Print, new: \$16.00



**Publisher :** Penguin Books; Reprint edition (July 17, 2018)

**Language :** English

**Paperback :** 272 pages

**ISBN-10 :** 0143110039

**ISBN-13 :** 978-0143110033

**Recommended resources:** (available in hard copy format in the instructor's office)

- Imagine what it's like: a literature and medicine anthology / edited by Ruth Nadelhaft, with Victoria Bonebakker. ISBN 978-0-8248-3317-6. Maine Humanities Council, 2008. Link: <http://www.jstor.org.ezproxy.fiu.edu/stable/j.ctt6wqn02>
- Teaching literature and medicine / edited by Anne Hunsaker 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. Available as a hardcopy in the Biscayne Bay Library
- Medicine's great journey. ISBN 0-8212-1987-1. Callaway editions. 1992. Available through the FIU MEDICAL library at MMC
- Reconstructing Illness: studies in pathography. Purdue University Press; 2 Sub edition (March 1, 1999) ISBN-13: 978-1557531261. Available as a hardcopy in the Biscayne Bay Library
- 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. No library holdings.

## Global Learning Outcomes

This is a Discipline-Specific Global Learning course that counts toward your FIU Global Learning graduation requirement.

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 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.

### **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-conflict-resolution/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 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/>

### **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/>

## **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](http://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**

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**



Item	POINTS	PERCENTAGE
Attendance	10	2
Response Papers: n =6 @ 15 points each	90	18
Readiness Quizzes	30	6
Participation (in class discussion, preparedness)	50	10
Creative writing prompts (06) 10 points each	60	12
Individual Presentations (one this semester)	40	8
Check point weekly quizzes (15)	120	24
Museum Education Based Activities 4 (25 points)	100	20
<b>SCI-FI MODULE (Extra credit)</b>	<b>30</b>	<b>6</b>
<b>TOTAL</b>	<b>530/500</b>	<b>106 / 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

**ATTENDANCE (10 points or 2%):** 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. 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.

**NOTE:** 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.

**Response / Reflection papers ( 6 assignments at 15 points each / 90 points or 18%):** there will be a total of seven (06) reflection / response papers (RP) through the semester. All RPs will be assigned by via Turnit-in links posted to CANVAS. 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. These may serve as a Honors College portfolio piece. You will be given feedback accordingly.

**Readiness Quizzes (30 points or 6%):** These are in prompt small in class quizzes pertaining the material prepared for the

given session or discussed that day. Format may include: Short answer responses to a given prompt or question, "10 minute essays", true or false plus an explanation to the response given among others.

**Participation 50 points (10%):** You are expected to be an active participant in class presentations and **discussions** in class and on the **boards** through CANVAS. Be ready to comment. Do prepare contextual reading.

For the **discussion boards** – unless otherwise specified on Canvas; each student is expected to respond to the initial prompt **once**, and follow up the discussion with **two** additional comments **while each discussion board is opened**.

Make sure that you address the person you are responding to and that your agreement or disagreement follows professionalism and decorum. The FIU Netiquette policy is provided below for guidance.

**CREATIVE WRITING PROMPTS X 6 (60 points or 12%):** 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.

**Individual Presentation (40 points or 8%):** You will be researching a topic to present to your peers and classmates during the weekly sessions starting on week 3 of the semester. Such topic -of your own interest- could encompass different themes / authors / movements / disciplines / novels related to the course content.

You are expected to prepare a presentation that would last 7-10 min including 2 min for questions. In addition, you are expected to write three questions to quiz your audience after you present.

Question formats may include: MCQ, fill in the blank, short response, matching, etc.

Grading for this assignment is divided in two parts:

- Five (05) points for submitting your selected DATE to present and or Topic **within the first two weeks** of the semester
- Twenty (20) points for the actual in class presentation and ten (10) points for the questions you provide.

**Check point weekly quizzes x 15 (120 points or 24%):** will be administered through CANVAS. **The quizzes will open after class (TUESDAY) and will stay open until 11:59 PM the next day (Wednesday)**. The check point quizzes are designed to gauge your understanding and completion of the assigned weekly readings. These short asynchronous and **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 twelve quizzes will be given. A total of eleven (15) quizzes will be given.

### **Novels (shown above):**

We will be reading together four small novels (as shown above) throughout the semester. The actual progression of each novel is also shown above. The number of pages per novel per week will be stated in CANVAS:

- **“The Heart” by Maylis de Kerangal, 256 pages. (03 quizzes)**
- **“The Boy in the Bubble” by Ian Strachan, 172 pages. (03 quizzes)**
- **“Oscar and the Pink Lady” by Erick Schmitt, 96 pages (02 quizzes)**
- **“Never let me go” by Kazuo Ishiguro, 288 pages. (04 quizzes)**
- **“Healing Children” by Kurt Newman MD. (03 quizzes)**

NOTE: Most of these sources were ordered through the Barnes and Noble at FIU bookstore and there are printed copies for loan at the Green library. If not at the library or the bookstore, they will be made available electronically in Canvas.

Every week starting on week 1 of the semester and throughout the 16 weeks of the semester, there will be a 4-5 questions quiz with multiple choice or short response type questions that pertains to the material read of the assigned novel the week prior. These fifteen (15) small quizzes account for a total of 120 points of your accruing grade. These quizzes will become available **after class** every week and will be available until the following weekend. You will have two chances to take the quiz once you start taking it and twenty minutes to complete it.

- **Museum Art Based Education (MABE) (4 at 25 points each 100 points, 20%):** 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.

### **SCI-FI Module (EXTRA CREDIT 30 points or 6%):**

#### **Movie screenings:**

- During this spring semester, we will look at three pertinent movies. Format would be either during class via DVD or a combined in class out of class session of movies available through our FIU Library or other providers. Movies we will watch at are:
  - Lorenzo’s oil. Director George Miller. Duration: 129 min.
  - Gifted Hands. Director Thomas Carter. Duration 86 min.
  - Extraordinary measures. Director Tom Vaughan. Duration 106 min.

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

**Tentative Calendar for IDH 3035: Spring 2021- TUESDAY 1:00 to 3:30 PM GC 286**

Legend: **Creative Writing** / **NOVEL READINGS** / Individual presentations / **MOVIES** / **Response Papers/ MABE**

Week Date	Topic	Learning Objectives	Reading (Prior to class)	Activities per week
1 01/10	Syllabus review  Course Introduction  Canvas site review	<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> <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 to contribute an objective text.</li> </ul>	<p>None.</p> <p><b>Read: The Heart by Maylis de Kerangal. Pages 3-77</b></p> <p>"Admission, children's unit." (Poem) in "A life in Medicine" p. 493-494</p>	<p>Syllabus review.</p> <p>Author introduction.</p> <p><b>Response Paper 1: (RPI): Humanity before Science: Narrative Medicine, Clinical Practice and Medical Education.</b></p> <p><b>Available: Jan 10th</b></p> <p><b>Due on or before: Jan 23rd 11:59 PM Via Turn it in on Canvas</b></p>

<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;">01/17</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research</li> </ul>	<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><b>Read: The Heart by Maylis de Kerangal. Pages 78-152</b></p> <p>"In Kafka's house" (Short story). In "A life in Medicine" p. 56-69.</p> <p>Susan Eisenberg. "On Asthma" poem</p>	<p>Quiz 1: <b>The Heart</b> by Maylis de Kerangal. Pages 3-77 - Author introduction , short story features.</p> <p>"Admission, children's unit." (Poem) in "A life in Medicine" p. 493-494</p> <p>MOVIE: "Extraordinary measures" (106 min) in 1/4 27 min sessions.</p> <p><b>CPI Available 01/17 Due 01/24</b></p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">01/24</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research</li> </ul>	<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>	<p><b>Read: The Heart by Maylis de Kerangal. Pages 153 - End.</b></p> <p>"Like a Prayer" in "A life in Medicine" (Short story) p. 12-18.</p> <p>"From the Heart" in "A life in Medicine" p. 91-93.</p>	<p>Quiz 2: <b>The Heart</b> by Maylis de Kerangal. Pages 78-152</p> <p>"In Kafka's house" (Short story). In "A life in Medicine" p. 56-69.</p> <p>Susan Eisenberg. "On Asthma" poem</p> <p>MOVIE: "Extraordinary measures" (106 min) in 2/4 27 min sessions.</p> <p><b>RP 2: "The Devil in our DNA"- Available: Jan 24<sup>th</sup> . Due on or before: Feb 6<sup>th</sup> 11:59 PM. Via Turn it in on CANVAS.</b></p> <p><b>MABE 1 / 4</b></p> <p><b>Individual presentations start</b></p>

<p>4 01/31</p>	<ul style="list-style-type: none"> <li>Finding a theme.</li> <li>Analyzing texts.</li> <li>Correlating text's ideas.</li> <li>Proposing a thesis topic for research.</li> </ul>	<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><b>Read: The Boy in the bubble by Ian Strachan pages 7-63</b></p> <p>"Letter from the rehabilitation institute" in "A life in Medicine" p171-173.</p> <p>"A Small good thing" (Short story) in "A life in Medicine" p. 180 - 203.</p>	<p>Quiz 3: <b>The Heart</b> by Maylis de Kerangal. Pages 153- End.</p> <p>"Like a Prayer" in "A life in Medicine" (Short story) p. 12-18.</p> <p>"From the Heart" in "A life in Medicine" p. 91-93.</p> <p>MOVIE: "Extraordinary measures" (106 min) in 3/4 27 min sessions</p> <p><b>CP2 Available 01/31 and due 02/07</b></p> <p><b>Individual presentations:</b></p>
<p>5 02/07</p>	<ul style="list-style-type: none"> <li>Finding a theme</li> <li>Analyzing texts</li> <li>Correlating text's ideas</li> <li>Proposing a thesis topic for research.</li> </ul>	<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>	<p><b>Read: The Boy in the bubble by Ian Strachan pages 64 - 116.</b></p> <p>"Can you teach compassion?" by Jerome Lowenstein, in "A life in Medicine" p. 23-27.</p> <p>"Wise birth" by Penny Armstrong and Sheryl Feldman in "A life in Medicine" p. 273-285.</p>	<p>Quiz 4: <b>The Boy in the bubble by Ian Strachan pages 7-63.</b></p> <p>"Letter from the rehabilitation institute" in "A life in Medicine" p171-173.</p> <p>"A Small good thing" (Short story) in "A life in Medicine" p. 180 - 203.</p> <p>MOVIE: "Extraordinary measures" (106 min) in 4/4 27 min sessions</p> <p><b>RP3: "Diseases and Stigma: a review of literature"</b> <b>Available: Feb 7<sup>th</sup></b> <b>Due on or before: Feb 20<sup>th</sup> Via Turn it in on Canvas.</b></p> <p><b>Individual presentations:</b></p>

<p>6 02/14</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research.</li> </ul>	<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>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research</li> </ul>	<p><b>Read: The Boy in the bubble by Ian Strachan pages 117-173</b></p> <p>The Time that Remains: Organ Donation, Temporal Duration, and Bildung in Kazuo Ishiguro's Never Let Me.</p> <p>Imelda Short story by Richard Zelser</p>	<p>Quiz 5: <i>The Boy in the bubble</i> by Ian Strachan pages 64 - 116</p> <p>"Can you teach compassion?" by Jerome Lowenstein, in "A life in Medicine" p. 23-27.</p> <p>"Wise birth" by Penny Armstrong and Sheryl Feldman in "A life in Medicine" p. 273-285.</p> <p>MOVIE: <i>Lorenzo's oil</i> (1 of 4)</p> <p><b>CP3 Available 02/14 and due 02/20</b></p> <p><b>MABE 2 / 4</b></p> <p><b>Individual presentations:</b></p>
<p>7 02/21</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze a document to extract main ideas that relate to healthcare.</li> <li>• Identify the segments of the article that explain the illness vs. disease.</li> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> </ul>	<p><b>Read: Oscar and the lady in pink. By Eric-Emmanuel Schmitt. Pages 1-60.</b></p> <p>"Three generations of imbeciles is enough" in "Gene" by Siddhartha Mukherjee. P 78-85.</p> <p>The use of force. Short story by William Carlos William.</p>	<p>Quiz 6: <i>The Boy in the bubble</i> by Ian Strachan pages 117-173.</p> <p>The Time that Remains: Organ Donation, Temporal Duration, and Bildung in Kazuo Ishiguro's Never Let Me.</p> <p>Imelda Short story by Richard Zelser</p> <p>MOVIE: <i>Lorenzo's oil</i> (2 of 4)</p> <p><b>RP4: "Werther goes viral: suicidal contagion, anti-vaccination and infectious sympathy". Available: Feb 21<sup>st</sup>. Due on or before: March 6<sup>th</sup> @ 11:59</b></p> <p><b>Individual presentations:</b></p>



8 02/28	<b>Spring break NO CLASS</b>			
9 03/07	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research.</li> </ul>	<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, descriptive texts.</li> </ul>	<p><b>Read: Oscar and the lady in pink. By Eric-Emmanuel Schmitt. Pages 61 – End.</b></p> <p>Lives unworthy living. Short story by Siddhartha Mukherjee.</p>	<p>Quiz 7: <b>Oscar and the lady in pink. By Eric-Emmanuel Schmitt. Pages 1-60.</b></p> <p>"Three generations of imbeciles is enough" in "Gene" by Siddhartha Mukherjee. P 78-85.</p> <p>The use of force. Short story by William Carlos William.</p> <p><b>MOVIE: Lorenzo's oil (3 of 4)</b></p> <p><b>CP4 Available 03/07 and due 03/13</b></p> <p><b>RP5: "Medical Eros: Caregivers, loss and the Ethics of waiting". Available: March 7<sup>th</sup>. Due on or before March 20<sup>th</sup> at 11:59 PM</b></p> <p><b>Individual presentations</b></p> <p><b>MABE 3/ 4</b></p>

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<p>10 03/14</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research.</li> <li>• Literary depiction of a plague in an Oriental scenery</li> </ul>	<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><b>Read: Never let me Go by Kazuo Ishiguro. Pages 3-76.</b></p> <p>Priceless child. Vivian Zelser. Essay.</p>	<p>Quiz 8: <b>Oscar and the lady in pink. By Eric-Emmanuel Schmitt. Pages 61 – End.</b></p> <p>Lives unworthy living. Short story by Siddhartha Mukherjee</p> <p>Danse pseudo macabre. Short story William Carlos William</p> <p>MOVIE: Lorenzo's oil (4 of 4)</p> <p><b>Individual presentations:</b></p>
<p>11 03/21</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research.</li> <li>• Literary depiction of a plague in an Oriental scenery</li> </ul>	<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><b>Read: Never let me Go by Kazuo Ishiguro page 77-145</b></p> <p>Blood of a Mole. Short Story Zdravka Evtimova</p> <p>"The Flowers" Short Story by Alice walker</p>	<p>Quiz 9: <b>Never let me go by Kazuo Ishiguro pages 3-76.</b></p> <p>Priceless child. Vivian Zelser. Essay.</p> <p><b>CP5 Available 03/21 and due 03/27</b></p> <p><b>Individual presentations</b></p> <p><b>RP6: Myself as another: on autoimmunity and "other" paradoxes. Available: March 21<sup>st</sup> . Due on or before: April 3<sup>rd</sup> by 11:59.</b></p>

<p>12</p> <p>03/28</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research.</li> </ul>	<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 humankind.</li> </ul>	<p><b>Read: Never let me Go by Kazuo Ishiguro. Pages 146-217.</b></p> <p>Danse pseudo macabre. Short story William Carlos William</p>	<p>Quiz 10: <b>Never let me Go by Kazuo Ishiguro. Pages 77-145.</b></p> <p>Blood of a Mole. Short Story Zdravka Evtimova</p> <p>"The Flowers" Short Story by Alice Walker.</p> <p><b>Individual presentations</b></p> <p>MOVIE: Gifted Hands: the Ben Carson story (1 of 3)</p> <p><b>MEBA 4 / 4</b></p>
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<p>13</p> <p>04/04</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> </ul>	<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 humankind.</li> </ul>	<p><b>Read: Never let me Go by Kazuo Ishiguro. Pages 218 - End.</b></p> <p>The Priceless Child by Viviana Zelizer (ESSAY)</p>	<p>Quiz 11: <b>Never let me Go by Kazuo Ishiguro. Pages 146-217.</b></p> <p>Danse pseudo macabre. Short story William Carlos William</p> <p><b>CP6: Available 04/04 and due 04/10</b></p> <p>MOVIE: Gifted Hands: The Ben Carson story (2 of 3)</p> <p><b>Individual presentations</b></p>
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<p>14 04/11</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research.</li> </ul>	<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 in the topics of medicine, health and healing</li> </ul>	<p><b>Read: Healing Children pp 3-26</b></p> <p>The Blood of Strangers. Short Story. Frank Huyler</p>	<p>Quiz 12: <b>Never let me Go</b> by Kazuo Ishiguro. Pages 218 - End.</p> <p>The Priceless Child by Viviana Zelizer (ESSAY)</p> <p>MOVIE: Gifted Hands: The Ben Carson story (2 of 3)</p> <p><b>Individual presentations</b></p>
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<p>15 04/18</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas</li> <li>• Proposing a thesis topic for research</li> </ul>	<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 humankind.</li> </ul>	<p><b>Read: Healing Children pp 27-30 and 67-78</b></p> <p><b>Healing Children pp 177-184</b></p>	<p>Quiz 13: <b>Healing Children pp 3-26</b></p> <p>The Blood of Strangers. Short Story. Frank Huyler</p> <p><b>Individual presentations (LAST DAY)</b></p>
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<p>16 04/25</p>	<ul style="list-style-type: none"> <li>• Finding a theme</li> <li>• Analyzing texts</li> <li>• Correlating text's ideas.</li> <li>• Proposing a thesis for research</li> </ul>	<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>Quiz 14: <b>Healing Children pp 27-30 and 67-78</b>          Quiz 15: <b>Healing Children pp 177-184</b></p>
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