

Proposal for an Interdisciplinary Minor in Medical Humanities

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Prepared by:

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1. Definition of Medical Humanities

A recent textbook published by the UT McGovern Center for Humanities and Ethics defines medical humanities as, “an inter- and multidisciplinary field that explores contexts, experiences, and critical and conceptual issues in medicine and health care, while supporting professional identity formation.”¹ Medical Humanities, de facto, stands at the intersection of medicine and humanistic disciplines such as history, ethics, religion, literature, cultural anthropology, media studies, and the visual and dramatic arts, all fields of study that are well represented by departments of the Schools of Humanities and Social Sciences at Rice. Medical humanities studies health and medical systems using humanistic methodologies, such as close reading, cultural comparison, historical contextualization, creative expression, and critical thinking, among others. The field is committed to humanistic, interpretive, and qualitative work as distinct from the empirical and quantitative work of the medical sciences.

2. History and Development of Medical Humanities at Rice

In his vision for Rice’s second century, president David Leebron called on the university to “fully engage with the city of Houston — learning from it and contributing to it.” Such a call recognizes that Houston is a laboratory that can and should become an integral part of the formal education students receive at Rice. Houston is, after all, an international metropolis in the process of being tangibly shaped by, among other factors, the pressures of rapidly changing medical practices and policies. Not only do these pressures shape the institutional landscape of Houston, but, as a medical hub, experiences of illness, health, and health care are an important dimension of the life of the city. In such a context, Rice occupies a position of prominence and has the comparative advantage of operating at a national, if not global, level while having privileged access to major local resources and institutions, with which mutually rewarding research and learning experiences can increasingly be forged. This is best illustrated by Rice’s membership in the Texas Medical Center (TMC), which presents extraordinary opportunities across the intellectual spectrum: from nanotechnology to global health and domestic health care delivery to understanding the human mind and to medical ethics and to the experiences of those who comprise TMC’s 7.2 million annual visits. Virtually every school at Rice has some

¹ Cole, T., Carlin N., and Carson, R. *Medical Humanities. An Introduction* (NY: Cambridge UP, 2015): ix.

current collaboration with the TMC, and in every case there are opportunities to deepen and widen such collaboration. Mutual relationships with TMC agencies and institutions can not only contribute to the education of Rice students but also to their eventual employment, while reciprocally benefitting from the expertise of the faculty. If, however, faculty and student activity in medical humanities has increased over the past several years, ongoing medical humanities research and teaching that benefit from relationships across the university, its immediate context, and society at large remain ad hoc and susceptible to a loss of traction.

As an example of ongoing interest in the field, Rice undergraduate students recently created “Rice Medical Humanities” (medicalhumanities.rice.edu), an organization with over 300 members “dedicated to exploring the connections and bridging the gap between the humanities, social sciences, and medicine.” The group was established as a venue to explore the humanistic, interpretive, and qualitative work of medical humanities in contradistinction to scientific, empirical, and quantitative work. The organization hosts an annual symposium, organizes discussions with faculty engaged in medical humanities research, and meets to share ideas and debate cultural implications of current medical developments. Students have already begun blending their scientific interests in genomics, computer science, bioengineering, and other more traditional pre-med areas of study with courses that offer humanistic research and reflection on the practice and culture of medicine at a time when the complexity of health care challenges demand answers that transcend the boundaries of technology and science (Dr. Ostherr serves as the faculty advisor for this student group). Student interest in medical humanities is also reflected by the enrollment counts of courses in medical humanities. Faculty teaching courses on death and dying, for example, find their classrooms packed with pre-med students looking to deepen their engagement with this most human side of medicine. New courses on television portrayals of the doctor-patient relationship and on the humanistic study of medical culture have substantial waiting lists the first time they are offered. New courses offering cultural perspectives on disability are quickly filled by students eager to think critically about categories of pathology. Students have joined medical professionals in discussions about the structure of the healthcare system, changes in medical education, environmental health and ethics, and other pressing issues in new master classes. FWIS courses in medical humanities are always full to capacity, with 127 students enrolled in these courses from Spring 2013-Spring 2016. The increase in current course offerings responds to the request of the medical humanities student group for more courses, events, and learning opportunities in this field.

3. The Need for an Interdisciplinary Minor in Medical Humanities

Promising and opportune as the field of Medical Humanities is, it has yet to find an official reflection in the university’s curriculum. As attested by the student group “Rice Medical Humanities,” there is a demand for a degree that can make pre-med students competitive candidates when applying to medical schools and also support humanistic inquiry that uses medicine and health as the object of its study (narrative medicine, medical arts, medical anthropology, and medical ethics are but a few examples). While Rice has offered courses in medical humanities for several decades, these have yet to coalesce into a curriculum that students can follow and demonstrate on their transcripts. As pre-med humanities programs grow across the United States, Rice is well positioned to formalize ongoing study in medical humanities and thereby remain competitive for attracting the best undergraduate students. Recent counts indicate that almost half of Rice undergraduates identify as “pre-med,” and, as mentioned above, the university’s proximity to, and membership in, the Texas Medical Center

provides a distinct advantage for collaboration and research opportunities for students. Such a credential would also add value to humanities and social sciences degrees for those non-premed students who pursuing careers in fields focused on issues of health, illness, and medicine across non-profit, government, and policy sectors.

A minor in Medical Humanities will provide coherence, structure, and credentials to the training that many students already receive in this field, through the required core courses and the supervision of the core faculty members in English, History, Art History, Religion, Philosophy and Anthropology. While the minor would appeal to students from across campus, a degree in medical humanities would be of immediate practical benefit to Rice's pre-med students. The Medical College Admission Test (MCAT) was recently revised to include more problem-solving, critical thinking, social scientific and humanistic assessment of candidates applying to medical school. Admissions committees have recognized that students with strong humanistic training are better equipped to deal with the complex human dimensions of medical practice in the 21st century. A notation of a Medical Humanities minor on a transcript will serve as a clear signal that undergraduates are taking this shift seriously, and that they will arrive in medical school with a holistic understanding of the human dimensions of medical practice.

4. Distinction from Other Majors and Minors at Rice

There are no competing programs at Rice. The closest analogue may be the forthcoming minor in Global Health under the leadership of Vivian Ho and Rebecca Richards-Kortum, but the two programs will primarily overlap in their focus on health, not in their methodologies (humanities in our minor; economics and engineering for Global Health). The two minors would serve complementary goals while enabling students to pursue their interests across a range of diverse disciplines. The primary faculty teaching in the Medical Humanities minor come primarily from the departments of English, History, Art History, Religion, Philosophy and Anthropology (medical anthropology, while housed within the School of Social Sciences at Rice, works with interpretive, qualitative methods akin to humanistic practices and is a leading voice in calls for humanistic and 'whole person' approaches to medical care). The Medical Humanities minor therefore cuts across departmental divides and does not duplicate departmental degree programs.

5. Comparable Minors at Peer Institutions

As a scholarly discipline, medical humanities is usually housed within medical schools, but in the past fifteen years, the numbers of pre-medical humanities programs in United States universities has more than tripled, from 11 in the year 2000 to 45 in 2015, with 9 additional programs in development for 2017 (Berry et al., "Significant Growth in Pre-Medical Humanities Programs in the United States," unpublished research, 2016). Other programs housed outside of pre-med curricula have also formalized over the last few years, through independent centers or within schools of humanities or social sciences. Additionally, many medical humanities degrees from universities with strong medical or premedical programs patch humanities content into scientific curricula, though more universities recognize the need to train students in rigorous humanistic methodologies, perspectives, and lines of questioning that use medicine and health as their subject matter. Below are examples of degree-granting programs of the latter category. (See appendix C for comparable minor curricula.)

Columbia University - [Major in Medicine, Literature, and the Arts](#)

This 15-course major is hosted in the Institute for Comparative Literature and Society. It requires a sophomore seminar, a senior seminar, and a practicum.

Vanderbilt University - [Medicine, Health and Society Major, Minor, and 4+1 Master's](#)

The three degree-granting programs are all hosted by Vanderbilt's Center for Medicine, Health and Society (MHS). The requirements draw from existing departmental courses but also include courses designed specifically for the degree programs. The minor, which is most comparable to this proposal, requires 6 courses.

University of North Carolina, Honors Carolina - [Minor in Medicine, Literature, and Culture](#)

Housed in the department of English and comparative literature, Honors Carolina's interdisciplinary minor was developed in collaboration with the Department of Anthropology in the College of Arts and Sciences, the Department of Social Medicine in the UNC School of Medicine, and the School of Journalism and Mass Communications.

University of Southern California, Dornsife - [Health and Humanity Major](#)

Housed in the College of Letters, Arts, and Sciences, the Health and Humanity major is intended for students interested in fields that inform the health professions. Students select a track from one of seven areas: Bioethics; Health, Gender, and Ethnicity; Health and Aging; Health and the Mind; Biological Sciences; Biochemistry; or Biotechnology.

Indiana University/Purdue University Indianapolis (IUPUI) - [Medical Humanities and Health Studies Minor, Major, and Graduate Program](#)

The three degree programs in medical humanities and health studies are housed in the College of Liberal Arts. The minor, which is most comparable to this proposal, requires fifteen credit hours.

6. Governance

Appointed by the Dean of the School of Humanities in consultation with the Dean of Social Sciences and the Director of the Humanities Research Center, a faculty steering committee will oversee the curriculum for the minor, serve as minor advisor(s), and alert relevant administrators of any deficiencies in course offerings for the minor. The Dean of the School of Humanities will in addition be responsible for fulfilling ongoing commitment to resources and pertinent staffing required by the minor (see enclosed letter from the Dean of Humanities describing these commitments). Changes to the minor's curriculum will not be made without appropriate consultation with all participating departments. The Dean of Humanities, with the assistance of the steering committee, will be responsible for adjudicating any issues associated with such changes and for communicating them, as appropriate, to the Faculty Senate. The Humanities Research Center will be responsible for overseeing the faculty steering committee, providing the support of an administrative coordinator, and ensuring the continued staffing and resources to support the minor.

7. Requirements

To earn a minor in the Medical Humanities, students are required to complete a total of at least six courses (18 credit hours): one core course (3 credits), at least four electives totaling 12 credits), and one practicum (3 credits).

Core Course: The core course will be taught by a Rice faculty member, with additional guest lecturers from institutions in the Texas Medical Center. The course will be taught twice per year: once by Ostherr, Lopez-Alonso, or Bailar, and once by a postdoctoral fellow housed in the HRC. The near-term goal is to raise funds to support a Professor in the Practice who can teach this course and assist with student advising, following the examples of the successful interdisciplinary minors in Poverty, Justice, and Human Capabilities, Global Health Technologies, and the Study of Women, Gender, and Sexuality. (Letters of support from the relevant Chairs, Deans, and Director are attached in the appendix.) The Humanities Research Center will fund the core course annually through a total budget for honoraria of up to \$7500. The faculty leader will not receive additional funding should the course count towards his/her teaching load.

While sub-topics addressed in the course may vary according to the slate of visiting lecturers, the core content will remain consistent each semester and will address the following approaches to medical humanities: history of medicine; concepts of disease vs. illness; narrative medicine; health disparities; religion and spirituality; and science and technology in healthcare. The faculty leader will be responsible for selecting topics and guest lecturers and for ensuring coherence across the semester; however, the guest lecturers can bring disciplinary expertise to the course and select readings or other material to ensure in-depth learning of specific topics. The guest lecture format will allow for health care professionals or outside experts to interact with Rice's students and bring new perspectives to the curricula beyond the scope of Rice's academic faculty. In addition, it allows for innovative team-teaching pedagogy that is often not supported through traditional academic structures but that reflects the multifaceted complexity of health and medicine. Enrollment in this course will be capped at 19 to ensure a seminar-style experience, and completion of this course will be required as a prerequisite to completing the practicum, to ensure that the existing faculty can adequately supervise all of the students enrolled in the minor program. (Students whose prior coursework counts toward the minor will be grandfathered in to take the core course after the practicum for the first year of the program.)

The steering committee plans an active presence at O-week and college advising sessions to assist interested students in planning ahead to fit the core course into their schedules. We will also advertise the program requirements through the active Medical Humanities student group. If demand for the core course exceeds the cap of 19 in a given semester, exceptions will be granted for graduating seniors and others whose circumstances prevented them from planning ahead to take the course (e.g. in study-abroad cases). If demand for the course exceeds capacity (38 total) on an annual basis, the steering committee will consider raising the course cap. We will also work with the HRC, the Dean of Humanities, and the Provost to identify resources to offer additional sections of the course as needed.

Electives: The list of acceptable elective courses will be reviewed annually and will be subject to amendment by the Medical Humanities steering committee. Electives must be chosen from at least two different departments or other campus units. At least two of the four electives must be at the 300-level or above. (See Appendix B)

Practicum: Students will have two options for completing this requirement.

- 1) A practicum offered and administered through the HRC (HURC 430 Practicum in Health Humanities, 3 credit hours) offers engaged research and relevant archival research opportunities. A Rice faculty leader meets with students at least every other week, serves as a liaison with community partners (TMC Library and McGovern Historical Collections; Institute for Spirituality and Health; Woodson Research Center), and grades student work. Students work 5-10 hours/week with a community partner on a research project approved by the faculty steering committee. For their grade, students prepare a work plan, a mid-semester report, and a final presentation. Assessments of student work provided from the community partner at the midpoint and end of the semester, in addition, count towards 30% of the grade.
- 2) Students may also participate in the Health, Humanism, and Society Scholars (HHASS) Program, a two-semester (6 credit) program that allows Rice undergraduates to conduct engaged research with Texas Medical Center researchers (established collaborative relationships exist with faculty at Baylor, UT Health, MD Anderson, and other TMC institutions). Student work is supervised by both their TMC research mentor and by a faculty member in Social Sciences or Humanities, depending on the student's major. This program is administered through the Dean of Humanities office with support from Nyeva Bemby, manager of student programs for the School, and through the Dean of Social Sciences, with support from Alex Wyatt. Students are required to write several reflective pieces linking their clinical experience with their medical humanities coursework, in addition to conducting original research. One semester (3 credit hours) of the HHASS program would fulfill the practicum requirement (however, neither of the HHASS semesters will count as an elective for the minor).

Student Learning Outcomes

Upon completion of the minor in Medical Humanities, students will develop skills to:

- 1) describe the historical, literary, artistic and ethical domains of medical humanities scholarship;
- 2) analyze and evaluate complex texts relating to the social and cultural aspects of medicine through close reading and critical interpretation of arguments, metaphors, and images;
- 3) explain how health disparities and disability shape the healthcare experience for patients;
- 4) conduct independent research and communicate their own arguments about medical humanities in research papers, class presentations, and discussions.

The Curriculum Map and Assessment Plan are included in Appendix F.

To establish a baseline assessment, final papers written by students who complete either of the existing practica (HURC 430 or HHASS) in 2016 will be examined by the director of the program. This output, completed before the core course for the minor is in place as a required prerequisite to the practicum, will be compared in future years to the output (final papers) of

the students who declare the minor and complete the practicum after completing the core course. Each year, the director and/or members of the advisory board of the program will examine final papers from the core course and the practica to see whether students are achieving the methodological and technical skills the program seeks to achieve. Using the Student Learning Outcomes Measure Rubric in Appendix F, the director and board will keep numerical scores (different from grades) of skill level in the different areas, and compare them from year to year. In addition, the director and board will review elective courses that appear especially popular for students in the minor, and in some cases solicit papers from the professors to ensure that the students are transferring their skills to elective classes. The director will also conduct exit interviews with students graduating with the minor degree.

Appendix A: Faculty

The Minor in Medical Humanities will be guided by the steering committee, which will convene at least once per year to assess the status of the minor, including the number of students enrolled, course listings, and affiliated faculty. A Director will administer the minor on a daily basis and serve as the advisor for its students as well as update the steering committee and affiliated faculty of any programmatic or curricular developments.

Director

Kirsten Ostherr, Professor of English, School of Humanities

Steering Committee

Melissa Bailar, Prof. in the Practice of Humanities and Assoc. Dir., HRC

Baruch Brody, Andrew W. Mellon Professor in Humanities

Marcia Brennan, Professor of Religion and Art History

Eugenia Georges, Professor and Department Chair of Anthropology

Moramay Lopez-Alonso, Associate Professor of History

Rebecca Richards-Kortum, Malcolm Gillis University Professor, Prof. of Bioengineering and ECE

Zoë Wool, Assistant Professor of Anthropology

Affiliated Faculty

Maria Victoria Abad Rabat, Lecturer, Ctr. For Languages & Intercultural Comm., Humanities

Jennifer Blumenthal-Barby, Adjunct Assistant Professor, Philosophy, Humanities

Niki Clements, Assistant Professor, Religion, Humanities

Justin Denney, Assistant Professor, Sociology, Social Sciences

Tristram Engelhardt, Professor, Philosophy, Humanities

James Faubion, Professor, Anthropology, Social Sciences

Bridget Gorman, Professor, Sociology, Social Sciences

Deborah Harter, Associate Professor, Classical and European Studies, Humanities

Mikki Hebl, Professor, Psychology, Social Sciences

Vivian Ho, Professor, Economics, Social Sciences

Daniel Hughes, Lecturer, Kinesiology, Natural Sciences

Steven Jones, Lecturer, Kinesiology, Natural Sciences

Rachel Kimbro, Associate Professor, Sociology, Social Sciences

Anne Klein, Professor, Religion, Humanities

Beverly Mitchell, Lecturer, Anthropology, Social Sciences

John Mulligan, Lecturer, Humanities Research Center, Humanities
Jose Narbona, Senior Lecturer, Ctr. For Languages and Intercultural Comm., Humanities
Heidi Perkins, Lecturer, Kinesiology, Natural Sciences
Loren Raun, Faculty Fellow, Statistics, Engineering
Augusto Rodriguez, Lecturer, Kinesiology, Natural Sciences

Appendix B: Elective Courses

ANTH 342 - Ethnographies of Care

An ethnographically grounded exploration of the political, social, and intimate relations that constitute care in various situations of life and death. We ask how particular populations come to be understood as requiring, receiving, or being entitled to care? Who becomes obliged to provide care? And what are care's collateral effects? **Instructor:** Zoë Wool **Last taught:** Fall 2015 (Next taught: Spring 2018) *3 credits*

ANTH 354 - Disability and Gendered Bodies

This course draws on critical disability studies and medical anthropology to explore how gender and sexuality matter in contexts of illness and disability across a range of institutional, social, and national contexts. We pay particular attention to the ways illness and disability expose, disturb, or retrench normative arrangements of gender. **Instructor:** Zoë Wool **Last taught:** Spring 2016 (Next taught: Fall 2018) *3 credits*

ANTH 381 – Medical Anthropology

Cultural, ecological, and biological perspectives on human health and disease throughout the world. **Instructor:** Beverly Mitchell (NTT) **Last taught:** Spring 2016 (Next taught: unknown) *3 credits*

COMM 415 - Medical Communication

This course prepares students to develop their communication skills by researching current issues in the medical field; participating in seminar discussions on the ethics of medical communication; and practicing techniques in medical interviewing. **Instructor:** NTT faculty **Last Taught:** Spring 2012 (Next taught: Spring 2017) *3 credits*

ENGL 272 - Literature and Medicine

Designed for, but not limited to, students interested in the medical profession, this course introduces the study of medicine through reading imaginative literature—novels, plays, essays, poems—by and about doctors and patients, focusing on understanding ethical issues and on developing critical and interpretive skills. **Instructor:** Abby Goode (Ph.D. Candidate, English) **Last Taught:** Spring 2015 (Next taught: unknown) *3 credits*

ENGL 273 - Medicine and Media

An interdisciplinary exploration of the role of imaging technologies in the practice of medicine, and the role of mass media in shaping our understandings of the body, health, and disease. This course examines visual media structure “ways of seeing” for physicians and for the public. Emphasis will be placed on developing media literacy skills. **Instructor:** Kirsten Ostherr **Last taught:** Fall 2014 (Next taught: Fall 2016) *3 credits*

ENGL 278 - Medicine in the Age of Networked Intelligence

This course imagines and predicts the future of medicine at its evolving intersection with technology. Examines how developments in mobile, social, personal and global health are transforming medical research, communication, practice. Emphasis on active learning through hands-on creative projects. Topics include social media, quantified self, big data, ethics, doctor-patient relationship. **Instructor:** Kirsten Ostherr **Last taught:** Spring 2013 (Next taught: unknown) *3 credits*

ENGL 386 - Medical Media Arts Lab

Students will collaborate with health professionals to create solutions to real-world medical communication, visualization and design problems. Working individually and in teams, students will apply critical thinking and theory to hands-on design. Projects may include production of short videos, infographics, app development, 3-D virtual models, creative writing, and other media arts. **Instructor:** Kirsten Ostherr **Last taught:** Spring 2015 (Next taught: Spring 2017) *3 credits*

HART 396 - Medical Humanities Visual Culture

In this course we will examine literal and symbolic representations of the human body in order to explore the relations between the visibility of medicine, corporeality, subjectivity, and healing. **Instructor:** Marcia Brennan **Last taught:** Fall 2014 (Next taught: unknown) *3 credits*

HIST 481 - Health and Welfare During Industrialization

Seminar explores the changing state of human welfare during industrialization by looking at the evolution of living standards in comparative international perspective. Compares experiences around the world using a broad range of indicators: region, timing of industrialization, nature of government policy, pace of change and cultural circumstances. **Instructor:** Moramay Lopez-Alonso **Last taught:** Fall 2006 (Next taught: Fall 2017) *3 credits*

HIST 369 - Germs, Doctors, and Cities in Latin America

Course examines the history of disease, medicine and public health in Latin American cities from the pre-Columbian period to the present. It will combine lectures and discussions that will go from the study of epidemics byproduct of the Columbian exchange to public health initiatives that came with modernizing cities. **Instructor:** Moramay Lopez-Alonso (Next taught: Fall 2017) *3 credits*

HIST 479 - Biological Approaches to History

Seminar on the history of medicine, demography, health and nutrition. Course will acquaint students with importance of biology in explaining the history of the world and writing of history from outside the discipline. Content will focus on general histories of human societies and studies drawn from nutrition, anthropology and economics. **Instructor:** Moramay Lopez-Alonso **Last taught:** Spring 2011 (Next taught: Fall 2016) *3 credits*

HUMA 401 - Health, Humanism and Society Scholars Program/Humanities Medical Research Internship

Independent Study with a faculty member at the Texas Medical Center focusing on a medical humanities research topic. Students spend up to 10 hours/week at TMC and will be required to submit a written report, evaluations and an example of research products (research posters, abstracts, paper drafts, manuscripts, etc.) both to their supervisor and the Office of the Dean of

Humanities. **Instructor:** Kirsten Ostherr **Last taught:** Fall 2015-Spring 2016 (Next taught: Fall 2016-Spring 2017) *3 credits per semester*

HURC 201- Introduction to Medical Humanities

Examines the history of medicine, concepts of disease vs. illness, narrative medicine, health disparities, religion, spirituality, and the role of science and technology in the practices of healthcare. Students will develop skills in close reading, interpretation, historical contextualization, critical thinking. This course is required for the minor in Medical Humanities. **Instructor:** Kirsten Ostherr (Next taught: Fall 2016) *3 credits*

HURC 211 - Brain, Mind, and Body in the Nineteenth Century

The Romantic and Victorian periods hosted extended debates among literary and medical authors, over the nature, function, and even location of consciousness. This course explores the substance and structure of these debates in order to: learn the history of a literary and medical movement, critically engage with present-day debates about these texts and the questions they raise, and reflect on the changing relationship between the sciences and the humanities in general. **Instructor:** John Mulligan (NTT) **Last taught:** Spring 2016 (Next taught: unknown) *3 credits*

HURC 213 - The Doctor Is On

Fictionalized characters such as House, Doogie Houser, and Hawkeye Pierce reinforce stereotypes as much as they challenge assumptions and (re)define cultural attitudes toward doctors (and the medical profession in general). This course examines the portrayal of healthcare professionals in television, fiction and film to discuss philosophical and ethical questions as well as the modern medical apparatus from biopolitical and social systems perspectives. **Instructor:** Benjamin Kozicki (Ph.D. Candidate, English) **Last taught:** Spring 2016 (Next taught: unknown) *3 credits*

HURC 306/506 - Health and Humanities Master Class

A medical archivist, a current medical student, an epidemiologist, and a hospital case manager will lead class discussions on different aspects of the health industry today. The class will also go on field trips and read a short essay and watch a film to prepare for each discussion. Meets six times during the semester. **Instructor:** Melissa Bailar (NTT) and John Mulligan (NTT) **Last taught:** Fall 2015 (Next taught: Fall 2016) *1 credit*

HURC 307 - Critical Humanities of Health and the Body

This course comprises six modules co-taught by faculty and medical professionals. Modules will address DNA and genetics, changes in medical education, the pathologization of difference, the process of dying, disability and ability, the doctor-patient relationship, and more.

Instructor: Melissa Bailar (NTT) **Last taught:** Fall 2016 (Next taught: unknown/as needed) *3 credits*

HURC 430 - Practicum in Health Humanities

This practice-based course is conducted in partnership with health institutions in Houston. Qualified and advanced students work 5-10 hours/week on site with health professionals, archivists, center directors, and others to develop projects in specific research areas. Students meet regularly with instructor to discuss research and to present work at an end of semester symposium. Department permission required. **Instructor:** Melissa Bailar (NTT) **Last taught:**

Spring 2016 (Next taught: Fall 2016) Spring 2016: *Variable (1-3) credits; Fall 2016-onward: 3 credits*

PHIL 336 - Topics in Medical Ethics

A philosophical examination of some of the fundamental issues in clinical ethics, including informed consent, competency, confidentiality, end of life decision making, the definition of death, allocating scarce medical resources, and the role of economic analysis in clinical decision making. Readings drawn from the clinical and philosophical literature.

Instructor: Baruch Brody **Last taught:** Spring 2016 (Next taught: unknown) *3 credits*

PHIL 314 - Philosophy of Medicine

The biomedical sciences, the practice of medicine, and health care policy employ concepts of health, disease, disability, and defect in explanatory accounts, intermixing factual claims with moral and other evaluations. This course explores the interplay of evaluation and explanation in medicine's models of disease and health.

Instructor: Engelhart **Last taught:** Spring 2016 (Next taught: unknown) *3 credits*

PHIL 315 – Ethics, Medicine, and Public Policy

The relationship between theories of justice and accounts of the proper allocation of health care is explored. The first half examines Rawls' "Theory of Justice", Nozick's "Anarchy, State, and Utopia", and other accounts of justice and health care. The second addresses specific problems in the allocation of health care resources. **Instructor:** Engelhart **Last taught:** Spring 2015 (Next taught: unknown) *3 credits*

RELI 344 - Seminar on the End of Life

This course examines themes associated with death and dying from the historical through the contemporary periods. The class will adopt highly multidisciplinary approach that combines the critical perspectives of biomedicine, religious studies, art history, philosophy, anthropology, bioethics, and cultural studies as we consider life at the end of life. **Instructor:** Marcia Brennan **Last taught:** Fall 2015 (Next taught: Spring 2017) *3 credits*

RELI 350/MDEM 350 - Demons, Mental Illness, Medicine

Treats complex connections between religious beliefs/practices and formulation of human psychology in western tradition, through a historical reckoning with demonology. Consider the way demons are represented -- from semi-corporeal beings to marks of mental illness -- by looking at texts from the ancient world to modern psychiatry. **Instructor:** Niki Clements **Last taught:** Spring 2016 (Next taught: Spring 2017, Fall 2017 or Spring 2018) *3 credits*

SOCI 344 – Sociology of Mental Health

[New course, no description available.]

Instructor: Tony Brown (Next taught: AY 2016-17) *3 credits*

SOCI 345 – Medical Sociology

This course will explore the relationship between social factors and health, illness, and mortality, with a heavy emphasis on experiences of illness, the doctor-patient relationship, and the socialization of medical students and new doctors. Social determinants of health, cultural determinants of health, and the ethics surrounding conception, birth, and death will also be

discussed. **Instructor:** Rachel Kimbro **Last taught:** Spring 2016 (Next taught: AY 2016-17) 3 credits

SOCI 465 – Gender and Health

Description: This seminar explores the relationship between gender and health (longevity, physical illness and functioning, mental health, and health behavior). Specific topics include masculinity, disease expression, medical research, health care use, stress and social relationships, and intersectionality (race/ethnicity and sexuality) as they relate shaping health outcomes among men and women. **Instructor:** Bridget Gorman **Last taught:** Spring 2016 (Next taught: AY 2016-17) 3 credits

SOCI 377 - Health Disparities

[New course, no description available.]

Instructor: Bridget Gorman (Next taught: AY 2016-17) 3 credits

SOCI 422 - Social Autopsies

[New course, no description available.]

Instructor: Justin Denney (Next taught: AY 2016-17) 3 credits

Appendix C: Comparable Minor Curricula at Peer Institutions

Columbia University - Major in Medicine, Literature, and the Arts

This 15-course major is hosted in the Institute for Comparative Literature and Society. It requires a sophomore seminar, a senior seminar, and a practicum. The Institute explains, “The one-course requirement in engaged scholarship/service learning/independent project addresses the Institute's conviction that the study of embodied beings and communities requires the knowledge that only such practical experience offers.”

Introduction to Institute for Comparative Literature and Society, required for all ICLS majors and normally taken in the spring of the sophomore year

Three courses with a CPLS designator, or courses designated as comparative in nature by the various language-literature or social science departments.

Three courses within a given department/discipline that address the student's focused interest (Literature and Medicine; Medical Anthropology; History of Medicine/Public Health) but most importantly develop the methodological skills of that discipline.

Two courses requiring readings in a language other than English, preferably conducted in the target language and for which written assignments are composed in the language as well.

Four courses in interdisciplinary studies that address the nexus of the student's interests (Literature and Medicine; Medical Anthropology; History of Medicine/Public Health) OR an individual area of specialization (e.g., Disability Studies; Neuroscience and the Human; Technology Studies; Discourses of the Body; Biopolitics; Bioethics; etc.).

One course of engaged scholarship/service learning/independent project (this may be fulfilled by appropriate study abroad and/or study elsewhere in the US).

Senior Seminar in Medicine, Literature, and Society

Senior thesis (optional)

Vanderbilt University: Medicine, Health & Society at Vanderbilt Major, Minor and 4+1

The three degree-granting programs are all hosted by Vanderbilt's Center for Medicine, Health and Society (MHS). The requirements draw from existing departmental courses but also include courses designed specifically for the degree programs. The minor, which is most comparable to this proposal, requires 6 courses, including one of several core course options, three one of five different tracks, and two electives. At least two designated courses within other departments must be used toward the track or the elective requirements.

1. CORE COURSE – One of the following core courses (3 hours):

MHS 170/1920, Politics of Health

MHS 180/1940, Racial & Ethnic Health Disparities

MHS 201/1930, Fundamental Issues in MHS

MHS 208/2110, American Medicine in the World

MHS 232/2230, Masculinity and Men's Health

ANTH 242/2342, Biology of Inequality

2. CONCENTRATION – Three courses (9 hours) in one of the concentrations areas:

Global health

Health behaviors and health sciences

Health policies and economies

Race, inequality, and health

Medicine, humanities, and arts

(Applicable courses are listed in the [Catalog](#).)

3. ELECTIVES – Two additional courses, chosen from the [list of approved courses](#) except for those listed under “Basic Biomedical Sciences Option.” (6 credit hours)

4. DISCIPLINARY REQUIREMENT — At least three credit hours from the following courses must be used to satisfy the concentration requirement or electives requirement.

ANTH 240/3143, Medical Anthropology

ANTH 250/3141, Anthropology of Healing

ECON 221/2350, Health Care Policy

ECON 268/3350, Economics of Health

HIST 280/2800, Modern Medicine

MHS 205W/3050W, Medicine and Literature

PHIL 108/1008, 108W/1008W Introduction to Medical Ethics

PHIL 270/3608, Ethics and Medicine

PSCI 268/3268, American Health Policy

PSY 268/3635, Health Psychology

SOC 237/3301, Society and Medicine

SOC 268/3304, Race, Gender, and Health

WGS 240/2240, Introduction to Women's Health

University of North Carolina, Honors Carolina: *Minor in Medicine, Literature, and Culture*

Honors Carolina's first interdisciplinary minor has been developed in collaboration with the Department of English and Comparative Literature and the Department of Anthropology in the College of Arts and Sciences, the Department of Social Medicine in the UNC School of Medicine, and the School of Journalism and Mass Communications. Courses in the minor encourage students to examine medicine not only as a scientific enterprise, but also as a cultural practice embedded in changing ideas about disease, the doctor-patient relationship, medical institutions, and medical ethics.

Health and Humanity at USC – Major – in College of Arts and Letters

The Health and Humanity major intended for students interested in fields that inform the health professions and in related questions about health and human experience. Courses in this interdisciplinary major meet many of the requirements for admission to the professional programs in medicine, nursing, and other fields. Experiential learning is an important component of the Health and Humanity major, and a health-related internship is required. In addition, students select an emphasis in one of seven areas: Bioethics; Health, Gender, and Ethnicity; Health and Aging; Health and the Mind; Biological Sciences; Biochemistry; or Biotechnology.

Medical Humanities and Health Studies at IUPUI – Minor

The interdisciplinary minor in medical humanities and health studies seeks to promote an increased awareness of the humanistic, social, and cultural dimensions of health care and health care systems. It provides an exciting opportunity for students to work in close conjunction with faculty who have strong teaching and research interests in the area of health care. A survey of the relevant issues to be addressed during the course of study in the minor includes human values and ethics in decision making; the idea of preventive and holistic health and health care; patient care as an art form and scientific endeavor; the relation among ecology, economy, and health care; the relation between cultural and social systems and health and health care; the connection between health care systems and good health; the role of the provider-client relationship, especially in the areas of communications skills and the humanistic dimensions of patient care; and the role of the consumer in the healthcare system.

Appendix D: Letters of Support

Nicolas Shumway, Dean School of Humanities

Farès el-Dahdah, Director, Humanities Research Center

Rosemary Hennessy, Chair, Department of English

Alida Metcalf, Chair, Department of History

Lyn Ragsdale, Dean, School of Social Sciences

Eugenia Georges, Chair, Department of Anthropology

Julia Chavez, President, Medical Humanities Undergraduate Student Group



Nicolas Shumway, Dean
Francis Moody Newman Professor of Humanities

MEMO

To: The Faculty Senate and the Committee on the Undergraduate Curriculum

From: Nicolas Shumway, Dean of Humanities

Re: Support for the Minor in Medical Humanities ;

Date: March 21, 2016

A handwritten signature in black ink, appearing to read 'N. Shumway', written over a horizontal line.

I write in support of creating a minor in medical humanities to be housed in the Humanities Research Center.

As stated in the proposal, this new minor will make visible several courses already present at Rice while also responding to wide student interest. The proposal is well conceived and provides ample evidence that Rice has the faculty and administrative resources to support the new minor.

The minor will be administered by the Humanities Research Center, but if demand for the minor after AY17 exceeds the HRC's capacity to fund the program, the Dean's office will cover up to three courses per year to ensure that the core course is offered twice and the practicum is offered at least once. If this amount proves insufficient, the Dean's office will work with the HRC to seek additional lines (postdocs, NTT, and/or TT) from the central administration.

As Dean of Humanities, I support the new minor fully and urge the Faculty Senate to do the same.



School of Humanities
Humanities Research Center

Farès el-Dahdah
Director
Professor of the Humanities

March 4, 2016

Dear members of the faculty senate:

On behalf of the Humanities Research Center (HRC), I enthusiastically support the proposal for a new interdisciplinary minor in medical humanities.

The HRC can guarantee that a member of its faculty (for example, the Associate Director or Lecturer in Public Humanities) will teach the required core course at least once every two years and more often if needed. HRC faculty and postdoctoral fellows may also teach electives that would count towards the minor. The HRC also commits to providing \$7500 in funding each year to fund the honoraria for coQleaders of the core course.

Faculty in the HRC will also establish new practica courses and sustain existing practica that are required of the minor. When needed, appropriate HRC faculty will also serve as the instructors of record for the courses, though some practica will be run from departments. The HRC has spoken with Matt Taylor and Caroline Quenemoen about the practica to ensure that they are in line with the QEP and will continue to work with the future director of the QEP.

Finally, the HRC will ensure that requisite courses are offered each year and will assist the director of the minor in the minor's administration. For the next two years, the HRC can guarantee halfQtime administrative support for the minor and will revisit its administrative needs after that time.

Cordially,

A handwritten signature in blue ink, appearing to read "F. Dahdah".

Farès elQDahdah



MEMORANDUM

To: Kirsten Osther

From: Rosemary Hennessy *Rosemary Hennessy*

Re: Medical Humanities

Date: March 3, 2016

The English Department is pleased to support the minor in Medical Humanities.

We are also pleased that the program's core course will be cross-listed with English.

That you will be teaching this course every two to three years should not pose a problem. In fact, I anticipate it will be a continued benefit to our curriculum in English and support our ongoing ties to this exciting new program. We look forward to offering elective courses for the minor in Medical Humanities as well, and hope to provide any needed publicity support for course offerings.



MEMORANDUM

TO: Kirsten Ostherr
FROM: Alida C. Metcalf, *AMC* Chair, Department of History
RE: Medical Humanities Minor
DATE: February 22, 2016

The Department of History is please to support the interdisciplinary minor in Medical Humanities. The proposed minor offers Rice undergraduates an exciting opportunity to approach medical issues in interdisciplinary and humanistic perspectives. This minor encourages thoughtful engagement with ethical issues, and it will familiarize students with the approaches of different disciplines. I believe it will be a plus to the undergraduate curriculum.

The History Department can commit to teaching the required core course as needed, as well as other electives in the minor. The faculty member who will teach these courses is Associate Professor Moramay López-Alonso, who is very well qualified in these areas.

The History Department will be able to provide basic support for the program in the form of scheduling and advertising these courses, as needed.



Lyn Ragsdale
Dean of Social Sciences
Radoslav A. Tsanoff Chair
Professor of Political Science

March 3, 2016

MEMORANDUM

To: Kirstin Ostherr

Lyn Ragsdale 

Re: Medical Humanities minor

I strongly endorse the proposal to advance a minor in medical humanities. This is an important interdisciplinary minor that has the strong support and connections to the Anthropology Department. It provides a key perspective and set of topics and courses for Rice students. This is not only a key minor for many Rice students who are pre-meds, but also others who have interests in health-related fields. Students engage in a rich curriculum and also are given an opportunity to conduct a practicum at the Texas Medical Center or elsewhere through a research project or internship. This form of engaged inquiry is not only important to the minor but also fits well with the QEP adopted by the university as the primary reaccreditation initiative. I suspect that the minor will be taken by students from across the curriculum including students majoring in social science disciplines outside of Anthropology.

TO: Kirsten Ostherr
Professor, Department of English

FROM: Nia Georges
Chair, Department of Anthropology

DATE: March 1, 2016

RE: Support for Medical Humanities Minor

The memo is to confirm that Department of Anthropology enthusiastically supports the proposal for a new minor in Medical Humanities. Our Department offers several courses in Medical Anthropology and medically related topics that are suitable as electives toward a Medical Humanities minor. Professor Zoe Wool regularly teaches Ethnographies of Care and will also be taking over our Medical Anthropology course, which will be offered once each academic year. Upon completing my term as chair of the department (2017), I will resume teaching my Advanced Seminar in Medical Anthropology. I also plan to develop a new course on the anthropology of reproduction. Both of these courses will be offered on an annual basis. Over the next few years, Professor Zoe Wool will continue to develop new courses in the areas of disability and care and may also eventually be able to teach the core course for the minor, Introduction to Medical Humanities.

In addition to our commitment to regularly offer courses that will apply toward the minor, our department is happy to provide advising and mentoring to Medical Humanities students. We are also happy to cost-share lectures and other events as well as provide administrative support as the need arises.

To whom it may concern,

The Medical Humanities club played an important role in my decision to come to Rice. When I was choosing between colleges, I was torn between Rice and Amherst College. On one hand, Rice's college system, general atmosphere, and proximity to the medical center was very appealing. But on the other hand, I loved the academic culture at Amherst. Students learned for the sake of learning and took a broad range of classes that allowed them to develop skills like learning to write. I would tell myself that Rice had elements of both a liberal arts school and a research university, but it was not until I saw the "Medical Humanities Club" booth at the activities fair at VISION that Rice stood out to me as a place where I could thrive.

I ended up deciding to come to Rice and immediately connecting to the community of students who had this shared interest. Each year, I became increasingly involved with the club. From "most enthusiastic member" my freshman year, to External Vice President, to now President. It has been incredible to watch the club grow, specifically it has been incredible to see the number of students who are passionate and eager to be involved grow. We have 21 dedicated officers, including 8 board members and 13 committee members and college representatives, together serving a few hundred members.

The club has meant so much to me personally because it has served as an accessible way to engage with this emerging field. My freshman year, I spoke to a senior who did not feel she had this same luxury. In April of my freshman year, the Medical Humanities Club hosted a discussion on the importance of reflective writing in medicine. My Medical Humanities FWIS professor invited a medical student about to enter into residency to talk about her experience as an aspiring physician. Originally, it was meant to be just under an hour during everyone's lunch break, but the hour passed and many people stayed to continue talking. Afterwards, a senior commented to me that she wished a club like that had existed earlier, that perhaps she would have stayed pre-med. I felt very fortunate that I had a way to explore these interests and it felt more important to me as a student to show others that this was an interest they could explore.

Since then, the student efforts have grown. We, as the Medical Humanities Club, host annual Symposia as well as biweekly coffee chats. We connect students with physicians like Dr. Feldmann who, among other things, provides care to transgender patients at a clinic that integrates the efforts of social workers and counselors to provide comprehensive care. We take students to the TMC Library Historical Research Center to see old books about pseudosciences like phrenology and old tools that were used to "bleed" people back when that was a much more common remedy. We introduce students to both the breadth of the field and to role models who can show them how to engage with those things.

This club is not special because it is in that it is exposing previously undiscovered terrain. There are plenty of faculty who have identified this as a field that deserves attention. Additionally, there are many students who are pursuing this independently through special selection of courses. However, this club is special in that it is accessible. The Medical Humanities minor, and hopefully eventually major, would be so important in augmenting these efforts. It would more formally bring together people that are currently all pursuing the same goal separately. The pre-health atmosphere at Rice is missing this right now. Not only would it broaden the interests of students are more holistically prepare them for a future in the health professions, but it would help students who have these interests to find a supportive community that also values their interests.

I have had the pleasure of meeting so many passionate students through this club. I can only imagine the incredible things in store students who pursue the minor.

Julia Chavez
Cognitive Sciences, '17
Medical Humanities Club President

Appendix E: General Announcement Text

Available at: <http://ga.rice.edu/preview.aspx?fid=2147483885>

Appendix F: Student Learning Outcomes

A. Measurement Rubric

Course Number and Title:

Instructor:

Semester and Year:

Using a 4-point scale please rate how well students in this course demonstrated the following knowledge and skills. A zero indicates that students did not demonstrate this knowledge and/or skill, and a three indicates that students mastered this knowledge and/or skill.

Through some form of oral or written communication, students who complete this minor will demonstrate that they can:

SLO 1: Describe the historical, literary, artistic and ethical domains of medical humanities scholarship	
Identify and characterize the significant historical dimensions and scope of medical humanities as a field.	0 1 2 3
Identify and characterize the significant literary dimensions and scope of medical humanities as a field.	0 1 2 3
Identify and characterize the significant artistic dimensions and scope of medical humanities as a field.	0 1 2 3
Identify and characterize the significant ethical dimensions and scope of medical humanities as a field.	0 1 2 3
SLO 2: Analyze and evaluate complex texts relating to social and cultural aspects of medicine through close reading and critical interpretation of arguments, metaphors, and images	
Analyze and evaluate complex texts relating to social and cultural aspects of medicine through close reading and critical interpretation of arguments.	0 1 2 3
Analyze and evaluate complex texts relating to social and cultural aspects of medicine through close reading and critical interpretation of metaphors.	0 1 2 3

Analyze and evaluate complex texts relating to social and cultural aspects of medicine through close reading and critical interpretation of images.	0 1 2 3
SLO 3: Explain how health disparities and disability shape the healthcare experience for patients	
Identify and characterize an example of health disparities.	0 1 2 3
Explain how health disparities impact the healthcare experience for patients.	
Identify and characterize an example of disability.	0 1 2 3
Explain how disabilities impact the healthcare experience for patients.	0 1 2 3
SLO 4: Conduct independent research and communicate their own arguments about medical humanities in research papers, class presentations, and discussions	
Demonstrate independent thinking through written research about a medical humanities topic.	0 1 2 3
Demonstrate effective presentation skills for an audience of academic peers.	0 1 2 3
Demonstrate independent thinking through oral discussion with an academic community.	0 1 2 3

B. Curriculum Map

Course	Faculty	SLO 1: describe the historical, literary, artistic and ethical domains of medical humanities scholarship	SLO 2: analyze and evaluate complex texts relating to social and cultural aspects of medicine through close reading and critical interpretation of arguments, metaphors, and images	SLO 3: explain how health disparities and disability shape the healthcare experience for patients	SLO 4: conduct independent research and communicate their own arguments about medical humanities in research papers, class presentations, and discussions
ANTH 342 Ethnographies of Care	Wool	Not Relevant	Mastered	Reinforced	Introduced
ANTH 354 Disability and Gendered Bodies	Wool	Not Relevant	Reinforced	Mastered	Introduced
ENGL 272 Literature and Medicine	Goode (PhD candidate)	Mastered	Mastered	Reinforced	Reinforced
ENGL 273 Medicine and Media	Ostherr	Reinforced	Mastered	Introduced	Reinforced
ENGL 278 Medicine in the Age of Networked Intelligence	Ostherr	Introduced	Reinforced	Introduced	Mastered
ENGL 386 Medical Media Arts Lab	Ostherr	Reinforced	Mastered	Reinforced	Mastered
HART 396 Medical Humanities Visual Culture	Brennan	Mastered	Mastered	Introduced	Not Relevant
HIST 369 Germs, Doctors, and Cities and Latin America	Lopez-Alonso	Mastered	Reinforced	Mastered	Introduced

HIST 481 Health and Welfare During Industrialization	Lopez-Alonso	Mastered	Reinforced	Mastered	Introduced
HUMA 401 Health, Humanism and Society Scholars Program/Huma nities Medical Research Internship	Ostherr	Mastered	Mastered	Not Relevant	Reinforced
HURC 306/506 Health and Humanities Master Class	Bailar and Mulligan	Mastered	Mastered	Not Relevant	Not Relevant
HURC 307 Critical Humanities of Health and the Body	Bailar	Reinforced	Reinforced	Introduced	Mastered
HURC 430 Practicum in Health Humanities	Bailar and Mulligan	Not Relevant	Not Relevant	Not Relevant	Mastered
RELI 344 Seminar on the End of Life	Brennan	Mastered	Mastered	Introduced	Not Relevant

C. Assessment Plan

Outcomes	SLO 1: describe the historical, literary, artistic and ethical domains of medical humanities scholarship	SLO 2: analyze and evaluate complex texts relating to social and cultural aspects of medicine through close reading and critical interpretation of arguments, metaphors, and images	SLO 3: explain how health disparities and disability shape the healthcare experience for patients	SLO 4: conduct independent research and communicate their own arguments about medical humanities in research papers, class presentations, and discussions
Embedded Location	Core course; Elective courses	Core course; Elective courses	Core course; Elective courses; Practicum	Elective courses; Practicum
Measure	Core course final papers; Practicum final papers; Exit interviews; Rubric (Appendix F)	Core course final papers; Practicum final papers; Exit interviews; Rubric (Appendix F)	Core course final papers; Practicum final papers; Exit interviews; Rubric (Appendix F)	Core course final papers; Practicum final papers; Exit interviews; Rubric (Appendix F)
Standard	80% of students will meet or exceed expectations (2 or above on rubric)	80% of students will meet or exceed expectations (2 or above on rubric)	80% of students will meet or exceed expectations (2 or above on rubric)	80% of students will meet or exceed expectations (2 or above on rubric)
Responsible	Director; Advisory board	Director; Advisory board	Director; Advisory board	Director; Advisory board