

COLLEGE OF ARTS
CREA*1010
The Art of Health

INSTRUCTOR: TBA
HOURS: TBA
LOCATION: TBA
OFFICE: TBA
PHONE: TBA
E-MAIL: TBA
OFFICE HOURS: TBA

Calendar Description

This course will provide a general, multidisciplinary introduction into the intersection of social and physical factors that affect human health and wellbeing. Students will explore how to reason in conditions of uncertainty, to examine arguments, to embrace contingencies, and to explore the historical roots by which public trust and systems of authority—institutional, governmental, and societal— have been established. Students will engage in the analysis of ethics, history, rhetoric, folklore, and the power of storytelling as they connect to self-expression and the nature of health.

Learning Outcomes:

Successful completion of the course will see the student able to do the following:

1. Describe different systems and understandings of healthcare and medicine on a local and global level in written (essays, reports, exam questions) and creative (i.e. film, video, art, music, dramatic presentation) formats.
2. Articulate an emerging understanding of the historical and contextual reasons for public trust and mistrust of medical practitioners, tools, and policies.
3. Integrate ideas related to health, well-being, and medical design in constructing research questions and proposing solutions for research questions related to health, culture, design, and ethics.
4. Demonstrate an emerging awareness of the connections between privilege and health-based practices from a variety of disciplinary perspectives.

Method of Evaluation (Course breakdown)

Participation 10%
Storytelling Project 15%
Historical Analysis 15%
Midterm 20%
Media Analysis 15%
Final Exam 25%

Description of Assignments:

Participation 10%

Students will be expected to participate regularly in labs and discussion sections. Participation includes coming to class having read course materials and prepared to discuss key points covered that day in a collaborative, respectful manner.

Storytelling Project 15%

Students will be encouraged to consider an aspect of human health, well-being, or the health-care system and use techniques drawn from storytelling to discuss this complex issues that inform their subject matter. Students can produce either a digital short, a comic strip, a podcast, or some other sort of multi-media storytelling technique to present their findings.

Historical Analysis 15%

Students will choose from a variety of health care and health related primary sources and will need to conduct research into their original context. Historical documents might include advertisements for medical treatments, short articles written by practitioners on health, paintings or artistic depictions of historical medical treatments, and so. This analysis will take the form of a brief—3-5-page—research paper.

Midterm 20%

The midterm will test students on concepts, skills, knowledges, and material covered in the first half of the course. Questions will take a variety of formats, so as to test student knowledge through multiple modalities.

Media Analysis 15%

Students will be asked to find something from the media to analyse. This might include a video, an infomercial, a commercial, a magazine advertisement, a podcast, or some other media form. Students will be asked to analyse the content in their source, particularly from an ethical standpoint. How is the patient implicated? How is the practitioner implicated? What sorts of factors (race, gender, ethnicity, disability, age,

and so are) are being presented in this excerpt? Students will present their findings to their seminar in the form of a 10-minute formal presentation.

Final Exam 25%

The final exam will evaluate students acquisition of skills and knowledges from the entire course. In this final exam situation, students will have to analyse the social determinants of health, propose solutions for complex problems, discuss the connections between creativity, self-expression, and human well-being, and tackle historical evidence to propose solutions for contemporary issues.

Weekly Breakdown:

Week 1 Introduction to Health Humanities: Reasoning in times of uncertain

Week 2 Health Humanities:

Week 3 (Un)Equal Access: Social Determinants of Health - Part 1

Week 4 (Un)Equal Access: Social Determinants of Health - Part 2

Week 5 Creative Solutions: The Arts and Human Health

Week 6 Midterm

Week 7 Ethics and Health: An Introduction

Week 8 Histories of Health: An Introduction

Week 9 Establishing (and abusing) Authority: Politics and Health

Week 10 Folklore, Storytelling, and Self determinacy

Week 11 Health and Design: Creative Approaches to Medical Treatments

Week 12 Summary and Overview

Sample Reading List:

Bates, Victoria. *Medicine Health and the Arts: Approaches to the Medical Humanities*. Routledge. 2014.

Catherine Carstairs. *Jailed for Possession: Illegal Drug Use, Regulation and Power in Canada, 1920-1961*. University of Toronto Press, 2006.

Fischlin, Daniel, Ajay Heble, and George Lipsitz. *The Fierce Urgency of Now: Improvisation, Rights, and the Ethics of Cocreation*. Durham: Duke University Press. 2015.

Goldenberg, Maya and Heather E Douglas. *Vaccine Hesitancy: Public Trust and the War on Science*. University of Pittsburgh Press, 2021.

Jacobsen, Stine Lindahl, Bolette Daniels Beck, and Charlotte Lindvang. "Background

Music Improves Experience of COVID-19 Vaccination for Citizens and Vaccination Staff: A Pilot Study." *Music and Medicine*, 14, no. 4 (2022): 238-244.

Jensen, A. (2013) "Beyond the borders: The Use of Art Participation for the Promotion of Health and Well-being in Britain and Denmark." *Arts & Health*, 5(3), 204-215.

Rice, Carla, Chandler, E., Harrison, E., Liddiard, K, & Ferrari, M. (2015). "Project revision: Disability at the edges of representation." *Disability & Society*, 30(4), 513-527.

Schwan, K. J. and Lightman, E. "Fostering Resistance, Cultivating Decolonization: The Intersection of Canadian Colonial History and Contemporary Arts Programming With Inuit Youth." *Cultural Studies ↔ Critical Methodologies*. 15, no. 1 (2015): 15–29.

Swan, P. Promoting Social Inclusion through Community Arts. *Mental Health and Social Inclusion*. 17, no. 1 (2013) : 19-26.