




An Obermann
Working Symposium

Health

Building the Future of Research and Teaching

April 4-5, 2014

The University of Iowa College of Public Health

Humanities

Agenda Lunch Slides

Preliminary action steps for furthering cross-disciplinary health humanities teaching and research.

Generated by participants at the University of Iowa on Saturday April 5th, 2014.

What's an Agenda Lunch?

The purpose of ours was two-fold:

1. To generate an ambitious list of possible next steps toward creative new collaborations in health humanities, whether in research, public engagement, or teaching;
 2. To create a list of 3 best ideas or action steps for furthering cross-disciplinary health humanities collaborations in teaching and/or research.
- Tables of 6; discussion facilitator and note-taker at each table; traded roles halfway through



Instructions

Please introduce yourselves and discuss:

1. Based on the sessions thus far, what kinds of work are you doing in your research or teaching that might fit into a health-humanities initiative?
2. What topics have not yet surfaced that your work or new collaborations could address?
3. What potential do you see for collaborative teaching across disciplinary and college boundaries? How would we do it?



It's 1.00 pm . . .

Moderators:

- Please list your 3 best ideas or action steps for cross-disciplinary “health humanities” collaborations for teaching or research
- Email your Powerpoint slide to andrea-charise@uiowa.edu by no later than 1.05pm



Table 1

1. **Big Ideas/Constellation Course**

- E.g., “How to Build a Human.” Could involve perspectives from engineering, spiritual services, public health, history (e.g. of eugenics), disability studies, prosthetic technology, posthuman, political science (ideas of utopia/dystopia)

2. **Creation of online mentoring network for graduate students**

- Involving faculty, students, practitioners to create multi-tiered support for developing research capacity in this area
- Could dovetail with International Network of Health Humanities infrastructure (www.healthhumanities.org)

3. **Cluster hires:** be that person in the department meeting who is fixated on need for cross-listed faculty (trade on administrative/economical argument)

- Departments not currently in cluster situations need to find shared questions to 1) coalesce around 2) rally administration for hiring lines that are 3) supportive of HH-oriented graduate students.



Table 2

- 1) **Identify** administrative support and local champions
- 2) **Map** what we currently have and identify gaps in curriculum/teaching, research agendas
- 3) **Create** a graduate class that would be a health humanities focus
 - E.g., Broad-based with cross-cutting themes across disciplines (i.e. focus on *aging* could be addressed from many viewpoints)
 - Opportunity for team-teaching



Table 3

- 1. Create spaces on campus for people to come together across campus.**
 - E.g.: funded faculty seminars, working groups (such as Obermann's)
- 2. Develop opportunities, such as through the Center for Teaching, to learn the skills to teach in an interdisciplinary environment**
 - E.g.: how to build curriculum, how to meld teaching styles without losing strengths of each
- 3. Vertical teams: Move to a more integrated teaching and/or research model**
 - Involve faculty, staff, graduate and undergraduate students, as well as integrating community expertise and experience. These need to have both a grassroots buy-in and support from upper administration.



Table 4

1. **Communicate:** Humanities scholarship contributes a set of interpretive & analytic tools to health
2. **Generate:** Health humanities will to student desires and values.
3. **Action:** I will take particular hands I have been exposed to and incorporate them in my pedagogy.



Table 5

- 1. Make sure we also bring “health” to the “humanities” (not just humanities to health professionals)**
 - E.g., General education option for all undergrads with instructors from diverse departments/colleges
 - Concrete motivations and “constraints” as topic of focus (e.g., a focus on a specific problem or theme)
 - Promote creativity in the arts and humanities, especially now that 2015 MCAT will include broader humanities focus
- 2. Find structures and rewards that bring together faculty from humanities, arts, and health fields**
 - E.g., Dual appointments, interdisciplinary centers and working groups
 - Faculty club, art classes (or some other activities that neutralize interprofessional power dynamics), gallery openings
 - Cross-disciplinary manuscripts (with some encouragement from admin to make this feasible).



Preliminary Action Steps

1. **Creation of online mentoring network for graduate students** involving faculty, students, practitioners to develop HH research capacity/support
2. **Let's find structures and rewards** that bring together faculty from humanities, arts, and health fields
3. **Develop opportunities to learn the skills to teach in an interdisciplinary environment** (e.g., through Center for Teaching)
4. **Create a graduate class with health humanities focus** (e.g., with cross-cutting themes like Aging)
5. **I will take particular hands I have been exposed to and incorporate them in my pedagogy.**



Thanks for reading!

- The organizers thank you for your participation in our Agenda Lunch and for helping launch the future of health humanities at the University of Iowa!
- A full list of media links, videos, symposium program, keynote biographies, agenda lunch slides, and other #UIHealthHum resources is available at our event website:

<http://obermann.uiowa.edu/programs/health-humanities-building-future-research-and-teaching>

