

GENERAL EDUCATION COURSE ENHANCEMENT GRANT COMPETITION

1. Principal Investigator Name(s) and Academic Title(s)

Anna Mae Duane, Associate Professor, English and American Studies

2. Email Address(es)

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3. Is this a new course or a currently existing course?

This is a new course.

4. List the course title and course number of the proposed/enhanced course and name of the sponsoring department or program. (For new courses that many not have been assigned a number yet, use a proposed title and generic number that indicates the course level:

AMST/ENGL Race, Science, Fiction 3XXX

5. Describe your project and the work that will be done *during the grant period* on course content, course design, and/or teaching approach. Provide a clear statement of the *objectives* of the project in terms of student learning.

Project Description: AMST/ENGXXX Race, Science, Fiction, will provide students from across the university with opportunities to observe and critique how scientific and cultural narratives have reinforced one another in ways that can embed racial biases in medical and technological advances. In so doing, the content of this course will further the goals of the GEOC Provost grant by focusing on a critical exploration of key tenets underlying racism and colonialism. Because this course will foreground student writing and research, Race, Science, Fiction will facilitate students' imaginative approaches to tracing the entangled legacies of scientific racism. Finally, by interweaving novels, scientific analysis, nonfiction memoirs, journalism and poetry, this course will contribute to the Medical Humanities offerings of UConn, a site of great potential within the university. I envision this course taking part in a growing interdisciplinary conversation fostered by UCHI and other source to promote vibrant—and mutually beneficial—collaborations between science and the humanities.

Work During Grant Period: With the resources provided by this grant, I will be able to devote research time to creating an eclectic and interdisciplinary reading list that will provide students across CLAS with moments of both familiarity and discovery. During the grant period I'll be crafting a syllabus, designing modules, and developing assignments that will likely include a collaborative research project, two papers (with various levels of peer and instructor feedback built in). I will also research techniques to flip the classroom in ways that will enable students to shape the direction of the class in response to their own experience and interests.

In addition to my own research and module design for this individual course, I plan to use the time of the grant period to engage in several endeavors that will benefit the larger university community. First, I would use the resources provided by this grant to invite consultations and possible collaborations with other English professors who are leaders in the field of

Medical/Health Humanities, and who are pioneers in anti-racist pedagogy. These faculty will offer workshops that would be available to the wider university community. I'm particularly interested in inviting Professor Sari Altschuler (English, Northeastern) who has pioneered medical humanities scholarship at both Northeastern and Emory University. I would also invite either Professor Brigitte Fielder (UW Madison) or Professor Koritha Mitchell (Ohio State) to campus to share their expertise in the development of anti-racist pedagogy within English departments.

Second, I plan to build upon the success of the UCHI's initiatives creating conversations between the sciences and the humanities to gauge interest in the possibility of creating a Medical Humanities working group that would meet online to exchange syllabi, reading suggestions, and initiatives. I have both organized and participated in similar groups (the American Studies Reading Group and an earlier version of a Medical Humanities reading group) through the UCHI. Depending on faculty interest, I imagine building on this network to eventually propose a medical/health concentration or minor. Such a development would place UConn within an expanding cohort of universities that have developed Medical/Health Humanities curricula in response to a national demand for such courses, particularly among pre-med students.ⁱ

Objectives/Student Learning

This course will provide:

- 1) Exposure to the reciprocal relationship between cultural narratives, fictional representations of race, and assumptions that undergird medical practice through an interdisciplinary reading list that includes novels, personal memoirs, medical journalism, mainstream media reports, and films.
 - 2) Student-led learning through asynchronous activities including discussion posts, group bibliographies and group presentations.
 - 3) Writing across disciplines as students draw from a range of assigned texts to create two short research papers and group presentations.
 - 4) Creative problem-solving through speculative assignments. (i.e., letters to future students, imaginative journal entries, etc.).
6. How do you intend to evaluate project objectives once the course, as proposed, is offered? Please identify intended *learning outcomes* and *assessment tools*.

Learning outcomes:

- 1) To engage in flexible thinking by comparing, contrasting and analyzing different modes of written authority. (Assessed via research papers, journal entries, reading responses)
- 2) To synthesize and analyze material from several different disciplines in student writing. (Assessed via research papers)
- 3) To analyze and critique how stereotypes can influence the material conditions created by medicine and technology. (Assessed via discussion posts, research papers and journal entries)
- 4) To facilitate active responses to the entrenched narratives we analyze and critique in class. (Assessed via discussion posts, journal entries)
- 5) To connect undergraduate students with the larger research mission of the University

through anti-racist pedagogy. (Assessed via discussion posts, journal entries, research papers)

Assessment Tools:

- For peer revision sessions that will assess how well students can implement specific revision strategies taught in the writing workshops.
 - Two research papers that assess their capacity to compare, contrast, analyze and integrate peer-reviewed research with their own perspectives.
 - Weekly journal entries that will demonstrate student’s capacity to analyze the assigned reading.
 - Several multiple-choice quizzes to demonstrate students’ capacity to define and compare key terms in the course.
 - Biweekly reading responses that will assess students’ comprehension and analysis of the assigned reading.
7. Describe how the course will fit into UConn’s General Education curriculum. How will the course serve the *broad goals of UConn’s General Education program* (flexibility in thinking, foundations for learning at UConn and later in life, critical analytical skills, etc.)?

This course will facilitate flexibility in thinking as students engage with points of reciprocity between the humanities and the sciences, as both are shaped by social understandings of race and gender. Students’ ability to recognize, critique and respond to implicit biases will enhance their capacity to become engaged citizens and to become advocates for justice and reform in their respective fields.

8. For which *content areas (CA1-4), competencies (W, Q), or literacies (Environmental – E)* will the course be proposed and how will it address the *specific criteria* for courses in these content areas and/or competencies? [**NOTE:** Please review the Gen Ed criteria for your proposed content area(s), competency(ies), or literacy carefully. Most courses will not fulfill more than one or two areas. More content areas/competencies does not necessarily equal a stronger proposal. The GEOC is looking for proposals that demonstrate a significant understanding of the criteria in the Gen Ed category for which they are proposed.]

This course will fulfill CA1, CA4 and the W literacy requirement.

CA1: This course will investigate cultural or symbolic representations of race as it translates into ideas of “fitness” and “superiority” in the language of both fictional and nonfiction realms including scientific exhibitions and current science journalism.

CA4: As a course devoted to understanding racial narratives in both science and fiction, this course will emphasize that even seemingly “objective” interpretive systems are products of culture, and thus reflect cultural biases. This course will enable students to deepen their understanding of, and sensitivity to, racism’s function in US culture from the nineteenth century to the present day. Students will develop an awareness of the social power of racial bias in the medical imagination.

W Literacy Requirement:

1. Writing will be essential for student understanding of course content. Assignments will ask students to compare, contrast and analyze different perspectives on physical difference. Because students will be revising their writing, the assignments will also allow them to differentiate emotional responses (which might well dominate their first drafts) from logical arguments. There will be two papers (7-9 pages each) that will pass through several layers of feedback and revision. Because the writing component will constitute at least sixty percent of the student's grade, failure to pass this component will result in course failure.

2. There will be both in-class instruction and asynchronous resources to aid students in structuring an essay, with particular emphasis placed on constructing an argument and synthesizing outside expertise. Student work will supply the examples for many of these lessons. Further, students will be required to meet with the instructor to discuss their drafts.

3. We will use peer editing to workshop drafts of assignments in class. After a brief lesson on an aspect of academic writing (for example, the integration of quotes, or creating and maintaining a logical argument), I will distribute a framing set of questions that will enable the students to draw on the lesson to analyze one another's papers, focus on areas needing improvement, and provide possible revision strategies.

4. After final versions of the drafts have been submitted, the instructor will return them with suggestions for revision (comments will focus on clarity, content knowledge, and organization). The students will have one week to revise the assignment. They will then receive comments on their revisions.

5. In sum, students will receive multiple levels of feedback on their writing:

- a) writing workshops of student papers in class
- b) peer revision of one another's drafts
- c) instructor's written comments (on draft and final submission)
- d) instructor conferences

9. How will the course *add to and/or enhance existing course offerings*? If applicable, which of the areas targeted by this year's competition does it address? Does the course fill other important gaps? How does it compare to current offerings or pedagogy? What will be distinctive about the course?

This course builds on the conversation begun in my course AMST/ENGL 2274 Disability in American Literature and Culture—developed with a 2006 GEOC Grant), which focuses on how literature has shaped how disability is perceived. This course will also expand our department's offerings in anti-racist literature and critique (one of the target areas of this year's competition).

10. Will your course serve as a model to assist others in their efforts to improve the general education curriculum? If so, how?

This course will serve as a model for humanities courses that seek to engage with the sciences and offer possibilities for science faculty who are interested in expanding student engagement

with bioethics. Additionally, my plan to bring in outside experts in anti-racist pedagogy and medical humanities will be an asset to faculty across the university.

11. Is your proposal linked to any others being submitted in this competition? If so, explain the added benefits that will accrue to students from taking the courses as a group. **No.**

12. Has this course even been submitted for this grant in the past? Yes / **No** / Unsure

13. Has this course been funded *by this grant* in the past? Yes / **No** / Unsure
(Note: All previous competition winners are available through links at <http://geoc.uconn.edu/course-development-grant-competition/>)

14. Has this course or will this course be funded *by any other* non-departmental source, e.g. CETL grant, non-university grants, etc? **Yes** / No / Unsure

After developing this course and teaching it at least once, I plan to submit it to CETL for online development facilitation. I've worked with CETL on creating an online/summer course version of AMST/ENGL2274 with great success. I attribute that success to the fact that the course had already been developed and taught several times, allowing us to focus on developing the online component, rather than trying to balance the creation of a new course with the work of generating an online version of that course.

15. If you answered "Yes" to questions 13 or 14, please explain why the additional changes and funding are needed to further enhance this course. If applicable, please describe the results achieved by the first funding of the course. If you were not the proposer during the first cycle of funding, please note whether you consulted the original proposer and explain how this consultation informed your current proposal.

Collaborating with CETL will help me to refine my goals and assessments and will allow me to offer this course online during the summer, and during the academic year, which will make the course accessible to students across UConn's five campuses.

16. I have attached the budget form to this email.

17. Bob Hasenfratz (English) and Chris Vials (American Studies) will be sending statements of support shortly.

18. A sample syllabus is attached.

Fiscal 2021	Amount budgeted	Fringe for Summer Salary **	Total
Summer salary or Spring Salary buyout	4085.85	1054.15	5140
Supplies		None	
Travel		None	
Research (Faculty Account)		Usually none	
Other (honoraria for outside faculty, possible funding for working group meetings)	1560	Usually none	1560
Total	5560		6,700

* Buyout: Funds can be used to pay an adjunct to teach a class normally taught by full-time faculty member during the Spring semester so that the faculty member can devote time to course development.

** The 2021 Fiscal Year fringe rate for Special Payroll summer salary is currently **28.5%**. (See <http://budget.uconn.edu/fringe-benefit-rates/>). To calculate this amount, multiply your desired salary by .285 and then add the amounts. For example, if you wish to request all \$7500 as summer salary, your “Amount Budgeted” is \$5836.57 and your Fringe Amount is \$1663.42. ($5836.57 \times .285 = 1663.42$ and $5836.57 + 1663.42 = 7499.99$)

Justification:

Please explain how the expenditure of all funds will support this proposal (100-400 words).

Please note that participants should explain how any expenses, especially travel, will benefit the COURSE, not necessarily the professional development of the proposer.

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(UW Madison) or Professor Koritha Mitchell (Ohio State) to campus to share their expertise in the development of anti-racist pedagogy within English departments.

Finally, the funding I request here would provide the time that would allow me to build upon the success of UCHI's initiatives in bringing science and the humanities faculty into conversation. My hope is to create a Medical Humanities working group that would meet online to exchange syllabi, reading suggestions, and initiatives. I have both organized and participated in similar groups (the American Studies Reading Group and an earlier version of a Medical Humanities reading group) through the UCHI. Depending on faculty interest, I imagine building on this network to eventually propose a medical/health concentration or minor. Such a development would place UConn within an expanding cohort of universities that have developed Medical/Health Humanities curricula in response to a national demand for such courses, particularly among pre-med students.

Syllabus/Reading List for AMST/ENGL3XXX

- The reading selections here represent the sort of interdisciplinary conversation I hope to create. As I research on my own and collaborate with other faculty, it's likely that the individual entries on this sample list will change.
- As I engage in research and consult with other faculty members, I will be better positioned to fine-tune individual writing assignments.
- Because this is a W Class, and because student composition is central to the course's learning outcomes, there will be two weeks devoted to writing workshops, peer revision and one-on-one writing conferences.
- Each week will feature one interactive student discussion post and one journal entry.
- As mentioned in my proposal, two research papers (7-9 pages each) will be responsible for 60% of the students' grades. The remainder will be divided between short assignments (one group presentation, journal entries, discussion posts, and quizzes).

Module One: The Mutual Evolution of Science and Racism (Weeks 1-3)

Excerpts, Thomas Jefferson *Notes on the State of Virginia*

Rosemarie Garland Thomson, "The Cultural Work of the American Freak Show" from *Extraordinary Bodies: Disability in American Literature and Culture*

Video lecture on Sarah Baartman

The Venus Hottentot by Elizabeth Alexander

M.T Anderson *The Case of Octavian Nothing Volume 1: The Pox Party*

Marilyn Nelson, *Fortune's Bones*

Module Two: The Body as Property in the Nineteenth Century
(Weeks 4-6)

Wailoo K., Historical Aspects of Race and Medicine: The Case of J. Marion Sims. *JAMA*. 2018;320(15):1529–1530.

Excerpt, George Gliddon, *Types of Mankind*

Mark Twain, *Pudd'nhead Wilson*

Excerpts, Frederick Douglass, *My Bondage and My Freedom*

Excerpts, Bruce Dain, *Hideous Monster of the Mind*

James McCune Smith, “The Heads of Colored People”

Darin Strauss, *Chang and Eng*

Week 7: Writing Workshops, Peer Revision, Writing Consultations with Instructor

Module Three: Jim Crow and Medical Apartheid
(Weeks 8-10)

Francis Galton, “Eugenics: Its Definition, Scope, and Aims.”

Excerpts, Harriet Washington, *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans From Colonial times to the Present*

Rebecca Skloot, *The Immortal Life of Henrietta Lacks*

Jordan Peele, *Get Out* (film)

Module Four: Reparations and Reimaginings
(Weeks 11-13)

Alondra Nelson “Afrofuturism”

NK Jemisin, “How Long til Black History Month?”

Justine Ireland, *Dread Nation*

Cherie Dimaline, *The Marrow Thieves*

Week 14: Writing Workshops, Peer Revision, Writing Consultations with Instructor

Week 15: Wrap Up: Speculative Assignment: What does medicine of the future look like?

ⁱ <https://www.aamc.org/news-insights/more-pre-med-students-opting-health-humanities-programs>