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PAGE REVIEW

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Special Topic Change Request

New Proposal

Date Submitted: 05/28/20 4:27 pm

Viewing: **HONR 494-002: The Art and Science of Medicine in Social Sciences**

Last edit: 03/08/21 12:22 pm

Changes proposed by: Dawn Major (x17z622)

Special Topic: [HONR 494: Honors Seminar](#)
 Course:

Rubric: HONR Course Number: 494
 Section Number: 002

Department: University Honors

College: Honors College

Is this course "equivalent" to a course in the MUS System?
 No

Course Title (for catalog): The Art and Science of Medicine in Social Sciences

Course Title (for schedule of classes): Art & Sci of Med in Soc Sci

Effective Term: Fall 2021

Credit hours: 4

Credit hours by mode of instruction

Lecture: 0
 Lab/Studio: 0
 Other: 4
 TOTAL: 4

Course Learning Outcomes

Learning Outcomes for this course:	
1	Analyze the pros and cons of illness memoirs, past and present, with an eye toward their effect on communicating the experience of illness to the non-sufferer.
2	Narrate the highlights, in the history of medicine, of how past medical mistakes have informed the current practice of medicine.
3	Distinguish between the 'art' and the 'science' of medicine, and outline how this difference can affect medical outcomes.
4	Adopt a critical perspective on the forces that medicalize human conditions and identify specific cases in our world today.
5	Identify the strengths and weaknesses of current geriatric care in the United States, including End-of-Life options, and outline a plan for improving this care.
6	Examine and evaluate the various birthing options currently practiced in the United States; and assess the gravity of what appears to be an alarming 'C-Section'

	rate.
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Primary Mode of Delivery: Face-to-face

May a student enroll more than once for additional credit? No

Will course be a "restricted entry" course? Yes

What is the nature of the restriction? (Prerequisite, class standing, majors only, etc.)
All Honors Courses are restricted entry - only open to Honors students.

Prerequisites: Completion of HONR 201 and HONR 202 OR HONR 301

Co-Requisites:

Linked Co-Requisites:

Corequisites

Banner Prerequisites

And/Or	(Course/Test Code	Min Grade/Score	Academic Level

Does this course have fees? No

Instruction Type: Seminar

Default Grading Method: Traditional

Course Attributes: HONS

Interdisciplinary

Interdisciplinary Department(s)

Course Description

Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of v major restrictions in your course description.

What is medicine? How does its art differ from its science? Why are some medical conditions stigmatized? What is the nature of the doctor-patient relationship? Should medicine preserve life at all costs? Why is health care so expensive? Health and disease are universal human experiences. Our inquiry into the nature of medicine, therefore, will employ most of the Liberal Arts: history, literature, anthropology, sociology, philosophy, theology, sociology, science, and economics. Our seminar is a collaborative, discussion-based learning experience. Social Sciences Core Satisfaction. One look at the syllabus will reveal that our reading material robustly satisfies either requirement. In some of our books/stories, our authors (e.g. Styron, Cregan, Kalanithi, Mukherjee) employ literature, metaphor, poetry, art, and other staples of the humanities to communicate their experience of their condition to the reader. One of the emergent truths from this course is that literary tropes form windows through which the non-sufferer can empathize with the sufferer. Also, the social sciences run throughout our material. From the anthropology of Middle Eastern men and women experiencing infertility, to the history of cancer; from the economics/politics of health care in this country, to the psychology of the depression sufferer. We also spend quite a lot of time on the history of the Hippocratic oath.

Regarding research, toward the end of the semester, students will submit a proposal for a substantial research project, focusing on an issue/question about the practice of medicine, past or present. These will be reviewed by the instructor and their peers. When this class is taught in

a typical 4 month semester, students will complete their research and present it to the class during finals week. When this class is taught as a summer 4X4, students will take their research proposals with them as an opportunity for later work either as a senior project or more substantial research in medical school. Past research topics have included: Influences on patient compliance; the ethics of death with Dignity; the early days of the HIV outbreak in the United States; the emergency room crisis currently in the United States; and many more.

Catalog Description: This seminar will focus on how broadly and profoundly contemporary medicine touches all lives. It will examine the underlying principles of medicine through the lens of literature, science, art and related fields.

Upload Syllabus [HONR 494RS-RH v2.pdf](#)
[MedSyllabReviseFall&SpringSemesters \(2\).pdf](#)

Instructor Information

Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)?

No

Are there tenure track faculty available to teach this course?

No

Please describe the instructor's qualifications.

For eight years, 1990-1998, I (prof Demetriades) helped create the humanities and social science curriculum for the Inteflex Program at the University of Michigan (Ann Arbor). I also taught in this program during that time. (My undergraduate and graduate work was in Philosophy at Michigan. See my CV for my teaching experience.) Inteflex was a combined and accelerated pre-med/med program, administered by both the LS&A College and the University of Michigan Medical School. Its philosophy was to incorporate the Liberal Arts throughout a medical student's education, even as they were taking the medical science courses. We admitted only 40 students a year, selecting the ultra-elite from all over the country. From my tenure there, while working with the Medical School, I developed a number of different undergraduate courses with a Liberal Arts perspective on the practice of medicine, and on what it is to be a patient. Fast-forward nine years to Montana State University, in 2007, when the Honors Program Director asked me to teach an upper-division seminar on medicine. Based on a few seminars for Michigan, I created the "Art and Science of Medicine" for the MSU Honors Program (=College). The course as evolved dramatically since then, as of course medicine as evolved. Yet, the core components remain the same: Exploring the nature and practice of medicine through the lenses of history, anthropology, psychology, philosophy, economics, and literature.

Instructor Name: Don Demetriades

Instructor's GID: (only last 4 digits required)

-****7592

Attach the following documents addressing the instructor's qualifications to teach this course:

Instructor's CV: (if [Resume.rtf](#)
not tenure-track
faculty)

Provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor's qualifications to teach this course.

Letter of Support [The Art and Science of Medicine Ltr of Support.pdf](#)

Is this course part of a new degree program?

No

How will this course be assessed to meet the student needs as identified? What assignment will be identified to assess these outcomes?

MSU Students as Communicators: Our Seminar format will cultivate their communication skills. Each student is required to facilitate a seminar session at least once; and then expected to contribute in all the other sessions. In addition, each student will be required to give an oral presentation, regarding the health care system of a country of their choice. Generally, this seminar places the highest priority on the art of civil discourse and listening. Without that, we don't have a genuine seminar.

MSU Students as Thinkers and Problem Solvers: We will rehearse medical problem solving, in the form of diagnoses and treatments, as practiced by historical figures and contemporary medical professionals. In addition, we will address quite a few ethical questions, whose answers require rigorous critical thinking and problem solving. While this is not a medical ethics course per se, in the exploration of medicine ethical questions arise inevitably, such as: End-of-Life decisions, the limits of informed consent, placebo, confidentiality, among others. Finally, at the end of the semester, we will tackle the question whether the United States health care system needs reform.

MSU Students as Local and Global Citizens: By exploring how health care works in other countries internationally, students will acquire a global perspective on the practice of medicine.

Also, from our readings regarding anthropological studies of the experience of illness in other countries, my students will be equipped to practice medicine internationally, if they should choose to do so in the future. All the while, we will examine/explore the “local” experiences of illness and medical practices. Finally, of course, during the semester we will train both a local and global lens the current pandemic and its implications.

As for content outcomes, the syllabus is constructed so as to satisfy each of these learned outcomes mentioned above, with sections devoted to each. While I will give no objective tests covering this material, I will periodically assign short in-class writing projects to test their comprehension.

With regard to the “skills” outcomes, I will assign two writing projects that will require my students to synthesize our reading material in an argumentative format. Discussion skills will be honed both in the class sessions themselves, and in our online discussion forum, the “Asclepium.” Each student will be required to lead a discussion by themselves. With regard to empathy and compassion, I have chosen reading material from first-person accounts of the experience of illness, such as cancer, depression, and infertility. With regard to forces that drive medicalization, we read a number of articles/books exploring medicalization in birthing, mental illness, obesity, and more. Please see the very detailed syllabus for how all the rest of the learning outcomes are achieved, including readings, assignments, and course topics.

Relationship to other Courses, Curricula, and Departments

Does this course build on, interrelate or overlap with any other courses in your curriculum?

No

Does this course build on, interrelate or overlap with the curriculum of another department? Does your course cover any topics taught in other departments?

No

Does this proposed course have a significant interdisciplinary course content? Will the course be co-sponsored, taught by faculty from more than one department, or include content that overlaps multiple disciplines?

No

Students Served

Does the course serve majors only? Non-majors only?

Both majors and non-majors?

Both Majors and Non-Majors

Resources

Will additional resources (e.g., additional instructional FTE, required technologies/IT needs) be required to offer this course?

No

Are there inherent resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)?

No

Will there be an additional fee charged to students taking this course? (the fee approval process can take up to 18 months)

No

What existing information resources - print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) - provide as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Department) at least three months prior to t

Books for The Art and Science of Medicine

Darkness Visible, William Styron, 0679736395, Vintage, latest edition
 The Doctors' Plague, Sherwin Nuland, 039332625x, Norton, latest edition
 The Social Medicine Reader, King, et al, 9780822335689, Duke University, 2nd edition
 The Scar, Mary Cregan, 9781324001720, WW Norton, latest edition
 Being Mortal, Atul Gawande, 9780805095159, Metropolitan Books, latest edition
 When Breath Becomes Air, Paul Kalanithi, Random House, 9780812988413
 The Emperor of All Maladies, Siddhartha Mukherjee, Scribner, 9781439170915
 Every Patient Tells a Story, Lisa Sanders, Broadway Books, 9780767922470
 Better, Atul Gawande, 0312427654, Picador, 2007, paper

Other Supporting Material

Include any additional information you feel is needed to

support this request.

Any further considerations not listed on this form:

Administrative Only

Reviewer
Comments

Rachel Anderson (w21v372) (05/27/20 2:31 pm): Syllabus does not include the CORE outcomes, or how the these outcomes will be assessed. Also, the "R" requirement appears to be deferred...this will need to be approved by the CORE committee.

Keely Holmes (n77g116) (05/28/20 8:27 am): Rollback: Please upload updated syllabus per Tami Eitle.

Rachel Anderson (w21v372) (05/29/20 11:03 am): This course will be offered in the second session of summer, so it will be allowed to proceed with out the normal evaluation. However, it will be sent back through workflow to be approved through the normal process in the fall and will not be offered again until the approval process is complete.

Keely Holmes (n77g116) (03/03/21 2:07 pm): Needs to go to CPC and FS and then back to Core Chair.

Keely Holmes (n77g116) (03/08/21 12:22 pm): Updated Learning Outcomes and Syllabus per Dawn Major.

