



# ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Arts 130

**Borders and Belonging – Topic: Medicine, Society and the Self**

Winter 2019

**Class Hours Mon/Wed 4-5.20, Classroom SJ1 2011**

## **Instructor and T.A. Information**

Instructor: Dr. Carol Acton

Office: 2201 Sweeney Hall

Office Hours: Mon/Wed 1.30-2.30

Email: cgacton@uwaterloo.ca

*Please always include the course number in the subject heading. E-mails should be addressed Dear Prof / Dr Acton, followed by the main point of the email, how you hope to proceed, what assistance you need from me to address the issue, and signed with full name. If you are requesting an extension let me know when you will hand in the assignment, provided you are granted the extension.*

Arts 130 Course Description: Theme: Borders and Belonging – Topic: Medicine, Society and the Self

Medical practice saves our lives, but it also challenges the boundaries through which we define our physical and mental selves. It is unlikely that many of us will go from birth to death without interacting with medicine. Many of us owe our lives or our daily well-being to medical intervention. Most of us are born and will die in a medical facility. Yet our engagement with medicine is often paradoxical: it is seen as both benign and malign; to be helpful it must be intrusive. It is central to many of our society's most contentious ethical debates from the use of mind altering drugs, to medical marijuana to abortion. Medical stories, practice and often hysteria permeate the media– from medical TV dramas to shows such as Dr Oz, to our collective searching of symptoms on 'Dr Google'. Representation of medicine in fiction and nonfiction has also created some of our finest literature.

Course Goals and Learning outcomes:

Medical practice, and engagement between medical practitioners and patients involves narrative/story-telling and ethics. Keeping in mind the relationship between these two areas and the individual experience, this course will consider the impact of medicine on our lives (in the context of borders and boundaries) and on the larger society, considering its role historically and in the present, through engaging with a variety of medical and medically related material. The learning outcomes will be met through individual and group investigation of topics. This will

include careful reading of texts, media analysis, research, writing, group work and presentations. Throughout, students will be asked to challenge their preconceptions and those of their peers, and to think critically about the readings and research.

### **Required Texts**

Primarily available through digital reserve on the library website – see schedule

### Course Requirements

All students are expected to attend class regularly. Please contact me as soon as possible if you have to miss class for any reason, such as a medical or family emergency. When working on the group projects you are expected to attend out of class as well as in class meetings, to participate fully in the research, to share research findings and to engage with other group members regularly throughout this period of the term.

#### Assessment

Essay 20%

Reflective writing 3 pages double spaced 15% each =30%

Project work 50% individual evaluation

Project topics for group research and final presentation:

The 1918/19 influenza pandemic; The AIDS pandemic; Medicine in Wartime; Mental Health and treatment for trauma; Indigenous health practices; Médecine sans Frontiers/Doctors without Borders; Medicine and gender

Each project must include research in the following three areas:

Historical perspective

Contemporaneous public reports

Personal accounts

Group work – groups of 5: total 50% of final grade

Coordinator + Status report on team project 10%

Final presentation contribution

Rehearsal – week 11 10%

Final presentation

Content 10%

Delivery 10%

Team integration/connection 10%

Final group presentations – last week of term

### Course Outline / Class Schedule

Notes on readings.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
1	Jan 7/9	7th Orientation: medical story telling/9th poetry and medicine/Marsh talk and response	In-class activity poetry handout
2	Jan 14/16	Forms of communication: Narrative In-class writing Guidelines for reflection 1	Handout+ Kay from This is Going to Hurt; Watson, from The Language of Kindness; Shalof, from A Nurse's Story; MacCarthy from A Doctor's War (digital reserve)
3	Jan 21/23	Forms of Communication: Explanatory/educative: research focus In-class writing	Handout + from Eagleman, The Brain; from George, Nine Pints (digital reserve)
4	Jan 28/30	Forms of communication: critique/analysis Reflection 1 due 30th In-class writing	Handout + Dawn, 'The Color Red'; Chen, 'Resurrectionist'; Gawande, 'When doctors make mistakes' digital reserve; from Scarry, The Body in Pain (handout)
5	Feb 4/6	Forms of communication: narrative essay	Podcast/video Handout
6	Feb 11/13	Project work begins: choosing groups; planning project timeline; organising weekly coordinators	Project handouts
7	Feb 25/27	Project + status report/ Essay due Feb 27 Guidelines for reflection 2	In-class meetings and status report 1
8	March 4/6	Project + status report:	In-class meeting and status report 2

Week	Date	Topic	Readings Due
9	March 11/13	Project + status report reflection 2 due 13th	In-class meeting and status report 3
10	March 18/20	Project + status report	In-class meeting and status report 4
11	March 25/27	Presentation rehearsals – sign up for day/ time + status report	Presentation rehearsals and status report 5
12	April 1/3	Group presentations – sign up for day/time	Group presentations

### **Late Work**

Late assignments will have 2% deducted per day late. However, if you request an extension via e-mail at least 24hrs before the deadline, I can arrange a new deadline with you without penalty. All late assignments will need to be handed in in class or in my essay drop box as hard copies. I may not give written responses to late assignments, just a grade.

NB Because of the context, the end of term presentations cannot be rescheduled unless you are ill and can show a doctor's note.

It is in your own best interest to hand work in on time so you don't become overwhelmed with overdue work. Please let me know if ongoing illness or family or personal issues cause problems during the term as it makes it much easier for me help you plan your work accordingly if I know about such issues.

### **Information on Plagiarism Detection**

#### **Electronic Device Policy**

Electronic devices: To minimize distractions in class I ask that you not use phones or other electronic devices. If you need to use a laptop for accessing a text or for medical reasons that is permissible, but otherwise I prefer you do not use computers. They can be distracting to you and other students. Cognitive psychologists have shown that you think better and retain information more fully if you take notes in class by hand.

#### **Attendance Policy**

Instructor's policy on attendance.

### **Important Information**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek

guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome's University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

*Instructors are to include the following statement if using Turnitin® in the course (see [guidelines for instructors](#) for more information):*

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

### **Mental Health Services:**

**St Jerome's:** Lindsay Thomson is St. Jerome's University's Wellness Coordinator. She can be contacted at 519-884-8111 x28361 or at [lindsay.thompson@uwaterloo.ca](mailto:lindsay.thompson@uwaterloo.ca). Her office is Sweeney Hall 1016.

**On Campus** Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655

- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

### **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454

- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information