

## Pandemics in History, Literature, and Today

<p><b>Preparatory Materials</b></p> <p><b>These will be provided in April.</b></p>	<p><b>Participant should have read before arrival:</b></p> <p>History:</p> <ul style="list-style-type: none"> <li>• Laura Spinney, <i>Pale Rider: The Spanish Flu of 1918 and How It Changed the World</i> (New York: Public Affairs, 2017).</li> </ul> <p>Novels:</p> <ul style="list-style-type: none"> <li>• Buchi Emecheta, <i>The Slave Girl: A Novel</i> (New York: George Braziller, 1980)</li> <li>• Katherine Anne Porter, <i>Pale Horse, Pale Rider</i> (repr. 1939, Houghton Mifflin Harcourt, 1990)</li> </ul> <p>Selected readings during the workshop will be taken from:</p> <ul style="list-style-type: none"> <li>• Catharine Arnold, <i>Pandemic 1918: Eyewitness accounts from the Greatest Medical Holocaust in Modern History</i> New York: St. Martin's Griffin, 2018.</li> <li>• Susan Kingsley Kent, <i>The Influenza Pandemic of 1918-1919: A Brief History with Documents</i> (Boston, MA: Bedford St. Martin, 2012).</li> </ul> <p>They will also receive a packet of selected readings listed below.</p>
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<p><b>SUNDAY</b></p> <p><b>Arrival and Evening Reception</b></p>	<p>7:00-8:30</p>	<p>Reception hosted by the University of Arkansas Humanities Center</p>
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<p><b>MONDAY</b></p> <p><b>Introductions: The program, participants, and medical humanities</b></p>	<p>9:00-9:45</p>	<p>Coffee and small group lesson plan discussion</p>
	<p>10:00-10:30</p>	<p>Introductions to people, program, and themes Kayser and Starks</p>
	<p>10:45-11:30</p>	<p>Introduction of project templates and selection of final project groups: Kendrick-Perry, McComas, and Nichols</p>
	<p>11:30-1:00</p>	<p>Lunch</p>
	<p>1:00-2:00</p>	<p>Lecture and discussion “What are the categories for analysis from medical humanists?”</p>
	<p>2:15-3:15</p>	<p>Discussion of Rosenberg, “Framing Disease” Starks</p>
	<p>3:30-5:00</p>	<p>Individual writing and reflection during small group break out meetings with Kayser, Kendrick-Perry, McComas, Nichols, and Starks</p>

	5:00-6:30	Dinner
	7:00	Viewing: PBS “American Experience: 1918 the Great Influenza”
<b>Materials for the Day:</b>	<ul style="list-style-type: none"> <li>• Charles E. Rosenberg, “Framing Disease: Illness, Society, and History,” <i>Framing Disease: Studies in Cultural History</i>, Charles E. Rosenberg and Janet Lynne Golden eds. (Rutgers University Press, 1992), xiii – xxvi.</li> <li>• Susan Sontag, “Illness as Metaphor,” reprinted in <i>Illness as Metaphor and AIDS and Its Metaphors</i>. New York: Picador, 1978.</li> </ul>	
<b>Further Reference Materials:</b>	<ul style="list-style-type: none"> <li>• Kim Krisberg, “Narrative Medicine: Every Patient Has a Story,” <i>Association of American Medical Colleges News</i> March 28, 2017. <a href="https://www.aamc.org/news-insights/narrative-medicine-every-patient-has-story">https://www.aamc.org/news-insights/narrative-medicine-every-patient-has-story</a></li> <li>• H. L. Nelson, <i>Stories and Their Limits: Narrative Approaches to Bioethics</i>. New York, NY: Routledge; 1997.</li> <li>• Charles E. Rosenberg, “What is an Epidemic? AIDS in Historical Perspective,” <i>Daedalus</i> 118: 2 (Spring 1989), 1-17.</li> <li>• Jessica Reinisch, “After the End of Disease: Rethinking the Epidemic Narrative,” <i>The Reluctant Internationalists</i> 18 May 2016 <a href="http://www.bbk.ac.uk/reluctantinternationalists/blog/end-disease-rethinking-epidemic-narrative/">http://www.bbk.ac.uk/reluctantinternationalists/blog/end-disease-rethinking-epidemic-narrative/</a></li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• What are the three factors of the art of medicine according to Hippocrates?</li> <li>• How does each factor contribute to a distinct viewpoint?</li> <li>• How do these main viewpoints change perspectives on medical history?</li> <li>• How is disease changed by context?</li> <li>• How does illness function as a metaphor?</li> <li>• How do doctors gain power in medicine before they can cure?</li> <li>• How are narrative and medicine connected?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• How might medical humanities “hook” students in your classrooms?</li> <li>• How might perspectives from the humanities and social sciences influence medical education and practice?</li> </ul>	

<b>TUESDAY</b>  <b>1918 in the United States and Western Europe</b>	9:00-9:45	Coffee and small group lesson plan discussion
	10:00-11:30	Lecture and discussion, Starks – “1918 Outbreak, the Great War, and Public Health”
	11:30-1:00	Lunch
	1:00-2:30	Workshop, Starks – “Public health propaganda as a source”

	2:30-3:30	Primary source work with National Library of Medicine and Wellcome Databases with Special Collections -- Allen
	3:45-4:30	Discussion, Nichols and Starks “Reporting on the pandemic, the problem of sources, and student projects”
	4:30-5:00	Individual reflection on sources and library work with secondary resources for lesson plans
	5:00-6:30	Dinner
<b>Materials for the Day:</b>	Primary Sources: <ul style="list-style-type: none"> <li>Susan Kingsley Kent, <i>The Influenza Pandemic of 1918-1919: A Brief History with Documents</i> (Boston, MA: Bedford St. Martin, 2012).</li> </ul> Secondary Source: <ul style="list-style-type: none"> <li>Laura Spinney, <i>Pale Rider: The Spanish Flu of 1918 and How It Changed the World</i> (New York: Public Affairs, 2017).</li> </ul>	
<b>Further Reference Materials:</b>	<ul style="list-style-type: none"> <li>National Library of Medicine: Images from the History of Medicine <a href="https://www.nlm.nih.gov/hmd/ihm/index.html">https://www.nlm.nih.gov/hmd/ihm/index.html</a></li> <li>Wellcome Collection: Visuals and Images <a href="https://wellcomecollection.org/works">https://wellcomecollection.org/works</a></li> <li>John M. Barry, <i>The Great Influenza: The Story of the Deadliest Pandemic in History</i>. (New York: Penguin, 2005).</li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>How did World War I effect information about the influenza?</li> <li>Which countries were first hit?</li> <li>How did information affect the naming of the flu?</li> <li>How did perceptions of the spread of the flu affect perception?</li> <li>What is the latest research on epidemiology of 1918?</li> <li>How did the flow of the disease in 1918 echo its movement in 2020?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>How has public health power changed since 1918?</li> <li>What messages and means of communication remain constant?</li> </ul>	

<b>WEDNESDAY</b>  <b>1918 in literature and the arts</b>	9:00-9:45	Coffee and small group lesson plan discussion
	10:00-11:30	Lecture and discussion Kayser – “Medical Narratives and Disease Experience”
	11:30-1:00	Lunch
	1:00-2:45	Discussion: <i>Pale Horse, Pale Rider</i> – Kayser
	3:00-3:45	Guided work with art, music, and other primary sources, Kayser and Starks – “Arts and Music in 1918”
	4:00-5:00	Large group discussion on how to integrate materials into K-12 curriculum and final assignments -- Kayser, Nichols, and Starks.
	5:00-6:30	Dinner

<b>Materials for the Day:</b>	<p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Katherine Anne Porter, <i>Pale Horse, Pale Rider</i> (repr. 1939, Houghton Mifflin Harcourt, 1990)</li> </ul> <p>Secondary source:</p> <ul style="list-style-type: none"> <li>• Rita Charon, “Narrative Medicine: A Model for Empathy, Reflection, Profession, and Trust,” <i>Journal of the American Medical Association</i> 286: 15 (2001): 1897-1902. <a href="https://jamanetwork.com/journals/jama/fullarticle/194300">https://jamanetwork.com/journals/jama/fullarticle/194300</a></li> </ul>
<b>Further Reference Materials:</b>	<ul style="list-style-type: none"> <li>• Online exhibition from University of Maryland libraries on adaptations of <i>Pale Horse, Pale Rider</i> <a href="https://hornbakelibrary.wordpress.com/2019/08/13/what-a-history-katherine-anne-porters-pale-horse-pale-rider-at-80/">https://hornbakelibrary.wordpress.com/2019/08/13/what-a-history-katherine-anne-porters-pale-horse-pale-rider-at-80/</a></li> <li>• K. M. Hunter, <i>Doctors' Stories: The Narrative Structure of Medical Knowledge</i>. Princeton, NJ: Princeton University Press; 1993.</li> <li>• Kleinman <i>The Illness Narratives: Suffering, Healing and the Human Condition</i>. New York, NY: Basic Books; 1988.</li> <li>• Priscilla Wald, <i>Contagious: Cultures, Carriers, and the Outbreak Narrative</i> (Duke University Press, 2008).</li> </ul>
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• How does Porter’s narrative reflect conventions or topics seen in nonfiction accounts?</li> <li>• How does illness function in Porter’s novel?</li> <li>• How do other artistic works of 1918 reflect Porter’s style or narrative?</li> <li>• Do paintings or music emphasize different points about 1918?</li> <li>• How does art experience affect healthcare practitioners or the public?</li> </ul>
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• What value does studying/experiencing art, literature or music have for patients?</li> <li>• How might art, literature, or music be incorporated into lesson plans?</li> </ul>

<b>THURSDAY</b>  <b>1918 around the world</b>	9:00-9:45	Coffee and small group lesson plan discussion
	10:00-11:30	Lecture and discussion – Starks, “Colonial Medicine and Africa”
	11:30-1:00	Lunch
	1:00-2:30	Lecture and discussion – Cleveland, “Africa and 1918”
	2:30-4:00	Discussion: <i>The Slave Girl</i> – Cleveland, Kayser, and Starks
	4:00-5:00	Reflection and group time
	5:00-6:30	Dinner
<b>Materials for the Day:</b>	Primary source:	

	<p>Buchi Emecheta, <i>The Slave Girl: A Novel</i> (New York: George Braziller, 1980)</p> <p>Secondary Source: Maura Chhun, “1918 flu pandemic killed 12 million Indians, and British overlords’ indifference strengthened the anti-colonial movement,” <i>The Conversation</i> April 17, 2020. <a href="https://theconversation.com/1918-flu-pandemic-killed-12-million-indians-and-british-overlords-indifference-strengthened-the-anti-colonial-movement-133605?utm_medium=Social&amp;utm_source=Twitter#Echobox=1587156127">https://theconversation.com/1918-flu-pandemic-killed-12-million-indians-and-british-overlords-indifference-strengthened-the-anti-colonial-movement-133605?utm_medium=Social&amp;utm_source=Twitter#Echobox=1587156127</a></p> <p>Laura Spinney, <i>Pale Rider: The Spanish Flu of 1918 and How It Changed the World</i> (New York: Public Affairs, 2017).</p>
<b>Further Reference Materials:</b>	<p>Jane Elizabeth Fisher, <i>Envisioning Disease, Gender, and War: Women’s Narratives of the 1918 Influenza Pandemic</i> (New York: Palgrave Macmillan, 2012).</p> <p>Mark Osbourne Humphries, <i>The Last Plague: Spanish Influenza and the Politics of Public Health in Canada</i> Toronto: University of Toronto Press, 2013.</p> <p>Marc Matera, Misty L. Bastian, S. Kingsley Kent, and Susan Kingsley Kent, eds. <i>The Women’s War of 1929: Gender and Violence in Colonial Nigeria</i> (Palgrave Macmillan, 2013).</p>
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• How does the epidemic differ in Africa from the United States and Britain?</li> <li>• How is this a reflection of different medical structures?</li> <li>• How is this a result of colonial power?</li> <li>• How do the effects of the flu linger and why?</li> </ul>
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• How does Emecheta’s use of the influenza differ from Porter?</li> <li>• What long term effects do you see coming from our 2020 experience?</li> <li>• What resonates about these narratives of 1918 with your experiences in 2020?</li> </ul>

<b>FRIDAY</b>  <b>Practitioners in 1918</b>	9:00-9:45	Coffee and small group lesson plan discussion
	10:00-11:30	Lecture and discussion, Starks “Virology, medical personnel, and 1918”
	11:30-1:00	Lunch
	1:00-2:30	Workshop, Kayser “Practitioner voices in medical narratives”
	2:45-4:00	Work with primary source materials in the Libraries’ Special Collections about medical workers in 1918. Discussion of digital resources available for other areas.

	4:15-5:00	Small group discussion of reflection with break outs with Kayser, Nichols, and Starks
	5:00-6:30	Dinner
<b>Materials for the Day:</b>	Primary Sources: World War I Nurse Photo Album: <a href="https://uark.as.atlas-sys.com/repositories/2/resources/612">https://uark.as.atlas-sys.com/repositories/2/resources/612</a>  Bud Lighton Diary of the Influenza <a href="https://uark.as.atlas-sys.com/repositories/2/archival_objects/184113">https://uark.as.atlas-sys.com/repositories/2/archival_objects/184113</a> .  Secondary Sources: Laura Spinney, <i>Pale Rider: The Spanish Flu of 1918 and How It Changed the World</i> (New York: Public Affairs, 2017).	
<b>Further Reference Materials:</b>	Jane Elizabeth Fisher, <i>Envisioning Disease, Gender, and War: Women's Narratives of the 1918 Influenza Pandemic</i> (New York: Palgrave Macmillan, 2012).	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• How does the voice of the practitioner differ from that of the reporter or the patient?</li> <li>• How are practitioners given benefit or doubt and when?</li> <li>• What are the benefits and problems of photo sources?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• What exercises can help students learn to work with the different voices?</li> </ul>	

<b>WEEKEND ACTIVITIES</b>
Participants will be encouraged to take a trip to either the Crystal Bridges Museum of American Art or a hike in the Devil's Den park. Both are about forty-five minutes away and offer unique Ozarks experiences. Further information on trails, local sights, and options for entertainment will be shared through the website.

<b>MONDAY</b>  <b>What is oral history and how can it be used in the classroom?</b>	9:00-9:30	Transport to Pryor Center for Oral and Visual History
	9:30-11:30	Tour of center and introduction to major material resources - - Schwabb
	11:30-1:00	Lunch
	1:00-1:15	Lecture and discussion, Kendrick-Perry "Bringing oral history into curriculum and its benefits: Lessons from the veterans' history project"
	1:30-2:30	Workshop, Kendrick-Perry "Accessing and Using Oral History Interviews from the Archives: Ethics, techniques, and uses" Discussion of tools and techniques for collecting and preservation of oral history and use in classrooms

	2:30 -4:45	Small group discussions with break out meetings about pedagogic projects using oral history -- Kendrick-Perry and Nichols
	5:00-6:30	Return to campus for dinner or optional tour of historic, downtown Fayetteville and dinner at Ozark Mountain Restaurant. Walk back to campus along trails (about a mile) – Starks
<b>Materials for the Day:</b>	Primary sources: <ul style="list-style-type: none"> <li>• Oral history interviews from the Pryor center databases</li> </ul> Secondary source: <ul style="list-style-type: none"> <li>• Binder from Pryor Center, “On Pursuing Oral History”</li> </ul>	
<b>Further Reference Materials:</b>	<ul style="list-style-type: none"> <li>• Katherine Borland, “‘That’s Not What I Said’: Interpretive Conflict in Oral Narrative Research.” <i>Womens’s Words: The Feminist Practice of Oral History</i>, edited by Sherna Berger Gluck and Daphe Patai. Routledge, 1991, pp. 63-75.</li> <li>• Charles Hardy III and Doug Boyd, “Collecting in the Digital Age”: An Overview,” in <i>Oral History in the Digital Age</i> eds. Doug Boyd, Steve Cohen, Brad Rakerd, and Dean Rehberger (Washington, DC: Institute of Museum and Library Services, 2012). <a href="http://ohda.matrix.msu.edu/2012/06/collecting-in-the-digital-age/">http://ohda.matrix.msu.edu/2012/06/collecting-in-the-digital-age/</a></li> <li>• Barbara W. Sommer and Mary Kay Quinlan, <i>Capturing the Living Past: An Oral History Primer</i>, funding from the Nebraska State Historical Society. <a href="https://www.oralhistory.org/wpcontent/uploads/2018/06/Capturing_the_Living_Past_-_An_Oral_History_Primer-3.pdf">https://www.oralhistory.org/wpcontent/uploads/2018/06/Capturing_t he_Living_Past - An Oral History Primer-3.pdf</a></li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• What are some of the advantages of oral histories as sources?</li> <li>• How do interviewers, transcription methods, and preservation both bring the source to us and remove us from interpretation?</li> <li>• Which do you think a more “authentic” voice? Why?</li> <li>• What is the relationship between interviewer and interviewed?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• What oral history projects fit with current curriculum?</li> </ul>	

<b>TUESDAY</b>  <b>How is COVID being documented around the nation?</b>	9:00-9:45	Coffee and small group lesson plan discussion
	10:00-11:30	Lecture and discussion, Allen and Siegel Overview of “Documenting COVID” project in University of Arkansas Libraries’ Special Collections and similar project across the nation.
	11:30-1:00	Lunch
	1:00-2:00	Discussion – Allen and Siegel “Considerations for oral interviews of traumatic events”
	2:00-2:45	Large group discussion: Major turning points of 2020 to consider in framing from personal, local, state, national, and international standpoints

	3:00-5:00	Small groups: Creating considerate questions and how to follow up with individual meetings with Allen, Kayser, Siegel, and Starks
	5:00-6:30	Dinner
<b>Materials for the Day:</b>	Documenting COVID website and materials, UARK Libraries' Special Collections: <a href="https://folklife.uark.edu/documenting-covid-19/">https://folklife.uark.edu/documenting-covid-19/</a>	
<b>Further Reference Materials:</b>	<ul style="list-style-type: none"> <li>• The COVID-19 Oral History Project: <a href="https://sites.google.com/iu.edu/covid-19oralhistoryproject/?fbclid=IwAR2vk1skn3xusDY_av8aJt_8ro-2gPY-9_jccpdzD8EsHW6V2tMyjX7CeHQ">https://sites.google.com/iu.edu/covid-19oralhistoryproject/?fbclid=IwAR2vk1skn3xusDY_av8aJt_8ro-2gPY-9_jccpdzD8EsHW6V2tMyjX7CeHQ</a></li> <li>• International Center of Photography: A Forum for All to Document the COVID-19 Pandemic: <a href="https://www.icp.org/news/icpconcerned-a-forum-for-all-to-document-the-covid-19-pandemic">https://www.icp.org/news/icpconcerned-a-forum-for-all-to-document-the-covid-19-pandemic</a></li> <li>• A Journal of the Plague Year <a href="https://covid-19archive.org/s/archive/page/Share">https://covid-19archive.org/s/archive/page/Share</a></li> </ul>	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• Which groups were considered essential in 1918 and which today?</li> <li>• How do the oral histories examined from 2020 reflect narrative tropes of 1918?</li> <li>• Does your personal memory of 2020 conform to narratives from the stories of 1918?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• How can past materials inform current perspectives and classroom plans?</li> <li>• What projects are being pursued in your home state that could be used as primary sources for 2020?</li> <li>• How might your students become involved in collecting materials?</li> </ul>	

<b>WEDNESDAY</b>	9:00-9:45	Coffee and small group lesson plan discussion
	10:00-11:30	Interviews of Group 1 by Group 2
	11:30-1:00	Lunch
	1:00-2:30	Interviews of Group 2 by Group 1
	2:30-3:30	Lecture and discussion, Kayser, Kendrick-Perry, Nichols, and Starks -- "Reading and Using COVID-19 Interviews for Humanities Research"
	3:45-5:00	Large group discussion: Pitfalls, lessons, and considerations for lesson plans – Kayser, Kendrick-Perry, Nichols, and Starks
	5:00-6:30	Dinner

<b>Materials for the Day:</b>	StoryCorps website and applications: <a href="https://storycorps.org">https://storycorps.org</a>
<b>Further Reference Materials:</b>	Resource guides at the Oral History Association: <a href="https://www.oralhistory.org">https://www.oralhistory.org</a>
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• What did you learn from doing an interview yourself?</li> <li>• What limitations to interviews did the practice reveal?</li> <li>• What are the advantages of interviews as a source?</li> <li>• How can you convey this to students?</li> </ul>
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• What did the interview process make you think of other source materials you use for class?</li> <li>• What challenges might students face in collecting and telling someone else's story?</li> </ul>

<b>THURSDAY</b>  <b>From institute to the classroom</b>	9:00-9:45	Coffee and small group lesson plan discussion
	10:00-11:30	Planning session, Nichols -- "Integrating 1918 and COVID into the history curriculum"
	11:30-1:00	Lunch
	1:00-2:30	Lecture and Discussion, McComas "Bringing humanities into the science classroom"
	2:30-5:00	Small group work on lesson plans
	5:00-6:30	Dinner
<b>Materials for the Day:</b>	Robert Root-Bernstein, "STEMM education should get "HACD," <i>Science</i> 6 July 2018, 22-23.	
<b>Further Reference Materials:</b>	Lowenstein, Jerome. "Can You Teach Compassion?" In <i>The Midnight Meal: And Other Essays about Doctors, Patients, and Medicine</i> , edited by Jerome Lowenstein. Ann Arbor: University of Michigan Press, 1997.  Wear, Delese. "The Medical Humanities: Toward a Renewed Praxis." <i>Journal of Medical Humanities</i> 30:4 (2009): 209-220.	
<b>Group Discussion:</b>	<ul style="list-style-type: none"> <li>• How can students learn to use historical reasoning to understand the present moment?</li> <li>• What skills transfer from historical reasoning into the present moment?</li> <li>• How does reflection on the past change student perceptions of now?</li> </ul>	
<b>Reflection:</b>	<ul style="list-style-type: none"> <li>• How has the study of 1918 changed your perceptions of 2020?</li> </ul>	

<b>FRIDAY</b>  <b>Medical humanities in the</b>	9:00-9:45	Coffee and small group lesson plan discussion
	10:00-11:30	Presentation of lesson plan progress – advice from group and Kendrick-Perry, Kayser, McComas, and Starks
	11:30-1:00	Lunch

<b>classroom and in the world</b>	1:00-2:30	Roundtable - “Why should high school students be interested in medical humanities?” Hester and Scott
	2:30-5:00	Group discussion on lessons learned, future outcomes, and suggestions for ways to incorporate ideas into future workshops -- Kendrick-Perry, Kayser, McComas, and Starks
	5:00-6:30	Farewell reception hosted by UAHC

## FINAL PROJECT TEMPLATE

Final Projects will be due AUGUST 30 to allow the team to meet, curate the projects, and begin the digitization process. Participants will be encouraged to follow the below template to create a standardized set of lesson plans.

<b>Lesson Plan Template</b> <b>Grade Level</b> _____ <b>Subject Area</b> _____		
<b>Plan Goals:</b> <b>What should students KNOW, UNDERSTAND, and BE ABLE TO DO?</b>		
KNOW Facts and vocabulary	UNDERSTAND Ideas and principles	DO (Skills) Analysis and communication
Materials	<ul style="list-style-type: none"> <li>• What primary sources will students use for this lesson?</li> <li>• What experiential learning component will you incorporate?</li> <li>• What secondary sources will students use for this lesson?</li> <li>• What will be available online?</li> <li>• What will need to be prepared and given to the students?</li> </ul>	
Procedures	<ul style="list-style-type: none"> <li>• Will this be guided or independent practice?</li> <li>• What will the students do with your assistance?</li> <li>• What will the students do on their own?</li> <li>• What questions will guide their practice?</li> <li>• How will you activate different learning styles?</li> <li>• How will you summarize the lesson for students?</li> </ul>	
Assessment	<ul style="list-style-type: none"> <li>• How will students internalize and be evaluated on their new skills?</li> <li>• How will the lesson be summarized for the students?</li> <li>• How do you know that learning goals were obtained?</li> <li>• What assessment will there be to assure goals were accomplished?</li> <li>• What state-specific standards will this assessment address?</li> </ul>	
Reflection	After implementation, please send in an assessment for inclusion on the website addressing what worked, what did not, and what adjustments you might suggest for the next time. Please include any assessment data.	

## RELEVANT READINGS

### 1918

- Catharine Arnold, *Pandemic 1918: Eyewitness accounts from the Greatest Medical Holocaust in Modern History* New York: St. Martin's Griffin, 2018.
- John M. Barry, *The Great Influenza: The Story of the Deadliest Pandemic in History*. (New York: Penguin, 2005).
- Jane Elizabeth Fisher, *Envisioning Disease, Gender, and War: Women's Narratives of the 1918 Influenza Pandemic* (New York: Palgrave Macmillan, 2012).
- Mark Osbourne Humphries, *The Last Plague: Spanish Influenza and the Politics of Public Health in Canada* Toronto: University of Toronto Press, 2013.
- Susan Kingsley Kent, *the Influenza Pandemic of 1918-1919: A Brief History with Documents* (Boston, MA: Bedford St. Martin, 2012).
- Marc Matera, Misty L. Bastian, S. Kingsley Kent, and Susan Kingsley Kent, eds. *The Women's War of 1929: Gender and Violence in Colonial Nigeria* (Palgrave Macmillan, 2013).
- Laura Spinney, *Pale Rider: The Spanish Flu of 1918 and How It Changed the World* (New York: Public Affairs, 2017).

### Novels of 1918

- Buchi Emecheta, *The Slave Girl: A Novel* (New York: George Braziller, 1980)
- Katherine Anne Porter, *Pale Horse, Pale Rider* (repr. 1939, Houghton Mifflin Harcourt, 1990)

### History Pedagogy

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