

COLLEGE SEMINAR
How Doctors Think: The Culture of Medicine

CSEM 23101-03

Fall 2019 / T/TH 9:30-10:45 am in Corbett Family Hall 245

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Email: vsmithok@nd.edu
Office hours: T 11:00-12:00
TH 1:00-2:30
Or by appointment

Surgeons must be very careful
When they take the knife!
Underneath their fine incisions
Stirs the Culprit—*Life!*
(Emily Dickinson)

Course description:

Interactions between physicians and patients are often complex—they speak different languages (technical v. vernacular), they bring different expertise to the interactions (expert in the field v. expert about personal body), and they understand the world of health care differently (professionally v. personally). Debates have been waged over the efficacy of medical training and how physician burnout and stress result in poor patient treatment. This course will address some of the questions about medical education and practice across space and through time. How are physicians trained? Are all physicians trained the same way? What does it mean to do “no harm”? How does this concept vary across cultures and across time? What is the significance of the white coat? Why are physicians known for using gallows humor with their patients? Using these questions as a lens, we will explore how physicians are trained across cultures, and how their training shapes their interaction with their patients.

The College Seminar is a unique one-semester course experience shared by all sophomores majoring in the College of Arts and Letters. The course offers students an introduction to the diversity and distinctive focus of the college. Remaining true to the purpose and format of the College Seminar, this class will feature an interdisciplinary approach, a commitment to engaging important issues, the employment of major works, and an emphasis on the development of speaking skills.

Course Goals:

The goals of this course are twofold. First, the course should allow you the chance to reflect on endlessly fascinating ways by which physicians are trained, how they view themselves, how they interact with others, and how they shape the health of their patients. Second, the course is designed to allow you to engage orally with the material and to hone your speaking skills in a variety of activities such as leading and participating in class discussions, making presentations, and engaging in discussions and debates with your peers.

Learning Goals:

At the end of the semester I expect students to:

1. Be comfortable in various forms of oral expression—discussions, presentations, and debates.
2. Understand the contexts by which physicians are trained and how this context, in turn, shapes their worldview.
3. Appreciate how an interdisciplinary approach can allow one to gain a deeper and richer understanding of the world around us.

Oral expression:

This is a discussion-based seminar, not a lecture course. A major part of your grade will be based on the quality of your participation in class discussion. This means not only speaking, but also active listening and meaningful dialogue with classmates. Additionally, you will learn and participate in different modes of oral expression—leading small groups, public presentations, focused speech, podcasts, etc. Each of these assignments will provide you tools and skills for speaking in public and

learning to be comfortable in sharing your ideas. Some of the skills you should emerge with include: Listening, Questioning, Stating a Claim (asserting a thesis), Providing Evidence, Discussing Alternative Arguments, and Speaking Clearly, Fluently, and Persuasively. Additionally, you should improve your proficiency in the following academic skills:

1. Critical thinking: forming an argument, assessing the value of evidence, theorizing, coming to conclusions
2. Understanding: summarizing, interpreting, exemplifying, analyzing, evaluating, comparing, classifying, critiquing, explaining
3. Participating: asking and answering questions at appropriate times, absorbing and responding to information, working collaboratively to produce an informed position

Readings:

We will have several readings during the semester covering the topics of the world of medicine. A central goal of a college seminar is to gain knowledge about the different branches of the college—humanities, social sciences, and the arts. As such, the reading will come from a variety of sources, including ethnographies, novels/short stories/poems, medical writings, as well as a guide to public speaking. A major part of contributing to the discussion is by reading the relevant course material and extracting three major elements from it: what is being said, why is it being said, how it is being said. You should come to class prepared with the knowledge from the readings and questions you have generated during your reading. These you will use in class to challenge the material, your classmates, yourselves and, yes, even the professor. Books and movies are on Library Reserves, and articles are on Sakai.

1. Foucault, Michel. 1994 [1973]. *The Birth of the Clinic: An Archaeology of Medical Perception*. New York: Vintage Books. (MF)
2. Gawande, Atul. 2002. *Complications: A Surgeon's Notes on an Imperfect Science*. New York: Henry Holt and Company. (AG)
3. Lewis, Sinclair. 2008 [1924]. *Arrowsmith*. New York: Signet Classics. (SL)
4. Tweedy, Damon. 2015. *Black Man in a White Coat: A Doctor's Reflections on Race and Medicine*. New York: Picador. (DT)
5. Wendland, Claire L. 2010. *A Heart for the Work: Journeys through an African Medical School*. Chicago: University of Chicago Press. (CW)
6. Various readings – on Sakai (VR)
 - a. Good, M.D., C. James, B. Good, A. Becker. 2005. The culture of medicine and racial, ethnic, and class disparities in healthcare. In *The Blackwell Companion to Social Inequalities*. Pp. 396-423.
 - b. Hochberg, M.S. 2007. The doctor's white coat. *AMA Journal of Ethics* 9(4):310-314.
 - c. Veatch, R.M. 2002. White coat ceremonies: A second opinion. *Journal of Medical Ethics* 28:5-6.
 - d. World Medical Association. 2006. Declaration of Geneva.
 - e. Markel, H. 2004. "I swear by Apollo". *New England Journal of Medicine* 350(20):2026-2029
 - f. Gillon, R. 1985. "Primum non nocere" and the principle of non-maleficence. *BMJ* 291:130-131.
 - g. Calhoun, J. 1993. The Nightingale pledge. *Nursing & Health Care* 14(3):130-136.
 - h. Rice, T. 2010. "The hallmark of a doctor". *Journal of Material Culture* 15(3), 287-301
 - i. Salhi, B. 2016. Beyond the doctor's white coat. In *Understanding and Applying Medical Anthropology*, Pp. 204-212.
 - j. Glasser, B. 2010. Visuality: Mapping the overlap. In *Medicinema: Doctors in films*, Pp.39-50.
 - k. Alexander, M. 2005. A review of the literature. In *Cinemeducation*, Pp. 3-6.
 - l. Silenzio, V., Irvine, C.A., Sember, R.E., & Bregman, B.E. 2005. Film and narrative medicine. In *Cinemeducation*, Pp. 9-17.
 - m. Parsi, K. 2001. Doctors in black and white on the big and small screens. *AMA Journal of Ethics*.
 - n. Goodman, A. 2016. Disease and dying while black: How racism, not race, gets under the skin. In *Understanding and Applying Medical Anthropology*, Pp. 52-57.
 - o. Fox, R.C. 2005. Becoming a physician. *New England Journal of Medicine* 353(13):1316-1319.
 - p. Gorlin, R., and H.D. Zucker. 1983. Physician's reactions to patients: A key to teaching humanistic medicine. *The New England Journal of Medicine* 308(18):1059-1063.
 - q. Kleinman, A. & P. Benson. 2016. Anthropology in the clinic. In *Understanding and Applying Medical Anthropology*, Pp. 344-349.
 - r. Farmer, P., Nizeye, B., Stulac, S., & Keshavjee, S. 2016. Structural violence and clinical medicine. In *Understanding and Applying Medical Anthropology*, Pp. 336-343.

Movies/Shows to Watch for Class:

Over the course of the semester you will be expected to watch a number of movies and TV shows. These are topically connected to the course and should provide good opportunities to discuss the various themes. The movies are listed on the syllabus on the day we will discuss them. Please watch them a day or two before, so you have them fresh in your mind. All of these will be available for streaming from Library Reserves or you can access an online streaming service (Netflix, Hulu, Prime, Youtube) if you have an account. The movies/shows we will watch are the following:

Charité. A German TV medical drama about the integration care and research in the 19th C.

The Diving Bell and the Butterfly. A French movie about a patient with locked-in syndrome.

Barbara. A German movie about the practice of medicine in difficult political situations.

The Knick. A US TV medical drama about serving impoverished patients in 19th C. New York.

Life. A Korean TV medical drama about a teaching hospital.

The Resident. A US TV medical drama that addresses medical error.

Grading:

This is a discussion-based critical thinking course based primarily on readings and discussions. It will be managed in the form of a seminar, where student participation in discussion is vital for the class to function and be stimulating. Come prepared—active participation in class, evidence of commitment, enthusiasm, and preparedness will help to make this class enjoyable and challenging.

The College Seminar is designed to help you improve your speaking and analytical skills, including listening, questioning, stating a thesis, presenting evidence, discussing alternative arguments, and speaking clearly, fluently, and persuasively. To this end, the assignments for our course are focused on developing your critical thinking and oral presentation skills.

I have high expectations from the students in my courses and grade accordingly. The grading scale I use is as follows: A = 97-100, A- = 90-96, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D = 60-69, F = under 60.

Grading Rubric:

- A – Excellent** – Mastery of course content at the highest level of attainment that can reasonably be expected. Over and above the expected standard. A distinguished result that is excellent with regard to the following aspects: analytical ability, discussion ability, and independent thought.
- B – Good** – Strong performance demonstrating a high level of attainment. Meets expectations. A good result with regard to the above-mentioned aspects.
- C – Satisfactory** – An acceptable performance demonstrating an adequate level of attainment. Just below expectations. The result is of a satisfactory standard with regard to the above-mentioned aspects.
- D – Poor** – A marginal performance in the required exercises demonstrating a minimal passing level of attainment. Below expectations. The result satisfies the minimum requirements with regard to the above-mentioned aspects, but not more.
- F – Fail** – An unacceptable performance. The F grade indicates that class performance has revealed almost no understanding of the course content. Well below expectations. The result does not meet the minimum requirements with regard to the above-mentioned aspects.

Assignments:

I will create Google folders for each of you as well as for the group projects you participate in; this way you can submit and receive feedback with greater ease. Written assignments are to be uploaded to your Google folder by 5:00 PM on the date listed in the syllabus. Late assignments will be penalized (they will be reduced one grade for every day they are late = from an A- to a B+ and so forth). Once an assignment is three days late, I will not accept it. I strongly encourage you to meet with me and discuss any concerns or questions you have with your assignment grades. Due to the short length of the term, however, these concerns or questions can only be addressed within two weeks after I have returned the assignment. Further instructions on the assignments are on Sakai. While I prefer assignments as electronic documents, if you must hand something tangible in, please do so single spaced and double sided (saves trees and money).

ASSIGNMENT	PERCENTAGE	DUE DATE(S)
Class discussion	25%	Daily
Leading discussion	10%	Once in semester
Image analysis (presentation and paper)	15% (10%, 5%)	10/17
Medical podcasts	15%	11/07
Book analysis	10%	11/26
Final presentation	25%	12/16

Class Discussion:

This is a discussion-based seminar, not a lecture course. A major (25%) part of your grade will be based on the quality of your participation in class discussion. This means not only speaking, but also active listening and meaningful dialogue with classmates. You must attend every class having read and prepared all the assigned materials. You should bring in two questions to each class; the questions can either be for discussion or for clarification. Your active attendance and participation will count for 25% of your final grade. To earn your full points, you must do more than simply show up in class. I expect you to also actively participate in the discussion and demonstrate that you are engaging the course material. I will grade you on reasoning, listening, evidence of reading, conduct, as well as leadership. It is important for you to know that it is the **quality** of your participation, and not the **quantity**, that counts.

Leading Discussion:

A very important part of your grade will be leading a class discussion with at least one of your classmates (10%). Over the course of the semester, you will take a turn as discussion leader and, for approximately 30 minutes will lead your classmates in a brief and incisive discussion about the readings for that day. DO NOT just present a summary of the reading. Your job will be to jump-start that day's discussion. You will be graded not only on your own analysis, but also on how well you engage discussion with the class as a whole. Come with questions for discussion, short video clips that can be discussed alongside the readings, and other activities that can engage your peers in conversation. This activity will prepare you for public speaking and critical thinking as well as to give you leadership skills. The ultimate aim is to help the day's discussion reach a deeper level. It is your responsibility to talk with me at least 10 days before you present so I can guide you through this process.

Medical Podcasts:

In this assignment (15%) you will work with two other classmates on a creative engagement with the question of medical care. This assignment will test your oral expression, your teamwork, and your creativity. Podcasts are short recordings (5-8 minutes long) that creatively address an issue. This recording will be a very different experience than a straightforward talk: podcasts tell a story in a friendly, engaging, and possibly emotional style. You will take what you have learned from our readings and discussions and use it to tell a digital story.

Images of Medicine: Presentation and Paper:

The purpose of this assignment (15%) is for you to orally present your analysis of a photographic image to the class. This assignment will be done in pairs—which you can self-select. You will choose one image from the Snite Museum collection that portrays health, medicine, clinical gaze, physicians, nursing, empathy, etc. and analyze it orally in a presentation. You will also write a 1000-word paper of your analysis and conclusions. For this assignment we will visit the Snite Museum on at least two occasions as a group, and you will visit at least once in your team to talk with Ms. Bridget Hoyt, Curator of Education and Academic Programs at the Museum. She will guide you in your analysis and interpretation of the photos. The entire assignment is worth 15%, with 10% for the presentation and 5% for the paper.

Book Analysis:

For this assignment (10%) you need to think outside of the box and choose a medical topic that interests you and write a paper. I have purposefully left the choice open so you can explore your own interests. The paper should be between 1500-1800 words in length. Your analysis must include the books we have read in class as well as at least three sources beyond the class. For this, you should have

two goals: First, to inform the reader about the topic you have chosen, and second, to provide an analysis of that topic that draws from your sources and critically examines (note, *not criticizes*) the topic at a deeper level. I would highly recommend submitting a draft of the paper to the ND Writing Center and availing yourself of their excellent advisory services. Go to: <https://writingcenter.nd.edu/> to make an appointment, or call them at 631-5390.

Final Presentation:

The purpose of this assignment (25%) is to show the proficiency you have acquired in formal oral communication. The aim is to explore the practice/study of medicine in the media. The focus will be the portrayal of medicine/physicians/nurses/hospitals/care as shown in three episodes of one of the many medical television series that exist. You should not use any of the shows we have watched in class. I encourage you to take your analysis further than simply a regurgitation of class material; you must show your ability to use analytical skills and correct terminology in your analysis. Regardless of the show you choose, you must research it and its themes thoroughly, drawing from literature about media/cinema analysis and using at least five scholarly sources beyond class readings. Presentations will be extemporaneous (you may use notes but may not read a prepared essay). Everyone must use Powerpoint or an equivalent system; part of the grade will reflect your use of slides/visual aids and their incorporation into the presentation. An outline of the speech including works cited is also due on the day of the presentation. Grades will reflect both analysis and delivery: voice, gesture, body language, diction, and communicativeness. Depending on the number of people in class, the presentations will be around 8-10 minutes long.

Important policies:

Attendance:

I will take attendance daily. The course will be run as a seminar, meaning that your participation in class discussion is essential for the class to be intellectually stimulating. You **MUST** come to class having done all the readings and be prepared to talk actively about the topic at hand. It is not enough to just appear in class. You also have to be alert, awake, and actively listening. Excused absences include family emergency (your Dean needs to be aware of this), sports-related (I need notification from the Athletics office), or academic (conference details with your name on it). However, if you are sick with something contagious, PLEASE STAY HOME. Send me an email and a note from your doctor and this will be an excused absence. Every unexcused absence counts. After 3 unexcused absences your class grade drops one grade (from an A- to B+ and so forth). More than 5 absences result in the failure of the course. Consistent lateness will also affect your grade.

Classroom culture:

It is everyone's responsibility to create an environment that fosters respect, intellectual stimulation, and allows everyone to participate comfortably. By the same token, texting, using social media, and any other activity that adversely affects your classmates' learning are not allowed.

Undergraduate Academic Code of Honor:

I expect all students to adhere to academic honesty following the tenets of the Notre Dame Honor Code (<https://honorcode.nd.edu/>): "As a member of the Notre Dame community, I acknowledge that it is my responsibility to learn and abide by principles of intellectual honesty and academic integrity, and therefore I will not participate in or tolerate academic dishonesty." Any work in our class, whether graded or ungraded, is expected to conform to the standards articulated within the course syllabi. All assignments should reflect a student's own effort, unless otherwise approved by the professor. All research papers and assignments must utilize appropriate citation conventions (APA, AAA, Harvard). A violation of this code is serious and could result in a failing grade.

Disability accommodation:

If you have a documented disability and are authorized by the Sara Bea Center to have special arrangements for assignments, please inform me at the beginning of the course and we can work on what these accommodations will be.

Student mental wellbeing:

I am very cognizant that students might experience mental wellbeing issues such as anxiety, stress, or lack of sleep over the course of the semester. If you are struggling with anything that is affecting your wellbeing please reach out to me, to the people at McWell (<https://mcwell.nd.edu/>), St. Liam's, or others who can advocate for you.

Office hours:

I encourage you to come to my office to discuss your queries, progress in class, or any issues that come up. If you cannot come to my office hours you can make an appointment at a time that suits us both. This is an opportunity for you to ask questions outside of class in a less formal setting.

Anthropology Mentorship Program

The Anthropology Mentorship Program (<https://anthropology.nd.edu/news/anthropology-mentorship-program/>) pairs undergraduate majors and minors with graduate student mentors to advise students as they move through their degrees. Mentors are available to help with graduate/medical school applications, thesis projects, conference papers, coursework, and more. With this program, we aim to support Notre Dame students, and we hope to energize your engagement with anthropology! For more information, contact Lauren Finnigan (pfinnig1@nd.edu) or Brandon Moskun (bmoskun@nd.edu). You can also join the "Department of Anthropology, University of Notre Dame" Facebook group at: <https://www.facebook.com/groups/98638715768/>

An Anthropological Affirmation:

Recent discourse in the USA is characterized by painfully divisive, often threatening rhetoric that is racist, sexist, anti-immigrant, and misogynistic. This has touched every corner of American society and, indeed, the entire world. The discipline of anthropology is distinctively placed to contribute valuable insights to advance our collective understanding of sexuality, migration, cultural diversity, racism, inequality, and structural violence. As Anthropologists we are fully vested in a commitment to protecting the pursuit of free inquiry about the human condition with scholarly rigor, offering the greatest possible opportunity for people to take part in and benefit from that inquiry, and engage the many communities that make up the United States and the world in valuing diversity. As participants in this course all can expect to partake as valued stakeholders in an intellectually informed discourse rooted in core values of human dignity, mutual respect, equal rights, freedom of expression, and freedom from discrimination. We endeavor to build bridges of understanding, not walls of exclusion and division.

LECTURE AND READING SCHEDULE:

WEEK	TOPIC	ASSIGNMENTS
Week #1 Aug/27	<u>Introduction: What is medicine, anyway?</u> Get acquainted session	
Aug/29	VR – Good et al., Hochberg, Veatch	
Week #2 Sept/3	<u>I swear... Medical oaths</u> VR – WMA, Markel, Gillon, Calhoun	
Sept/5	No reading today	Library Literacy (<u>meet at the Hesburgh Library</u>)
Week #3 Sept/10	<u>Origins of our medical system</u> MF – Preface – Ch. 3	
Sept/12	MF – Ch. 4—6	Watch <i>The Diving Bell and the Butterfly</i> for today
Week #4 Sept/17	<u>Corpses and images of medicine</u> Visit to the Snite Museum	Meet at the Snite Museum
Sept/19	MF – Ch. 7--8 & Conclusion No need to read <u>Ch. 9-10</u>	Student-led discussion Watch <i>Charité</i> for today
Week #5 Sept/24	<u>Clinical gaze and technologies</u> Visit to the Snite Museum	Meet at the Snite Museum
Sept/26	VR – Rice; Salhi	Practice podcasts due

Week #6 Oct/1	<u>Art, film, poetry, and medicine</u> VR – Glasser; Alexander; Silenzio et al.; Parsi	
Oct/3	Poetry Day	Bring two poems about medicine to class
Week #7 Oct/8	<u>Complexities of Surgery</u> AG – Introduction—Part I	Student-led discussion
Oct/10	AG – Part II	Watch <i>The Resident</i> for today
Week #8 Oct/15	<u>Medical Lives</u> AG – Part III	Watch <i>Life</i> for today
Oct/17	Meet at the Snite Museum	Image Analysis Presentation Image Analysis Paper due
Oct/19-27	No class – Mid-Term break!	
Week #9 Oct/29	<u>Journeys through an African medical school</u> CW – Prologue—Ch.2	
Oct/31	CW – Ch.3—4	Student-led discussion Watch <i>Barbara</i> for today
Week #10 Nov/5	<u>Learning and Training</u> CW – Ch.5—Epilogue	
Nov/7	No reading for today	Podcasts due
Week #11 Nov/12	<u>Reflections of Race and Medicine</u> DT – Introduction—Part I; VR – Goodman	
Nov/14	DT – Part II	Student-led discussion
Week #12 Nov/19	DT – Part III	Student-led discussion
Nov/21	Career Center Visitor	
Week #13 Nov/26	<u>Physicians in Literature</u> SL – Introduction—Ch. 12	Student-led discussion Book analysis due
Nov/28	No class, Thanksgiving	
Week #14 Dec/3	<u>Physicians in Literature, continued</u> SL – Ch. 13—27	
Dec/5	SL – Ch. 28—Afterword	Watch <i>The Knick</i> for today
Week #15 Dec/10	<u>Looking Ahead</u> VR – Fox; Gorlin & Zucker; Kleinman & Benson	
Dec/12	VR – Farmer et al.	

Finals Week Dec/16	<u>Final Meeting</u> 10:30-12:30 Happy winter holidays!	Doctors in Film Final Presentations