

## COURSE SYLLABUS

### **Health, Humanity, and the Healing Arts: General Education Seminar (GESM), 130g: Seminar in Social Analysis**

Spring Semester 2017  
Tuesdays & Thursdays, 11:00am-12:20pm  
Grace Ford Salvatori (GFS), Room 229

**Instructor:** Robert A. Chernoff, Ph.D.  
**T.A.:** No T.A. for this course.  
**Office:** Seeley G. Mudd (SGM), office 931  
**Phone:** (323) 497-6876  
**E-Mail:** [rchernof@usc.edu](mailto:rchernof@usc.edu)  
**Ofc. Hrs:** Tuesdays 1:00PM-2:00PM; Wednesdays 4:00PM-5:00PM; or by appt.  
**IT Help:** **Blackboard** – [blackboard@usc.edu](mailto:blackboard@usc.edu); (213) 740-5555, option 2.  
**Dornsife Tech Support** – [ts@dornsife.usc.edu](mailto:ts@dornsife.usc.edu); (213) 740-2775; Ahmanson Center, West Tower, area D6 on campus map.

**Prerequisite:** This course satisfies the freshman general education seminar (GESM) requirement. The only requirement to enroll in this course is that you are a freshman. You must follow the registration requirements for enrolling in this course, which may include obtaining department authorization (or d-clearance). If you are a transfer student to USC, please consult with your undergraduate academic advisor before enrolling to be sure that you have satisfied all registration requirements.

**Syllabus:** If you take this course, it will be presumed that you have read this syllabus, and agree to abide by the requirements and conditions for this course laid out in this syllabus.

**Course Description:** This seminar will provide a multidisciplinary introduction to the study of the impact of health and disease on the human experience. We will focus on how conceptions of health and disease have developed and evolved from ancient times to the present day, examining how human beings have experienced, coped with, and made meaning out of illness. We will also examine the evolving roles of those who have treated and cared for the ill. Lectures and readings will be drawn from such diverse fields as history, anthropology, psychology, sociology, epidemiology, journalism, literature, and film. Each week will focus on different topics or themes, with corresponding readings being the focal point for interactive group discussions. The course will include such topics as the definitions of disease, illness, and healer; the historic development of medicine, including non-Western and alternative medicine; medicine in America and the African American experience; epidemics and plagues, both historic and recent; vaccination; stress, immunity, and coping; cardiovascular disease and prevention; cancer; death, grief, and loss; aging, disability, and caregiving; HIV/AIDS; mental health and illness; and health insurance. Attention will be paid to significant controversies and ethical dilemmas in the field. (The course is worth 4 units. The section number is 35431D.)

#### **Goals & Learning Objectives:**

- (1) Health - Students will acquire an overview of such foundational concepts as health, disease, illness, & sickness; a brief history of medicine; an overview of historic and modern epidemics; an overview of such major medical illnesses as tuberculosis, heart disease, cancer, and AIDS; and such other topics as mortality, aging, mental illness, and health insurance.

- (2) Humanity - Students will be exposed to the variety of ways in which human beings have experienced, interpreted, and made sense of the universal experience of illness.
- (3) Healing arts - Students will learn about how the healing professions have evolved over time to the present day, and the challenges faced by healthcare professionals.
- (4) Critical thinking, writing, and oral skills - Students will develop and practice such skills as reading and interpreting texts; working with theoretical concepts; scientific reasoning; making logical arguments; and expressing themselves clearly and logically in written and oral presentation.

**Blackboard:** All students enrolled in the class must be enrolled in Blackboard. PowerPoint slides shown in class will be available on Blackboard after each class. Many of the assigned readings, discussion questions for the readings, and discussion boards will also be available on Blackboard. Important announcements about the course will also be made on Blackboard throughout the semester.

**Readings & Films:** Most of the required readings for this class will be book chapters, articles, fiction, or studies. Most of these readings will be found in Blackboard by going to the menu bar for Blackboard under the link, *Readings & Discussion Questions*. In addition, there will be one required book for this course, available in paperback through Amazon: *The Plague* by Albert Camus (translated by Stuart Gilbert). A copy of *The Plague* will also be on reserve in Leavey Library.

The viewing of 4 films will be required during the semester: (1) *The Doctor*; (2) *Contagion*; (3) *Wit*; and (3) *Amour*. Copies of these DVDs will be available for viewing at Leavey Library. Students can make arrangements to reserve a room at Leavey to view these films for as many as 8 students at one time.

**Course Requirements:** The grade in this course will be based on 4 components: (1) class participation, (2) a midterm exam, (3) a final exam, and (4) a paper. An opportunity to earn extra credit points will also be available. Each of these is discussed below.

**Class Participation:** Because this course is taught in a seminar format, interactive class discussions and participation are a vital and crucial part of this class. Here are the main ways that students will participate in the class:

- (1) Participating in exercises during class – There will be a number of occasions throughout the semester when students will be asked to engage in brief small group discussions, followed by larger discussions with the whole class. These may concern the readings, issues related to the course material, or discussion of film and video material.
- (2) Assigned readings & films – On those occasions when readings or films are assigned for a class, there will be discussion questions posted on Blackboard. All students are asked to be prepared to discuss the readings or films for that day.
- (3) Discussion boards - For the readings and films, students will be asked to submit brief comments related to the material. Comments should be posted on the Discussion Board link on Blackboard. Students will be reminded in advance when they should submit comments to the Discussion Board.
- (4) Making comments or asking questions during class – ***All questions and comments are welcomed and encouraged in this class!*** These will also count toward participation.
- (5) ***All class participation*** counts toward the participation part of the final grade (i.e., 15%). The more participation, the higher the point total for this part of the grade. There are no points off or deductions for not participating.

**Exams:** The midterm and final exam will be in essay format. You will need to bring a USC blue book for the exams. The midterm will cover all material from the first half of the course. The final exam will be non-cumulative and cover all material from the second half of the course. You are strongly encouraged to take the midterm on the day that it is offered. If you cannot take the midterm on the day it is offered, you will need to

provide written justification to the instructor in advance. Any makeup exam will be closed book/closed note, and may be graded much more stringently than the midterm taken in class by other students.

The final exam must be taken on the day it is offered, and there is no makeup exam for the final that can be taken. **Please note that the date of the final exam is clearly stated on page 6 of this syllabus and in the online schedule of classes. By enrolling in this course, you are consenting to take the final on this date. You may NOT take the final exam on a different date for any reason, including but not limited to your having 2 or 3 other final exams on the same day. You cannot change the date you take the final exam for this or any other reason under any circumstances.**

**Study guides:** Study guides with questions based on the course will be provided prior to each exam in order to facilitate preparation for the exams.

**Paper and Oral Discussion:** One paper will be required for this course. You will choose one of two possible paper options. The first paper option will require you to consider a controversial issue in the field of healthcare. A choice of paper topics will be provided by the instructor, or you also may choose your own topic, provided it is pre-approved by the instructor. You will be asked to research references on this issue and describe each side of the controversy, clearly outlining the arguments both in favor of and against each side of the controversy. You will be asked to support these arguments with references to the relevant literature you have read. You will be asked to consider the relative merits and weaknesses of the two sides of the controversy, including giving serious consideration to viewpoints with which you may disagree. At the conclusion of the paper, you will be asked to say which side of the controversy you are more sympathetic with, and to cogently explain the reasons for your position. More detail about this topic will be distributed during the semester.

For the second paper option, students will volunteer in the community at a local hospital through USC's Joint Educational Project (JEP). (A representative from JEP will come to class and explain more details about this program.) This experience will require you to volunteer for a number of hours per week during the semester. You will keep a journal during this time reflecting on your experiences in the hospital setting. The paper will require you to connect your experiences to the existing literature on medicine and healing. More detail about this topic will be distributed during the semester.

For both paper topics, the paper should be about 7-10 double space pages with one-inch margins and contain at least 5-7 references. Late papers will have points taken off the final paper grade for each day that the paper is late. In the ninth week of class, you will submit a brief outline or paragraph (no more than a page) describing what the paper will be about and its main ideas.

On the last day of class, you will be asked to share with the class the summary of the main points of your paper in a brief and informal oral presentation. The presentation will constitute part of the participation grade, and will not itself be graded.

**Extra Credit:** There will be one way to earn extra credit points in this class by volunteering in psychology studies through the Psychology Department Subject Pool, for a maximum of 5 points. Details about how the subject pool works will be disseminated and posted on Blackboard. The extra credit points will be added to the midterm grade at the end of the semester. This is the only way to earn extra credit. No "extra credit paper" or any other project can be undertaken to earn extra points in the class.

**Grading:** The allocation of the final grade will be as follows:

Task	Points	% of Final Grade
Class Participation	100	15%
Midterm Exam	100	25%
Final Exam	100	25%
Paper	100	35%
<b>TOTAL</b>	<b>400</b>	<b>100%</b>

Subject to the qualification below, final grades will be based on the following percentage ranges: A: 93-100%; A-: 90-92%; B+: 87-89%; B: 83-86%; B-: 80-82%; C+: 77-79%; C: 73-76%; C-: 70-72%; D+: 67-69%; D: 63-66%; D-: 60-62%; F: 59 & below.

If you wish to contest the grading of your midterm, paper, final exam, or final grade in the course, you must do so in person with the instructor no later than ONE WEEK after you receive your grade. After that point, the grade is final.

**Class Attendance:** You should make every effort to attend every class. If you miss a class, it is advisable to obtain notes from a classmate. It is highly recommended that you take notes during class, because exam questions may be based on material discussed in class. Class notes are NOT available from the instructor.

**Cell Phones:** Out of courtesy and consideration for your instructor and fellow classmates, ***please turn off or silence all cell phones***. We also ask that you refrain from reading email, texts, messages, or Internet sites during class. We really need everyone's undivided attention to make this seminar format work!

### Course Outline

Week/Date	Topics	Required Readings	Assignments/Due Dates
<b>Week 1</b> 1/10	1. Introduction; Course Overview; Foundational Concepts		
<b>Week 1</b> 1/12	2. Health, Disease, Illness, & Sickness		Watch the film, <i>The Doctor</i> , before 1/19
<b>Week 2</b> 1/17	3. Health & Disease; Healers & Healing	Hippocrates, <i>The Oath</i>	
<b>Week 2</b> 1/19	4. Healers & Healing; Discuss <i>The Doctor</i>	Lown, <i>The Lost Art of Healing</i> (pp. xi-22); Kleinman, <i>On Caregiving</i> (pp. 25-29)	
<b>Week 3</b> 1/24	5. Ancient Medicine – Prehistoric to Greek Medicine		Start reading Camus, <i>The Plague</i>
<b>Week 3</b> 1/26	6. Greek, Roman, Medieval & Renaissance Medicine	Thucydides, <i>The Plague of Athens - The Peloponnesian War</i> (pp. 76-79)	
<b>Week 3</b> 1/27	<i>Last day to register, add a class, drop a class without mark of "W", change to Pass/Not Pass</i>		

<b>Week 4</b> 1/31	7. Scientific Revolution; Hospitals, Nursing, & Surgery		
<b>Week 4</b> 2/2	8. Medicine in America; the African American Experience	Washington, <i>Medical Apartheid</i> (pp. 25-74); Jones, <i>Bad Blood</i> (pp. 1-15)	
<b>Week 5</b> 2/7	9. Indian, Chinese, & Alternative Medicine		Watch the film, <i>Contagion</i> , before 2/14
<b>Week 5</b> 2/9	10. Epidemics; Germ Theory & Infectious Disease; Tuberculosis	Ryan, <i>The Forgotten Plague</i> (pp. 3-30)	Be prepared to discuss Camus' <i>The Plague</i> on 2/16
<b>Week 6</b> 2/14	11. Epidemics; Discuss <i>Contagion</i>	Diamond, <i>Guns, Germs, and Steel</i> (pp. 195-214)	
<b>Week 6</b> 2/16	12. Epidemics; Discuss <i>The Plague</i>	Camus, <i>The Plague</i>	
<b>Week 7</b> 2/21	13. Vaccinations	Preston, <i>The Ebola Wars</i> (pp. 1-21)	
<b>Week 7</b> 2/23	14. Vaccinations	Biss, <i>On Immunity</i> (pp. 51-76; 98-124)	
<b>Week 8</b> 2/28	<b>Midterm</b>		
<b>Week 8</b> 3/2	15. Stress, Immunity, & Coping	Sapolsky, <i>Why Zebras Don't Get Ulcers</i> (pp. 144-168)	
<b>Week 9</b> 3/7	16. Cardiovascular Disease & Prevention	Levy & Brink, <i>A Change of Heart</i> (pp. 3-10; 134-150)	
<b>Week 9</b> 3/9	17. Cancer		<b>Outline for paper due</b>
3/14-3/16	<b>NO CLASS – Spring Break</b>		
<b>Week 10</b> 3/21	18. Cancer	Mukherjee, <i>The Emperor of All Maladies</i> (pp. 237-275)	Watch the film, <i>Wit</i> , before 3/28
<b>Week 10</b> 3/23	19. Cancer		
<b>Week 11</b> 3/28	20. Mortality; Discuss <i>Wit</i>		
<b>Week 11</b> 3/30	21. Aging, Disability, & Caregiving	Langer & Rodin Nursing Home Study; Gawande, <i>Being Mortal</i> (pp. 55-78)	
<b>Week 12</b> 4/4	22. Aging, Disability, & Caregiving	Gawande, <i>Being Mortal</i> (pp. 111-147)	
<b>Week 12</b> 4/6	23. Mortality, Grief & Loss	Didion, <i>The Year of Magical Thinking</i> (pp. 3-41)	Watch the film, <i>Amour</i> , before 4/11
<b>Week 12</b> 4/7	<i>Last day to drop a class with mark of "W"</i>		

<b>Week 13</b> 4/11	24. Mortality, Grief & Loss; Discuss <i>Amour</i>	Tolstoy, <i>The Death of Ivan Ilyich</i> (pp. 39-91)	
<b>Week 13</b> 4/13	25. HIV/AIDS		
<b>Week 14</b> 4/18	26. HIV/AIDS; Mental Illness		
<b>Week 14</b> 4/20	27. Mental Illness; Healthcare		
<b>Week 15</b> 4/25	28. Healthcare; Future Directions & Trends		
<b>Week 15</b> 4/27	29. Discussion of final papers		<b>Final Paper Due; Informal oral presentations</b>
<b>Week 16</b> 5/9	<b>FINAL EXAM: Tuesday, 11:00am – 1:00pm in GFS 229</b>		

## Statement on Academic Conduct and Support Systems

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

### Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. (Their offices have moved to GFS 120, at 3601 Watt Way.) A

letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is open 8:30 a.m. to 5:00 p.m., Monday through Friday. Website and contact information for DSP:

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), [ability@usc.edu](mailto:ability@usc.edu)

## References

### Books, chapters, & articles:

Craik, E.M. (2015). *The 'Hippocratic' corpus: Content and context*. New York: Routledge.

Lown, B. (1996). *The lost art of healing*. Boston: Houghton Mifflin Co.

Kleinman, A. (2010). On caregiving. *Harvard Magazine*, July/August 2010, pp. 25-29.

Blanco, W., & Roberts J.T. (1998). *Thucydides, The Peloponnesian war*. New York: Norton Critical Editions.

Washington, H.A. (2006). *Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present*. New York: Random House.

Jones, J.H. (1993). *Bad blood: The Tuskegee syphilis experiment*. New York: The Free Press.

Ryan, F. (1993). *The forgotten plague: How the battle against tuberculosis was won – and lost*. Boston: Little, Brown and Company.

Diamond, J. (2005). *Guns, germs and steel: The fates of human societies*. New York: W.W. Norton & Co.

Camus, A. (1991). *The plague* (S. Gilbert, Trans.). New York: Vintage. (Original work published 1947).

Preston, R. (2014, October 27). The ebola wars: How genomics research can help contain the outbreak. *The New Yorker*. <http://www.newyorker.com/magazine/2014/10/27>

Biss, E. (2014). *On immunity: An inoculation*. Minneapolis, MN: Graywolf Press.

Sapolsky, R.M. (2004). *Why zebras don't get ulcers (3<sup>rd</sup> Ed.)*. New York: Henry Holt and Company.

Levy, D., & Brink, S. (2005). *A change of heart: How the Framingham heart study helped unravel the mysteries of cardiovascular disease*. New York: Alfred A. Knopf.

Mukherjee, S. (2010). *The emperor of all maladies: A biography of cancer*. New York: Scribner.

Langer, E.J., & Rodin, J. (1976). The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting. *Journal of Personality and Social Psychology*, 34, 191-198.

Gawande, A. (2014). *Being mortal: Medicine and what matters in the end*. New York: Henry Holt and Company.

Didion, J. (2005). *The year of magical thinking*. New York: Alfred A. Knopf.

Tolstoy, L. (2009). *The death of Ivan Ilyich* (R. Pevear & L. Volokhonsky, Trans.). New York: Alfred A. Knopf. (Original work published 1886).

### **Films:**

Ziskin, L. (Producer), & Haines, R. (Director). (1991). *The doctor* [Motion Picture]. United States: Touchstone Pictures.

Jacobs, G., et al. (Producers), & Soderbergh, S. (Director). (2011). *Contagion* [Motion Picture]. United States: Warner Bros.

Bosanquet, S. (Producer), & Nichols, M. (Director). (2001). *Wit* [Drama/Film Adaptation, based on stage play by M. Edson]. United States: Avenue Pictures Productions.

Menegoz, M., et al. (Producers), & Haneke, M. (Director). (2012). *Amour* [Motion Picture]. France, Germany, & Austria: Les Films du Losange, X-Filme Creative Pool, Wega Film, France 3 Cinema, & Canal +.