

# HLTB50: INTRODUCTION TO HEALTH HUMANITIES

Fall 2018 | Mondays 3.00-5.00 pm, HW216 | Tutorials on Tuesday afternoons (NB: enrolment is mandatory)

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Office Hours: Mon/Wed 12-2pm, PO-106 Office #11 (in the portable behind MW Bldg)

<b>Course Description</b>	<p>This course is an introduction to <i>Health Humanities</i>, a new interdisciplinary field of study that explores human health and illness through the creative arts and humanities. Using a range of materials drawn from humanistic disciplines (including literature, film, visual and performing arts), this course will provide you with the tools needed to critically explore person-centred stories of health, illness, and disability. Lectures, tutorials, and assignments will help you to 1) build practical vocabularies and transferable analytical skills, and 2) reflect critically upon the role of the creative arts and humanities in health-related topics including: narratives of disease and illness, personhood and embodiment, representations of disability, mental illness, patient-professional relationships, and death and dying. Key subtopics such as ability, gender, race, sexuality, class, therapy, and pain will provide common threads that weave together diverse artistic representations of human health and illness with the shifting historical contexts of research and policy.</p> <p>Success in this course is contingent upon your coming to class and completing the readings and assignments with care. Although you may find the materials challenging at times, they're worth it—I promise. HLTB50 is designed to draw connections with other disciplinary understandings of similar topics that you will study (or may have already studied) in other courses; this course is also the core course of UTSC's new Health Humanities Minor (Canada's first! see <a href="http://www.scopelab.ca">www.scopelab.ca</a> for more details) and a prerequisite for all upper-year Health Humanities classes. As a result of completing this course, students from any discipline will be uniquely prepared to confront the complex ambiguities of health in the public sphere—as intellectually rigorous, creative and, perhaps above all, empathetic evaluators.</p>														
<b>Tutorials</b>	All HLTB50 students <b>MUST ALSO ENROL</b> in a Tuesday afternoon tutorial.														
<b>Texts</b>	<p>1) <b>Required (available at UTSC Bookstore/Library course reserves)</b></p> <ul style="list-style-type: none"><li>• <i>Health Humanities Reader</i>, eds. Jones, Wear, Friedman (Rutgers, 2014)</li><li>• Additional materials and links via Quercus under “Modules”</li></ul> <p>2) <b>Recommended (available at UTSC Bookstore/Library course reserves)</b></p> <ul style="list-style-type: none"><li>• <i>The Broadview Guide to Writing</i>, Babington et al (Broadview, 2015)</li></ul>														
<b>Evaluation</b>  (see Quercus under “Syllabus” for additional details)	<table border="1"><thead><tr><th></th><th><b>Due Date:</b></th></tr></thead><tbody><tr><td>Quizzes (best 2 of 3)</td><td>10% Week 03, 05, 09</td></tr><tr><td>Assignment 1 (1000-1250 words)</td><td>15% Week 06</td></tr><tr><td>Assignment 2 (1500 words)</td><td>25% Week 11</td></tr><tr><td>Tutorial</td><td>10% Ongoing; begins Week 02 (Sept. 18)</td></tr><tr><td>Quercus Participation</td><td>5% Ongoing</td></tr><tr><td>Final Exam</td><td>35% TBA by Registrar's Office</td></tr></tbody></table>		<b>Due Date:</b>	Quizzes (best 2 of 3)	10% Week 03, 05, 09	Assignment 1 (1000-1250 words)	15% Week 06	Assignment 2 (1500 words)	25% Week 11	Tutorial	10% Ongoing; begins Week 02 (Sept. 18)	Quercus Participation	5% Ongoing	Final Exam	35% TBA by Registrar's Office
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## Learning Objectives

By the end of this course, you should be able to:

- **Define** the major features of the interdisciplinary field called Health Humanities;
- **Describe** how humanistic perspectives inform the critical study of health and illness using a diverse range of relevant questions, methods, and examples;
- **Demonstrate** engagement with the major debates and concerns of Health Humanities through assignments aimed at building critical vocabularies and practical skills in close reading, visual and textual literacy, narrative competence, the ethics of representation, reflective and critical writing;
- **Show** enhanced critical capacity in both oral and written forms of expression, and apply that enhanced analytical rigour to the ethical and existential issues at the basis of individual experiences of health, illness, and disability;
- **Appraise** the value of the humanities as a means of understanding the multi-dimensional, interdisciplinary nature of human health—in professional settings, scholarly contexts, and in your own lived experience as a health care consumer and potential patient.

## Resources & Policies

**Readings:** All “Required” materials listed beside a specific date must be read for the class that meets on that date. “Optional” readings are exactly that; you will find these selections useful 1) for bringing additional context to lectures, 2) as practical examples of arts-based health research/policy, or 3) as assignment resources.

**Quercus:** Please check Quercus and your UTSC email account regularly for course documents, announcements, correspondence, discussion boards, and links to online resources. Abridged lecture slides will be posted weekly by Thursday. Quercus participation activities will be posted weekly under “Discussion Board.”

**Assignment Submission and Late Policies:** Assignments must be submitted to your TA in person at the beginning of your assigned Tuesday tutorial. Assignments may be submitted up to one week late with the automatic loss of one point per day, to a maximum of seven points (e.g., 67% to 60%); late assignments will not receive written comments. Assignments will not be accepted beyond one week after the due date without documented evidence of a major disruption to your work (see “Verification of Student Illness or Injury Form” on Quercus under “Syllabus”). All work, including quizzes, will be returned in tutorials. There are NO make-up quizzes.

### Office Hours & Email Policy

Office hours are dedicated to you, dear students: please make use of them to discuss the course, your progress, and other thoughts related to your university studies. **If you must email with course-related questions, please 1) reconsider, 2) consult the syllabus, then, if absolutely necessary, 3) contact your TA prior to contacting me.** Remember that emails are a formal genre of writing and self-presentation—be polite and professional at all times. Course-related emails will generally be replied to within 48 hours, weekends excepted.

### Academic Integrity and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong

signal of each student's individual academic achievement. The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/bshaveac.htm> outlines the behaviours that constitute academic dishonesty and processes for addressing academic offences. **Even if you think you know what academic dishonesty means, be proactive and read "How not to Plagiarize" on Quercus under "Syllabus."**

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described here: <http://www.sgs.utoronto.ca/Documents/TurnItIn-Guide.pdf>

### AccessAbility Services

Students with diverse learning styles and requirements are welcome in this course. If you have a disability or health consideration that may require accommodation, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. UTSC AccessAbility Services staff (S302; 416.287.7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca)) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

Schedule	Required Reading (HHR: Health Humanities Reader; Q: Quercus)	Optional (periodically updated; see course emails)	Important Dates
<b>Week 1</b> Lecture: Sept. 10	<b>Why do the arts and humanities enhance the study of health?</b>  HHR: Introduction Q: Crawford, "Health Humanities"	Q: Trautmann, "Literature and Medicine"; Charise, "Site, Sector, Scope"	
<b>Week 2</b> Lecture: Sept. 17	<b>MODULE 1: TELLING STORIES</b>		
	<b>How do we learn to live with illness?</b>  HHR: Chapters 1, 4	HHR: Chap. 15	<b>Tutorials begin Tuesday Sept. 18</b>
<b>Week 3</b> Lecture: Sept. 24	<b>What does language reveal about health care relationships?</b>  HHR: Chapters 13, 8, 11 Q: Sontag, "Illness as Metaphor" (excerpt)	HHR: Chap. 12, 41  Q: McDonald, "The Politics of Disease"; Stacy, "Woman, Black" (spoken word poetry)	<b>Quiz 1</b> (students can <u>ONLY</u> write quizzes in their <u>enrolled tutorial</u> )
<b>Week 4</b> Lecture: Oct. 1	<b>MODULE 2: IMAGINING PAIN</b>		
	<b>How does narrative remodel the experience of mental illness?</b>  HHR: Chapter 31 Q: Wallace, "The Depressed Person"	HHR: Chap. 25 Q: Jiang, "Have You Been Bothered..."; Quinn, "Depression Quest" (online RPG)	

Oct.8	<b>No Lecture or Tutorial– UTSC Reading Week</b>		
<b>Week 5</b> Lecture: Oct.15	<b>Why is pain so hard to communicate?</b>  <i>HHR</i> : Chapters 16, 34	<i>Q</i> : Getsi, “Letter”; Neilson, “Pain as Metaphor”; Wallace, “Incarnations”	<b>Quiz 2</b> (students can <u>ONLY</u> write quizzes in their <u>enrolled tutorial</u> )
<b>Week 6</b> Lecture: Oct.22	<b>What do comics teach us about health and sexuality?</b>  <i>HHR</i> : Chapters 22, 19	<i>HHR</i> : Chaps. 20, 21 <i>Q</i> : Councilor, “Dear Doctor I”	<b>Assignment 1 Due</b> (in tutorial)
<b>Week 7</b> Lecture: Oct.29	<b>MODULE 3: BODIES ON STAGE</b>		
<b>Week 8</b> Lecture: Nov.5	<b>How can the arts help remedy health inequities?</b>  <i>HHR</i> : Chapter 26, 24 <i>Q</i> : Noone, “Conversations In The Dark”	<i>Q</i> : Heck, “The Enemy”; Downie, “The Secret Path”	
<b>Week 9</b> Lecture: Nov.12	<b>When is health care like a dramatic performance?</b>  <i>HHR</i> : Chapter 35, 18	<i>HHR</i> : Chap. 42 <i>Q</i> : Lam, “Take All of Murphy”	
<b>Week 10</b> Lecture: Nov.19	<b>How does disability influence creative expression?</b>  <i>HHR</i> : Chapter 6, 43	<i>HHR</i> : Chap. 5 <i>Q</i> : Peace, “Head Nurses”; “Dear Everybody”	<b>Quiz 3</b> (students can <u>ONLY</u> write quizzes in their <u>enrolled tutorial</u> )
<b>Week 10</b> Lecture: Nov.19	<b>MODULE 4: PRESERVING PERSONHOOD</b>		
<b>Week 11</b> Lecture: Nov.26	<b>Can personhood persist when memory fails?</b>  <i>HHR</i> : Chapters 29, 30	<i>Q</i> : Karasik, “Mine” (former UofT student); Walrath, “Aliceheimer’s” (excerpt)	<b>Optional field trip (free!):</b> Tangled Art + Disability Gallery, 401 Richmond St. W (date/time TBA)
<b>Week 11</b> Lecture: Nov.26	<b>What is a good death?</b>  <i>HHR</i> : Chapter 10 <i>Q</i> : Donne, “Death Be Not Proud” (poem) In-class film screening and discussion: <i>Wit</i>	<i>HHR</i> : Chaps. 9, 37  <i>Q</i> : Lorde, “Today Is Not The Day”; Uppal, “Another Dysfunctional Cancer Poem”	<b>Assignment 2 Due</b> (in tutorial)
<b>Week 12</b> Lecture: Dec. 3	<b>Conclusion and In-class Exam Prep</b>  <i>HHR</i> : Chapter 45 <i>Q</i> : Rankine, “The Health of Us”	<i>HHR</i> : Chap. 39	<b>Final Exam date TBA by Registrar</b>