



Faculty Senate Office
Ashe Administration Building, #325
1252 Memorial Drive
Coral Gables, FL 33146

facsen@miami.edu
web site: www.miami.edu/fs
P: 305-284-3721
F: 305-284-5515

MEMORANDUM

To: Donna E. Shalala, President

From: Tomas A. Salerno
Chair, Faculty Senate

Date: October 30, 2014

Subject: Faculty Senate Legislation #2014-04(B) – Minor in Medical Humanities in the College of Arts and Sciences

The Faculty Senate, at its October 22, 2014 meeting, voted unanimously to approve the recommendation for a minor in Medical Humanities in the College of Arts and Sciences. Students are to complete 15 credit hours of approved courses for the minor. The expectation is that the students will be on the pre-health tracks, largely with a STEM major. This minor will allow them to fulfil their Arts and Humanities and People and Society requirements, taking courses that have a bearing on their primary field of interest.

This minor will be administered by a steering committee of three members, appointed by the Dean of the College of Arts and Sciences, and housed in the department of Religious Studies for administrative purposes.

The attached materials reflect an accepted friendly amendment made during the Senate meeting whereby the required courses was changed from one to two.

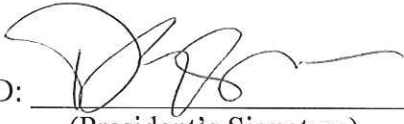
This legislation is now forwarded to you for your action.

TAS/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost
Leonidas Bachas, Dean, College of Arts and Sciences
Maria Stampino, Sr. Associate Dean, College of Arts and Sciences

CAPSULE: Faculty Senate Legislation #2014-04(B) – Minor in Medical Humanities in the
College of Arts and Sciences

APPROVED:  DATE: 11/17/2014
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: DEAN BACHAS

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____


REMARKS (IF NOT APPROVED): _____

UNIVERSITY OF MIAMI
COLLEGE of
ARTS & SCIENCES



Office of the Dean 1252 Memorial Drive Ph: 305-284-4117
Ashe Building, Suite 227 www.as.miami.edu
Coral Gables, Florida 33146

TO: Tomas Salerno
Chair, Faculty Senate

FROM: Leonidas Bachas 
Dean

SUBJECT: Proposal for a Minor in Medical Humanities

DATE: September 24, 2014

At the meeting of the College faculty of September 22, 2014, the faculty voted unanimously in favor of a Minor in Medical Humanities. A copy of the proposal is attached for your convenience.

I trust that the Senate will add its support and approve this proposal. Should you have any questions or require additional information, please let me know.

enclosure

UNIVERSITY OF MIAMI
COLLEGE of
ARTS & SCIENCES



MEMORANDUM
September 15, 2014

TO: Rose Glemaud
FROM: Charles Mallery, Associate Dean Arts & Sciences
SUBJECT: Minor in Medical Humanities

At its regularly scheduled meeting the Curriculum Committee of the College approved the revised proposal for a minor in Medical Humanities.

A copy of the revised proposal is attached.

Sincerely,

A handwritten signature in cursive script that reads "C. Mallery".

CHM/jk
cc: files

Glemaud, Rose-Ketlie

From: Kling, David W
Sent: Monday, September 15, 2014 4:04 PM
To: Glemaud, Rose-Ketlie
Subject: Medical Humanities Minor

I write to inform the College that the Department of Religious Studies has voted overwhelmingly in favor of the proposed Medical Humanities Minor, with attention given to that portion of the document stipulating that the minor be placed for administrative purposes in the Department of Religious Studies.
Best,

David W. Kling, Ph.D.
Professor and Chair
University of Miami
Department of Religious Studies
Ashe Bldg. 521A
P.O. Box 248264
Coral Gables, FL 33124-4651
Phone: 305.284.4733
Fax: 305.284.2772
Website: <http://www.as.miami.edu/religion/faculty/DavidKling>
UNIVERSITY
OF MIAMI





Office of Planning,
Institutional Research,
and Assessment


P.O. Box 248285
Coral Gables, FL 33124-2923
Phone: 305-284-3956

Gables One Tower, Suite 260, Locator 2923
1320 S. Dixie Hwy., Coral Gables, FL 33146
Fax: 305-284-4081 • pira@miami.edu

MEMORANDUM

DATE: September 24, 2014

TO: Dr. Mary Lindemann, Professor and Chair
Department of History
College of Arts and Sciences

FROM: David E. Wiles, Executive Director
Assessment and Accreditation 

SUBJECT: Minor in Medical Humanities

On September 24, 2014, the Department of History in the College of Arts and Sciences submitted a proposal notifying our office of its intent to implement a new minor in Medical Humanities. The new minor is being created to work in combination with the newly implemented cognate structure and appeal to students in the fields of humanities, social sciences, and arts. The minor will be comprised of existing courses in the College and University (including the Miller School of Medicine).

Based on the details of the proposal, implementation of the minor is not considered substantive. Formal notification to the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) will not be required.

Please feel free to contact our office should you have any further questions (305) 284-9431.

cc: Faculty Senate

Dr. William Green, Sr. Vice Provost and Dean of Undergraduate Education

Dr. Leonidas Bachas, Dean, College of Arts and Sciences

Dr. Maria Galli Stampino, Senior Associate Dean, College of Arts and Sciences

Proposal for a

MINOR IN MEDICAL HUMANITIES

In response to a student initiative, and to complement the education of a subset of our pre-health students, we would like to present a proposal for a **Minor in Medical Humanities**. Students who wish to minor in Medical Humanities will complete fifteen (15) credit hours with courses approved for the minor. Infrequently offered courses that the Steering Committee/Advisor of Medical Humanities deems appropriate substitutes for these courses may be selected, although they may *not* be used to replace the core course (see below). No more than six (6) credit hours toward the major may also be counted toward the Medical Humanities Minor.

Medical Humanities majors and minors are becoming a more frequent part of undergraduate education at numerous universities, often under that rubric or similar ones, such as a Minor in Medicine, Health, and Society (Vanderbilt University) or a Minor in Global Health, Culture, and Society (Emory University). For descriptions of those programs, see Appendix 1 that gives the links to these programs. There is also a very useful website, listserv, and information resource run by the New York School of Medicine at <http://medhum.med.nyu.edu/> (Accessed 1/29/2014).

Such a minor would work in tandem with the recently implemented cognate structure through which students meet their General Education requirement; given that we imagine our population will be students on the pre-health tracks, largely with a STEM major, this minor will allow them to fulfil their Arts & Humanities requirement with courses that have bearing on their primary field of interest.

Courses:

- Core course. Each student in the Medical Humanities minor must complete two (2) of the three (3) core courses listed below:

HIS 223: The History of Medicine: This course analyzes the history of medicine in the West from prehistory to the Present.

PHI 340: Biomedical Ethics: Bioethics is an interdisciplinary field at the intersection of law, medicine and philosophy, directed toward ethical analysis of the professional

practice of medicine and of public policy issues in health care. In the first part of this course, the analysis focuses primarily on the ethical dimensions of clinical practice; in the latter part, we will consider the larger social justice concerns as they relate to health care.

REL 360: Religion and Bioethics: This course demonstrates the truly interdisciplinary nature of biomedical ethics, requiring not only understanding of medical issues but also philosophical and religious reflection and public policy considerations.

Other approved courses are listed and described in Appendix 2. Most of these courses are taught by fulltime faculty and offered regularly, although not all are offered each semester or each year.

Rationale for the minor: The term “medical humanities” can be defined in several ways and is broadly relevant to a large range of academic and public service disciplines. The New York University School of Medicine provides a very complete and apposite definition of “medical humanities” as including “an interdisciplinary field of humanities (literature, philosophy, ethics, history, and religion), social science (anthropology, cultural studies, psychology, sociology), and the arts (literature, theater, film, and visual arts) and their application to medical education and practice.” This definition encompasses and describes the program we envision here for the minor in medical humanities, although we can also envision – and will encourage – participation from the natural sciences and music, two areas not included in the New York definition. The proposed minor would be interdisciplinary in nature (as this definition implies) and would serve a wide variety of students in the College and University. Students who anticipate a career in the health sciences or public service, in various businesses, government, and non-governmental organizations would be well-served and well-prepared for advanced study or life work. But the minor would also, we believe, appeal to students in the humanities, social sciences, and arts more generally.

Effects on Current Programs, Staffing, and Resources: Few, if any, new resources, will be necessary. Existing courses in the College and University (including the Miller School of Medicine) provide a fine array of suitable offerings. Care will need to be taken, however, to assure that the two designated core courses are taught regularly, certainly at least one must be offered each year. While it would be ideal to have each of those core courses taught each year,

current staffing would make that difficult. Nonetheless, considering that this is a minor, a two-year rotation of each course will probably be sufficient to accommodate students.

Oversight and Administration: The Medical Humanities minor will be administered by a steering committee of three members, appointed by the Dean of the College of Arts and Sciences, and housed for administrative purposes in Religious Studies.

MINOR IN MEDICAL HUMANITIES

A minor in medical humanities consists of at least fifteen (15) credits in courses designated as medical humanities courses (See Appendix 2) with a grade of C or higher in each course. To achieve the minor, a student must show a GPA of at least 2.5 in courses in the Medical Humanities. A student must complete *two* core course: either HIS 223, PHI 3340, or REL 360. The remaining course work must be drawn from the courses designated as "Medical Humanities" and a student may not take more than six (6) credits in any one department or program. A student may if s/he wishes and with the consent of the minor advisor and the relevant instructor, take one course of three (3) credits as Directed Readings/Independent Study.

CORE COURSES

HIS 223: MEDICINE AND SOCIETY IN THE WEST: FROM THE ANCIENT WORLD TO AIDS

Medical history is no longer principally a tale of great doctors and inevitable progress. Today's history of medicine seeks to situate stories of health and illness within deeper historical contexts. Thus, this course will devote as much attention as possible to the patient's side of the story (what is often referred to as "doing medical history from below"); to community and family care as well as to hospitals; to all forms of medical training (academic and apprentice, formal and informal); to epidemics and their meanings; to folk and popular healing; to the role of race and gender in medicine; and to the profound ethical questions that have always been part of medicine and which do not only reflect current concerns with experiments in stem-cell research, cloning, or genetic mapping. We will begin with prehistory and end in the early twenty-first century. Classes will consist of a mixture of lectures and discussions.

PHI 340: BIOMEDICAL ETHICS

Bioethics is an interdisciplinary field at the intersection of law, medicine and philosophy, directed toward ethical analysis of the professional practice of medicine and of public policy issues in health care. In the first part of this course, the analysis focuses primarily on the ethical dimensions of clinical practice; in the latter part, we will consider the larger social justice concerns as they relate to health care.

REL 360: RELIGION AND BIOETHICS

This course demonstrates the truly interdisciplinary nature of biomedical ethics, requiring not only understand of medical issues but also philosophical and religious reflection and public policy considerations. Through lecture, film, and discussions, the class will examine ethical methodology and values that inform decisions in health care, covering issues that arise throughout the lifespan such as artificial reproductive technologies, cloning, maternal-fetal relations, human subjects research, genetic testing and counseling, organ transplantation, and euthanasia and assisted suicide.

APPENDIX 1

MEDICAL HUMANITIES- COMPARABLE PROGRAMS

Minor in Medicine, Health, and Society (Vanderbilt University)

<http://www.vanderbilt.edu/mhs/undergraduate/> (Accessed 2/15/2014)

Minor in Global Health, Culture, and Society (Emory University)

http://catalog.college.emory.edu/department-program/minor/global_health.html (Accessed 2/15/2014)

APPENDIX 2

MEDICAL HUMANITIES COURSES, UNIVERSITY OF MIAMI

Department of Anthropology

APY 205: Medicine and Health Care in Society

This course presents a sociohistorical analysis of the intersection between medicine, health care, and society, using examples throughout the world. It will reflect on “taken-for-granted” concerns such as the “body, risk, illness, and health” and their relationships to culture, power, and society, as well as the plurality of narratives and discourses on health and healing practices.

APY 395/WGS315: Gender, Race, and Class

To explore human differences, we will interrogate common sense thinking about gender, race, and class. To this end, certain queries will be addressed. What roles do scientific practice, political systems, and popular media play in shaping our thinking about differences? Where do we draw the line between biological fact and social construction? How do these facets of identity intersect and inform individuals’ everyday experiences? How might knowledge allow us to speak truth to power when institutional oppression occurs? An anthropological perspective will provide the central frame, though feminism, history, medicine, biology, psychology, and law will inform our considerations.

APY 414: Medical Anthropology

This course examines cross-cultural and historical perspectives on health and illness in human evolution. It addresses the effects of heredity, environment, and culture upon human disease ecology. The course examines as well the biological and behavioral adaptations to disease.

APY 416: Bioarchaeology – Peopling the Past

Given its methods and research foci, bioarchaeology is one way by which we may humanize—or ‘people’—the past. To do this, bioarchaeologists follow two general rules of thumb. First, it is essential to contextualize human remains in physical space, cultural milieu, and historical time. That is, bodies are never examined without also considering their associated archaeological materials. Second, bioarchaeology regards ancient bodies as bio-cultural phenomena. With these two ideas in hand, we will explore bioarchaeology’s history, development, major topical concerns, and debates. Students will also engage critically with categories and assumptions

about race, sex/gender, age, ethnicity, sickness, violence, and body partibility. Finally, students will conclude the semester by reflecting upon the sociopolitical uses of the past in the present.

APY 418: Race Matters

In this course, we examine the connections between science, race, and racism. As understood today, race is a concept invented to categorize the perceived biological, social, and cultural differences between human groups. While it may have no biological basis, race remains very real. Nonetheless, many investigators of human variation—physical anthropologists, medical doctors, and geneticists, amongst others whom we discuss—have naturalized racial categories. To demonstrate how the process of naturalization (or racialization) has occurred in the past and continues into the present, we treat such topics as craniometry, eugenics, IQ testing, pharmacogenomics, genetic ancestry screening, and cosmetic surgery. We consider how scientific studies of race have been used to legitimate slavery and genocide, further discriminatory legislative policies, exacerbate economic and health disparities, and sustain biologically deterministic notions about human groups. Our semester concludes with those voices that advocate for diversity and critical thinking in science.

Classics Department

CLA233: Ancient Medicine

This course provides a historical survey of evidence, practices, and ideas from the ancient medical world, focusing particularly (but not exclusively) on the two most extensive and well-known literary sources for ancient medicine, the Hippocratic corpus and the Galenic corpus. We proceed in chronological fashion, working our way from Homer and pre-Platonic philosophy to Galen and Roman imperial times. Topics treated include the intersection of medicine and philosophy, medicine and religion, and medicine and rhetoric.

English Department

ENG210: Literature and Medicine

Medicine—its practice and its concerns—makes a fruitful subject for writers. We will explore the depiction of medical workers and their patients over several centuries through short stories, novellas, a novel, poems, and a memoir. The methods of medicine—interpretation and diagnosis—also overlap with those of literature and literary study. This course investigates and

develops our understanding of these methods through some non-fiction texts and stories; students will also be asked to think about how interpretation works in their own writing and thinking. The course analyzes texts both in terms of the medical material and of the literary uses to which medicine has been put by some major writers.

Department of History

HIS 223: Medicine and Society in the West: from the Ancient World to AIDS

Medical history is no longer principally a tale of great doctors and inevitable progress. Today's history of medicine seeks to situate stories of health and illness within deeper historical contexts. Thus, this course will devote as much attention as possible to the patient's side of the story (what is often referred to as "doing medical history from below"); to community and family care as well as to hospitals; to all forms of medical training (academic and apprentice, formal and informal); to epidemics and their meanings; to folk and popular healing; to the role of race and gender in medicine; and to the profound ethical questions that have always been part of medicine and which do not only reflect current concerns with experiments in stem-cell research, cloning, or genetic mapping. We will begin with prehistory and end in the early twenty-first century. Classes will consist of a mixture of lectures and discussions.

HIS 330: Scientific Revolution

This course investigates the changing ways in which Europeans understood the natural world in the transformative period from 1500 to 1800. Although the term "revolution" connotes abruptness and violence, we will see that the Scientific Revolution was, in fact, a drawn-out process that unfolded over more than two centuries. While we will consider the great men who contributed to the Scientific Revolution, we will also investigate the impact of anonymous artisans, devotees of the "unscientific" practices of alchemy, astrology, and magic, and princely courts to the "New Science." The ways in which the European "discovery" of the Americas upended traditional understandings of the natural world will also be considered. This period witnessed the development of many of the beliefs and practices that we associate with modern science – observation, experimentation, and the belief that humans have the power to control the natural world – but it also saw the persistence, even among the educated, of what we would consider to be alternative, even magical, ways of interpreting and manipulating the natural world.

HIS351: Science and Society

This course address major question in the relationship between science and society from the ancient world until the present. It specifically focuses on the interaction of science with its broader social, political, economic, cultural, and intellectual contexts. In addition, it considers the many ethical and public policy issues associated with science as well as looking at the many ways in which scientific “discoveries” were legitimated and accepted, or debunked and refused.

Philosophy Department

PHIL 3340: Biomedical Ethics

Bioethics is an interdisciplinary field at the intersection of law, medicine and philosophy, directed toward ethical analysis of the professional practice of medicine and of public policy issues in health care. In the first part of this course, the analysis focuses primarily on the ethical dimensions of clinical practice; in the latter part, we will consider the larger social justice concerns as they relate to health care.

Religious Studies Department

REL 151: Religion and Moral Choices

An introduction to major themes and important figures in religious and philosophical ethics. We will read, discuss, and write about ethical issues ranging from abortion to war, including topics such as the death penalty, environmentalism, and stem cell research.

REL 252: Religion and Human Sexuality

The relationship between religious concepts and sexual values as the Judeo-Christian tradition confronts contemporary sexual ethics and behavior.

REL 351: Religious Issues in Death and Dying

Consideration of the teachings of major religious traditions about death and the nature of the dying process, with attention to the students’ personal experiences with and attitudes toward death.

REL 352: Religion and Science

The course examines the religious and ethical issues created by modern science and technology.

REL 354: Religion and the Problem of Evil

Major religious perspectives on the origin and nature of evil and human suffering.

REL 360: Religion and Bioethics

This course demonstrates the truly interdisciplinary nature of biomedical ethics, requiring not only understanding of medical issues but also philosophical and religious reflection and public policy considerations. Through, lecture, film, and discussion, the class will examine ethical methodology and values that inform decisions in health care, covering issues that arise throughout the lifespan such as artificial reproductive technologies, cloning, maternal-fetal relations, human subjects research, genetic testing and counseling, organ transplantation, and euthanasia and assisted suicide.

REL 451: Ethics and Genetics

Foremost among a number of pressing social, ethical, and legal issues that challenge our nation today are questions raised by our rapidly increasing knowledge of genetics and the applications of this knowledge that are already available or are being proposed. This course will look at three such issues—stem cell research, diagnosis and treatment of cancer, and genetically engineered food sources—examining the relationship and interaction between scientific/technological progress and religious/ethical values with regard to these three topics. Through lecture, film, guest speakers, and discussion we will explore the scientific background of advances in genetics, religious responses, and ethical values in our culture, and we will consider the close but sometimes puzzling and problematic relationship among religion, science, and ethics in our nation's public life and the lives of individual citizens.

Women and Gender Studies

WGS 420/APY 421: Interpreting Bodies

Bodies communicate many intriguing and significant ideas about societies and the individuals that comprise them. Consideration of the corporeal is best informed by an interdisciplinary approach, though this course will also bring anthropological and feminist perspectives to the fore. Queries about control and experience will be woven throughout the semester. How, for

instance, is the body disciplined through dominant discourse and practices within a specific cultural context or social institution? This line of inquiry highlights objectification, subjugation, and social norms. But, we will also examine the body with an eye towards resistance, subjectivity, and lived experience. How do individuals' bodily practices or beliefs about body parts (i.e., brains, breasts, fat, gametes) subvert hegemonic structures that idealize or pathologize? Lecturing will be kept to a minimum, as the bulk of the class will be devoted to discussion and debate.