

**Humanities, Health, and Health Care
Liberal Arts Honors 350 / Unique # 30260
REVISED 2/4/2020**

Professor Phillip Barrish (pbarrish@austin.utexas.edu)

Class meets: T/TH 12:30-2:00 pm, CBA 4.340

Office Hours (Parlin 130): Mondays 10-11:30 am, Thursdays 2-3:30 pm, and by appointment

Course Description

Exploring intersections of the humanities with health, illness, and health care has become an exciting area of research both nationally and on the UT campus. Humanities approaches have been shedding new light, for instance, on the role of narrative and other representational forms in the illness experience; on health (and health care) inequities and their causes; on the relationships between health, healing, and culture; and on social constructions of ability and disability. This course surveys such efforts and some of the debates that have arisen around them. Though primarily taught by Professor Barrish, the course takes advantage of interdisciplinary collaborations that have been developing at UT around the Health Humanities by including guest seminar leaders from across campus.

Required Texts

Texts are listed in the order we will be reading them. Unless otherwise noted, the editions listed have been ordered through the UT Coop. Open laptops, tablets, and phones are not permitted during class, so you must have a hard copy of the reading.

- 1) Course Packet (CP), available from Jerome Kubala. Jerome and his team will bring packets to sell **twenty minutes before class starts on Tuesday, 1/21**. For the first couple weeks of the term the course packet will also be available at Canopy Course Notes, Asel Art, 510 W. MLK. You can also email Jerome at Jerome.kubala@gmail.com.
- 2) Ellen Forney, *Marbles: Mania, Depression, Michelangelo, & Me*. Gotham Books, 2012.
- 3) Rafael Campo, *Alternative Medicine*. Duke University Press, 2014.
- 4) Edwidge Danticat, *Brother, I'm Dying*. Vintage Books, 2007.

Please Note: This class relies on **discussion**, which makes it imperative that you both come to class and keep up with the reading assignments. **Reading quizzes** will often be given at the beginning of class and will play a significant role in your final grade. If you have a tendency to fall behind on reading and/or attendance in your classes, this class won't be a good fit for you.

Class Schedule

Reading and viewing assignments are to be completed before the class session next to which they are listed. Note that the professor may make minor adjustments to the schedule as the term goes on. Students will be notified of such changes well in advance.

Tues, Jan 21

- Introductions to course and to one another
- Therese Jones, et al (2016). "The Almost Right Word: The Move from *Medical* to *Health* Humanities." CP and sent via email.

Unit I HEALTH, NARRATIVE, ART

Thurs Jan 23

- Dana Talesnik (2019). "Charon Espouses Power of Narrative Medicine" (use [this link](#) on Canvas syllabus)

- Rita Charon (2000). *Narrative Medicine: Honoring the Stories of Illness*. Excerpt in CP. excerpt plus newspaper article
- Sayantani DasGupta (2008). “Narrative Humility.” CP.
- **Please post at least one question on the Canvas discussion board by midnight on Wednesday. Your question should be prompted by the readings and should be something you are genuinely wondering about.**

Tues, Jan 28

- Rita Charon, et al (2016). “Close Reading and Creative Writing in Clinical Education: Teaching Attention, Representation, and Affiliation.” CP.

Thurs, Jan 30

- Arthur Frank (2013). *The Wounded Storyteller: Body, Illness, and Ethics*. Second Edition. Excerpts in CP.
- **Team Led Discussion**

Tues, Feb 4

- Lois Leveen (2019). “Metastatic Metaphors: Poetry, Cancer Imagery, and the Imagined Self.” CP
- Eula Biss (2014). *On Immunity: An Innoculation*. Excerpts in CP

Thurs, Feb 6

- Visit from [Megan Hildebrandt](#), Associate Professor of Practice, College of Fine Arts, UT Austin
- “Artists Help Us Gain a Deeper Understanding.” Review of Museum Exhibit. Use [this link](#) on Canvas syllabus
- Additional reading may be announced

“Megan Hildebrandt is a cancer survivor and recently had her second child. These life events have greatly impacted her creative practice. Confronting her own mortality at age 25 and then experiencing the fragility and strength of birth, she has become obsessed with tracking time- documenting the small, routine moments of life that loop and repeat. Hildebrandt wants to give the viewer intimate, personal moments that capture the both fleeting and endless seconds of being alive. Her work explores autobiography, the passage of time, illness narrative and recovery from trauma via figurative and abstract drawings and paintings. Hildebrandt attempts to recover time lost to cancer treatment, and to track the development of a new self and her young children. Her work serves as touchstones to mark a life both interrupted and reinvigorated.” (<https://art.utexas.edu/people/megan-hildebrandt>)

Tues, Feb 11

- Hilary Chute (2012). *Marbles: Mania, Depression, Michelangelo, & Me*. Ch. 1-3 (pp. 1-73). (Book available at UT Coop and elsewhere.)

Thurs, Feb 13

- Forney, *Marbles*. Ch. 4-5 (75-129)
- **Team Led Discussion**

Tues, Feb 18

- Forney, *Marbles*. Ch. 6-9 (131-237)

Thurs, Feb 20

- Rafael Campo (2014). *Alternative Medicine*. “A History of Poetry” (p. 5), “The Common Mental Health Disorders of Immigrants” (7-9), “Heart Grows Fonder” (25), All poems from pages 33-49. Book available at UT Coop and elsewhere.

Assignment #1 Due by 8 am on Monday, February 24. Post on Canvas.

Tues, Feb 25

- Visit from [Steve Steffensen](#), MD. Departments of Neurology, Population Health, and Medical Education at Dell Medical School.
 - Reading to be announced
- “Steve Steffensen, M.D., is a board-certified neurologist and former active-duty Navy officer who is recognized as a national leader in health innovation. He is an associate professor in the departments of Neurology and Population Health at Dell Medical School. Prior to coming to Dell Medical School, Steffensen was the chief of innovation for the Military Health System and also served as the personal adviser to the Army surgeon general. His past experience includes management of the largest health IT research and development program within the Department of Defense focused on electronic health records, mobile health and medical device technologies.... During his military career, Steffensen gained a reputation for innovation in community and global health domains as well as being a passionate advocate for the needs of the combat medic.... Steffensen has also been a lifelong advocate for the arts and humanities, focusing on the importance of medical humanities to clinical practice. His background as a technology enthusiast, practicing clinician, advocate for the humanities and former military officer has afforded Steffensen a unique perspective on the problems facing health care today.” (<https://dellmed.utexas.edu/directory/steve-steffensen>)

UNIT II DISABILITY STUDIES

Thurs, Feb 27

- Martha Stoddard Holmes (2015). “Embodied Storytellers: Disability Studies and Medical Humanities.” CP
- **Discussion Led by Lab Team Two: Abby, Ekta, Kate, Manuela**

Tues, March 3

- Eli Clare (2017). *Brilliant Imperfection: Grappling with Cure*. Chapters 1 and 4. CP.

Thurs, March 5

- Alison Kafer (2013). *Feminist, Queer, Crip*. Excerpt in CP.
- Campus talk by [Akemi Nishida](#). Time and place to be announced.

Tues, March 10

- Visit from [Alison Kafer](#), PhD., Associate Professor of Women’s and Gender Studies and Associate Professor of English, UT Austin
- Alison Kafer (2019). “Crip Kin, Manifesting” CP.

“Alison Kafer is Embrey Associate Professor of Women's and Gender Studies and Associate Professor of English at the University of Texas at Austin. She is the author of *Feminist, Queer, Crip* (Indiana, 2013), and her work has appeared in a number of journals and anthologies, including *Disability Studies Quarterly*, *Feminist Disability Studies*, the *Journal of Literary and Cultural Disability Studies*, *Sex and Disability*, and *South Atlantic Quarterly*. Along with Mel Chen, Eunjung Kim, and Julie Avril Minich, she is co-editing a volume on *Crip Genealogies*.” (<https://womensstudies.sdsu.edu/docs/Alison-Kafer-Sp2019.pdf>)

UNIT III MEDICAL ANTHROPOLOGY, CULTURAL COMPETENCE, AND STRUCTURAL VIOLENCE

Thurs, March 12

- Jonathan Metzl and Helena Hansen (2014). “Structural competency: Theorizing a new medical engagement with stigma and inequality.” CP.

Assignment #2 Due by 10 AM on Friday, March 13 (or sooner). Post on Canvas.

SPRING BREAK

Tues, March 24

Janelle S. Taylor, "Explaining Difference: 'Culture,' 'Structural Violence,' and Medical Anthropology"

- Paul Farmer, 2004. *Pathologies of Power; Health, Human Rights, and the New War on the Poor*. Excerpt in CP.

Thurs, March 26

- Eileen Anderson-Fye and Vanessa M. Hildebrand (2019). "Ethnography," in *Research Methods in the Health Humanities*. CP.
- **Note: Class does not meet. (Professor Barrish at Health Humanities conference)**

Tues, March 31

- Visit from [Aliza Norwood](#), M.D., Departments of Internal Medicine and Population Health, Dell Medical School.
- Reading assignment to be announced

"Aliza Norwood is an assistant professor in the Departments of Population Health and Internal Medicine at Dell Medical School. She also serves as the co-director of Dell Med's primary care, family and community medicine clerkship and as the internal medicine regional director for CommUnityCare Clinics. Prior to joining Dell Medical School, Norwood was clinical operations director at Bridge HIV in San Francisco and assistant affiliate faculty at the University of California, San Francisco. She was involved in direct patient care, medical student and resident teaching, and telemedicine project development in San Francisco and in the U.S. Commonwealth of Saipan. Norwood attended medical school at the University of Texas Health Sciences Center at San Antonio and trained in primary care and internal medicine at the University of California, San Francisco. She is board certified in internal medicine and has an HIV specialist certification from the American Academy of HIV Medicine. Her interests include HIV primary care, medical education and health literacy."

(<https://dellmed.utexas.edu/directory/aliza-norwood>).

Thurs, April 2

- Rose Richards (2019). "Autoethnography," in *Research Methods in the Health Humanities*. CP.
- **Discussion Led by Lab Team Three: Armin, Caitlyn, Michaela, Nadeen**

Tues, April 7

- Visit from [Pauline Strong](#), PhD. Professor of Anthropology and Director of the Humanities Institute at UT Austin
- Seth Holmes (2012). "The Clinical Gaze in the Practice of Migrant Health: Mexican Migrants in the United States." CP.

"Pauline Strong has taught anthropology, women's and gender studies, and Native American and Indigenous Studies at The University of Texas at Austin since 1993. After receiving a bachelor's degree in philosophy at The Colorado College, she completed master's and doctoral degrees in sociocultural anthropology at the University of Chicago. Her research centers on historical and contemporary representations of Native Americans and American national identity in such contexts as literature, films, museums, sports arenas, and youth organizations. Strong was a Fellow of the Humanities Institute in 2001 and 2005, and became Director in 2009. She is the author of *American Indians and the American Imaginary: Cultural Representation Across the Centuries* (2012) and *Captive Selves, Captivating Others: The Politics and Poetics of Colonial American Captivity Narratives* (1999). She is also co-editor (with Sergei Kan) of *New Perspectives on Native North America: Cultures, Histories, Representations* (2006). Her articles appear in journals and anthologies in the fields of American Studies, cultural studies, history, media studies, Native American Studies, and sports studies as well as anthropology. She is the recipient of several teaching awards, most recently the Provost's Teaching Fellowship, and directs the Difficult Dialogues program."

(<https://liberalarts.utexas.edu/humanitiesinstitute/about/staff.php>)

Assignment #3 Due by 8 AM on Monday, April 6. Post on Canvas.

Thurs, April 9

- Helena María Viramontes (1995). *Under the Feet of Jesus* (Part Four). CP

Tues, April 14

- Renee H. Shea. "Interview with Edwidge Danticat." CP
- Edwidge Danticat (2007). *Brother I'm Dying*. Pages 1-96. (Book available at UT Coop and elsewhere.)

Thurs, April 16

- Danticat. "Brother I'm Dying." Pages 97-169.
- **Discussion Led by Lab Team Four: Aerin, Anneli, Megan, Mark**

Tues, April 21

- Danticat. "Brother I'm Dying." Pages 170-269.

Thurs, April 23

- Visit from [John Hoberman, PhD](#), Professor of Germanic Studies, UT-Austin.
- John Hoberman (2012). *Black and Blue: The Origins and Consequences of Medical Racism*. Excerpt in CP.

"John Hoberman is a social and cultural historian who has researched and published extensively in the fields of sports studies, race studies, human enhancements, medical history, and globalization studies. His work in sports studies encompasses race relations, politics and the Olympics, and performance-enhancing drug use. His interests in medical history include the social and medical impacts of androgenic drugs (anabolic steroids) and the history of medical racism in the United States. He has lectured at many medical schools and other medical institutions on this topic. Prof. Hoberman is the author of *Sport and Political Ideology* (1984), *The Olympic Crisis: Sport, Politics, and the Moral Order* (1986), *Mortal Engines: The Science of Performance and the Dehumanization of Sport* (1992), *Darwin's Athletes: How Sport Has Damaged Black America and Preserved the Myth of Race* (1997), *Testosterone Dreams: Rejuvenation, Aphrodisia, Doping* ((2005), *Black & Blue: The Origins and Consequences of Medical Racism* (2012). Prof. Hoberman has also published widely for general audiences. His articles have appeared in the *New York Times*, the *Wall Street Journal*, *Foreign Policy*, *The Nation*, *The Wilson Quarterly*, *Society*, *Scientific American*, the *Atlanta Journal-Constitution*, *The National* (Canada), and *Der Spiegel* (Germany). Interviews with Prof. Hoberman have appeared in Norwegian, Swedish, French and German publications. Interviews on media outlets include all of the national networks: PBS, ABC, NBC, CBS, FOX, ABC (Australia), CBC (Canada), and BBC (UK)." (<https://liberalarts.utexas.edu/germanic/faculty/jmh283>)

Tues, April 28

- Stanley Goldfarb. "Take Two Aspirin and Call Me by My Pronouns." CP
- American College of Physicians. "Firearm Related Injury and Death in the United States: A Call to Action." CP.
- Letters to the Editor. CP

Thurs, April 30

- Rafael Campo (2014). *Alternative Medicine*. All poems from pages 50-63.

Tues, May 5

- Assignment to be announced

Thurs, May 7

- Assignment to be announced

Assignment #4 due by 5 pm Friday, May 8. Post on Canvas or, if artwork is involved, hand in.
Course Requirements, Policies, and Grading

Grading and Assignments: Overview

Reading quizzes: 20%

Participation and other forms of class engagement: 10%

Team discussion leading: 3%

Assignment #1 (3-4 page essay): 15%

Assignment #2 (Embodiment, Place, Culture, and Society exercise): 10%

Assignment #3 (Outline a potential medical anthropology project): 15%

Assignment #4 (Collect a health narrative and provide an analysis of it using frameworks from our previous readings and discussions *or* write a more traditional paper after consultation with the professor): 25%

*Note: Final course grades will include pluses and minuses.

Grading and Assignments: More Details

Reading quizzes: Quizzes will be given at the beginning of most class sessions and will generally include two questions. The quizzes are intended to reward students who complete the reading assignments on time and with care. In other words, you get credit for what you should be doing anyway! Every student will be allowed to drop three quizzes without penalty. These include quizzes missed due to absence. In other words, if you are absent and a quiz was given, it will count as one of your three dropped quizzes. Make-up quizzes will be given only for classes missed due to religious holidays (with prior notice to the instructor).

Participation and engagement: Participation is an important part of this class. That doesn't mean you have to participate multiple times in every single class discussion, but you should make it a point to make a contribution to discussion at least once a week. In addition, you should always come to class ready to ask and answer questions, to listen respectfully to what others are saying, and to participate actively in small group activities. (Students who have an especially difficult time participating in whole-class discussions should speak with me about alternative ways to earn participation credit.)

You should also be sure to bring the appropriate text to every class session. Texting during class is a major no-no (see below for no-screens policy). Other components of the Participation and Engagement grade include group work (see below) and occasional informal assignments, including discussion board posts.

Group Work: You will soon be placed in a five-person team. On a regular basis during class, teams will be asked to discuss or debate an interpretative or ethical question among themselves, or collaborate on a creative exercise, and then report back to the class. The positions of scribe (note-taker) and presenter should rotate among team members. On some occasions the teams will be asked to hand in their notes.

Team-Led Discussions: At least once this semester your team will be asked to lead the entire class discussion. Your team should (a) present key points in the reading to the rest of the class; (b) prepare and photocopy a list of discussion questions to distribute to the class; (c) run discussion based on your questions and wherever those questions lead. In addition to calling on other students, members of the team should feel free to participate in that discussion themselves. It is important that all members of the team meet beforehand, either in person or electronically, in order to make a plan and distribute roles.

Additional Course Policies

Attendance and Punctuality: Attendance is mandatory. Every student is allowed two non-excused absences without penalty. Each additional unexcused absence will result in 1 point being subtracted from your final course grade. Excused absences require documentation and will be at the discretion of the professor. As noted above, with the exception of religious holidays, missed quizzes cannot be made up even for excused absences but will instead count towards the four quizzes you are allowed to drop.

All of that said, if you encounter a serious setback this semester that will require you to miss more than a couple of classes including, for instance, a traumatic event or an extended illness (mental or physical), I will do my best to work with you. Student Emergency Services (SES) is also a great resource. Without disclosing the nature of your setback or struggle to your professors, SES will work with them to accommodate your situation. You can call them at 512-471-5017 and contact them online at <https://deanofstudents.utexas.edu/emergency/>. Please note that if you miss more than two classes in a row I will be concerned and will reach out to ask if you are okay.

Academic Accommodations: Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact Services for Students with Disabilities. If any accommodations are approved by SSD, please notify the professor as soon as possible so that we can work together to honor them.

Meaningful but respectful discussion: We will sometimes find ourselves dealing with sensitive or controversial material of various sorts. Students may find themselves in strong disagreement with the professor and/or with one another. That's good—it's how meaningful discussion happens. At the same time, we all share responsibility for ensuring that our discussion remains respectful and that everyone feels safe in expressing their genuine opinion, whatever it may be. Disrespectful language or behavior will not be tolerated. Please try to avoid even minor signs of disrespect, including for instance rolling your eyes at another student's comment.

Phones, Laptops, Tablets: This class has a no screens policy. Phones, tablets, and laptops should be turned off and left off for the duration of the class period. Use of a digital device (even, or especially, if it's in your lap...) may result in your being marked absent for the day or otherwise affect your grade.

Canvas and email: You can access our class's Canvas site at canvas.utexas.edu. A variety of course-related materials will be posted on the site, including but not limited to quiz and exam grades. Important announcements regarding deadlines, potential schedule changes, and other course-related matters will be posted on the "announcements" page. Each time a new announcement is posted, you will be notified at whatever email address UT officially has listed for you. You are responsible for reading all announcements and emails in a timely fashion--failure to do so may cause you to miss something significant.

Academic Honesty: Submitting any work, including for quizzes, that is not *strictly your own* will result in a major course penalty. A report of the incident will also be made to the Office of the Dean of Students. For additional information, including advice on how to avoid committing academic dishonesty, see http://deanofstudents.utexas.edu/sjs/acadint_what_is.php.

Religious Holy Days: By UT Austin policy, you must notify your professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

More Information

Title IX: “The University of Texas at Austin is committed to maintaining learning and working environments that are free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education or employment programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence or stalking), or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals or offices listed below.” <http://equity.utexas.edu/policies/title-ix/>

I have a zero-tolerance policy for sexual harassment of any kind, including stalking behavior. You should know that as a UT professor and state employee I am a **mandatory reporter**, meaning that I am required to report to the Title IX office any events or situations I learn about that involve or even may involve prohibited behavior. The University offers confidential Title IX-related resources to students, including at the Counselling and Mental Health Center (see self-care resources below) and at Student Health. Information about these and other confidential resources can be found at: <https://titleix.utexas.edu/campus-resources?utm>

Self-Care Resources: College can be a great experience. At the same time, life as a student contains many stressors. A few examples include academic and financial pressures, loneliness, relationship difficulties (whether with friends or romantic partners), and worries about the future, among many other challenges. Current events, whether on or off campus, can add additional stress. **Anxiety and depression are common problems among students; your professor has suffered from them too.** They are nothing to be ashamed of.

As a teacher, I care about your overall well-being and, within the limits of my professional role, want to do what I can to support you, including helping you connect with UT resources designed to promote your well-being. Here are two key resources that help hundreds, even thousands, of students every year:

- **The Counseling and Mental Health Center** is online at cmhc.utexas.edu. They offer one-on-one counselling sessions, therapy groups and classes, a mind-body lab, and an excellent wellness app called Thrive at UT (<https://www.healthyhorns.utexas.edu/thrive/>). Most of the services at CMHC are free, and they are always confidential. They can be reached at (512) 471-3515 for appointments, and their crisis line is open 24/7/365: (512) 471-2255, or, for Deaf/HH students, 711 + (512) 471-2255. CMHC is located on the fifth floor of SSB.
- **The Behavioral Concerns Advice Line (BCAL)** offers confidential assistance in the event that you are concerned about the behavior or psychological state of a friend, classmate, roommate, etc. BCAL can be reached 24/7 at (512) 232-5050.
- **UT Outpost:** This is a free place for students negotiating food insecurity (there’s a pantry) or who need professional clothing for interview, internship, and job-related needs (the career closet). UA9 Building; 2609 University Ave.; Austin, TX 78712, On the ground level of UA9, ring doorbell for service