



SYLLABUS

- Course Title:** HUMA/HEAL 200
Foundations of Medicine, Policy, and the Medical Humanities
- Meeting Times:** T-Th 2:30-3:50 PM.
- Credit Hours:** 3 semester hours
- Grading System:** A-F
- Course Instructor:** Daniel S. Goldberg, J.D., Ph.D(c) in Ethics & Medical Humanities (UTMB), Health Policy & Ethics Fellow, Chronic Disease Prevention & Control Research Center, Baylor College of Medicine.
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- Office Hours:** TBD, in Department of Kinesiology, Rice University

Course Description:

What are the medical humanities? What are the key ideas of the field? What is the justification for taking an interdisciplinary approach to problems of health and illness? This course aims to provide preliminary answers to these questions, but more so to provide students with the knowledge base and understandings needed to begin answering these questions for themselves.

Course Objectives:

By the end of the course, students will be able to:

1. Identify and describe the medical humanities;
2. Understand the significance of meaning in context of health and illness; and
3. Explain the strengths and weaknesses of an interdisciplinary approach to thinking about health and illness in society.

Evaluation Criteria:

Students will be graded according to their written work and class participation. There will be three writing assignments for this course. The first two writing assignments will each be 6-8 page papers worth 20% of the final grade respectively. Topics for the first two papers will be provided by the instructor.

The third writing assignment will be a 10-12 page paper worth 40% of the final grade. Students may write the third writing assignment on any topic of their choosing, so long as it relates to the course material. Topics can be provided by the instructor if desired.

Citation should generally conform to the *Chicago Manual of Style*. Wikipedia may not be used as a source.

Class preparedness and participation is worth 20% of the final grade and consists of familiarity with the readings and engagement in discourse on the class material. Several fora will be provided for the latter, including class discussion and the OwlSpace class discussion board.

Readings:

Books:

- Anne Fadiman, *The Spirit Catches You and You Fall Down* (New York: Farrar, Straus & Giroux, 1997).
- Judith Walzer Leavitt, *Typhoid Mary: Captive to the Public's Health* (Boston: Beacon Press, 1998).
- Allen M. Hornblum, *Acres of Skin* (New York: Routledge 1998).
- Leo Tolstoy, *The Death of Ivan Ilyich*
- Margaret Edson, *W;t* (New York: Faber & Faber, 1999).
- Richard Rettig et al., *False Hope: Bone Marrow Transplantation for Breast Cancer* (New York: Oxford University Press, 2007).
- Richard C. Lewontin, *Biology as Ideology: The Doctrine of DNA* (New York: Harper Perennial, 1990).

Additional readings will be distributed electronically via OwlSpace or placed on reserve at Fondren Library.

OWL-Space: The course management tool OWL-Space will be used for this course. The webpage can be accessed through <https://owlspace-ccm.rice.edu/portal>

You will need a NetID and NetID password to log on to the site. The students are expected to check the webpage weekly for course information and updates. Various course information including readings will be “downloadable” from the OWL-Space

website. You can access course information on this site, contact class members, and all your grades (hopefully) will be posted here.

Accommodations for Qualified Individuals with Disabilities:

It is the policy of Rice University to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete your course requirements, please contact me after class or make an appointment [within the first two weeks of classes]. All discussions will remain confidential. Additionally, students should contact Disabled Student Services in the Ley Student Center. For more information see <http://www.dss.rice.edu>.

Honor Code / Academic Honesty:

Students are expected to adhere to the Rice Honor Code as stated in the Student Handbook. On all academic written work done by you in this class, the following pledge is either required or implied: “On my honor, I have neither given nor received any aid on this (examination, quiz or paper).” What is academic honesty? “Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.” You are responsible for knowing the university’s policy on academic dishonesty as outlined in the honor code that you can find at: <http://www.ruf.rice.edu/~honor/>.

Schedule of Topics, Readings, & Assignments:

Class 1

Jan. 6: Introduction, Class Mechanics, Syllabus

Class 2, 3, 4: Pain, Suffering, & Disability

Jan 8: Dax’s Case I (in class film)

Reading Assignments:

- William F. May, “Dealing with Catastrophe,” in *Dax’s Case: Essays in Medical Ethics and Human Meaning*, Lonnie Kliever, ed. (Dallas: Southern Methodist University Press, 1989).

Jan. 13: Dax’s Case II

Reading Assignments:

- Drew Leder, “The Experience of Pain and its Clinical Implications,” in *The Ethics of Diagnosis*, José Luis Peset and Diego Gracia, eds. (Amsterdam, Neth: Kluwer Academic Publishers 1992): 95-105.
- Sarah Coakley, “Introduction,” in *Pain and its Transformations: The Interface of Biology and Culture*, Sarah Coakley and Kay Kaufman Shelemay, eds. (Cambridge, MA: Harvard University Press, 2007): 1-16.

Jan. 15: Elizabeth Bouvia’s Case

Reading Assignments:

- *Bouvia v. Superior Court*, 179 Cal. App. 3d. 1127 (Cal. Ct. App. 1986).
- Paul K. Longmore, “Policy, Prejudice, and Reality: Two Case Studies of Physician-Assisted Suicide,” *Journal of Disability Policy Studies* 16, no. 1 (2005): 38-45.
- Adrienne Asch, “Distracted by Disability,” *Cambridge Quarterly of Healthcare Ethics* 7, no. 1 (1998): 77-87.

Class 5, 6, 7, 8: Framing Disease

Reading Assignments:

Anne Fadiman, *The Spirit Catches You and You Fall Down* (New York: Farrar, Straus & Giroux, 1997).

Jan. 20: Chapters 1-5

Jan. 22: Chapters 6-10

Jan. 27: Chapters 11-15

Jan. 29: Chapters 16-19

Recommended Reading:

Nisha Dogra, James Giordano, and Nicholas France, “Cultural Diversity Teaching and Issues of Uncertainty: The Findings of a Qualitative Study,” *BMC Medical Education* 7 (2007) (can be downloaded free online).

First Writing Assignment Due Feb. 3, 2008.

Class 9, 10, 11

Reading Assignments:

Judith Walzer Leavitt, *Typhoid Mary: Captive to the Public’s Health* (Boston: Beacon Press, 1998).

Feb. 3: Introduction, Chapters 1-2

Feb. 5: Chapters 3-5
Feb. 10: Chapters 6-7 and Conclusion

Recommended Reading:

Alison Bashford and Carolyn Strange, "Thinking Historically About Public Health," *Medical Humanities* 33 (2007): 87-92.

Class 12, 13, 14, 15: Ethics and Clinical Research

Reading Assignments:

Feb. 12:

- Henry K. Beecher, "Ethics and Clinical Research," *New England Journal of Medicine* 274, no. 24 (1966): 1354-60.
- Allen Hornblum, *Aces of Skin* (New York: Routledge 1998), Chapters 1-3.

Feb. 16: Hornblum, Chapters 4-6.

Feb. 19: Hornblum, Chapters 7-9.

Feb. 24:

- The Debate Over AZT Clinical Trials: Case Program (available online at <http://www.hks.harvard.edu/case/azt/ethics/home.html>)
- Paul Farmer and Nicole Gastineau Campos, "New Malaise: Bioethics and Human Rights in the Global Era," *Journal of Medical Ethics* 32, no. 4 (2004): 243-251.

Recommended Reading:

- *In re Cincinnati Radiation Litigation*, 874 F. Supp. 796 (S.D. Ohio 1995).
- Hans Jonas, "Philosophical Reflections on Experimenting with Human Subjects," *Daedalus* 98, no. 2 (1969): 219-246.

Class 16: Mental Illness

Reading Assignments:

Feb. 26:

- Jonathan Leo and Jeffrey R. Lacasse, "The Media and the Chemical Imbalance Theory of Depression," *Society* 45, no. 1 (2008): 35-45.
- Harvard University Library, Open Collections Program: Humoral Theory (<http://ocp.hul.harvard.edu/contagion/humoraltheory.html>)

Class 18, 19: Death, Dying, & Meaning

Reading Assignments:

Mar. 10: Margaret Edson, *W;t* (in class film).

Mar. 12: Leo Tolstoy, *The Death of Ivan Ilyich*.

Second Writing Assignment Due Mar. 12.

Class 20, 21

Reading Assignments:

Richard Rettig et al., *False Hope: Bone Marrow Transplantation for Breast Cancer* (New York: Oxford University Press, 2007).

Mar. 17:

- Paul Gelsinger, Jesse's Intent (<http://www.circare.org/submit/jintent.pdf>)
- Paul Gelsinger and Adil E. Shamoo, "Eight Years after Jesse's Death, Are Human Research Subjects Any Safer?" *Hastings Center Report* 38, no. 2 (2008): 25-27.
- Rettig et al. Introduction, Chapters 1-2.

Mar. 19:

- Rettig et al., Chapters 5-6.

Class 22: Access to Experimental Medications for the Terminally Ill

Reading Assignments:

Mar. 24:

- The Abigail Alliance (Mission & Story): (<http://abigail-alliance.org/mission.htm>) (<http://abigail-alliance.org/LEMSEP07pAbigailLR.pdf>)
- *Abigail Alliance v. Von Eschenbach*, 495 F.3d 695 (D.C. Cir. 2007) (*en banc*).

Class 23: Immigrants & Health (Film)

Reading Assignments:

Mar. 26:

Howard Markel & Alexandra Minna Stern, "Which Face? Whose Nation?: Immigration, Public Health, and the Construction of Disease at America's Ports and Borders, 1891-1928," *American Behavioral Scientist* 42, no. 9 (1999): 1314-1331.

Class 24: Genes

Mar. 31:

Reading Assignment:

Richard C. Lewontin, *Biology as Ideology: The Doctrine of DNA* (New York: Harper Perennial, 1990).

Recommended Reading: Evelyn Fox Keller, "Master Molecules," in *Are Genes Us? The Social Consequences of the New Genetics* ed. Carl F. Cranor (New Brunswick, NJ: Rutgers University Press, 1994): 89-98.

Class 25, 26: The Practice of Medicine

Reading Assignments:

Apr. 7:

- Richard Selzer, "Brute."
- Alexander Solzhenitsyn, *Cancer Ward* (New York: Farrar, Straus, and Giroux, 1969): 416-432.
- Margaret Humphreys, "Beware the Poor Historian," in *Clio in the Clinic: History in Medical Practice* ed. Jacalyn Duffin (New York: Oxford University Press, 2005): 226-235.

Apr. 9:

- Gary Belkin, "We Are All Historians: Thoughts About Doing Psychiatry," in *Clio in the Clinic: History in Medical Practice* ed. Jacalyn Duffin (New York: Oxford University Press, 2005): 236-247.
- Robert Coles, "Medical Ethics and Living a Life," *New England Journal of Medicine* 301 (1979): 444-46.

Class 27: Poetry & Illness

Apr. 14:

Reading Assignment:

- Emily Dickinson, “The Mystery of Pain.”
- James Dickey, “Diabetes.”
- Adrienne Rich, “Power.”

Class 28: Final Class & Discussion.

No Reading Assignment.

Third Writing Assignment Due April 22, 2008.