

## IDS 1623 Quest 1 (Honors): 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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**Class Meetings:** MWF Period 5 (11:45-12:35)

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

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

**General Education:** H, D, 4,000 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)

Plath, Sylvia. *The Bell Jar* (fiction)

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.)

### Non-Fiction

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

### Short Stories

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

Jamison, Leslie. "The Empathy Exams" (26 pp.)

Selzer, Richard. "Imelda" (14 pp.)

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

### Poetry

McManus, James, "Spike Logic"

Hieu Minh Nguyen, "Type II"

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

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

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

"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>	Three in-class multiple-choice and short-answer examinations to demonstrate knowledge of humanities methodologies and engagement with course materials (100 points each)	300
<b>Think Pieces</b>	Engagement with readings, self-reflection, and questions relating to the texts, storytelling, and medicine. (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>Experiential Learning Activity</b>	A Harn museum visit with activity.	80
<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>	<b>Eight</b> close reading quizzes that demonstrate critical thinking and reflection on the readings and presentations. (8 x 15)	120
<b>Total Points</b>		<b>1000</b>

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.

Rubric	Points
Thorough on-point, thoughtful take on the materials.	Full credit (45-50)
Competent and complete but may lack clarity, specific detail, and/or development of thoughts.	Partial credit (15-45)
Incomplete, poorly written, shows little involvement with the materials.	Some credit (1-15)
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	94-100	940-1000	C	2.0	74-76	740-769
A-	3.67	90-93	900-939	C-	1.67	70-73	700-739
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	84-86	840-869	D	1.0	64-66	640-669
B-	2.67	80-83	800-839	D-	0.67	60-63	600-639
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

*The schedule is tentative and subject to change. Check Canvas for any updates.*

Week	Monday	Wednesday	Friday
Introduction to the Quest, Narratives, and the Medical Humanities 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			
1			8/23  In class activity and discussion
2	8/26 In class activity and discussion  Readings Due: "What Value Do the Humanities Have?" - Butler and "To Be a Good Doctor"	8/28 In class activity and discussion  Reading Due: "Introducing the Medical Humanities" – Cole and Carson	8/30 <b>Quiz 1</b> In class activity and discussion  Reading Due: "Imelda" – Selzer

		And “Spike Logic” – McManus “Type II” – Nguyen Due: “Getting to Know You”	
<b>Module 1: Bodies</b> An exploration of Kalanithi’s story of his life as a doctor and his illness. What happens when a doctor becomes ill? The study of the importance of seeing bodies, are introduced to art and arts in medicine and an introduction to the theory of narrative structures.			
3	9/2 Labor Day: No Class	9/4 In class activity and discussion Reading Due: Kalanithi Prologue – Page 54 (end at “The first birth I witnessed”) <b>Think Piece 1 Due</b>	9/6 <b>Quiz 2</b> In class activity and discussion
4	9/9 In class activity and discussion	9/11 Guest Lecture  Reading Due: Kalanithi Page 54 – Part II – 166 (end at “On a crystalline spring morning”)	9/13 Out of Class activity and discussion
5	9/16 Out of Class Activity: Harn Museum	9/18  In class activity and discussion  Reading Due: Kalanithi— remainder of book	9/20 <b>Quiz 3</b> Reading Due: “The Empathy Exams” – Jamison
6	9/23 In class activity and discussion  Reading Due: Costello – “The Implications of Plot Lines in Illness and Memoir” <b>Think Piece 2 Due</b>	9/25  Examination Preparation-- Review	9/27  Module 1 Examination
<b>Module 2: Minds</b> What does it mean to be “normal”? 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 stories help ourselves and others? Why do stories matter?			
7	9/30  In class activity and discussion  Reading Due: “Constructing Normalcy” – Davis	10/2  In class activity and discussion  Reading Due: “The Yellow Wallpaper” – Gilman	10/4 <b>Quiz 4</b> In class activity and discussion  Reading Due: Plath <i>The Bell Jar</i> Ch. 1-5

8	10/7 In class activity and discussion  Reading Due: Plath <i>The Bell Jar</i> Ch. 6-10	10/9 <b>Quiz 5</b> In class activity and discussion  Reading Due: Gottleib – “The Beginning of Knowing and Snapshots of Ourselves”	10/11  Guest Lecture: Dr. Hahn (UF Medical School)
9	10/14 In class activity and discussion  Reading Due: Plath <i>The Bell Jar</i> Ch. 11-15	10/16 <b>Quiz 6</b> In class activity and discussion  Reading Due: Plath <i>The Bell Jar</i> Ch. 16-end of book Kenyon – “Having it Out with Melancholy” <b>Think Piece 3 Due</b>	10/18  Homecoming: No Class
10	10/21 In class activity and discussion  Reading Due: “Narrating Our Sadness” – Lewis	10/23  Exam Prep	10/25  Module 2 Examination
<p>Module 3: Ethics</p> <p>What is the morality and the ethics of experiments and patients as subjects? What can how we treat people? Are there disparities in healthcare? How can diverse stories help us make the right decisions as health care professionals?</p>			
11	10/28 In class activity and discussion  Reading Due: Williams – “The Use of Force” and Webb & Brawley – “Chief Complaint”  <b>Interview Due</b>	10/30  Watch: “Ethics” <i>Star Trek</i>	11/1 <b>Quiz 7</b> In class activity and discussion Introduction to graphic novels Reading Due: Small – “I Was Six”
12	11/4  Reading Due: Small – “I Was Eleven”	11/6 In class activity and discussion  Reading Due: Small – “I Was Fourteen and Fifteen”	11/8 <b>Quiz 8</b> In class activity and discussion  <b>Think Piece 4 Due</b>
13	11/11  Veteran’s Day: No Class	11/13  Exam Prep	11/15  Module 3 Examination

14	11/18 Workshop: Final Paper	11/20 Workshop: Final Paper	11/22 Peer Review
14	11/25 Thanksgiving: No Class	11/27 Thanksgiving: No Class	11/29 Thanksgiving: No Class
<b>Module 4: My Contribution</b> How is a selected story (art, film, fiction, non-fiction, graphic novel, or video game) a representation of the types of medical narratives introduced in the class?			
15	12/2 Revisions and Final Paper Due	12/4 Last day of class	12/2

## 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.

### 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.bluera.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 must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

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 relevant factors 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 essential questions about the human condition.	Analyze how texts across disciplines and genres and diverse populations represent the relationships between storytelling, medicine, culture, and identity	Close reading, textual analysis, evaluation, and synthesis of class materials.
	Explore at least one arts or humanities resource	Visit the Arts in Medicine Program's music program	Reflect on the visits and consider how the

	outside their classroom and explain how engagement with it complements classroom work.	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.	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
Content	<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.
Critical Thinking	<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.