



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

## 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 Humanities Initiatives at Hispanic-Serving Institutions application guidelines at [http://www.neh.gov/grants/guidelines/Hi\\_IHHE.html](http://www.neh.gov/grants/guidelines/Hi_IHHE.html) 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: Humanities and the Healing Arts in the Context of Puerto Rico and the Caribbean

Institution: University of Puerto Rico, Rio Piedras

Project Director: Loretta Collins

Grant Program: Humanities Initiatives at Institutions with High Hispanic Enrollment

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**Summary--** Founded in 1903, the University of Puerto Rico-Río Piedras (UPR-RP), the flagship campus of the 11-unit public University of Puerto Rico system, enrolls 17,539, primarily Hispanic students (97%). Among four-year public/private institutions across the nation, UPR-RP ranks 2<sup>nd</sup> in enrollment of Hispanic students and baccalaureate degrees granted to Hispanics. The *Chronicle of Higher Education* positions UPR-RP as the number one institution granting doctoral degrees to Hispanics from 2003-2007. Biology majors from the College of Natural Sciences, especially those who plan to enter healthcare or medical research professions in the future, constitute one of the most sizable of student populations in the service classes offered by the College of Humanities. Recently the administrators of the Graduate School of Medicine of the University of Puerto Rico Medical Sciences campus visited the College of Humanities at UPR, Río Piedras to discuss the academic need that they have identified for undergraduate students entering into their graduate program to not only have a good grasp of organic chemistry and biology, but also to have an enriched preparation in the Humanities. The College of Humanities has, in the last four years, demonstrated an interest in expanding its scope by creating new topical interdisciplinary courses in Literature and Medicine, Health Communication, Literature and Ecology, and the History of Public Health. “Humanities and the Healing Arts: Faculty Development and Multidisciplinary Curriculum in the Context of Puerto Rico and the Caribbean,” a two-year project, will give humanities and medical sciences faculty the incentive and opportunity to work collaboratively to design undergraduate curricular materials that incorporate the contexts of Puerto Rico and the Caribbean into the field of Medical Humanities. The proposal seeks to create a multidisciplinary learning environment for a 15-member faculty team comprised of nine professors from diverse fields of Humanities (UPR, Río Piedras Campus) and six professors from Medical Sciences (UPR, Medical Sciences Campus-RCM) to discuss a set of scholarly readings in the Medical Humanities and Disability Studies and study artworks, literary works, films, graphic novels, illness narratives, and multimedia projects related to the human condition and the art of healing. Training sessions are necessary in order to enhance academic preparedness and the intellectual basis for dialogue of professors of Humanities specializing in the fine arts, art history, bioethics, comparative literature, creative writing, drama, literature in English, philosophy, translation, and human communication with professors of medicine specializing in transplant surgery, epidemiology, pharmacy, internal medicine and public health. The NEH grant will enable the College of Humanities to host seven distinguished guest speakers who will give public lectures followed by week-long faculty development seminars. The faculty team committed to the proposed project will explore two central questions: 1) How can the Humanities also be enriched and re-envisioned through a study of the cultural-historical relationship its varied fields have with healing practices, medicine and science? 2) How can the project make a unique contribution to the international field of Medical Humanities by including in teaching and research projects an emphasis on the artistic production and medical history of Puerto Rico and the Caribbean? The Faculty cohort will use the knowledge that they gain to create seven new interdisciplinary undergraduate courses that Humanities, Natural Sciences and other interested students can take as part of a 15 credit (5 course) curricular sequence. The new topical courses will be taken by students as free electives, as Humanities electives, as part of a course sequence (similar to a certificate or minor), or as part of the required general education component in Fine Arts or Literature, and, thus, will have an extensive impact on teaching and learning at the institution.

**1. Intellectual rationale**—Dr. Loretta Collins, Director of the Department of English of the College of Humanities at the University of Puerto Rico, Río Piedras Campus (RP), proposes the project “**Humanities and the Healing Arts: Faculty Development and Multidisciplinary Curriculum in the Context of Puerto Rico and the Caribbean,**” which will 1) create a multidisciplinary learning environment for a 15-member faculty team comprised of professors from diverse fields of Humanities (RP) and Medical Sciences (UPR, Medical Sciences Campus[RCM]) to discuss a set of scholarly readings in the Medical Humanities and Disability Studies and study artworks, literary works, films, graphic novels, illness narratives, and multimedia projects related to the human condition and the art of healing; 2) enhance academic preparedness and the intellectual basis for dialogue between professors of Humanities specializing in the fine arts, art history, bioethics, comparative literature, creative writing, drama, literature in English, philosophy, translation, and human communication and professors of medicine specializing in transplant surgery, epidemiology, pharmacy, internal medicine and public health; 3) host seven guest speakers who will give public lectures followed by week-long faculty development seminars; 4) provide an opportunity for humanities and medical sciences faculty to work collaboratively to design curricular materials that incorporate the contexts of Puerto Rico and the Caribbean into the field of Medical Humanities; 5) create seven new interdisciplinary undergraduate courses that Humanities, Natural Sciences and other interested students can take as part of a 15 credit (5 course) curricular sequence.

According to Terri Cameron, manager of the curriculum inventory portal for the Association of American Medical Colleges, 69 of 133 accredited schools in the United States require medical students to take course work in the Medical Humanities (qtd. in Banaszek par. 3), a growing trend in medical studies curriculum worldwide (Ahmed 69). The mission statement of the

Medical Humanities Program at New York University explains that medical schools want their students to study humanities and arts because they “provide insight into the human condition, suffering, personhood, our responsibility to each other, and offer a historical perspective on medical practice. Attention to literature and the arts helps to develop and nurture skills of observation, analysis, empathy, and self-reflection—skills that are essential for humane medical care” (Aull par.1). The faculty team committed to the proposed project will explore two central questions: 1) How can the Humanities also be enriched and re-envisioned through a study of the cultural-historical relationship its varied fields have with healing practices, medicine and science? 2) How can the project make a unique contribution to the international field of Medical Humanities by including an emphasis on the artistic production and medical history of Puerto Rico and the Caribbean?

Administrators and faculty members of the College of Humanities at the University of Puerto Rico, Río Piedras, the Graduate School of Medicine (RCM) and the Graduate School of Public Health (RCM) have made preliminary overtures to each other. During the second semester of the academic year 2010-2011, the various deans of the Graduate School of Medicine met with the College of Natural Sciences and the College of Humanities (RP) in order to request that Humanities create a menu of elective courses to be taken by Natural Science students. In 2007-2008, the College of Humanities (RP) created the courses “Health Communication,” “Literature and the Healing Arts: A Cross-cultural Perspective,” and “Literature and Ecology” and a curricular sequence of 15 credits (5 courses), “English for Science Students.” The History Department has offered an undergraduate course in the history of public health in Puerto Rico and a graduate course on death. In late 2007, a cohort of doctors of the Medical Sciences campus (RCM) founded The Academy for the Humanities in Medicine, which has organized a series of

activities, including book presentations, public lectures, film screenings and workshops. The Hostos Institute of Bioethics, the Institute of the Historical Research of Health Sciences of the Medical Sciences Campus, the Center for Medical Humanities and The Graduate School of Public Health (RCM) also support Humanities scholarship in a medical context. The proposed project will create more synergy between the aforementioned campuses and colleges of UPR.

Audience: Nine professors from the College of Humanities (RP) and six professors from the Graduate School of Medicine and the Graduate School of Public Health (RCM) have confirmed participation. All lectures will be public and broadcasted livestream on the web and linked to the project **blog**. Contribution to Humanities learning: The new courses will be taken by students as free electives, as part of a course sequence (similar to a minor), or as part of the required general education component in Fine Arts or Literature, and, thus, will have an extensive impact on teaching and learning at the institution.

**2. Content and design:** Seven invited guest speakers will give a public lecture and four days of three-hour academic seminars or experiential learning arts-based workshops, with all sessions moderated by a member of the faculty cohort and attended by the faculty team and interested students. They will also advise the faculty team on curriculum development and will meet with interested faculty of the Medical Sciences Campus. The public lecture series will be advertised at higher educational institutions throughout the island of Puerto Rico by the posting of flyers, e-mail lists, Facebook and press releases. Primary assigned readings are critical studies, theoretical writings, literary works or writings related to artwork. In most cases they are authored by the guest speakers or session moderators and/or are essential to understanding the topic of the corresponding session. The Project director, Dr. Collins, in her capacity as Chair of the English Department, has organized several meetings with the Associate Dean of Academic Affairs of

Natural Sciences in order to discuss the needs of the students who intend to enter medical professions. She has created and taught courses in the areas of Literature and Medicine and Literature and Ecology, as well as a five-course sequence in “English for Science Students.” The proposed project will follow the work plan provided in Attachment 5.

**SEMESTER 1- JANUARY-MAY 2012**    **JANUARY 25, 2012:** Orientation meeting for Faculty Cohort; **FEBRUARY 13 -17, 2012: “Overview of the Field of Medical Humanities”:** Inaugural Public Lecture by invited guest speaker Dr. Rafael Campo, Director of Medical Humanities program at Harvard, doctor of internal medicine, poet. Faculty Workshop #1 **“Cultural Competence: Poetry and the Importance of Voice in Diverse Experiences of Illness.”** Faculty cohort will gain knowledge about the Medical Humanities program at Harvard Medical School, considering how experience in poetry reading and writing can enable a physician to: 1) listen better to patients and gain empathy; encourage patients to express their concerns and feel more involved in their own healing processes; have the competency to interpret the diverse voices of patients as they share with the physician the stories of their varied illnesses. Evaluation measurement: Cohort responds on the project **blog** about how both medical practitioners and patients can benefit from the use of expressive writing and literature in the healthcare setting (See Benchmarks for evaluation in Work Plan Table, Attachment 5).

**MARCH 5 -9, 2012: “Medical Humanities and the Visual Arts: Art, Anatomy, and the Human Body,”** Public Lecture and Slide Presentation by invited guest speaker Prof. Laura Ferguson, Art and Anatomy facilitator at the Master Scholars Medical Humanism Program at New York University School of Medicine, Anatomical artist with the physical condition of Scoliosis of the spine; Faculty Workshop #2: **“Artistically Portraying the Body from the Inside Out.”** Faculty cohort will gain knowledge about how visual arts, such as painting,



drawing and photography, can be used in combination with scientific knowledge and forms of 3D imaging made possible by medical technology in order to explore the aesthetic, physical, emotional, intellectual, sensual and spiritual dimensions of the human body. Evaluation measurement: Cohort responds on the project **blog** about the power of art to change perceptions and about how Ferguson’s artwork (in which she luminously renders images of her body and its interior bone, organ and muscle structures) makes them think about the unique aesthetic beauty of bodies that may be described by medical science as “flawed.”

**APRIL 16 -20, 2012: “The Art of Empathy: Using the Arts for International Health Crisis Documentation,”** Public Lecture #3: Multimedia presentation and poetry reading by invited guest speaker Dr. Kwame Dawes, Chancellor’s Professor of English at the University of Nebraska-Lincoln, poet and reporter on HIV in Jamaica and Haiti for the Pulitzer Center on Crisis Reporting; Workshop #3: **“Hope’s Hospice: Living and Loving with HIV in Jamaica”;** **“Thunder in the Egg: Voices of Resilience in Haiti”** Faculty cohort will gain knowledge about the combined use of the arts of photography, videography, poetry and music in multimedia, web-based productions and live performances that “report on” and imaginatively enter into the worlds, thoughts and experiences of individuals who have the HIV virus/AIDS in two of our geographically closest of neighboring Caribbean islands, Jamaica and Haiti. Evaluation measurement: Cohort responds on the project **blog** about their response to Dawes’ performed poem that calls public attention to cases of individual agency and personal pain of those who might be socially shunned in their own societies or in the international sphere.

**MAY 7 -11, 2012: “The Medical Humanities and Arts Forms that Appeal to People of All Ages: the Graphic Novel and Animated Film.”** Public lecture #4 by invited guest speaker Francisco (Paco) Martinez Roca, Graphic novelist from Spain, comic writer and animated film

maker, author of the award winning graphic novel *Arrugas (Wrinkles)*; Film preview and workshop #4: "**Wrinkles: An approximation to aging and the Alzheimer disease.**" Faculty cohort will gain knowledge about what Paco Roca has called "the need to discuss old-age, a scarcely-touched topic in literature or cinema." Participants will examine the aesthetic and thematic qualities of graphic novels, viewing the realistic but subtly humorous way that Paco Roca deals with the topics of Alzheimer's, aging, friendship, memory-loss, the humanity of the elderly, and life in an assisted care home. Evaluation measurement: respond on **blog** regarding how the books use humor to create awareness about how family members and friends who give support and care are impacted when someone becomes ill or needs long-term medical treatment.

**SEMESTER 2- AUGUST-DECEMBER 2012-- SEPTEMBER 10-14, 2012:** "The Medical Humanities, Compassionate Care and Emotional Resilience." Public Lecture #5 by invited guest speaker Dr. John Coulehan, poet and Professor emeritus of preventative medicine and a senior fellow at the Center for Medical Humanities, Compassionate Care and Bioethics at Stony Brook University. Workshop #5: "**I'm gonna slap those doctors: Passion, Poetry and Healing.**" Faculty cohort will learn about one physician-poet's experiences of using literature in Hospice and Palliative Medicine and in the training of physicians.. Evaluation measurement: Cohort responds on the project **blog** regarding the cathartic effect of poetry and the role of emotive expression or narrative self-reflection for both patient and physician.

**OCTOBER 1-5, 2012:** "The Medical Humanities and Disability Studies." Public Lecture #6 and Poetry Reading by invited guest speaker Dr. Jim Ferris, Associate Professor in the Department of Communication and Director of the Disability Studies Program at the University of Toledo, Ohio; Endowed Chair in Disability Studies of the Ability Center of Greater Toledo. Workshops #6: "**Poetry, Embodiment and Healing.**" Faculty cohort will gain understanding of

a Humanities approach to Disability Studies and interrogate the ethics of the “fix-it” philosophy of the medical profession that may use multiple surgical procedures in order to “repair” or make “more normal” children born with physical disabilities, as was Dr. Ferris. Evaluation measurement: Cohort responds on the project **blog** about the power of poetry, plays and film to either reinforce stereotypes or change perceptions.

**OCTOBER 24-25, 2012: “The Medical Humanities and Film.”** Event #7: 2 day international film festival: Four members of the faculty cohort will serve as moderators (See Work Plan Table, Schedule of Activities and Reading List, Appendix 5) Evaluation measurement: Faculty Participants will be invited to post comments to the project **blog** and add to the blog links to the preview trailers of other films relevant to the Medical Humanities.

**NOVEMBER 12-16, 2012: “The Medical Humanities and the Dramatic Arts.”** Public Lecture #8 by invited guest speaker Aditi Kapil, playwright and actress. Workshop #8: **“Agnes Under the Big Top: A Tall Tale; Using Theater to Explore the Immigrant Experience and Cancer.”** Faculty cohort will be introduced to Aditi Kapil’s process in the creation of a play that explores the intersecting lives of four immigrants as they search for a new life and one of them reacts to a diagnosis of cancer. Evaluation measurement: Playwright Aditi Kapil, Drama Director Dean Zayas and Professor Carola Garcia (Dept. of Drama, RP), will lead participants in experiential learning drama-based activities related to healthcare in Puerto Rico.

**SEMESTER 3- JANUARY-MAY 2013**--Faculty Cohort will participate in sessions led by UPR,RP and RCM faculty participants, according to the following schedule: **FEBRUARY 7, 2013:** Workshop #9: **“The Medical Humanities and Bioethics”**; **MARCH 6, 2013:** Workshop #10: **“The Medical Humanities and Therapy: Art, Dance, Dramatic Arts and Music”**; **APRIL 11, 2013:** Workshop #11: **“The Medical Humanities and History.”** **MAY 2, 2013:**

Workshop #12: “**The Medical Humanities and Health Communication**” Evaluation measurement: For each topic the cohort will examine online and resources to add to the **blog**.

**SEMESTER 4- AUGUST-DECEMBER 2012- SEPTEMBER 11, OCTOBER 9, NOVEMBER 13 AND DECEMBER 4, 2013:** “**Creating a Curricular Sequence in the Humanities and the Healing Arts.**” Sessions 13-16: Collaborative work sessions. Work groups will create course modules, course proposals and the curricular sequence proposal. **DECEMBER 5, 2013: Closing ceremony:** Evaluation of the Project blog and discussion of post-project goals of 1) stimulating further research projects related to topic; 2) creating a web archive of material especially related to the Medical Humanities in Puerto Rico and the Caribbean region at RP.

**3. Institutional context** -- The project “Humanities and the Healing Arts: Faculty Development and Multidisciplinary Curriculum in the Context of Puerto Rico and the Caribbean” is in harmony with the strategic plan of the University of Puerto Rico, in that it “contributes to the development of disciplines [and] supports interdisciplinary work, . . . . [e]ncourag[ing] and support[ing] the continuous and systematic review of the academic offering in order to adjust to developments in the disciplines, the cultural and labor demands, the educational interests of students and teachers' competence” (*Ten for the Decade*, UPR). It furthermore “[e]xpand[s] opportunities for dialogue and exchange between faculty and students from different disciplines and institutions of national . . . recognition” (*Vision 2016*, RP).

The UPR-RP College of Humanities was instituted in 1943. The 300 faculty members offer 2,000 undergraduate and 300 graduate students the B.A. in 18 disciplines, the M.A. in eight disciplines and the Ph.D. in four disciplines. The College features nine library reading rooms, which will be resources for the faulty cohort, especially in the areas of Philosophy, Art History,

English, Hispanic Studies, History, and Multidisciplinary Studies. The Museum of History, Anthropology and Art at RP was the first museum established in Puerto Rico and is the only multidisciplinary museum containing history, anthropology and art. The UPR Library System includes eighteen specialized and general libraries, with holdings totaling more than 4,000,000 items. Of special interest to this project are the Caribbean and Latin American Studies Library and the Puerto Rican Collection, both located in the José M. Lázaro General Library. The Conrado F. Asenjo Library of RCM has the most comprehensive Health Sciences collection in Puerto Rico and is considered to have the most complete collection of its kind in the Caribbean, providing access to several journals in the Medical Humanities and documents related to the medical history of the island housed in the Puerto Rico Collection.

**4. Follow-up and dissemination** The project will have an enduring impact. The videotaped lectures will be available online on the project webpage, which will be linked to the webpages of the College of Humanities and the Center for the Humanities (RCM), and will be catalogued and available to the public through the UPR library system. The project will host a blog where the readings and guest presentations will be discussed by the cohort, and a computer technician of the College of Humanities will be in charge of maintaining and updating it. During the second year of the project, three Humanities professors will be awarded an institutional course load reduction supported by the College in order to have adequate time to prepare the course proposals. All members of the cohort, however, will contribute to the process of designing interdisciplinary course topics and designing modules. During the final semester of the project, the faculty team will submit to the pertinent departments of the College of Humanities seven course proposals for new topical courses, some of which may be designed to be team-taught. It is expected that each topical course will include more than one area of the humanities. The cohort

will submit a proposal to the UPR, Río Piedras Academic Senate for the curricular sequence that will offer students a flexible menu of course options related to the Medical Humanities to fulfill a curricular sequence of 15 credits (5 courses). The project director will be responsible for the follow-up to ensure the curricular sequence is approved and implemented.

**5. Evaluation** At the conclusion of the grant period, the project director will write a summative report, evaluating the overall achievements of the project and identifying outcomes. As part of the process of gathering information for the report, the director will ask that participants fill out an exit survey that assesses the participants' perceptions of the impact that the lectures, workshops and interfaculty collaborations had on the professors' knowledge of the subjects, as well as their interest and preparedness-level to teach interdisciplinary courses related to the humanities and science. The survey will ask participants to identify new scholarly or pedagogical approaches, texts or artistic techniques that they believe they will be able to integrate into their teaching practices and course content as a direct result of the project. At the conclusion of each workshop, participants will be asked to fill out a standard evaluation form provided by the Center for Academic Excellence, UPR, RP. Benchmarks for evaluating each activity are delineated in the "Content and Design" section of the proposal (See Work Plan Table in Attachment 5). The university-established format for the curricular sequence proposal requires that the cohort create, include in the proposal and implement a learning assessment tool that measures student learning in the new courses. One important measure for the project's success will be the additional collaborative projects facilitated in the future between the College of Humanities, UPR, RP and the Medical Sciences Campus as a result of this initial foray.

Work Plan Table for NEH Humanities Initiatives: "Humanities and the Healing Arts,"  
University of Puerto Rico-Rio Piedras Campus

Goal	Activity	2012		2013		Responsible for Implementation	Readings	Anticipated Outcomes
		Sp	F	Sp	F			
Cohort Orientation	Orientation meeting for Cohort (Jan 25, 2012)	x				Project Director, Cohort		15 faculty discuss the project, goals, objectives, outcomes and readings for the project; supplemental readings announced; (attendance record)
	Make readings available	x	x	x	x	Project Director		Faculty begins preparatory reading (readings available in hands of Cohort)
	Advertisement for speakers	x	x	x		Project Director		E-mail notices, posters, flyers; (attendance at events, live web livestream broadcast of speeches, coordinated blogs)
Intro to Medical Humanities & Art	Public lecture & Cohort workshop #1: Dr. Rafael Campo, Medical Humanities Overview (Feb 13-17, 2012)	x				Project Director & Mercedes Trelles-Hernandez (moderator)	<i>The Healing Art: A Doctor's Black Bag of Poetry</i> ; <i>The Enemy</i> , by Rafael Campo, Director of Medical Humanities Program at Harvard University	Poems & prose read, Cohort appreciation of the importance of humanities and the value of expressive writing and literature (Cohort blog entries & creative essay or poem; attendance record)

Goal	Activity	2012		2013		Responsible for Implementation	Readings	Anticipated Outcomes
		Sp	F	Sp	F			
Intro to Medical Humanities & Art	Public lecture, slide presentation & Cohort workshop #2: Professor Laura Ferguson, Medical Humanities & Art (March 5-9, 2012)	x				Project Director & Brenda Alejandro (moderator)	Professor Ferguson's webpage, including online art book	Webpage & online art book read; Cohort appreciation of the power of art to affect perception & to view the body, even flaws, as art (Cohort blog entries; original works of art; attendance record)
	Public lecture & Cohort workshop #3: Kwame Dawes, Multimedia, Poetry & Health Crisis Reporting (April 16-20, 2012)	x				Project Director (moderator)	Poetry collection <i>Hope's Hospice</i> , by Kwame Dawes; view online multimedia version of the recent poems about Haiti and Jamaica	Poetry book read and online multimedia version viewed; develop empathy; compare different modes of documentation; practice observation and documentary skills (Cohort blog entries; field trip; YouTube links to international health risks; written or drawn portrait; attendance record)
	Public lecture & Cohort workshop #4: Paco Martinez Roca, Graphic Novel & Film (May 7-11, 2012)	x				Project Director & Aurora Lauzardo (moderator)	3 graphic novels: <i>Mom's Cancer</i> by Brian Fies, <i>Arrugas</i> by Paco Roca, & one self-selected	Graphic novel read; appreciation of humor to deal with elderly and aging health issues (Cohort blog entries; original graphic novel outline; attendance record)



Goal	Activity	2012		2013		Responsible for Implementation	Readings	Anticipated Outcomes
		Sp	F	Sp	F			
Faculty Development & Interdisciplinary Dialogue	Public lecture & Cohort workshop #5: John Coulehan, Passion, Poetry, & Healing (September 10-14, 2012)		x			Project Director & Marian Polhill (moderator)	Book <i>Chekhov's Doctors: A Collection of Chekhov's Medical Stories</i> & poetry collection <i>Bursting With Danger and Music</i> , by John Coulehan	Books read; knowledge of literature's engagement with medicine & of NYU Literature, Arts and Medicine Database & other resources (blogs on cathartic effect of poetry, & research of one relevant author/text or visual artist for possible incorporation into interdisciplinary courses; attendance record)
	Public lecture & Cohort workshop #6: Jim Ferris, Disability Studies (October 2-4, 2012)		x			Project Director & Bernat Tort	Essay "The Enjambed Body"; selections from poetry collections <i>The Hospital Poems</i> , <i>Slouching Towards Guantanamo</i> by Jim Ferris	Books read; humanities approach to Disabilities Studies; critically examine surgical procedures (blog on media representations of disabled person; laws, Disability Acts, services in Puerto Rico; attendance record)
	2-day Film Festival Event #7 (October 24-25, 2012)		x			Project Director; Coordinator/moderator (TBA)	4 films shown to public with Cohort as moderators	4 films shown and discussed (blog entries; links to trailers of other relevant films; attendance record)
	Public lecture & Cohort workshop #8: Aditi Kapil, Dramatic Arts (November 12-16,		x			Project Director & Carola Garcia (moderator)	Play <i>Agnes Under the Big Top</i> by Aditi Kapil; play <i>W;t</i> , by Margaret Edson; essays & poems	Play excerpts performed; plays read; experiential learning-based drama-related activities (attendance record)

Goal	Activity	2012		2013		Responsible for Implementation	Readings	Anticipated Outcomes
		Sp	F	Sp	F			
Research and Compilation of Course Materials & Topics	Bioethics workshop #9 (Feb 7, 2013)			x		Project Director; Speaker TBA; Anayra Santory & Bernat Tort (moderators)	Article “Bioética y Pueblo” by Dr. Leonides Vargas y Santos & other articles	Introduction to the field of bioethics & overview of bioethics course at Medical Sciences Campus (blog: how humanities can explore bioethics issues; attendance record)
	Art, Dance & Music Therapy workshop #10 (March 6, 2013)			x		Project Director; Speakers TBA; & Maria del Carmen Santos Ortiz (moderator)	Selections from book, <i>Psicoballet</i> ; NYU webpage Telemundo television broadcast of <i>Tratamiento</i> (5 Survivors, 5 Composers, “Treatment”)	Knowledge about arts therapy services in Puerto Rico; experiential learning activity related to art, dance, dramatic arts or music therapy (attendance record)

Goal	Activity	2012		2013		Responsible for Implementation	Readings	Anticipated Outcomes
		Sp	F	Sp	F			
Research and Compilation of Course Materials & Topics	Medical History Work Session # 11 (April 11, 2013)			x		Project Director; Speaker Jose G. Rigau  Dr. Francisco Muniz (moderator)	“ Historia de la investigación científica en Puerto Rico,” and Selections from <i>Historia de la medicina: la salud en Puerto Rico en el siglo XX</i> , by Jose G. Rigau	Read blogs; knowledge of availability about the textual, photographic and material resources in the university system (blog: identify areas of interest for future collaborative research; attendance record)

Goal	Activity	2012		2013		Responsible for Implementation	Readings	Anticipated Outcomes
		Sp	F	Sp	F			
Course Development	Health Communication & Role Playing Workshop # 12 (May 2, 2013)			x		Project Director; moderators: Janet MacLennan, Sandra Fabregas, Retired Medical Sciences Campus professor	"Un Modelo de Servicios para el Instituto Latinoamericano de Comunicación en Salud- Una iniciativa para consolidar la investigación y la capacitación," by Sandra M. Fábregas, et. al.; self-selected readings from <i>Case Studies in Communication about Sex</i> , ed. by Janet MacLennan, et.al.	Read blogs; knowledge of intercultural communication, nonverbal communication and dysfunctional communication; dramatic role paying exercises (blog responses to "dark side" of human communication; attendance record)
	Collaborative Work Sessions (2103: Sept 11; Oct 9; Nov 13; Dec 4)				x	Project Director & Delia Herrera (moderator)		Create course modules, course proposals and the curricular sequence proposal (Seven courses & syllabi ready for submission to the Academic Affairs Dean)
	Administer posttests and surveys to Cohort				x	Project Director & Center for Academic Excellence staff		Survey and posttest results recorded and analyzed

Goal	Activity	2012		2013		Responsible for Implementation	Readings	Anticipated Outcomes
		Sp	F	Sp	F			
Evaluation	Closing Ceremony (Dec 5, 2013)				x	Project Director		Evaluation of the Project blog; discussion of post-project goals
	Evaluate project				x	Project Director & Cohort		A final report to the NEH: the results, analysis, & discussion of of the Cohort pre- and posttests & surveys; rationnale, description & discussion of the seven new courses & the curricular sequential Medical Humanities

## NEH Humanities Initiatives for Institutions with High Hispanic Enrollment

### Humanities and the Healing Arts: Faculty Development and Multidisciplinary Curriculum in the Context of Puerto Rico and the Caribbean

PD: Dr. Loretta Collins, University of Puerto Rico

#### **SCHEDULE OF ACTIVITIES:**

#### **SEMESTER 1- JANUARY-MAY 2012**

**JANUARY 25, 2012:** Orientation meeting for Faculty Cohort

**FEBRUARY 13 -17, 2012: “Overview of the Field of Medical Humanities”:** Inaugural Public Lecture by invited guest speaker Dr. Rafael Campo, Director of Medical Humanities program at Harvard, doctor of internal medicine, poet, HIV caregiver; Faculty Workshop #1 **“Cultural Competence: Poetry and the Importance of Voice in Diverse Experiences of Illness.”**

Responsible for implementation: PD: Dr. Loretta Collins, Department of English (HUM, UPR, RP) and moderator Dr. Mercedes Trelles Hernández, Dept. Art History (HUM, UPR, RP), Public lecture: Faculty cohort will gain knowledge about the Medical Humanities program at Harvard Medical School; cohort will gain knowledge about how experience in poetry reading and writing can enable a physician to: 1) listen better to patients and gain empathy; encourage patients to express their concerns and feel more involved in their own healing processes; have the competency to interpret the diverse voices of patients as they share with the physician the stories of their varied illnesses. Evaluation measurement: Participants will read Dr. Campo's book *The Healing Art: A Doctor's Black Bag of Poetry* and his poetry collection *The Enemy* and respond on the project **blog** about how both medical practitioners and patients can benefit from the use of expressive writing and literature in the healthcare setting. Workshop: Faculty cohort will understand why it is important for

medical practitioners to be well-educated in the Humanities and why the use of expressive writing can be beneficial in the healthcare setting for both physicians and patients. Evaluation measurement: Workshop participants will be asked to 1) read an assortment of poems or prose by doctors, nurses and medical patients; 2) use the readings as models to write original poems or brief memoir about their own experiences as medical patients.

**MARCH 5 -9, 2012: “Medical Humanities and the Visual Arts: Art, Anatomy, and the Human Body,”** Public Lecture and Slide Presentation by invited guest speaker Prof. Laura Ferguson, Art and Anatomy facilitator at the Master Scholars Medical Humanism Program at New York University School of Medicine, Anatomical artist with the physical condition of Scoliosis of the spine; Faculty Workshop #2: **“Artistically Portraying the Body from the Inside Out.”** Responsible for implementation: PD: Dr. Loretta Collins and moderator Dr. Brenda Alejandro, Department of Fine Arts (HUM, UPR, RP). Public lecture #2: Faculty cohort will gain knowledge about how visual arts, such as painting, drawing and photography, can be used in combination with scientific knowledge and forms of 3D imaging made possible by medical technology in order to explore the aesthetic, physical, emotional, intellectual, sensual and spiritual dimensions of the human body. Evaluation measurement: Participants will read Laura Ferguson’s online art book and respond on the project **blog** about the power of art to change perceptions and about how Ferguson’s artwork (in which she luminously renders images of her body and its interior bone, organ and muscle structures) makes them think about the unique aesthetic beauty of bodies that may be described by medical science as “flawed.” Each participant will research and post to the project blog information about at least one other artist who incorporates scientific representations of the human body or somatic suffering into aesthetically compelling art works. This material will later be used in the creation of the interdisciplinary courses. Workshop #2: Faculty cohort will understand why it is important for

medical practitioners and artists interested in having a profession in Art and Anatomy to understand the human body in all of its variations as both a scientific organism governed by organic chemistry, biological functions and genetics and as a site of aesthetic, sensual, emotional and sensorial pleasure, pain, angst and wonder. Evaluation measurement: Workshop participants will be asked to 1) experiment with one of Ferguson's artistic techniques that combine painting, drawing and medical science or devise their own artistic approach; 2) create an original artwork that thoughtfully explores one of their own "flawed" anatomical features. They will also be asked to create a one-page written text that responds to one of the artworks by another workshop participant.

**APRIL 16 -20, 2012: "The Art of Empathy: Using the Arts for International Health Crisis Documentation,"** Public Lecture #3: Multimedia presentation and poetry reading by invited guest speaker Dr. Kwame Dawes, Chancellor's Professor of English at the University of Nebraska-Lincoln, poet and reporter on HIV in Jamaica and Haiti for the Pulitzer Center on Crisis Reporting; Workshop #3: **"Hope's Hospice: Living and Loving with HIV in Jamaica"; "Thunder in the Egg: Voices of Resilience in Haiti"** and **"The Art of Empathy: Poetry and Journalism."**

Responsible for implementation: PD and moderator: Dr. Loretta Collins

Public lecture: Faculty cohort will gain knowledge about the combined use of the arts of photography, videography, poetry and music in multimedia, web-based productions and live performances that "report on" and imaginatively enter into the worlds, thoughts and experiences of individuals who have the HIV virus/AIDS in two of our geographically closest of neighboring Caribbean islands, Jamaica and Haiti. Evaluation measurement: Participants will read Kwame Dawes' poetry collection *Hope's Hospice* and view the online multimedia version of the recent videopoems about Haiti, and then respond on the project **blog** about 1) the responsibility of the physician, nurse or artist in light of the HIV epidemic (particularly in the Caribbean region) and 2)



their response to Dawes' performed poem that calls public attention to cases of individual agency and personal pain of those who might be socially shunned in their own societies or in the international sphere. Workshop: Faculty cohort will consider the artistic mode that Dawes has developed for "crisis reporting" in an empathetic manner about health challenges to the human condition in the Caribbean context. Cohort will compare differing aesthetic modes of visual documentation and reporting (documentary video reportage and journalist photography vs. online multimedia productions) and the capacities of differing styles of rhetoric (medical discourse, journalistic writing and poetic expression) to address humanistic aspects of HIV-related illnesses and life experiences. Evaluation measurement: Participants will research and assemble a series of links to You Tube videos and other online sources related to artistic documentation of international health risks, with particular attention to videos that focus on the recounted stories of individuals and their communities. These links, after evaluation by the work group, will be placed on the project blog so that they may serve as resources when the interdisciplinary courses are created and taught. Participants will also be asked to practice close observational and documentary skills by carefully observing a person who has a health condition. Participants will write a brief portrait or draw a sketch of the observed person.

**MAY 7 -11, 2012: "The Medical Humanities and Arts Forms that Appeal to People of All Ages: the Graphic Novel and Animated Film."** Public lecture #4 by invited guest speaker Francisco Martinez (Paco) Roca, Graphic novelist from Spain, comic writer and animated film maker, author of the award winning graphic novel *Arrugas (Wrinkles)*; Film preview and workshop #4: "**Wrinkles: An approximation to aging and the Alzheimer disease.**" Responsible for implementation: PD, Dr. Loretta Collins and moderator, Dr. Aurora Lauzardo, Graduate Program in Translation (HUM, UPR, RP). Public lecture: Faculty cohort will gain knowledge about what Paco

Roca has called “the need to discuss old-age, a scarcely-touched topic in literature or cinema.”

Participants will examine the aesthetic and thematic qualities of graphic novels that are related to interpersonal dynamics, illness, healing, compassion and the Medical Humanities, viewing the realistic but subtly humorous way that Paco Roca deals with the topics of Alzheimer’s, aging, friendship, memory-loss, the humanity of the elderly, and life in an assisted care home. Evaluation measurement: Participants will read Brian Fies’ graphic novel *Mom’s Cancer* (about a woman’s struggle against lung cancer and her family’s reaction) and Paco Roca’s graphic novel *Arrugas*, and then respond on the project **blog** regarding how these books use subtle humor to create awareness about how family members and friends who give support and care are impacted when someone becomes ill or needs long-term medical treatment, an aspect of the healing situation not always addressed by healthcare professionals. Workshop: Faculty cohort will consider Paco Roca’s ethnographic and participant/observation method of preparing to write *Arrugas* (Wrinkles) vs. the approach taken in a brief medical interview. Cohort will learn about how Paco Roca listened to the anecdotes and stories of friends with aging parents, directly observed the progression of Alzheimer’s in the father of a friend, and visited various care centers and nursing homes for the elderly in order to know and experience first-hand what it is like to live in one. Evaluation measurement: Participants will each select a graphic novel listed on the site <http://graphicmedicine.org/> to investigate, collect information about and post to the project blog. This exercise will provide materials that will be included in the new interdisciplinary courses. Participants will also create either a brief storyline, comic strip, animé drawing, storyboard or short screenplay dialogue based on the stories their friends or family members have told them about their illnesses or encounters with physicians and hospitals.

## SEMESTER 2- AUGUST-DECEMBER 2012

**SEPTEMBER 10-14, 2012: “The Medical Humanities, Compassionate Care and Emotional Resilience.”** Public Lecture #5 by invited guest speaker Dr. John Coulehan, poet and Professor emeritus of preventative medicine and a senior fellow at the Center for Medical Humanities, Compassionate Care and Bioethics at Stony Brook University. Workshop #5: **“I’m gonna slap those doctors: Passion, Poetry and Healing.”** Responsible for implementation: PD, Dr. Loretta Collins and moderator, Dr. Marian Polhill, Department of Comparative Literature (HUM, UPR, RP). Public lecture: Faculty cohort will learn about one physician-poet’s experiences of using literature in Hospice and Palliative Medicine and in the training of physicians. The cohort will learn how knowledge of the Humanities, literature and narrative techniques can equip doctors to exercise emotional intelligence and resilience instead of detachment when engaging with their patients. Participants will also examine the relationship between literature and Medical Ethics by studying literary representations of the doctor-patient relationship. Evaluation measurement: Participants will read selections from Dr. John Coulehan’s book *Chekhov’s Doctors: A Collection of Chekhov’s Medical Stories*, Kent State University Press, 2006 (anthology of Chekhov’s short stories featuring doctors) and his poetry collection *Bursting With Danger and Music*, (Plain View Press, Austin, Texas, forthcoming in 2011). Participants will respond on the project **blog** regarding the cathartic effect of poetry and the role of emotive expression or narrative self-reflection for both patient and physician. Workshop: Learning about short story collections, novels, poetry collections, and anthologies by an array of physicians, nurses, medical students, and professors of medicine who are also recognized or award-winning authors, the Faculty cohort will explore the NYU Literature, Arts and Medicine Database (which Dr. Coulehan worked on extensively), as well as other useful online sites, archives and journals in the Medical Humanities. Evaluation measurement: Participants will

research to find Puerto Rican and Caribbean literary texts, artworks, and films that explore the healing arts from multiple perspectives (healthcare, tropical diseases and epidemics in the colonial period, the history of tropical medicine, Caribbean spirituality and healing practices, cross-cultural approaches to healing, historical trauma, the role of traditional healers in society, woman and healing practices, domestic abuse, etc.) Each participant will post to the blog information about one relevant author/text or visual artist whose work could be incorporated into the interdisciplinary courses. This activity will initiate the assemblage of a Puerto Rican and Caribbean corpus in the Medical Humanities that will be available to professors teaching the new curricular sequence.

**OCTOBER 1-5, 2012: “The Medical Humanities and Disability Studies.”** Public Lecture #6 and Poetry Reading by invited guest speaker Dr. Jim Ferris, Associate Professor in the Department of Communication and Director of the Disability Studies Program at the University of Toledo, Ohio; Endowed Chair in Disability Studies of the Ability Center of Greater Toledo. Workshops #6:

**“Poetry, Embodiment and Healing.”** Responsible for implementation: PD, Dr. Loretta Collins and moderator, Prof. Bernat Tort, Department of Philosophy (HUM, UPR, RP). Public lecture: Faculty cohort will gain understanding of a Humanities approach to Disability Studies and interrogate the ethics of the “fix-it” philosophy of the medical profession that may use multiple surgical procedures in order to “repair” or make “more normal” children born with physical disabilities, as was Dr. Ferris. Participants will consider poetry’s ability to enable saying the “unsayable,” empower the patient, and serve as a form of both self-validation and critique of the medical profession. Evaluation measurement: Participants will read Dr. Jim Ferris’ essay “The Enjambed Body: A Step Toward a Crippled Poetics” <http://www.cstone.net/~poems/essaferr.htm>, as well as selections from two of his poetry collections *The Hospital Poems* (Main Street Rag Publishing, 2004) and *Slouching Towards Guantanamo* (Main Street Rag Publishing, 2011). Workshop: Faculty cohort will examine Dr.

Ferris' solo performance poem "Scars: a Love Story," which combines poetry, visual arts and music. Participants will consider the metaphoric relationship between the embodied performance poem, the disabled human body and free verse poetics. Evaluation measurement: As a point of comparison, participants also will read Cherrie Moraga's play *Heroes and Saints* and screen the film *Emmanuel's Gift* (Lisa Lax, Nancy Stern, 2005) or *Yo, Tambien* (Álvaro Pastor y Antonio Naharro, 2009) in order to examine how these performance texts represent the disabled person. Participants will respond on the project **blog** about the power of poetry, plays and film to either reinforce stereotypes or change perceptions. Participants will also investigate laws or Disability Acts in Puerto Rico and the services available for disabled students on campus, posting relevant information on the project **blog**.

**OCTOBER 24-25, 2012: "The Medical Humanities and Film."** Event #7: 2 day international film festival: Four members of the faculty cohort (TBA) will serve as moderators and will briefly introduce and screen **four** films for the public and host post-film discussions. Films will be selected by the faculty cohort from the following list: *Departures* (Yojiro, Takita, 2008), *The Soloist* (Joe Wright, 2009), *Music Within* (Steven Sawalich, 2007), *Lorenzo's Oil* (George Miller, 1992), *Las confesiones del Dr. Sachs* (Michel Deville, 1999), *Mi vida sin mí* (Isabel Coixet, 2002), *Las invasiones bárbaras* (Denys Arcand, 2003), *La pesadilla de Darwin* (Hubert Sauper, 2004), *Bailar en la oscuridad* (Lars von Trier, 2000); *Yo, Tambien* (Álvaro Pastor y Antonio Naharro, 2009); *Sicko* (Michael Moore, 2007); *Emmanuel's Gift* (Lisa Lax, Nancy Stern, 2005). Evaluation measurement: Faculty Participants will be invited to post comments to the project **blog** and add to the blog links to the preview trailers of other films relevant to the Medical Humanities. This material will later be used in the creation of the interdisciplinary courses.

**NOVEMBER 12-16, 2012: "The Medical Humanities and the Dramatic Arts."** Public Lecture #8 by invited guest speaker Aditi Kapil, playwright and actress. Workshop #8: "**Agnes Under the**

**Big Top: A Tall Tale; Using Theater to Explore the Immigrant Experience and Cancer.”**

Responsible for implementation: PD, Dr. Loretta Collins and moderators, Dr. Carola Gracia and Prof. Dean Zayas, Department of Drama (HUM, UPR, RP). Public lecture: Faculty cohort will be introduced to Aditi Kapil’s process in the creation of a new play that explores the intersecting lives of four immigrants as they search for a new life and one of them reacts to a diagnosis of cancer.

Evaluation measurement: Participants will read the play *W;t*, by Margaret Edson, as well as selections from Leatrice H. Lifshitz’s (ed.) *Her Soul Beneath the Bone: Women’s Poetry on Breast Cancer*; excerpts from Deborah Cummins’ *Recovery from Mortality: Essays from a Cancer Limbo Time*; and excerpts from Audre Lourde’s *The Cancer Journals*. Faculty cohort will post to the project blog commentary on the readings and other related local resources, such as the Telemundo television broadcast of the Symphonic Orchestra of Puerto Rico’s performance of “Tratamiento,” a musical and multimedia exploration of breast cancer. Workshop: Participants will participate in Kapil’s experiential learning drama-based workshops. Evaluation measurement: Playwright Aditi Kapil, Drama director Dean Zayas and Prof. Carola Garcia (Dept. Of Drama), will lead participants in experiential learning drama-based activities related to healthcare in Puerto Rico. Participants will add observations of the activity to project **blog**.

**SEMESTER 3- JANUARY-MAY 2013**

**FEBRUARY 7, 2013: “The Medical Humanities and Bioethics”** Workshop #9. Responsible for implementation: PD, Dr. Loretta Collins and moderator, Dr. Anayra Santory and Prof. Bernat Tort, Department of Philosophy (HUM, UPR, RP). Faculty cohort will be introduced to the field of bioethics, with a presentation about how the field of bioethics has developed in Puerto Rico and an overview of the kinds of topics generally addressed in a bioethics course offered by RCM.

Evaluation measurement: Participants will read the article “Bioética y Pueblo” by Dr. Leonides

Vargas y Santos, Director of the Instituto Hostosiano de Bioética of the Medical Sciences Campus. Posting comments on the project blog, the faculty cohort will discuss and post to the project **blog** materials related to how art history, comparative literature, creative writing, dance, drama, film, fine arts, history, human communication, music, performance art and philosophy can also be used in an exploration of issues related to bioethics.

**MARCH 6, 2013: Workshop #10: “The Medical Humanities and Therapy: Art, Dance, Dramatic Arts and Music.”** Responsible for implementation: PD, Dr. Loretta Collins and moderator Dr. María del Carmen Santos Ortíz, director of the Graduate School of Public Health (UPR, RCM). Workshop: Faculty cohort will learn about clinical and evidence-based applications of the Humanities by credentialed professionals who practice art, dance, dramatic arts and music therapy or psychotherapy in the context of public health in Puerto Rico. Evaluation measurement: Participants will read selections from *Psicoballet: Teoría y Práctica en Cuba y Puerto Rico*, edited by Georgina Fariñas García, Ileana Hernández Simón, Jeannette Rosselló González, et al. (Publicaciones Puertorriqueñas 2004). The cohort will examine online resources to add to the project **blog**, such as 1) the webpage for the Nordoff-Robbins Center for Music Therapy at the NYU Steinhardt School of Culture, Education and Human Development. However, the primary focus will be on learning about the leading authorities in the field and arts therapy services operating in Puerto Rico. Workshop will include experiential learning activity related to art, dance, dramatic arts or music therapy.

**ARPIL 11, 2013: “The Medical Humanities and History.”** Workshop #11: In coordination with The Center of Medical Humanities and the Academy for the Humanities in Medicine, at the Medical Sciences Campus (RCM), faculty cohort will learn about the textual, photographic and material resources available to researchers and professors in the libraries and archives of the university

system (with special emphasis on the Medical Sciences campus) and in the national archives of Puerto Rico. Responsible for implementation: PD, Dr. Loretta Collins and moderators Dr. Francisco Muñiz (Director of the Center for Medical Humanities-RCM), Dr. José Rigau (Epidemiologist and Medical Historian-RCM and HUM, UPR, RP) and Dr. Miriam Lugo (Historian of Public Health and Editor, HUM, UPR, RP). Evaluation measurement: Before and after the activity, participants will identify their areas of interest in the history of medicine, public health or the medical humanities in the context of Puerto Rico. After learning about the research resources available for scholars of medical history, faculty participants will submit a post to the project **blog** regarding possible areas for further collaborative research, also identifying archival materials that will be used in the interdisciplinary courses.

**MAY 2, 2013: “The Medical Humanities and Health Communication”** Workshop #12: Faculty cohort will be guided in a discussion, role-playing activity, and open-ended exercises related to Health Communication issues and other related areas, such as intercultural communication, nonverbal communication and dysfunctional communication in relationships. Responsible for implementation: PD, Dr. Loretta Collins and moderators Dr. Janet MacLennan, Human Communication, Dept. of English (HUM, UPR, RP) and Dr. Sandra Fábregas, Department of Pharmacy and specialist in Health Communication (Retired-UPR, RCM0. Evaluation measurement: Cohort will read and post responses on the project **blog** to 1) Sandra M. Fábregas, Mayra L. Vega, Jesús Arroyave, “Un Modelo de Servicios para el Instituto Latinoamericano de Comunicación en Salud-Una iniciativa para consolidar la investigación y la capacitación” and 2) one selected reading from *Case Studies in Communication about Sex*, Eds. Jimmie Manning, Janet MacLennan and Carey M. Noland.



**SEMESTER 4- AUGUST-DECEMBER 2012**

**SEPTEMBER 11, OCTOBER 9, NOVEMBER 13 AND DECEMBER 4, 2013: “Creating a**

**Curricular Sequence in the Humanities and the Healing Arts.”** Sessions 13-16: Collaborative

work sessions. Work groups will create course modules, course proposals and the curricular

sequence proposal. Responsible for implementation: PD, Dr. Loretta Collins and Dr. Delia Herrera,

Coordinator of Curriculum, Office of Curriculum, Graduate School of Medicine (UPR, RCM)

**CLOSING CEREMONY:** Evaluation of the Project blog and discussion of post-project goal of

creating a web archive of material especially related to the Medical Humanities in Puerto Rico and

the Caribbean region at UPR-RP.

**Humanities and the Healing Arts: Faculty Development and Multidisciplinary Curriculum  
in the Context of Puerto Rico and the Caribbean**

PD: Dr. Loretta Collins, University of Puerto Rico

**LIST OF READINGS**

FEBRUARY 13 -17, 2012: “Overview of the Field of Medical Humanities”: Inaugural Public Lecture by invited guest speaker Dr. Rafael Campo, Workshop #1:

**Readings: Campo, Rafael. *The Enemy*. Durham, North Carolina: Duke University Press, 2007. \$18.95.**

**-----.** *The Healing Art: A Doctor’s Black Bag of Poetry*. New York: W. W. Norton, 2003. \$4.90.

MARCH 5 -9, 2012: “Medical Humanities and the Visual Arts: Art, Anatomy, and the Human Body,” Public Lecture and Slide Presentation by invited guest speaker Prof. Laura Ferguson,

**Readings:** Prof. Laura Ferguson’s online art book At <http://www.lauraferguson.net/artists-books/>

Each participant will research and post to the project blog information about at least one other artist who incorporates scientific representations of the human body or somatic suffering into aesthetically compelling art works.

APRIL 16 -20, 2012: “The Art of Empathy: Using the Arts for International Health Crisis Documentation,” Public Lecture #3: Multimedia presentation and poetry reading by invited guest speaker Dr. Kwame Dawes

**Readings:** View the online multimedia version of the recent videopoems about Haiti by Kwame Dawes. <http://pulitzercenter.org/projects/caribbean/hope-living-and-loving-hiv-jamaica>

**Dawes, Kwame. *Hope’s Hospice and Other Poems*. With Joshua Cogan. Leeds: Peepal Tree Press, 2009. \$14.95.**

Participants will research and assemble a series of links to You Tube videos and other online sources related to artistic documentation of international health risks.

MAY 7 -11, 2012: “The Medical Humanities and Arts Forms that Appeal to People of All Ages: the Graphic Novel and Animated Film.” Public lecture #4 by invited guest speaker Francisco Martinez (Paco) Roca,

Readings:

**Fies, Brian. *Mom’s Cancer*. New York: Abram’s Image, 2006. \$10.47.**

**Roca, Paco. *Arrugas*. Bilbao: Astiberri, 2007. \$21.45.**

Medical Humanities Comics:

[http://web.me.com/comicnurse/ComicsMedicine/London\\_2010.html](http://web.me.com/comicnurse/ComicsMedicine/London_2010.html)

SEPTEMBER 10-14, 2012: “The Medical Humanities, Compassionate Care and Emotional Resilience.” Public Lecture #5 by invited guest speaker Dr. John Coulehan

Readings: Selections from

**Coulehan, John L. “Tenderness and Steadiness: Emotions in Medical Practice.” *Literature and Medicine* 14.2 (1995): 222-236.**

**Chekhov, Anton Pavlovich, Jack Coulehan and Robert Coles. *Chekhov's Doctors: A Collection of Chekhov's Medical Stories*, Kent, Ohio: Kent State University Press, 2003. \$12.24**

**Coulehan, John L *Bursting With Danger and Music*. Austin: Plain View Press, forthcoming in 2011. \$15.00.**

Participants will research to find Puerto Rican and Caribbean literary texts, artworks, and films that explore the healing arts.

OCTOBER 1-5, 2012: “The Medical Humanities and Disability Studies.” Public Lecture #6 and Poetry Reading by invited guest speaker Dr. Jim Ferris

Readings: Dr. Jim Ferris’ essay “The Enjambed Body: A Step Toward a Crippled Poetics”

<http://www.cstone.net/~poems/essaferr.htm>,

Selections from:

**Ferris, Jim. *The Hospital Poems*. Charlotte, N.C.: Main Street Rag, 2004. \$14.00**

**Ferris, Jim. *Slouching Towards Guantanamo*. Charlotte, N.C.: Main Street Rag Publishing, 2011. \$14.00.**

Participants will also investigate laws or Disability Acts in Puerto Rico and the services available for disabled students on campus, posting relevant information on the project **blog**.

OCTOBER 24-25, 2012: "The Medical Humanities and Film." Four films will be selected by the Faculty cohort for screening from the following list: *Departures* (Yojiro, Takita, 2008); *The Soloist* (Joe Wright, 2009); *Music Within* (Steven Sawalich, 2007); *Lorenzo's Oil* (George Miller, 1992); *Las confesiones del Dr. Sachs* (Michel Deville, 1999); *Mi vida sin mí* (Isabel Coixet, 2002); *Las invasiones bárbaras* (Denys Arcand, 2003); *La pesadilla de Darwin* (Hubert Sauper, 2004); *Bailar en la oscuridad* (Lars von Trier, 2000); *Yo, Tambien* (Álvaro Pastor y Antonio Naharro, 2009); *Sicko* (Michael Moore, 2007); *Emmanuel's Gift* (Lisa Lax, Nancy Stern, 2005).

NOVEMBER 12-16, 2012: "The Medical Humanities and the Dramatic Arts." Public Lecture #8 by invited guest speaker Aditi Kapil

**Readings:**

**Edson, Margaret. *W;t*. New York: Faber & Faber, 1999. \$10.93**

**Recommended Readings:** (will not be provided to Faculty cohort) Selections from:

**Cumming, Deborah. *Recovery from Mortality: Essays from a Cancer Limbo Time*. Charlotte, N.C.: Novello Festival Press, 2005. \$14.95**

**Lifshitz, Leatrice H. *Her Soul Beneath the Bone: Women's Poetry on Breast Cancer*. Champaign: University of Illinois Press, 1988. \$13.95**

**Lorde, Audre. *The Cancer Journals*. Argyle, NY: Spinsters Ink, 1980. \$11.82**

Telemundo television broadcast of the Symphonic Orchestra of Puerto Rico's performance of "Tratamiento," a musical and multimedia exploration of breast cancer (*5 Sobrevivientes 5 Compositores "Tratamiento"*), <http://www.youtube.com/watch?v=eEw7xQAKip0>

Faculty cohort will post to the project blog commentary on the readings and other related Puerto Rican and Caribbean sources.

FEBRUARY 7, 2013: “The Medical Humanities and Bioethics” Workshop #9 by Dr. Anayra Santory and Prof. Bernat Tort

Readings: “Bioética y Pueblo” by Dr. Leonides Vargas y Santos, Director of the Instituto Hostosiano de Bioética of the Medical Sciences Campus.

<http://www.unesco.org.uy/shs/fileadmin/templates/shs/archivos/TrabajosLibres-Bioetica/13.%20Bioetica%20y%20Pueblo.pdf>

Cohort will discuss and post to the project **blog** materials related to how the arts can also be used in an exploration of issues related to bioethics.

MARCH 6, 2013: Workshop #10: “The Medical Humanities and Therapy: Art, Dance, Dramatic Arts and Music.”

Readings: *Psicoballet: Teoría y Práctica en Cuba y Puerto Rico*, edited by Georgina Fariñas García, Ileana Hernández Simón, Jeannette Rosselló González, et al. San Juan: Publicaciones Puertorriqueñas, 2004. \$28.00

ARPIL 11, 2013: “The Medical Humanities and History.” Workshop #11:

**G. Rigau, José G.** “Historia de la investigación científica en Puerto Rico,” *La Academia Puertorriqueña de la Historia, CienciaPR* <http://www.cienciapr.org/history>

Selections from **Rigau, José G.** *Historia de la medicina: la salud en Puerto Rico en el siglo XX*. San Juan: University of Puerto Rico Medical Sciences Campus, 2000.

MAY 2, 2013: “The Medical Humanities and Health Communication”: Workshop #12

Readings: Selected reading from **Manning, Jimmie, Janet MacLennan and Carey M. Noland, Eds.** *Case Studies in Communication about Sex*, Eds. Jimmie Manning, Janet MacLennan and Carey M. Noland. Newcastle Upon Tyne: Cambridge Scholars Publishing, 2011.

**Fábregas, Sandra M., Mayra L. Vega and Jesús Arroyave.** “Un Modelo de Servicios para el Instituto Latinoamericano de Comunicación en Salud-Una iniciativa para consolidar la investigación y la capacitación,” available at [http://www.alaic.net/alaic30/ponencias/cartas/Comunicacion\\_y\\_salud/ponencias/GT7\\_3fabregas.pdf](http://www.alaic.net/alaic30/ponencias/cartas/Comunicacion_y_salud/ponencias/GT7_3fabregas.pdf)

SEPTEMBER 11, OCTOBER 9, NOVEMBER 13 AND DECEMBER 4, 2013: “Creating a Curricular Sequence in the Humanities and the Healing Arts.”

**Readings:** Independent reading in field of specialization and interdisciplinary studies. Faculty cohort can refer to sources on the secondary bibliography.

## SECONDARY BIBLIOGRAPHY

\*\*\* Sources available to PD

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Ahlzen, R. “The Doctor and the Literary Text—Potentials and Pitfalls.” *Med Healthcare, Philos* 5.2 (2002): 147-155.

Anderson, Charles M. and Marian M. MacCundy. *Writing and Healing: Toward an Informed Practice*. New York: National Council of teachers of English, 2000.

\*\*\* Bigby, Judyann, ed. *Cross-Cultural Medicine*. Philadelphia: American College of Physicians, 2001.

\*\*\* Bronte, Charlotte. *Jane Eyre*. New York: Penguin Classics, 2006, (original publication date 1847).

\*\*\* Browner, Stephanie P. *Profound Science and Elegant Literature: Imagining Doctors in Nineteenth-Century America*. Philadelphia: University of Pennsylvania Press, 2005.

\*\*\* Caldwell, Janis McLarren. *Literature and Medicine in Nineteenth-Century Britain: From Mary Shelley to George Eliot*. Cambridge: Cambridge University Press, 2004.

- \*\*\* -----. "The Strange Death of the Animated Cadaver: Changing Conventions in Nineteenth-Century British Anatomical Illustration." *Literature and Medicine* 25.2 (2006): 325-357.
- \*\*\* Campbell, Hazel D. "Easter Sunday Morning." *Woman's Tongue*. Kingston, Jamaica: Savacou Publications, 1985.
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- \*\*\* Charon, Rita. *Narrative Medicine: Honoring the Stories of Illness*. New York: Oxford University Press, 2006.
- . "The Self-Telling Body." *Narrative Inquiry* 16 (2006): 191-200.
- . "Narrative Medicine: Attention, Representation, Affiliation." *Narrative* 13 (2005): 261-70.
- \*\*\* -----. "Narrative Medicine: A Model for Empathy, Reflection, Profession, and Trust." *JAMA* 286 (2001): 1897-1902.
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*Mary Shelley's Frankenstein* (Britain, Dir. Kenneth Branagh, 1994)

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**Web Resources:**

1.) Society for the Arts in Healthcare

<http://www.thesah.org/template/index.cfm>

2.) Medical Humanities at NYU

<http://medhum.med.nyu.edu/medhum.html>

2.) *The Yale Journal for Humanities in Medicine*

<http://info.med.yale.edu/intmed/hummed/yjhm/>

3.) *Ars Medica: A Journal of Medicine, the Arts, and Humanities*

<http://www.ars-medica.ca/home.htm>

4.) *Bellevue Literary Review: A Journal of Humanity and Human Experience*

<http://www.blreview.org/>

5.) *The Healing Muse: A Journal of Literary and Visual Arts*

<http://www.upstate.edu/bioethics/thehealingmuse/>

6.) *Literature and Medicine*

[http://www.press.jhu.edu/journals/literature\\_and\\_medicine/](http://www.press.jhu.edu/journals/literature_and_medicine/)

7.) *Medical Humanities*

<http://mh.bmj.com/>

8.) *Medical Humanities Review*

<http://www.utmb.edu/imh/publications.asp>

9.) Women Physician's Autobiographies

<http://research.med.umkc.edu/teams/cml/womendrs.html>

10.) Society for Literature, Science and the Arts

<http://slsa.press.jhu.edu/>

11.) The British Society for Literature and Science

<http://www.arts.gla.ac.uk/BSLS/>

12.) Georgetown University's "Interacting with the Medical Humanities"

<http://www8.georgetown.edu/departments/familymedicine/imh/units.htm>

13.) Columbia University's program in Narrative Medicine

<http://www.narrativemedicine.org/>

14.) Alaska Webpage on Narrative and Healing

<http://litsite.alaska.edu/uaa/healing/healing.html>

15.) Ohio State University's Project Narrative

<http://projectnarrative.osu.edu/resources/default.cfm>

16.) Recent Dissertations in the Medical Humanities

[http://www.hsls.pitt.edu/guides/histmed/researchresources/dissertations/index\\_html](http://www.hsls.pitt.edu/guides/histmed/researchresources/dissertations/index_html)

## NEH Humanities Initiatives for Institutions with High Hispanic Enrollment

### Humanities and the Healing Arts: Faculty Development and Multidisciplinary Curriculum in the Context of Puerto Rico and the Caribbean

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