

## IDS 2935 Quest 1: The Anatomy of a Story



Image: <https://www.cuanschutz.edu/centers/bioethichumanities/education/certificate-program>

“Medicine is the most humanistic of the sciences and the most scientific of the humanities.”  
Edmund Pellegrino

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**Office:** Turlington 2215

**Office Hours:** MW 4 ([Zoom](#))

**Class Meetings:** MWF Period 5 (11:45-12:35)

**Website:** [elearning@ufl.edu](mailto:elearning@ufl.edu)

**Quest I Theme:** Identity/The Examined Life

**General Education:** H, D, 2,000 words

### Course Description

In his book, *When Breath Becomes Air*, physician and patient, Paul Kalanithi writes, “Science may provide the most useful way to organize empirical, reproducible data, but its power to do so is predicated on its inability to grasp the most central aspects of human life: hope, fear, love, hate, beauty, envy, honor, weakness, striving, suffering, virtue.” The humanities provide the link between the experiences of human life and science, and storytelling is fundamental to the human experience. Through storytelling we share our own experiences and hear the experiences of others, those like us and those who are very different. Storytelling, too, is fundamental to medicine as it tells of the intersections of illness, race, gender, and class. Many health professionals and patients share their stories to connect the practice with the need to understand what it means to be sick, and by putting experiences into words, we learn about the human condition. In this course, rather than learning the anatomy of a body, we will learn the anatomy of stories about medicine in film, literature, non-fiction, poetry, music, and art to answer the following essential questions: How is our understanding of the human condition constructed through and by the stories that we hear and tell, and how can these stories help us understand health, suffering, illness, disability, or disease?

Because future medical professionals need to be creative and analytical, empathetic and intuitive, and ultimately skilled critical thinkers and communicators, immersion in the humanities will foster these abilities. To do this we will explore what medicine means from the experience of the patient and the experience of the health professional. To add to our understanding, we will have guest lectures with practicing physicians, artists, therapists, and other health professionals who will share their own stories

of health and healing. We will also visit exhibitions that exemplify medicine and the body. Ultimately, instead of focusing on the illness and the treatment, we will use the humanities to help us comprehend the emotional experience of the world of medicine. Through these stories that address diversity through the topics and through the voices of diverse authors, we will discover just what it means to be both a patient and a health professional, what it means to be human.

## Course Outcomes

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

- Identify, describe, and explain the methodologies used across humanities disciplines to examine essential questions about the storytelling, identity, and the examined life.
- Analyze how texts across disciplines and genres and diverse populations represent the relationships between storytelling, medicine, culture, and identity.
- Develop and present clear and effective oral and written work that demonstrates critical engagement with course texts, films, and experiential learning activities.
- Connect course content with their intellectual, personal, and professional lives at UF and beyond.
- Reflect on their own and others' experience with medicine in Think Pieces and a final analytical essay.

## Required Texts

### Required Purchases

Kalanithi, Paul. *When Breath Becomes Air* (Memoir)

Shelley, Mary. *Frankenstein* (Available on *Project Gutenberg* for free)

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks* (nonfiction)

Small, David. *Stitches* (graphic novel)

The following articles, excerpts, films, and short stories for the class will be made available on Canvas or in class:

### Articles

Cole, Thomas, and Ronald Carson, "Introducing Medical Humanities" *Medical Humanities: An Introduction* (20 pp.)

Davis, Lennard J. "Constructing Normalcy." (15 pp.)

Scott McCloud, *Understanding Comics* (selections) (16 pp.)

Lewis, B. "Narrating Our Sadness with a Little Help from the Humanities." (9 pp.)

LeGuin, Ursula. "The Ones Who Walk Away from Omelas."

### Non-Fiction

Gottlieb, Lori. *Maybe You Should Talk to Someone* (excerpts: "The Beginning of Knowing" and "Snapshots of Ourselves" (11 pp.)

Sweet, Victoria. "The Visit of Dee and Tee. Healthcare Efficiency Experts." *God's Hotel* (24 pp.)

Webb & Brawley. "Chief Complaint" *How We Do Harm* (16 pp.) and "The Quintessential American" (14 pp.)

### Short Stories

Williams, William Carlos, "The Use of Force" (3 pp.)

Gilman, Charlotte Perkins. "The Yellow Wallpaper" (10 pp.)

Achebe, Chinua. "The Sacrificial Egg" (3 pp.)

Butler, Octavia. "Bloodchild" (32 pp.)

### Poetry

McManus, James, "Spike Logic"

Hieu Minh Nguyen, "Type II"

Neruda, Pablo. "The Poet's Obligation"

Kenyon, Jane. "Having it Out with Melancholy"

### Art

Kahlo, Frida. "Broken Body" and "Without Hope"

Munch. Edvard. *The Scream* and *Death in the Sickroom*

### Videos

*The Waiting Room* (2012 Film)

*Wit* (2001)

*Star Trek: The Next Generation: "Ethics"*

"Surviving a Lynching" *The New Yorker*, 2021.

"The Problem with Race-Based Medicine" Dorothy Roberts (Ted Talk)

"How Racism Makes Us Sick" David R. Williams (Ted Talk)

"A Doctor's Touch" Abraham Verghese (Ted Talk)

Recommended writing guide: Williams, Joseph: *Style: The Basics of Clarity and Grace*

## **Experiential Learning Activities**

For experiential learning opportunities, we will visit the Arts in Medicine Program's music program at Oak Hammock and the Harn Museum to look at images of the body in medicine, sickness, and health. We will also have classroom visits from practicing medical professionals, such as therapists and physicians, who will share their own stories and the importance of stories in their careers.

## **Assignments and Grading**

The table below provides descriptions of all major assignments.

	Description	Points
<b>Exams</b>	Four in-class written examinations to demonstrate knowledge of humanities methodologies and engagement with course materials (100 points each)	400
<b>Think Pieces</b>	Engagement with readings, self-reflection, and questions relating to the texts, storytelling, and medicine. Includes reflection on Harn trip and guest lectures. (200+ wds) (4 x 50 points)	200
<b>Interview</b>	Interviewing a person with a physical, emotional, learning, or psychiatric disability, includes reflection.	100
<b>Final Analytical Essay</b>	Research-based analysis essay that explores the concepts of storytelling, narratives, and medicine. (2000 wds) Peer review (25 pts) <i>Essay feedback provided before the end of finals week</i>	25 175
<b>Quizzes</b>	Ten unannounced reading quizzes that demonstrate a close reading of the assigned texts. (10 x 10)	100

<b>Total Points</b>		<b>1000</b>
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Successful assignments will illustrate a careful regard for spelling, grammar, and formatting and citation guidelines. Do not rely on your instructor for copy-editing, even on first drafts.

To receive a passing grade in the course, **every** assignment's word count minimum must be met. Submitted assignments short of the minimum word count will receive a 0.

### Rubric for Grading Think Pieces (ThP)

Think Pieces are an opportunity for students to synthesize, reflect upon, and begin to analyze materials and experiential activities assigned for this class. They also provide an opportunity to engage with the materials in a personal way. The following rubric will be used for grading ThPs.

<b>Rubric</b>	<b>Points</b>
Thorough on-point, thoughtful take on the materials.	Full credit (200)
Competent and complete but may lack clarity, specific detail, and/or development of thoughts.	Partial credit (120-170)
Incomplete, poorly written, shows little involvement with the materials.	Some credit (50-130)
No submission	0

### Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

### Writing Requirement (WR 2,000)

For courses that confer WR credit, the course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher. You **must** turn in all assignments totaling 2,000 words to receive credit for writing 2,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of "C-" **will not** confer credit for the University Writing Requirement.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

### General Education Writing Assessment Rubric

More detailed evaluative rubrics will be provided in the prompt for each assignment.

	<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>
<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>ARGUMENT AND SUPPORT</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>STYLE</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
<b>MECHANICS</b>	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

### Weekly Schedule

Because of COVID-19 challenges, the schedule is *tentative and subject to change*. Any changes to the schedule will be announced in class and posted in Announcement on Canvas. Check Canvas for the up-to-date calendar and use Pages in Canvas to keep track of assignments, readings, and class modalities. We will **not** be using HyFlex this semester.

The color of the date represents the modality of the class:

In Turlington 2333	Synchronous Zoom	Asynchronous Day	Holiday
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Week	Readings and Assignments
<b>1 (Aug 23, 25, 27)</b> <b>Introduction to Quest, the humanities, and diversity</b> An introduction to the Quest program and an introduction to what it means to study the humanities. The readings and the poem introduce the importance of narrative in medicine, and we begin discussing Kalanithi's story of his life as a doctor and his illness.	1. Cole, Thomas and Ronald Carson, "Introducing Medical Humanities" <i>Medical Humanities: An Introduction</i> (20 pp.) 2. McManus, James, "Spike Logic" (Poetry) 3. <i>When Breath Becomes Air</i> (60 pgs.)
<b>2 (Aug 30, Sept 1, 3)</b> <b>The humanities, narrative, and medicine</b> We continue the exploration of the purpose of narrative and look deeply at how the stories are told in poetry, the autobiography, and the short story. We look at how the stories are different and consider these questions: Does first-person make us care more or does who it is writing that makes us care?	1. <i>When Breath Becomes Air</i> (60 pgs.) 2. Hieu Minh Nguyen, <i>Type II</i> (Poetry) 3. Williams, William Carlos, "The Use of Force" (3 pgs.) <b>Think Piece 1 Due (Sept 3<sup>rd</sup>)</b>
<b>3 (Sept 6, 8, 10)</b> <b>Relationships between the humanities and medicine.</b> How does sharing stories help us understand medicine or the experiences of others? After practicing close reading, we will apply that to Gilman's short story. Then, we will experience how humanities and arts are connected to life through the Arts in Medicine program. *Written examination*	1. Gilman, Charlotte Perkins. "The Yellow Wallpaper" (10 pgs.) 2. Neruda, Pablo. "The Poet's Obligation." (2 pgs.) 3. <i>When Breath Becomes Air</i> (60 pgs.) 3. Representative from Arts in Medicine Program
<b>4 (Sept 13, 15, 17)</b> <b>How do we understand "broken or different bodies"?</b> What can the stories of those who are not like us tell us about their experiences? Why is <i>Frankenstein</i> a warning for medical practitioners? A lecture from a physician to tell us how important stories are for learning empathy and being able to make connections with patients.	1. Davis, Lennard J. "Constructing Normalcy." (pp. 3-19) 2. Shelly, Mary. <i>Frankenstein</i> (pp. 1-46) 3. Guest Lecture: Physician <b>* Exam 1 (on weeks 1-3)* (Sept 17<sup>th</sup>)</b>

<p style="text-align: center;"><b>5 (Sept 20, 22, 24)</b></p> <p style="text-align: center;"><b>How do we treat “Monsters?” The ethics of care.</b></p> <p>What is the morality and the ethics of experiments and patients as subjects? What can <i>Frankenstein</i> tell us about science experiments and how we treat the body? We will continue this theme through the rest of the semester. How can stories help us make the right decisions as health care professionals?</p>	<p>1. Shelly, Mary. <i>Frankenstein</i> (pp. 47-98)</p> <p>2. Kahlo, Frida. “Broken Body” and “Without Hope” (Art)</p> <p>3. <i>Star Trek the Next Generation: “Ethics”</i></p> <p><b>Think Piece 2 Due (Sept 24<sup>th</sup>)</b></p>
<p style="text-align: center;"><b>6 (Sept 27, 29 Oct 1)</b></p> <p style="text-align: center;"><b>How do we deal with illness—as an individual and as a society?</b></p> <p>We examine how stories can expose suffering. A central theme in <i>Frankenstein</i> is isolation. For the first film in the class, we will examine how to analyze a film and look at the way the monologue in <i>Wit</i> is a narrative of a single experience with cancer and how this single scene depicts the lonely experience of suffering and disease. Achebe’s short story shows how isolation can protect not just from disease but also from colonization, using disease as a metaphor for the way a society is destroyed by outside viruses.</p>	<p>1. <i>Wit</i> (film)</p> <p>2. Shelly, Mary. <i>Frankenstein</i> (pp. 99-149)</p> <p>3. Achebe, Chinua. “The Sacrificial Egg” (3 pgs.)</p>
<p style="text-align: center;"><b>7 (Oct 4, 6, 8)</b></p> <p style="text-align: center;"><b>What happens when fiction becomes truth?</b></p> <p>Butler’s short science fiction story invites students to begin thinking about the perversion of medicine—what does a world look like when men become pregnant? What choices do we have over our own bodies?</p> <p>Written examination.</p>	<p>Butler, Octavia. “Bloodchild” (32 pgs.)</p> <p><b>* Exam 2 (on weeks 4-7)* (Oct 6th)</b></p>
<p style="text-align: center;"><b>8 (Oct 11, 13, 15)</b></p> <p style="text-align: center;"><b>How and why do we tell stories about mental illness?</b></p> <p>For experiential learning, we will visit the Harn to look at images of bodies. We will find images that move us and then tell their stories—what don’t we see? What is the look on the face? What is the portrait thinking? We will begin reading the graphic novel and discuss why Small chose the graphic novel as a way to tell his story.</p>	<p>1. Field Trip: Visit to the Harn—Bodies</p> <p>2. Small, David. <i>Stitches</i> (Graphic Novel)</p> <p><b>Think Piece 3 Due (Oct 15<sup>th</sup>)</b></p>
<p style="text-align: center;"><b>9 (Oct 18, 20, 22)</b></p>	

<p><b>How do images help us tell stories of mental health and illness?</b></p> <p>To understand the genre of comics, we will examine how comics are constructed—the tools the graphic novelist uses to tell a story. And then we will consider why pictures help us tell our stories. How do they help us connect? Can we see similarities or differences—does it make the stories more real?</p>	<ol style="list-style-type: none"> <li>1. Scott McCloud, <i>Understanding Comics</i> (selections) (16 pgs.)</li> <li>2. Frank, Arthur. “When Bodies Need Stories in Pictures” (<a href="#">Podcast</a>)</li> <li>3. Small, David. <i>Stitches</i></li> <li>4. Munch, Edvard. <i>The Scream</i> and <i>Death in the Sickroom</i></li> </ol> <p><b>*Interview due* (Oct 22<sup>nd</sup>)</b></p>
<p><b>10 (Oct 25, 27, 29)</b></p> <p><b>How are stories of mental health challenges shared?</b></p> <p>When we talk about mental health, what do we mean? Mental illness is, quite often, an invisible and highly stigmatized disease, so how can stories help us change that? Gottleib introduces the power of communication and our own stories in order to heal. How can sharing our stories help ourselves and others?</p>	<ol style="list-style-type: none"> <li>1. Gottleib, Lori. <i>Maybe You Should Talk to Someone</i> (excerpts: “The Beginning of Knowing” and “Snapshots of Ourselves” (11 pgs.)</li> <li>2. Kenyon, Jane. “Having it Out with Melancholy” (Poetry)</li> </ol>
<p><b>11 (Nov 1, 3, 5)</b></p> <p><b>How is mental illness portrayed in the media?</b></p> <p>Schizophrenia, as depicted in the TV series <i>Undone</i>, is presented by using rotoscoping, which blends both animation and real life. This program provides the opportunity to analyze the rhetorical choices of the producers: What do these visuals do to the story? Do they serve a purpose in creating a world that is not real and not imaginary? Is what is happening real?</p> <p>Written examination.</p>	<ol style="list-style-type: none"> <li>1. Lewis, B. “Narrating Our Sadness with a Little Help from the Humanities.” (9 pgs.)</li> <li>2. <i>Undone</i> (22 mins)</li> </ol> <p><b>* Exam 3 (on weeks 8-11)* (Nov 5<sup>th</sup>)</b></p>
<p><b>12 (Nov 8, 10, 12)</b></p> <p><b>How does privilege and wealth influence experiences with illness?</b></p> <p>Stories about health disparities are the focus of this unit. What happens when there are no caregivers willing to help those who do not have the money to be treated? Skloot asks questions regarding our own DNA and if it belongs to us or to science?</p>	<ol style="list-style-type: none"> <li>1. Sweet, Victoria. “The Visit of Dee and Tee. Healthcare Efficiency Experts.” <i>God’s Hotel</i> (24 pgs.)</li> <li>2. Skloot, Rebecca. <i>The Immortal Life of Henrietta Lacks</i> (1-55 pp.)</li> <li>3. “The Problem with Race-Based Medicine” Dorothy Roberts (Ted Talk)</li> </ol>
<p><b>13 (Nov 15, 17, 19)</b></p> <p><b>Is the access to healthcare fair?</b></p> <p>In the next few weeks, we will answer the following question: Is healthcare fair? We will look at stories of</p>	<ol style="list-style-type: none"> <li>1. Webb &amp; Brawley. “Chief Complaint” <i>How We Do Harm</i> (16 pgs.)</li> <li>2. <i>The Waiting Room</i> (2012 Film)</li> </ol>



<p>overwhelmed healthcare systems and inaccessible treatments for those who have no money. What happens in a system where people are treated better because of wealth? The documentary will provide visuals of an overrun system—students will analyze the choices the filmmakers made in regard to their story.</p>	<p>3. Skloot, Rebecca. <i>The Immortal Life of Henrietta Lacks</i> (56-104 pp.)  4. “How Racism Makes Us Sick” David R. Williams (Ted Talk)</p> <p><b>Think Piece 4 Due (Nov 19<sup>th</sup>)</b></p>
<p><b>14 (Nov 22, 24, 26)</b></p> <p>Drafting the final paper.</p>	
<p><b>15 (Nov 29, Dec 1, 3)</b></p> <p><b>Do physicians choose money over healthcare for all?</b></p> <p>Continued examination of the healthcare system in the US and Skloot’s biography. We analyze American values in regard to their own healthcare and that of American society. The documentary will demonstrate to students that, ultimately, beyond money, medicine is about story, touch, and true connection with patients.</p>	<p>1. Webb &amp; Brawley. “The Quintessential American” <i>How We Do Harm</i> (14 pgs.)  2. Skloot, Rebecca. <i>The Immortal Life of Henrietta Lacks</i> (105-151 pp.)  3. <i>A Doctor’s Touch</i>-- Abraham Verghese (Ted Talk)</p> <p><b>Peer Review of Final Paper: Due Dec 1<sup>st</sup></b></p>
<p><b>16 (Dec 6, 8)</b></p> <p><b>Course Conclusion and Final Reflections</b></p> <p>In-class written examination.  Reflections</p>	<p><b>Final Analytical Essay Due</b>  <b>* Exam 4 (on weeks 12-15)*</b></p>

## Policies

### Attendance Policy

Attendance is required. If a student misses more than **six** periods during a semester, he or she will fail the entire course. Missing class on a double period counts as **two** absences. **Only** those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. After **two** unexcused absences, **50 points per absence** will be deducted from the final grade. As stated, after six absences, the student will fail the entire course.

*Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.*

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. **Two** instances of tardiness count as one absence.

### COVID-19: Illness Policy

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

### Late Work and Make-Ups

For a student with a valid **excused** absence, homework and papers will be due by the next class period. Students who submit late work will receive a **10% per day** deduction.

### Participation

Participation is a crucial part of success in this class. Students will be expected to work in *socially*

*distanced or virtual* small groups and participate in group discussions and other in-class activities. Students should be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Peer review sessions require that students provide constructive feedback about their peers' writing.

Reading is a necessary and important part of this class. Each of the readings has been selected to build your knowledge, test your assumptions, create a spark, or even cultivate a sustained interest. As such, by completing all of the assigned readings, students will be able to provide a fulfilling engagement with the texts, to collaborate with their classmates, and to experience a truly dialectical classroom.

### **Decorum**

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

### **Students Requiring Accommodation**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **University Honesty Policy**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

[The Honor Code](#) specifies behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Students are required to abide by the Student Honor Code. Any violation of expected academic integrity will result in a minimum academic sanction of a failing grade on the assignment. **Any** alleged violations of the Student Honor Code will result in referral to Student Conduct and Conflict Resolution.

## Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at

<http://writing.ufl.edu/writing-studio/>

## Course Credit Policies

### Quest 1

Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? Quest 1 students grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world. They apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

## General Education Learning Outcomes

### Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

### Humanities + Quest 1 + Course Objectives

Humanities Objectives Ⓜ	Quest 1 Objectives Ⓜ	This Course's Objectives Ⓜ	Objectives will be Accomplished By:
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	Identify, describe, and explain the methodologies used across humanities disciplines to examine essential questions about the storytelling, identity, and the examined life.	Examine texts, film, poetry, art that engages with representations of the humanities in medicine, health, and stories of the body.
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on	Analyze how texts across disciplines and genres and diverse populations represent the relationships between storytelling,	Close reading, textual analysis, evaluation, and synthesis of class materials.

	essential questions about the human condition.	medicine, culture, and identity	
	Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.	Visit the Arts in Medicine Program's music program at Oak Hammock and the Harn Museum to look at images of the body in medicine, sickness, and health. Include classroom visits from practicing medical professionals, such as therapists and physicians.	Reflect on the visits and consider how the experiential learning has influenced their own thinking about medicine, health, and the humanities.
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.	Develop and present clear and effective oral and written work that demonstrates critical engagement with course texts and films	Write an analytical essay and in-class written exams that demonstrate both engagement with the materials and synthesis of ideas.
	Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.	Connect course content with their intellectual, personal, and professional lives at UF and beyond	Write reflection blogs and complete interviews that connect students' worlds with those worlds of the people in the materials covered in the course.

### Humanities + Quest 1 + Course SLOs

	Humanities SLOs ☐ Students will be able to...	Quest 1 SLOs ☐ Students will be able to...	This Course's SLOs ☐ Students will be able to...	Assessment
Co nt en t	<b>Identify, describe, and explain</b> the history, underlying theory and methodologies used.	<b>Identify, describe, and explain</b> the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	<b>Identify, describe, and explain</b> the ethical and empirical issues related to experiences in health, (dis)ability, mental illness, and access to health care through the lens of stories shared in art, literature, nonfiction, and film.	Class participation, in-class examinations, and response blogs.
Cri tic al Th in ki ng	<b>Identify and analyze</b> key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	<b>Analyze and evaluate</b> essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	<b>Analyze and Evaluate</b> diverse stories in the medical humanities, identity, and the examined life through diverse texts, images, and films by using close reading, critical analysis, and reflection.	Class participation, response blogs, interviews with reflections, and final analytical essay.

Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	<b>Develop and present</b> clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	<b>Develop and Present</b> clear, organized, supported, and effective oral and written responses to course prompts.	Response blogs, interviews with reflections, and final analytical essay.
Connection	N/A	<b>Connect course content</b> with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Connect own experiences with those of others, examine the intellectual development and reflect on the implications of the course materials, and reflect on the implications for future professions.	Response blogs, reflection with interviews, and final analytical essay.

### Diversity (D)

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Diversity Objectives □	This Course's Objectives□	Objectives will be Accomplished By:
Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities.	<b>Identify, describe, and explain</b> the ethical and empirical issues related to experiences in health, (dis)ability, mental illness, and access to health care and how those are seen through intersections of gender, race, and identity with other identity categories such as (but not limited to) class, ethnicity, race, age, and disability	Class participation, in-class examinations, and response blogs.
Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.	<b>Analyze and evaluate</b> texts, film, and art by and about a diverse group of healthcare professionals, patients, and artists that depict how social inequities are constructed and affect the opportunities and constraints of the US population in regard to medicine.	Class participation, group work, response blogs, reflection with interviews, and final analytical essay.
Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.	<b>Analyze and reflect</b> on the ways the student and diverse people have experienced healthcare with written and oral assignments that demonstrate use of clear, organized, and well-supported language.	Response blogs, reflection with interviews, and final analytical essay.