Course Directors: Therese (Tess) Jones, PhD
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University of Colorado Anschutz Medical Campus
Fulginiti Pavilion #206
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Credits: 1 - 3 hours
Duration: Monday Sep 10 - Monday Dec 3
Class times: Monday 4:00 pm - 7:00 pm Gossard Forum
Office hours: By appointment

Correspondence: In addition to what you will be provided in class, other course materials and information will be posted in Canvas® and/or sent via email. It is each student’s responsibility to regularly check Canvas.

This syllabus is a dynamic and evolving document and will be referred to throughout the course. It is assumed that, starting with the first day of class, all students enrolled in this course will understand the content and comply with the conduct and procedures outlined in this syllabus. All questions regarding this document should be answered by the course director. The course director reserves the right to add, remove, and/or modify portions of it throughout the semester. Students will be notified via Canvas if/when changes are made via Canvas. In the event that Anschutz Medical Campus is closed due inclement weather or other unanticipated situation, the class schedule may be altered.

This class runs concurrently with a School of Pharmacy elective. Pharmacy students have one additional assignment—creation and presentation of digital project at the final class on December 5.
I. Course Overview

A. Course Description
This elective is designed to encourage students to reflect upon the social, cultural, political and humanistic issues associated with health, disease, disability, and healthcare through the lenses of film and literature. It is anticipated that this course will promote an understanding of how representations of certain events, places, and people influence our perceptions about scientific research, medical treatment, and healthcare practices globally and promote our engagement and advocacy for those individuals and groups most impacted by disease, illness, and disability in the world. Through critical analysis, open discussion, reflective writing and the creation of original media products, students' leadership and communication skills will be enhanced as well as their ability to empathize with patients and their families.

B. Course Outcomes
Upon completion of this course, the student is expected to be able to:

1) demonstrate an ability to reflect upon his or her values, beliefs and biases and constructively consider the values, beliefs and biases of others.
2) discuss how the elements of visual representations such as film and video influence perceptions of health, disease, disability, treatment, and research.
3) describe how imaginative materials, interpretive frameworks, and personal reflections foster effective communication among colleagues, patients, and their families and provide opportunities and tools for health advocacy.
4) model leadership, sensitivity and respectfulness regarding the health beliefs, spiritual practices, and cultural identifies of diverse persons.

Content Warning:
Many of the films in this course contain racist, sexist and homophobic language as well as moderate levels of physical violence and sexual behavior. I will provide specific content warnings in advance of film screenings, and students are always excused from viewing a film in class, provided that they contact me in advance. TJ

C. Educational methods
The following methods will be used to develop the students' abilities to meet the course outcomes. The course will be facilitated by the course director, Dr. Jones, who will attend all class sessions. Each session will involve a film screening followed by class discussion of the film and the required readings; the discussion will be guided by questions provided in advance. For each film, students are required to submit a reflective response in essay format the following week. Students are required to attend class, be punctual, remain non-disruptive during class time and actively and respectfully participate in discussions. Each student should come to class prepared for the class period.

Three types of assessments contribute to a student's final grade:

- class discussions
• eight reflective writing assignments
• final critical or reflective paper.

Class discussion: In each class session in which a film is screened, students are expected to participate actively and respectfully in discussions of the film and assigned readings. Students should be prepared to discuss the assigned readings for each class session and connect those readings to the major themes of the screened film. The open sharing of observations, insights, opinions and direct experiences is crucial to how we make meaning of the imaginative works in this elective and how we relate them to cultural, social and personal issues of health, illness and disability. Unless otherwise noted, all readings are available in PDF format on Canvas.

Reflective writing assignment: For each class session in which a film is screened, students are required to write a two to three-page reflection in essay format that focuses on personal responses to the issues raised by the film and assigned materials. Students are required to reference at least ONE of the assigned materials for the session.

Students may choose (i) a character or person in the film to describe and analyze, (ii) a cinematic technique that creates mood, enhances point of view or strengthens argument, (iii) an image or symbol that is central to the development of a character or a theme (iv)or a general issue. The essay is to be submitted by to the course director as a Word document by 5:00 PM the day prior to the next class session.

Final paper: Each student is required to write a five to eight-page discussion/analysis of one or more films in relation to themes, characters, and/or cinematic technique. Papers should include at least one reference to healthcare literature (e.g., article from peer-reviewed journal) relevant to the topic or issue raised by the film and at least one reference to relevant review articles or critiques of the film itself. The paper is due by 5:00 PM two weeks after the end of the course.

D. Grading
At the end of the semester, weighted scores earned from all evaluations will be added to determine the total percentage points. The formula used will be as follows:

[Participation 20% + Reflective Essays 60% + Final Paper 20%]

Percentages will be converted into letter grades according to the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>92.50-100%</td>
<td>A</td>
</tr>
<tr>
<td>89.50-92.49%</td>
<td>A-</td>
</tr>
<tr>
<td>86.50-89.49%</td>
<td>B+</td>
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<tr>
<td>70.50-79.49%</td>
<td>C+</td>
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<td>62.50-70.49%</td>
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<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
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</tbody>
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II. HEHE 5550 Schedule
All sessions will be held in the Gossard Forum of the Fulginiti Pavilion on Mondays from 4:00 - 7:00 PM.
9/10 Session I: Introduction to the Course and Film
Lecture /discussion of cinematic vocabulary and techniques
- Three styles of film (realism, classicism, and formalism)
- Two types of cinema (fiction and documentary)
- Camera angles
- Lighting styles
- Symbolism of light and dark and color
- Special effects
- Sound

Introduction to Digital Storytelling and Patient/Social Advocacy
Guest Speaker: Daniel Weinshenker, Director of StoryCenter

Assigned Materials:

9/17 Session II: Poverty, Violence, Art and Love
Film: Born Into Brothels (Calcutta, India 2004)

Documentary photographer Zana Briski journeyed into Calcutta's underworld to photograph the city's prostitutes. In return, she offered to teach the prostitutes' children the basics of photography so that the kids could document their own lives on the streets of one of the world's poorest cities. The resulting photographs, often astonishing, were exhibited around the world; many of them are seen in this film, which won the Academy Award for best documentary feature in 2005.

- Lecture/discussion of the types and techniques of documentary film

Assigned Materials:
- "I Look at the World," Langston Hughes (poem)
- "How We Think About Seeing," N Mirzoeff (book chapter)
- "How Do the Poor See Life? Uneducated, Not Stupid," R Makhijani (video) [https://www.youtube.com/watch?v=p4JPFr8g3yQ](https://www.youtube.com/watch?v=p4JPFr8g3yQ)

9/24 Session III: Poverty, Violence, Art and Love
Film: Tsotsi (Johannesburg, South Africa 2005)

A South African street thug named Tsotsi (Presley Chweneyagae) lives by a code of violence, and he and his gang prowl the streets of Johannesburg day and night, attacking those who fail to give them what they want. After casually shooting a woman and stealing her car, he discovers her baby in the back seat. Instead of harming the infant, he takes it home and cares for it. Based on a story by Athol Fugard, Tsotsi won the Academy Award for Best Foreign Film.

Assigned Materials:
• "The Terror," Junot Diaz (short story)
• "When You've Got Nothing to Do, You Do Somebody: A Community's Perception of Neighborhood Effects on Adolescent Sexual Behaviors," A Aker et al. (journal article)

10/1 Session IV: AIDS, Anger and Stigma
Film: How to Survive a Plague (US, 2012)

This historical documentary is set in the late 1980s, as members of the AIDS Coalition to Unleash Power (ACT-UP) and other AIDS activists battle hostility and indifference to bring attention to a new and devastating epidemic and to they lead an unprecedented civilian effort to find effective treatments. Nominated for an Academy Award for Best Documentary.

Assigned Materials:
• "And Who Shall Look Upon Our Testimony," E Hirsch (poem)
• "The Beautiful Body and AIDS: The Image of the Body at Risk at the Close of the 20th Century,"
  S Gilman (book chapter)

10/8 Session V: AIDS, Anger and Stigma
Film: Yesterday (Zululand, South Africa 2005)

Yesterday (Leleti Khumalo), a kindhearted South African village woman who brings hope and happiness to her poverty-stricken family, is horrified to find out that she has AIDS. Upon receiving her diagnosis, she realizes that she must travel to Johannesburg to inform her laborer husband of the devastating news. After this painful confrontation, she then resolves to live long enough to see her daughter (Lihle Mvelase) start school. Nominated for an Academy Award for Best Foreign Film.

Assigned Materials:
• "Seeing For a Moment," Denise Levertov (poem)
• "The Fugitive," T Coraghessan Boyle (short story)

10/15 Session VI: War and Political/Individual Trauma
Film: Kandahar (Afghanistan 2001)

This is an Iranian film directed by Mohsen Makhmalbaf and set in Afghanistan during the rule of the Taliban. The film is based on a partly true, partly fictionalized story of a successful Afghan-Canadian (Nelofer Pazira) who returns to Afghanistan after receiving a letter from Dyana, her lifelong girl friend who was left behind when the family escaped. Dyana writes of her plan to commit suicide on the last solar eclipse of the millennium.

Assigned Materials:
• "Our Lonely Society Makes It Hard to Come Home From War," S Junger (video)
  https://www.youtube.com/watch?v=o9DNWK6WfQw
• Excerpts from Night, Elie Wiesel (memoir)
10/22 Session VII: Research and Vulnerable Populations
Film: Miss Evers’ Boys (US 1997)

When nurse Eunice Evers (Alfre Woodard) is chosen to facilitate a program intended to curb syphilis rates among African Americans in rural Alabama, she is gratified to be able to serve her community. Over time, however, the study becomes twisted into a shocking human experiment in which patients are systematically denied much-needed medicine. Decades after the fact, Evers is called before a Senate committee to testify as to what really happened during the infamous Tuskegee Syphilis Study.

Assigned Materials:
- "Tuskegee Timeline"
- "The Tuskegee Legacy: AIDS and the Black Community," JH Jones (journal article)
- "The Case For Reparations," Ta-Nehisi Coates (article)
  https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/

10/29 Session VIII: Research and Vulnerable Populations
Film: Unlocking the Cage (US 2016)

Renowned documentary filmmakers, DA Pennebaker and Chris Hegedus, follow lawyer Steven Wise and the Nonhuman Rights Project as they file and argue lawsuits to give animals such as chimpanzees, whales, dolphins and elephants limited personhood rights.

Assigned Materials:
- "The Woman at the Washington Zoo," Randall Jarrell (poem)

11/5 Session IX: Genetics / Enhancement and the Goals of Healthcare
Film: Fixed: The Science/Fiction of Human Enhancement (US 2017)

From bionic limbs and neural implants to prenatal screening, researchers around the world are hard at work developing technologies to fix or enhance the human body. This documentary takes a close look at the drive to be “better than human” and the radical technological innovations that may take us there. What does “disabled” mean when a man with no legs can run faster than most people in the world? What does “normal” mean when cosmetic surgery procedures have risen over 450% percent in the last fifteen years and increasing numbers of people turn to “smart drugs” every day to get ahead at school or work? With prenatal screening able to predict hundreds of probable conditions, who should determine what kind of people get to be born? If you could augment your body’s abilities in any way imaginable, would you?
Assigned Materials:
- "Telling," Laura Hershey (poem)
- "I Am Not One of" and "Cripple Lullaby," Cheryl Marie Wade (poems)
- "Re-Presenting Disability: Activist Practice," R Sandell and J Dodd (book chapter)

11/12 Session X: Genetics / Enhancement and the Goals of Healthcare
Film: Gattaca (US 1997)

Vincent Freeman (Ethan Hawke) has always fantasized about traveling into outer space but is grounded by his status as a genetically inferior "in-valid." He decides to fight his fate by purchasing the genes of Jerome Morrow (Jude Law), a laboratory-engineered "valid." He assumes Jerome's DNA identity and joins the Gattaca space program.

Assigned Materials:
- "The Birthmark," Nathaniel Hawthorne (short story)
- "The Eugenic Impulse," N Comfort (article)
- In My Language, Amanda Baggs (video)  
  https://www.youtube.com/watch?v=JnylM1hl2jc

11/19 Session XI: Transforming Healthcare
Special Presentation: "Transforming Healthcare: Digital Stories," Rocky Mountain Public Health Training Center, Colorado School of Public Health

11/20 No Class Meeting. Group/Individual Session TBA.

12/5 Session XII: Pharmacy Student Media Project Presentations and Celebration