Medical Humanities and the Concept of Hope
MHHS Capstone Course
Spring 2013
Tuesdays 6-8:40
Hine Hall, 219
Emily Beckman
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Office Hours: Monday 11-12 or by appointment (CA 406)

Required Texts:

The Anatomy of Hope by Jerome Groopman, MD
Mountains Beyond Mountains by Tracy Kidder
Man’s Search for Meaning by Viktor Frankl
How We Die by Sherwin Nuland

Companion Books/Readings: To be distributed throughout the semester via Oncourse.

Course Objectives: This course explores the ways in which the concept of hope is represented in various cultural forms and in specific texts. We will look closely at the relationship between hope and healthcare, specifically health, disease and healing. We will consider how we as individuals and as a society are affected by various representations of hope, and how this translates into our own personal understanding of hope, and our everyday interactions with others. While this course is meant to explore certain literary content, it is also meant to help students develop and improve upon analytical and writing skills through the semester-long development of a final capstone paper. Students should learn to not only address questions from the texts, but to raise new questions. Students will be expected to submit drafts of papers before final submission. Students will learn to situate course content within a broader, cultural context. As such, the course supports the following IUPUI Principles of Undergraduate Learning [http://www.iupui.edu/academic/undergrad_principles.html]: Critical Thinking, Integration and Application of Knowledge and Understanding Society and Culture.

Be sure you understand the school’s policy on plagiarism. See the Student Code of Conduct available at [http://bulletin2000.iupui.edu/introduction/code.html]. Those guilty of it will be dealt with in accordance with the regulations spelled out in the code.
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<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Capstone Development</th>
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<tr>
<td>Jan 8: What is Hope?</td>
<td>Introduction: The Content of Hope, Emily Beckman Sherwin Nuland on Hope (TED)</td>
<td>Capstone development: brainstorm independently</td>
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<td>Jan 15: Identifying Hope</td>
<td><em>The Anatomy of Hope</em>, Introduction and chapters 1-4</td>
<td>Capstone development: topics in small groups</td>
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<td>Jan 22:</td>
<td><em>The Anatomy of Hope</em>, chapters 5-8 and Conclusion</td>
<td>Capstone development: article share 1</td>
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<td>Jan 29:</td>
<td>Presentations: thought paper 1 – what is hope?</td>
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<td>Feb 5: Creating Hope</td>
<td><em>Mountains Beyond Mountains</em>, Parts I and II</td>
<td>Capstone development: independent work</td>
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<td>Feb 12:</td>
<td><em>Mountains Beyond Mountains</em>, Parts III and IV</td>
<td>Capstone development: library research</td>
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<td>Feb 19:</td>
<td><em>Mountains Beyond Mountains</em>, Part V and Afterword</td>
<td>Capstone development: article share 2</td>
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<td>Feb 26:</td>
<td>Presentations: thought paper 2</td>
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<td>Mar 5:</td>
<td>Film (in class)</td>
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<td>Mar 12:</td>
<td>Spring Break – no class</td>
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<td>Mar 19: Hope and Desperation</td>
<td><em>Man’s Search for Meaning</em></td>
<td>Capstone development: article share 3</td>
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<td>Mar 26:</td>
<td>Presentations: thought paper 3</td>
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<td>Apr 2:</td>
<td>Capstone Development: finalizing references and finishing complete draft - reading and writing outside of class</td>
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<td>Apr 9: Hope at the End of Life</td>
<td><em>How We Die</em></td>
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**Requirements:** Completion of the assigned readings prior to each class is required. The course will be conducted in a seminar format. It is imperative that students come to class prepared and ready to actively participate and learn. Regular attendance at all class sessions is required. Class rosters for student signature will be circulated at all class sessions and reviewed daily by the instructor. It is IMPERATIVE that all students sign the roster on every day of class attendance. Make certain that your name is on these rosters. All students will come to class on time every class day, prepared and equipped with books/class readings, with materials to take notes, and with cell phones turned off. Computers are permitted for taking notes and accessing articles for class ONLY.

Deadlines are deadlines, learn to meet them for all assignments all of the time.

**Grading**

- **Article Shares (3):** 15%
- **Thought Papers (3):** 30%
- **Final Paper Presentation:** 15%
- **Final Paper:** 40%

*All assignments must be completed in order to pass the class.*

**LATE PAPERS WILL NOT BE ACCEPTED.**

**Class Time:**

This class will be conducted as a seminar, and class time will be primarily devoted to discussion, exploration and capstone development.

**Participation:**
I expect everyone to come prepared for class by having read the readings for the day, and considered topics for discussion. Class participation is mandatory and will be factored into final grades at professor’s discretion.

**Attendance:**

Attendance will be taken each class period. Attendance at each class is required. If for some reason you must miss class, contact the professor **BEFORE** class to be excused.

**Capstone Development:**

Required Timeline

1-8: Brainstorm topics independently

1-15: Students will come to class with three possible capstone topics. In class students will break into small groups to discuss and narrow topics. By the end of class, students will have identified a working topic for capstone paper.

1-22: Students will come to class with one article, relevant to the working topic. **Articles must be posted on Oncourse by the preceding Sunday at midnight.** Students will present the article to the class, informally, identifying the author, topic, main ideas and relevance to the capstone topic.

1-29: Presentation of thought paper 1. Students will produce a 3 page thought paper incorporating article 1, and general thoughts on the concept of hope.

2-5: Students will work independently on capstone development based on feedback from thought paper 1.

2-12: Students will continue literature review/independent library research/reading

2-19: Students will come to class with one article, relevant to the working topic. **Articles must be posted on Oncourse by the preceding Sunday at midnight.** Students will present the article to the class, informally, identifying the author, topic, main ideas and relevance to the capstone topic.

2-26: Presentation of thought paper 2. Students will produce a second 3 page thought paper incorporating article 2. This thought paper should further define and narrow capstone topic.

3-5: No in-class capstone development.
3-19: Students will come to class with one article, relevant to the working topic. **Articles must be posted on Oncourse by the preceding Sunday at midnight.** Students will present the article to the class, informally, identifying the author, topic, main ideas and relevance to the capstone topic.

3-26: Presentation of thought paper 3. Students will produce a second 3-page thought paper incorporating article 3. This thought paper should expand on the topic and be a part of the capstone paper.

4-2: Independent work finalizing references and completing full draft of paper.

4-9: No in-class capstone development.

4-16: Independent work completing FINAL draft of final paper.

4-23: Formal presentation of final paper.