Philosophy of Healthcare:
An Interdisciplinary Approach

Course IDSEM-UG 1294 Spring 2012
Tues 9:30-12:15 194 Mercer #301
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Office hours (please schedule in advance):
Tues (2:00 to 3:30), Thursday (2:00 to 3:30), and Friday (1:00 to 3:00)

Overview

This course considers broad theoretical and philosophical issues in U.S. healthcare. We unpack the underlying concepts and principles that organize contemporary medical research, practice, and education. We look at the problems with today’s dominant models of medicine and the possibilities of alternative conceptual frames. We also consider how much the contemporary “healthcare crisis” comes from cultural and conceptual issues as much as the more obvious financial and administrative problems. Our inquiry will be an interdisciplinary approach that draws from medicine, philosophy, history, psychology, literary theory, anthropology, sociology, gender studies, disability studies, cultural studies, poetry, drama, and documentary.

Texts

W;t, Margaret Edson
Necessary Losses, Judith Viorst
The Spirit Catches You and You Fall Down, Anne Fadiman
Biomedicalization, Adele Clarke, et al
My Body Politic: A Memoir, Simi Linton

SPRING 2012 CALENDAR

<table>
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<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>Spring classes begin</td>
<td>Monday, January 23</td>
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<tr>
<td>Holiday: Presidents' Day</td>
<td>Monday, February 20</td>
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<tr>
<td>Midterm grades due</td>
<td>Friday, March 9</td>
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<td>Spring recess (university offices remain open)</td>
<td>Monday, March 12 - Saturday, March 17</td>
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<td>Spring classes end</td>
<td>Monday, May 7</td>
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<tr>
<td>Reading day</td>
<td>Tuesday, May 8</td>
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<tr>
<td>Final exam week</td>
<td>Wednesday, May 9 - Tuesday, May 15</td>
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<td>Final grades due</td>
<td>Wednesday, May 16</td>
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<tr>
<td>NYU Commencement</td>
<td>Wednesday, May 16</td>
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<td>Gallatin Graduation</td>
<td>Thursday, May 17</td>
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Class Schedule

1.) Jan 24 —Introduction

   In Class:
   Donne: “Death be not proud”
   W;t (start)

2.) Jan 31—Biomedical Model

   Flexner: Medical Education in the U.S.
   Reiser: Becoming a Doctor
   Edson: W;t

   In Class: W;t (finish)
   Campo: “Technology and Medicine”

3.) Feb 7—Philosophical, Phenomenological, and Cultural Reflection

   Leder: A Tale of Two Bodies:
   Marcum: Reflections on Humanizing Biomedicine
   Egnew: Suffering, Meaning, and Healing: Challenges of Contemporary Medicine
   Gaines and Davis-Floyd: Biomedicine

4.) Feb 14—Psychoanalysis

   Viorst: Necessary Losses Pt I, II, IV

5.) Feb 21—Reform Efforts from 1970’s: Biopsychosocial Model, Patient-Centered Care, Family Practice, and Hospice

   Engel: The Need for a New Medical Model: A Challenge for Biomedicine
   Cassel: The Nature of Suffering and the Goals of Medicine
   McWhinney: Are we on the brink of a major transformation of clinical method?
   Stephens: Family Medicine as Counterculture
   Garces-Foley: Buddhism, Hospice, and the American Way of Dying

   In Class:
   Bill Moyers: Dying (Hospice Excerpt)
   Marcus Welby Pilot: A Matter of Humanities (selection)

6.) Feb 28—Contemporary Struggles with Biomedicine: Medical Humanities, Narrative medicine, PCMH, and Alternative Health

   Lewis: Narrative Medicine and Health Care Reform
Charon: Narrative and Medicine
Rogers: Assembling PCMH—The Care Principles
Rogers: The PCMH Movement—Promise and Peril for Family Medicine
Easthope: Alternative Medicine

In Class: PCMH video
Continuum for Health and Healing Practice Website
http://www.healthandhealingny.org/center/about.asp

7.) March 6—Philosophy and Alternative Medicine

Davis-Floyd: Holistic Model of Health

In Class Visitors:
Scott Von and Julie Von from the New Clinic
http://www.newclinic.org/

***Turn in first paper Thurs 8th (12 Noon my box)***

March 13 SPRING BREAK

8.) Mar 20—Cross-Cultural Encounters

Fadiman: The Spirit Catches You and You Fall Down
Kleinman: Culture, Illness and Care

9.) March 27—Gender Studies

Ratcliff: Women and Health: Power, Technology, Inequality and Conflict in a Gendered World excerpts
Our Bodies, Our Selves excerpts from first edition
Davis-Floyd: The Technocratic Body: American Childbirth as Cultural Expression
Kleinman, Hanna: Catastrophe, Caregiving and Today’s Biomedicine

In Class: Business of Being Born

10.) April 3—Medical Sociology/Public Health

Farmer: On Suffering and Structural Violence: A View from Below
WHO Report 1995: Bridging the Gaps
McKinlay and McKinlay: Medical Measures and the Decline of Mortality
Conrad and Leiter: Medicalization, Markets, and Consumers
Weitz: Expense of Healthcare
Gawande: The Cost Conundrum
Starfield: Is U.S. Health Really the Best in the World?

In Class: Campo: “Ten Patients and Another”

11.) April 10—Biomedicalization, Cultural Studies, and Science Studies

Angell: Excess in the Pharmaceutical Industry
Sismondo: Ghost Management
Lewis: High Theory/Mass Markets: Newsweek Magazine and the Circuits of Medical Culture
Clark et al: Biomedicalization Chapter 1
Clark et al: Biomedicalization Chapter 3

In class: Big Bucks, Big Pharma
Rx for Survival: A Global Health Challenge (selections)

12.) April 17—Biomedicalization and Global Health

Biomedicalization: Body as Image
Biomedicalization: Making of Viagra
Biomedicalization: Breast Cancer
Lewis: The New Global Health Movement: Rx for the World?
Eckersly: Is Modern Western Culture a Health Hazard
Eckersly: A New World View Struggles to Emerge

In Class: Examined Life—Sunara Taylor and Judith Butler
Start Sound and Fury

13.) April 24—Disability Studies

Davis: Constructing Normalcy
Linton: Reassigning Meaning
Garland-Thomson: Integrating Disability, Transforming Feminist Theory
Edwards: Hearing Aids are Not Deaf
Wade: “I Am Not One of the” and “Cripple Lullaby”

In Class: Finish Sound and Fury
Vital Signs: Crip Culture Talks Back (pt 1—Wade and Fries)
Gimp-The Documentary (trailer)
Linton lecture: Disability in 21st Century America: Psychological, Social, and Political Meanings (start)

14.) May 1—My Body Politic

Couser: Disability, Life Narrative, and Representation
Linton: My Body Politic: A Memoir

In class:
Linton: Disability in 21st Century America: Psychological, Social, and Political Meanings (finish)

***Final paper due on Friday May 4th (5 PM my office)***

Course Requirements
Grades are based on three parts: attendance/participation (20%) and 2 papers (40% each). Late papers are graded down. There will be an opportunity to rewrite the first paper if you desire. The attendance/participation grade is composed of weekly class attendance and participation.

On the days we do not have a film or guest lecturer, class will begin with a short lecture on the material for that week. We then move to round robin class discussion initiated by your selections from the material. To prepare for this part of the class please type a quote from each week’s readings which you have comments or questions (include page numbers so we can find your quotes). We will then go around the class reading and discussing the quotes selected. Your quotes for each half of the class are turned in with your papers.

The papers are 7 pages type written, double spaced. Please use the material from the class to develop the topic question I hand out. Back up your thesis with arguments and examples from the class readings (include internal citations with page numbers and a reference list at the end). A good paper demonstrates that you have integrated the material from the class discussions and readings and can use it to analyze your topic. Use the bulk of your energy reading closely and thinking seriously about the materials you have (rather than doing outside research). Also, be sure and give your paper a title.

The grading scale for the class will be as follows: 93-100% (A) 90-92 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 70-76 (C), 63-69 (D), and below (F).

Paper Topic One:

Based on our research, what are your reflections on humanizing healthcare?

Paper Topic Two:

The phrase “crisis in healthcare” generally refers to fiscal and administrative issues of escalating costs, insurance cut backs, and rising numbers of uninsured patients. Considering the social, cultural, and political issues covered in the second half of class, how do you see the “crisis in healthcare?”