

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

### 1. COURSE TITLE

Health and the Humanities

### 2. COURSE CODE

HUMN2057

### 3. NO. OF UNITS

3 Units

### 4. OFFERING DEPARTMENT

Department of Humanities and Creative Writing

### 5. PREREQUISITES

N.A.

### 6. MEDIUM OF INSTRUCTION

English

### 7. AIMS & OBJECTIVES

- To introduce students to the field of Health Humanities as an area of interdisciplinary and cross-cultural study.
- To provide students with an overview of key topics in Health Humanities
- To prepare students to engage with the complexity of health in everyday life as critical, creative and empathetic individuals.

### 8. COURSE CONTENT

This course is an introduction to Health Humanities, a new interdisciplinary field of study that explores the relationship between the arts and humanities and human health and illness. The course will explore two primary questions: How can the humanities be applied for the pursuit of health and flourishing in medical treatments and beyond? How can the humanities productively critique and enhance the practice of contemporary medicine towards a more holistic and fair health practices? The course will connect key health-related topics to central discussions in the humanities surrounding the notions of gender, race, sexuality, class, and identity, among others. It will use a range of materials from humanistic disciplines including philosophy, critical theory, cultural/media studies

and creative writing and draw examples from various creative practices - e.g. literature, film, music, visual and performing arts, etc. - to a) encourage students to discover and analyze the multiple ways in which the humanities have increasingly been recognized and used as a tool towards better holistic healthcare; b) explore issues related to empathy, power and fairness in contemporary medicine to better understand and enhance the pursuit of health.

#### Indicative Course Topics:

- The Place of the Arts & Humanities in the Study of Health
- Narratives of Health and Disease
- Health and Disability in Popular Media
- Disability and Creative Practices
- Health and Gender
- Subjectivity and Embodiment
- Ageing and Death
- Health and Biopower
- Health Humanities on the Global Stage

#### Indicative Course Readings:

Crawford, P., Brown, B., Tischler, V. and Baker, C. (2010). "Health humanities: the future of medical humanities?", *Mental Health Review Journal*, Vol. 15 No. 3, pp. 4-10. <https://doi.org/10.5042/mhrj.2010.0654>

De Brún, A., McCarthy, M., McKenzie, K., & McGloin, A. "Fat is your fault". Gatekeepers to health, attributions of responsibility and the portrayal of gender in the Irish media representation of obesity." *Appetite* 62, pp. 17-26, ISSN 0195-6663, <https://doi.org/10.1016/j.appet.2012.11.005>.

Klugman, C.M. "How Health Humanities Will Save the Life of the Humanities." (2017). *Journal of Medical Humanities* 38, 419-430. <https://doi.org/10.1007/s10912-017-9453-5>

Frank, A.W. (2014). "Being a Good Story: The Humanities as Therapeutic Practice." *Health Humanities Reader*, Rutgers University Press.

Charise, A. (2020). "On applying the arts and humanities in austere times". *The Routledge Companion to Health Humanities*, Routledge.

Schlozman, S. (2020). "What zombies can tell us about contemporary health care". *The Routledge Companion to Health Humanities*, Routledge.

Aoife De Brún, Mary McCarthy, Kenneth McKenzie, Aileen McGloin, "Fat is your fault". Gatekeepers to health, attributions of responsibility and the portrayal of gender in the Irish media representation of obesity. *Appetite*, Volume 62, 2013, Pages

17-26, ISSN 0195-6663, <https://doi.org/10.1016/j.appet.2012.11.005>.

Mitzi W. (2005). "Reading case studies of people with autistic spectrum disorders: a cultural studies approach to issues of disability representation", *Disability & Society*, 20:4, 421-435, DOI: 10.1080/09687590500086575

Sandhal, C. (2002). "Considering Disability: Disability Phenomenology's Role in Revolutionizing Theatrical Space". *Journal of Dramatic Theory and Criticism*, Vol. 16, Issue 2, 17-32.

Straus, J. (2014). "Music and Disability" *Health Humanities Reader*, Rutgers University Press.

Dreger, A. (2014). "What is Sex For? Or, The Many Uses of the Vag". *Health Humanities Reader*.

Tong, R. (2014). "The Virtues of the Imperfect Body". *Health Humanities Reader*

Purser, A. (2019). "Dancing Intercorporeality: A Health Humanities Perspective on Dance as a Healing Art." *Journal of Medical Humanities* 40, 253-263. <https://doi.org/10.1007/s10912-017-9502-0>

Kaplan E.A. (2014). "Do you Remember Me?" Construction of Alzheimer's disease in Literature and Film. *Health Humanities Reader*, Rutgers University Press.

Bigsby, C. (2012). "I hope he dies before me!: Unravelling the debates about ageing and people with intellectual disability". *Routledge Handbook of Disability Studies*, Routledge.

Garden, R. (2014). "Social Studies: The Humanities, Narrative, and the Social Context of the Patient-Professional Relationship". *Health Humanities Reader*, Rutgers University Press.

Garden, R. (2015). "Who speaks for whom? Health humanities and the ethics of representation". *Medical Humanities*, 41, 77-80.

Neilson, S. The problem with "burnout": neoliberalization, biomedicine, and other soul mates. *The Routledge Companion to Health Humanities*, Rutgers University Press.

Scheid, V. (2016). "Holism, Chinese Medicine and Systems Ideologies: Rewriting the Past to Imagine the Future". *The Edinburgh Companion to the Critical Medical Humanities*, Edinburgh University Press.

Huffman, J. and Inoue, M. (2020) "Establishing, promoting, and growing the health humanities in Japan: a review and a vision for the future", *The Routledge Companion to Health Humanities*.

Ifeobu, I. (2020) "Imaginations of health humanities in African contexts: the development of existing critical consciousness and perspectives", The Routledge Companion to Health Humanities.

## 9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Identify works relevant to Health Humanities within selected historical and cultural frameworks
CILO 2	Reflect critically upon the role of the humanities and the creative arts in health-related topics
CILO 3	Examine the relations between key humanities topics and health
CILO 4	Build practical health and humanities vocabularies and transferable analytical skills

## 10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
1	The weekly lectures will deliver the relevant concepts and issues concerning the indicative learning content
2	Lectures regarding different themes in Health Humanities will be provided by the instructor and various guests.
3	The lecture-tutorial mode of teaching will be used to facilitate learning through discussion and presentation of materials students receive during lectures
4	Students' active class participation based on attendance, weekly tutorial presentation and in-class discussion is required

## 11. ASSESSMENT METHODS (AMs)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Group Presentation	20 %	1,2,3	Students are required to select a topic, collect reference materials and make a group presentation and lead the discussion; other students have to take part in the discussion. Students' ability of CILO 1, 2 & 3 will be demonstrated.
Mid-term	25 %	2-4	The mid-term assignment is a written exercise to

assignment			test the students' learning in relation to CILOs 1 to 3. Students' ability to present their ideas and arguments logically is tested.
Term paper	35 %	1-4	The term paper is an extended writing exercise to test students' ability to demonstrate their achievement in learning CILOs 1-4. Students' ability to present arguments critically and fluently in written form will be tested.
Participation & Attendance	20 %	1-4	Students' understanding of CLOI 1-4 and their participation and ability to present their ideas and arguments verbally will be tested.

Last Update: 2022-12-20  
Published Date: 2022-12-23

**\*\*\* END \*\*\***