



Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Education Programs application guidelines at <http://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Comparative Perspectives on Health, Illness, and Healing

Institution: New York City College of Technology, CUNY

Project Director: Barbara Grumet

Grant Program: Humanities Initiatives at Hispanic-Serving Institutions

NEH

Humanities Initiatives at Hispanic Serving Institutions

Comparative Perspectives on Health, Illness, and Healing

Project Director: Barbara Grumet, J.D., Dean of the School of Professional Studies

Co-Director: Professor Mary Sue Donsky, J.D., Associate Professor of Law and Paralegal Studies

New York City College of Technology, CUNY

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<u>City Tech Lead Faculty</u>	<u>Presenting Scholars</u>
Barbara Grumet, Project Director	Rita Charon
Mary Sue Donskey, Co- Director	Bert Hansen
Gwen Cohen-Brown	Joy Jacobson
Aida Egues	Arya Nielsen
Laina Karthikeyan	Jeff Parsons
Elaine Leinung	Ben Shephard
Kara Pasner	James Stubenrauch

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Comparative Perspectives on Health, Illness, and Healing

Project Director: Barbara Grumet, J.D., Dean of the School of Professional Studies

Co-Director: Professor Mary Sue Donsky, J.D., Associate Professor of Law and Paralegal Studies

New York City College of Technology (CUNY), a Hispanic-Serving Institution, is the most culturally diverse public technical college in the Northeast U.S.¹ City Tech proposes a year-long humanities project entitled *Comparative Perspectives on Health, Illness, and Healing*, that will explore the practice of medicine as an expression of cultural beliefs and value systems that differ widely across cultures and that have evolved in particular ways in particular cultural contexts over the course of history. The goal of the project is to enable faculty from the departments of allied health, and consequently their students, to become more thoughtful, culturally competent, and ethically aware practitioners by better understanding variables of philosophy, values, and culture that underlie medical practice in different societies. The seminar will be organized around five themes: Introduction to the Tools of the Humanities; Systems of Medical Knowledge (East and West); Portrayals of Illness in World Art; Cultural Interpretations of Addiction; and Religious, Ethical, and Legal Meanings of Death across Cultures. These themes were chosen for their broad relevance to allied health practitioners in the culturally diverse contexts in which they work.

The *Comparative Perspectives* project has four components:

- An **Inaugural Lecture** that introduces the NEH *Comparative Perspectives* project and the NEH Faculty Fellows to the college community, to be given by Dr. Rita Charon, a founding scholar in the field of narrative medicine who will speak on “The Voice of the Patient;”
- A year-long **Faculty Seminar** for twelve NEH Fellows, six from allied health departments and six from humanities departments, who will embrace an intellectually rigorous study of the selected themes and will produce Special Study Modules;
- Two *Comparative Perspectives on Health, Illness and Healing* **Colloquia** featuring expert scholars on seminar themes, to which the college community will also be invited; and
- A broad and vigorous **dissemination** agenda pursued through presentations and publications by NEH Fellows to professional peers throughout CUNY as well as on a web-based dissemination platform through which the new Special Study Modules can be shared with professional peers nationally.

The year-long faculty seminar will provide a welcome refresher in the humanities for faculty whose primary responsibility is to impart technical knowledge and skills to career-oriented students. As is the case nationally, curricular offerings in allied health programs at City Tech are determined by the extremely specific licensure requirements of their respective accrediting bodies; thus the humanities are largely missing from the education of allied health students. While the medical humanities are a well-established field of study, this project will pioneer the introduction of humanities perspectives into professional education of allied health professionals at both the baccalaureate and associate levels. The *Comparative Perspectives* project will bring allied health faculty together with peers from humanities departments to place into dialogue very different orientations and intellectual traditions.

¹ U.S. News and World Report, College Rankings 2011.

Part I: Intellectual Rationale

New York City College of Technology (CUNY), a Hispanic-Serving Institution, is the most culturally diverse public technical college in the Northeast U.S.¹ City Tech proposes a year-long humanities project entitled *Comparative Perspectives on Health, Illness, and Healing*, designed by faculty in nursing, radiological technology, dental hygiene, vision care, biology, and law and paralegal studies departments, that will explore the practice of medicine as an expression of cultural beliefs and value systems that have evolved in particular ways in particular cultural contexts over the course of history. A comparative perspective will enable participants to compare and contrast Eastern and Western approaches to health, disease, and healing in specific cultural and historical contexts.

The project bridges professional education in allied health disciplines with the humanities, and responds to the NEH *Bridging Cultures* initiative. The goal of the project is to enable participating faculty, and consequently their students, to become more thoughtful, culturally competent, and ethically aware practitioners by better understanding variables of philosophy, values, and culture that underlie medical practice in different societies. This project will pioneer the premises and subject matter of medical humanities within allied health programs through the introduction, development, and implementation of Special Study Modules, a standard curriculum format for the delivery of medical humanities content within the tight constraints of medical school curricula.

The project will expand the range of metaphors of healing available to allied health faculty as they gain a more culturally nuanced understanding of the social construction of healing as a response to

¹ U.S. News and World Report, College Rankings 2011.

biologically universal phenomena of illness and disease.² The faculty seminar will provide a welcome refresher in the humanities for faculty whose primary responsibility is to impart technical knowledge and skills to career-oriented students. The seminar will be organized around five themes, chosen for their broad relevance to allied health practitioners in the culturally diverse contexts in which they work:

- Introduction to the Tools of the Humanities
- Systems of Medical Knowledge (East and West),
- Portrayals of Illness in World Art,
- Cultural Interpretations of Addiction, and
- Religious, Ethical, and Legal Meanings of Death across Cultures.

The project will engage several external scholars whose expertise will inform the discussion of the readings. The Inaugural Lecture will be given by **Dr. Rita Charon**, Professor of Clinical Medicine at the College of Physicians and Surgeons of Columbia University and Director of the Program in Narrative Medicine. Other scholars include **Dr. Bert Hansen**, Professor of History at Baruch College (CUNY) and author of *Picturing Medical Progress from Pasteur to Polio: A History of Mass Media Images and Popular Attitudes in America*, **Dr. Arya Neilson** of the Beth Israel Medical Center Department of Integrative Medicine, and **Dr. Jeffrey Parsons**, Distinguished Professor, City University of New York.

The Audience the Project Is Intended to Reach. The project will have the deepest impact upon twelve NEH Fellows who will participate in the seminar. Six NEH Fellows from allied health departments and are named as lead faculty in this proposal. Six additional faculty members from

² Kirmayer, Laurence J. *The Cultural Diversity of Healing: Meaning, Metaphor, and Mechanism*. British Medical Bulletin, 2004; 69.

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humanities departments will be selected through a post-award application process. The second level of impact will be on the entire college community, which will be invited to the Inaugural Lecture, one *Comparative Perspectives* Colloquium each semester, and a final poster presentation by the NEH Fellows at the annual City Tech Faculty Research Poster Session in November 2014. The third level of impact will be extremely broad through both a strong project dissemination plan and real-world applications of humanities learning in the allied health programs.

How the Project Will Improve the Quality of Humanities Teaching and Learning. The City Tech student body is overwhelmingly career-oriented. About 40 percent of the student body is enrolled in the School of Professional Studies, which houses six allied health departments and whose dean, Barbara Grumet, J.D., is the Project Director. As is the case nationally, curricular offerings in allied health programs at City Tech are determined by the extremely specific licensure requirements of their respective accrediting bodies. There is almost no room for humanities electives in associate degree programs, in which 85% of City Tech allied health students are enrolled and very little room in baccalaureate programs.

Special Study Modules (SSMs).³ Since associate and baccalaureate degree curricula of allied health programs--including nursing, dental hygiene, radiological technology, and vision care--are highly constrained by requirements imposed by licensing and accrediting bodies at the state and national levels, the curricular outcome of this intensive faculty development project will be the

³Lancaster, T. Hart, R., & Gardner S. (2002), Literature and medicine evaluating a special study module using the nominal group technique. *Medical Education* (11), pp. 1071-1076

development of Special Study Modules (SSMs). SSMs are a format that has been widely and effectively used in medical education where the core curriculum is also highly specified and leaves little room for electives. Each Special Study Module will feature a topic at the interface of the health sciences and the humanities.

Project Leadership: Barbara Grumet, J.D., Project Director (5% time), will provide administrative oversight. As Dean of the School of Professional Studies she is responsible for programs leading to licensure in health disciplines. Dean Grumet has taught courses in health care law and administrative ethics to graduate students. She received a B.A. from Denison University and a J.D. from New York University School of Law. **Mary Sue Donsky, J.D., Associate Professor of Law and Paralegal Studies, Project Co-Director (25%time)**, will manage the operational details of the project. Ms. Donsky teaches Estates, Trusts and Wills and a writing-intensive Senior Legal Seminar (Capstone) class. As a docent at the Metropolitan Museum of Art, she takes her students on a tour she created there entitled “Honoring the Dead in Art across Time and Cultures.”

Part II: Content and Design

The *Comparative Perspectives* project has four components:

- An **Inaugural Lecture** that introduces the NEH Comparative Perspectives project and the NEH Faculty Fellows to the college community.
- A year-long **Faculty Seminar** for sixteen NEH Fellows who will pursue an intellectually rigorous study of the selected themes and will produce Special Study Modules;
- Two *Comparative Perspectives on Health, Illness and Healing* **Colloquia** featuring seminar themes, to which the college community will be invited;
- A broad and vigorous **dissemination** agenda pursued through presentations and publications by NEH Fellows to professional peers throughout CUNY as well as a web-based dissemination platform through which the new Special Study Modules can be shared with professional peers nationally.

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Table 1: Contents of Year-Long NEH Faculty Seminar for NEH Faculty Fellows

Topic 1: Introduction to the Tools of the Humanities	
Seminar Leader	Dr. Elaine Leinung is a Certified Family Nurse Practitioner. She received a DNP in Educational Leadership from Case Western Reserve University in 2008.
Description. The pressure of preparing students for licensure exams requires heavy emphasis on professional content, including diagnostic and treatment procedures and the use of technology. There is little time to teach students how to be good listeners or to appreciate how the patients' background, ethnicity, and culture may influence responses to illness. Faculty members whose own training has been in career and professional programs have had little formal exposure to the humanities and how they can inform understanding of health and illness. The introductory topic will provide readings that challenge seminar participants to listen to patients' voices.	
Key Questions	What can fiction and poetry teach us about health and illness? How can healthcare professionals enhance their appreciation of differing cultural views of health and illness by using the analytical tools of the humanities?
External Scholar	Dr. Rita Charon, Professor of Clinical Medicine, Columbia University College of Physicians and Surgeons, and Director of the Program in Narrative Medicine.
Key Texts/Resources	Charon, Rita. <i>Narrative Medicine: Honoring the Stories of Illness</i> . Oxford: Oxford University Press, 2006; Fadiman, Ann. <i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures</i> . (1997); Greenhalgh, Tina. <i>What Seems to be the Trouble? Stories in Illness and Healthcare</i> . Radcliffe Publishing: 2006 Film: <i>Love in the Time of Cholera</i> , 2007.
Seminar Topic 2. Systems of Medicine (East and West)	
Seminar Leader	Dr. Laina Karthikeyan, Associate Professor and Chair-elect, Department of Biology. Dr. Karthikeyan received her Ph.D. in Molecular Biology focusing on Neuroscience from New York University School of Medicine in 1994.
Description: In recent years "alternative" techniques of healing have gained currency; many have non-Western origins and are traditional systems that have existed for thousands of years. Healthcare providers and medical and allied health faculty should understand their respective philosophical bases and strengths and weaknesses. Conventional Western (Allopathic) medicine	

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<p>and Traditional Chinese Medicine (TCM) have long been viewed as two distinct and divergent medicines. Western medicine treats illness by isolating the diseased area and giving drug medications to alter and counteract the individual problem. TCM is largely centered on the view of the body as its own ecosystem, in which components of the body function cooperatively, and that sustaining a level of harmony and balance is essential to good health. Ayurveda is a comprehensive natural health care system that originated in India more than 5000 years ago and is still widely used. This cross-cultural inquiry will contrast and connect Chinese and Indian systems of medicine with Western medical cultures.</p>	
<p>Key Questions</p>	<p>What are the major differences between Eastern (traditional Chinese medicine (TCM), Ayurveda) other indigenous medical practices, and Western systems of medicine? What are the various historical and/or theoretical roots of these traditions and how do they fit in with the cultural ethos of the early 21st century of the West? What are challenges—intellectual, ethical, and political--raised by eastern and traditional systems in comparison to Western systems of medicine?</p>
<p>External Scholar</p>	<p>Arya Nielsen, PhD, Beth Israel Medical Center for Integrative Medicine. Dr. Nielson directs the Acupuncture Fellowship Program for Inpatient Care.</p>
<p>Key Texts</p>	<p>Callahan, Daniel, ed. <i>The Role of Complementary and Alternative Medicine: Accommodating Pluralism</i>, 2002. Thorne, S., Best, A., Balon, J., Merrijoy, K. & Rickhi, B. <i>Ethical Dimensions in the Borderland between Conventional and Complementary/Alternative Medicine</i>. December 2002, Vol. 8, No. 6: 907-915. NAME PUBLICATION</p>
<p>Topic 3: Portrayals of Illness in Eastern and Western Visual Arts Traditions</p>	
<p>Seminar Leader</p>	<p>Dr. Kara Pasner, OD, is an Assistant Professor of Vision Care Technology at the New York College of Technology, City University of New York. She earned a Masters of Science in Vision Science.</p>
<p>Description. Looking at diverse representations of illness in world art, how do the visual arts of different cultures provide insight into the human condition, suffering, personhood, and people’s responsibility to one another?</p>	
<p>Key Question</p>	<p>How are healers represented in diverse cultures? How can learning about the arts help to nurture skills of observation, analysis, empathy, and self-reflection, skills that are essential for humane medical care?</p>

External Scholar	Dr. Bert Hansen, Ph.D., Professor of History, Baruch College (CUNY)
Key Texts	Hansen, Bert. <i>Picturing Medical Progress from Pasteur to Polio: A History of Mass Media Images and Popular Attitudes in America</i> ,
Topic 4: Comparative Cultural Perspectives on Addiction and the Amelioration of Suffering	
Seminar Leaders	<p>Dr. Gwen Cohen Brown, Associate Professor of Dental Hygiene, is a Fellow in the American Academy of Oral and Maxillofacial Pathology. She holds a D.D.S. from NYU College of Dentistry.</p> <p>Dr. Aida Egues, Assistant Professor of Nursing, holds a doctorate in Nursing Practice from Case Western Reserve University.</p>
<p>Description: Different cultural understandings of the etiology of addiction receive only peripheral treatment in much of health provider education and practice. In the Western medical model, addiction is portrayed in literature and the performing arts as a separate ailment. Eastern perspectives on addiction suggest that it is not a separate ailment but rather a condition on the continuum of suffering, and one in which addiction is sometimes used as a tool for control, submission, and war. Both traditions, however, emphasize behavior modification as an important tool for recovery. This seminar will examine the ethics behind the currently favored “harm reduction” approach. It will also explore the efficacy of culturally responsive music, art, and drama as therapeutic media for helping the afflicted.</p>	
Key Questions	What is the role of individual responsibility in addiction, as seen from diverse cultural perspectives? What are the ethical implications of a “harm reduction” approach to addiction? How can Eastern and Western perspectives on treating addiction influence contemporary healthcare practice?
Expert Scholars	<p>Dr. Jeffrey T. Parsons, Director of the Hunter College Center for HIV/AIDS Educational Studies and Training.</p> <p>Dr. Benjamin Shepard, Assistant Professor of Human Services, City Tech. Topic: “Harm Reduction”</p>
Key Texts	Eaton, V. G. (1888), <i>How the Opium Habit Is Acquired</i> ; Blen, T. (2002). <i>Mindful Recovery: A Spiritual Path to Healing from Addiction</i> ; Verghese, A (1988) <i>The Tennis Partner: A Doctor’s Story of Friendship and Loss</i> .

<p>Topic 5: End of Life Matters</p> <p><i>Experiences of illness and death, as well as beliefs about the appropriate role of healers, are profoundly influenced by patients' cultural background.</i></p> <p>Barbara A. Koenig, PhD, and Jan Gates-Williams, PhD, <i>Understanding Cultural Difference in Caring for Dying Patients</i>, (1995)</p>	
<p>Seminar Leader</p>	<p>Mary Sue Donsky, J.D., Associate Professor of Law and Paralegal Studies, teaches Estates, Trusts and Wills as well as the writing-intensive Senior Legal Seminar (Capstone) class.</p>
<p>Description. This unit will use Leo Tolstoy's 1886 novella, <i>The Death of Ivan Illyich</i>, and Alejandro González Iñárritu's 2003 film, <i>21 Grams</i>, as springboards to explore how understanding cultural differences may improve care for dying patients and their families. It will also examine how various cultures mourn and commemorate their decedents through the fine arts. The focusing event will be a gallery talk at the Metropolitan Museum of Art "Representations of the Dead in African Art"</p>	
<p>Key Questions</p>	<p>What is the significance of patient autonomy/ the right to die and respecting patients'/families' wishes for treatment or the withholding of life-prolonging treatment? What are the impacts of suffering and the role of palliative medicine in protecting a patient's physical, emotional and spiritual well-being at the end of life?</p>
<p>Key Texts</p>	<p>Clarke, B. (1981). <i>Whose Life Is It Anyway?</i> Heinemann Publishing; Tolstoy, Leo. The Death of Ivan Illich, in <i>The Great Short Works of Leo Tolstoy</i>, New York, Harper Collins, 2004; Matter of Quinlan, 70 N.J.10, 355 A.2d 657 (N.J., 1976)</p>

Part III: Institutional Context

Demographics: City Tech reflects the rich ethnic and linguistic diversity of New York City, a global metropolis of 8,244,910. Roughly thirty-two percent (32.5%) of students are Black (non-Hispanic), 33.2% are Hispanic, 19.2% are Asian/Pacific Islander, and 11% are White (non-Hispanic). Students represent more than 130 countries of origin; more than 60% of students speak a language other than English at home. City Tech served 15,963 students in Fall 2011, See New York City College of Technology (CUNY)

Appendix for Institutional Profile. Most City Tech students live in Brooklyn, the borough that ranks first among New York's five boroughs in the number of people receiving public assistance, Medicaid, and food stamps. The fact that Brooklyn (Kings County, New York) is ranked by the Health Resources and Services Administration (HRSA) as having the third largest number of medically underserved areas among all counties in the nation,⁴ lends urgency to this proposal because this is the urban context within which City Tech allied health graduates will pursue their careers. (See Appendix for Institutional Profile and Description of Prior NEH Support.)

Dissemination and Broader Impacts. Because humanities education is not common at the associate degree allied health education level, we anticipate interest from professional colleagues both within the City University of New York and nationally. We anticipate dissemination in a variety of ways.

- Faculty will develop modules and learning activities that can be incorporated into pre-licensure curricula. These may include enriching the case studies that are used frequently in classroom activities, adding humanities components to lectures, and making students more culturally aware of different perspectives in defining health and illness in patients who present with symptoms of disease.
- Faculty will prepare continuing education lectures and presentations to expand their learning to other practitioners.
- Faculty will prepare scholarly presentations to share with colleagues at regional and national professional conferences.
- Faculty will publish articles about the role of humanities in allied health education and practice in professional journals.
- Faculty will submit modules to educational portals such as meded portal (www.mededportal.org) sponsored by the Association of American Medical Colleges.

Another broad impact will be to continue inter-professional work that has already begun at CityTech, but with a humanities focus. Faculty from several disciplines (e.g., Rad Tech and

⁴ HRSA. USA Counties That Have Medically Underserved Areas in the Lower 48 States, USA, 2008.

Nursing, Dental Hygiene and Biology) have begun research and teaching activities across their disciplines. The participating faculty can contribute a humanities focus to their work.

The prelicensure programs are highly successful, with licensure pass rates generally exceeding 90% on a regular basis. The curricula are highly prescribed, with little to no room for added coursework. This workshop will enable faculty participants to think more broadly about their role as educators and health care providers. This in turn will enable them to incorporate content from a humanities and cross-cultural perspective into their classroom and clinical activities. As health care becomes increasingly complex and expensive, it is imperative that health care providers become more sensitive to their patients. A broader exposure to the humanities will give students and faculty new ways of thinking about their roles as professionals, and equip them with more tools to relate to their patients. (see, e.g., Pauline Chen, “Can Doctors Learn Empathy?”, <http://well.blogs.nytimes.com/2012/06/21can-doctors-learn-empathy>).

Evaluation. The evaluation, to be conducted by the PI and the Project Director and submitted to NEH, will measure project impact along three dimensions: (1) the extent of learning by the NEH Faculty Fellows on the five themes of the faculty seminar, acquired through interaction with faculty peers, visiting scholars, and key texts—faculty will self-assess on this measure; (2) the number and utility of humanities Special Study Modules created by Fellows—as measured by their adoption into existing allied health courses; and the impact of dissemination activities—as measured by the breadth of professional audiences reached and SSMs disseminated.

See Title V Letter of Eligibility from the U.S. Department of Education in Appendix.

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WORK PLAN

Semester I – January-May, 2013

January 2013

Select participants in the seminar

Create “open Lab” web platform to post schedules, readings, discussion questions, and a blog for participants

Host opening event-Dr. Rita Charon, keynoter

Topic 1: Introduction to the Tools of the Humanities

Six week seminar February-March 2013

Readings: Charon, Rita. Narrative Medicine: Honoring the Stories of Illness. Oxford: Oxford University press, 2006; Fadiman, Anne. The Spirit Catches You and You Fall Down: A Hmong Child, her American Doctors, and the Collision of Two Cultures , New York: Farrar, Straus, and Giroux, 1997; Greenhalgh, Tina. What seems to be the Trouble? Stories in Illness and Healthcare. Radcliffe Publishing: 2006.

Weeks 1-6 Discussion Blog

Week 3 Seminar discussion on readings. Guest speakers: Joy Jacobson, Poet in Residence and James Stubenrauch, Senior Fellow, Center for Health Media and Policy Hunter College. Seminar leader: Dr. Elaine Leinung.

Week 4 Film, Love in the time of Cholera (2007)

Weeks 4-5 Open Lab discussion and contributing ideas for teaching activities (module, case studies, etc.)

Week 6 Discussion of topic, questions raised, develop student activities. Discussion leader:

Dr. Elaine Leinung

Topic 2 Systems of Medicine (East and West)

Six week seminar February-March 2013

Readings:

Callahan, D. (Ed.). (2004). *The Role of Complementary and Alternative Medicine: Accommodating Pluralism* (1st ed.). Georgetown University Press.

Thorne, S. Best, A. Balon, J. Merrijoy, K. & Rickhi, B. (2002) Ethical Dimensions in the Borderline between Conventional and Complementary/Alternative Medicine. *The Journal of Alternative and Complementary Medicine*, 8 (6), 907-915.

Weeks 1-6 Discussion Blog

Week 1 Guest speaker Arya Nielsen, PhD, Beth Israel Medical Center for Integrative Medicine

Week 3 Seminar discussion on readings and guest speaker. Seminar leader: Laina Karthikeyan

Week 4 Trip to Ishwar Center, Jackson Heights, Queens, New York City

Weeks 4-5 Open lab discussion and contributing ideas for teaching activities (module, case studies, etc.)

Week 6 Discussion of topic, questions raised, develop student activities Discussion leader:

Dr. Laina Karthykian

Topic 3 Portrayals of Illness in Eastern and Western Visual Art

Six week seminar April-May 2013

Readings:

Hansen, Bert. *Picturing Medical Progress from Pasteur to Polio: A History of Mass Media Images and Popular Attitudes in America*.

Week 1 Guest speaker Dr. Bert Hansen, Professor of History, Baruch College, City University of New York

Weeks 1-6 discussion blog

Week 3 Seminar discussion on readings and guest speaker. Seminar leader: Dr. Kara Pasner

Weeks 4-5 open lab discussion and contributing ideas for teaching activities

Week 4: Trip: The Bodies exhibit in Lower Manhattan

Week 6 discussion of topic, questions raised, develop student activities. Discussion leader

Dr. Kara Pasner

Semester II – September-December 2013

Topic 4 Comparative Cultural Perspectives on Addiction and the Amelioration of Suffering

Six week seminar September-October 2013

Readings:

Eaton, G. V. (1888). How the Opium Habit is Acquired. *The Popular Science Monthly* 33, 663-67

Ph.D, T. B., & Bien, B. (2002). *Mindful Recovery: A Spiritual Path to Healing from Addiction* (1st ed.). Wiley.

Verghese, A (1988). *The Tennis Partner: A Doctor's Story of Friendship and Loss*. New York, Farrar, Straus and Groux.

Week 1 Guest speaker Dr. Jeffrey T. Parsons, Director, Hunter College Center for Hiv/AIDS, and Distinguished Professor, City University of New York

Week 2 Guest speaker Dr. Benjamin Shepard, Assistant Professor, New York City College of Technology.

Weeks 1-6 Discussion blog

Week 3 seminar discussion on readings and guest speakers. Seminar leaders Dr. Aida Eques and Dr. Gwen Cohen Brown

Medical Narrative: Ben Folds, internationally recognized musician, songwriter, record producer and Judge of the NBC Television series *The Sing-Off*

Weeks 4-5 Open lab discussion and contributing ideas for teaching activities

Week 4 Film *The Lost Weekend*

Week 6 Discussion of topic, questions raised, develop student activities. Discussion leaders:

Dr. Aida Eques and Dr. Gwen Cohen Brown

Topic 5 End of Life Matters

Six week seminar October-December 2013

Readings:

Clarke, B. (1981). *Whose Life Is It Anyway?* Heinemann Publishing.

Matter of Quinlan, 70 N.J.10, 355 A.2d 657 (N.J., 1976)

Tolstoy, L. (2004). *Great Short Works of Leo Tolstoy*. (L. Maude, A. Maude, J. D. Duff, & S. A. Carmack, Trans.). Harper Perennial Modern Classics

Weeks 1-6 Discussion Blog

Week 3 Seminar discussion on readings and guest speaker. Seminar leader Mary Sue Donsky

Weeks 4-5 Open Lab discussion and contributing ideas for teaching activities

Week 4 Trip to Metropolitan Museum of Art - Docent Mary Sue Donsky will lead participants on a tour of the museum's holdings in ancient Egyptian and Greek art that focus on death and burial.

Week 6: Discussion of topic, questions raised, develop student activities Discussion leader Mary Sue Donsky J.D

November/December 2013 (date to be determined) Present at New York City College of Technology Faculty Poster Session.

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Love in the Time of Cholera, (2007). Film

Matter of Quinlan, 70 N.J.10, 355 A.2d 657 (N.J., 1976)

Ph.D, T. B., & Bien, B. (2002). *Mindful Recovery: A Spiritual Path to Healing from Addiction* (1st ed.). Wiley.

Tolstoy, L. (2004). *Great Short Works of Leo Tolstoy*. (L. Maude, A. Maude, J. D. Duff, & S. A. Carmack, Trans.). Harper Perennial Modern Classics

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Results of Prior NEH Support to New York City College of Technology (CUNY)

The National Endowment for the Humanities for has generously supported humanities initiatives at New York City College of Technology (CUNY). NEH funding has had an extraordinarily broadening impact upon the intellectual climate of our institution. As our name implies, City Tech prepares students for professional and technological careers. Within this context, we have used the inspiration of place—New York City in general and Brooklyn in particular—to explore such topics as how global communications, the flow of labor and capital, and advancing technology have influenced growth and change in neighborhoods from which our students come.

Our first NEH-funded faculty development project, *Retentions and Transfigurations: The Technological Evolution and Social History of Five New York Neighborhoods (2006)*, was conducted in partnership with the Municipal Art Society and featured a seminar and field studies by City Tech faculty. When the project ended, participants wanted to do more. They received CUNY funding to support a project entitled *Green Brooklyn*, a neighborhood-focused environmental studies project that culminated in student-led walking tours.

This endeavor led to our second NEH-funded project, *Water and Work: The Ecology of Downtown Brooklyn (2007)*, which in turn led to a third NEH grant to support a digital humanities start-up project entitled *Looking for Whitman: The Poetry of Place in the Life and Work of Walt Whitman (2008)*. The latter project has linked City Tech with the University of Mary Washington (VA), Rutgers University Camden (NJ), and New York University in the creation of an interactive digital resource that makes local Whitman-related resources found near each institution available to all.

A Level 2 Digital Humanities Project built upon the first *Looking for Whitman* project and enabled the faculty to bring the project to scale. *Along the Shore: Exploring Brooklyn's Historic Waterfront*, a Summer Workshop for Community College Faculty from around the nation was funded by NEH in 2010, and again in 2012, though this summer it was not restricted to community college faculty alone. What is distinctive in City Tech's approach as a college of technology are the ways in which faculty and students use new media to capture, interpret, and present our learning as we grapple with enduring questions manifest in our own neighborhoods.

The present application represents a new direction for City Tech. The project bridges the humanities with professional education in allied health in order to better understand the remarkable diversity of worldviews that come together in the healthcare delivery system of the global city of New York.

Barbara Burke, Director of Sponsored Programs, 6/26/12