

Misericordia University
Medical and Health Humanities Program
MHH 301: Narrative Medicine

Course Information

Semester: Fall 2021

Course Credits: 3

Prerequisites: MHH 201

Class Times: TR 2-3:15pm, MAC 103
(traditional format of face-to-face classes,
unless otherwise noted in the schedule)

If there is inclement weather: class will be
held virtually via Zoom (on Blackboard)

Instructor: Dr. Amanda M. Caleb (she/her)

Email: acaleb@misericordia.edu

Phone: 570-674-8113

Office: Mercy Hall 312

Office hours: by appointment

Course Description (from the catalog): This course uses a narrative approach to explore the relationship between health, healing, and social justice. Assessing how all forms of discrimination are linked to health status provides students with a fundamental understanding of the connection between economic status, political power, social rights, opportunities, and social justice. The narrative approach gives voice to the vulnerable and disadvantaged and encourages an understanding and articulation of the human dimension in health care. Narrative practice is concerned with issues of trauma, body, and inter-subjectivity. This course examines the interconnectedness of social identity and the larger social, political, and cultural realities by combining theoretical articles and illness narratives. The challenge is how to honor the illness narratives and transform the stories of injustice and discrimination into stories of health, healing, and social justice.

Required Texts/Readings:

- Charon, Rita. [Narrative Medicine: Honoring the Stories of Illness](#).
- Frank, Arthur. [The Wounded Storyteller: Body, Illness, and Ethics](#).
- Kleinman, Arthur. [The Illness Narratives: Suffering, Healing, and the Human Condition](#).
- Lorde, Audre. [The Cancer Journals](#).
- Sontag, Susan. [Illness as Metaphor and AIDS and its Metaphors](#).
- Blackboard readings that you must bring to class (see course schedule)

Objectives and Learning Outcomes:

Course Objectives. Students will:

1. Analyze the connection between economic status, political power, social rights, social justice, and health;
2. Evaluate the issues of trauma, body, and inter-subjectivity from a narrative perspective;

3. Examine social identity and illness narratives;
4. Acquire a basic understanding of narrative theory and narrative knowledge.

Program Learning Outcomes (PLOs). Students will:

1. Develop knowledge of how non-medical disciplines contribute to the study of health and illness;
2. Demonstrate knowledge of how cultural and social perspectives impact the concept of health;
3. Demonstrate knowledge of factors that complicate health care delivery and health care access;
4. Develop communication skills (written oral, and visual) across multiple disciplines that will prepare them for professional life and/or graduate school.

University Learning Outcomes (ULOs). Students will:

3. Consider ethical issues and values and make reasoned judgments about them;
4. Think independently and creatively, analyze information critically, and solve problems;
5. Respect and understand cultural differences;
7. Communicate and interact effectively;
8. Understand and appreciate the arts, humanities, science, and technology;
9. Succeed in their academic disciplines.

Course Objective	Assessment Methods	PLO	ULO
1	Engagement, narrative reflection, papers	1,2,4	4,5,7,8,9
2	Engagement, in-class writing, papers	1,3,4	3,4,7,8,9
3	Engagement, narrative reflection, papers	1,2,3,4	3,4,7,8,9
4	Engagement, in-class writing, narrative reflection, papers	1,3,4	3,4,7,8,9

Course Delivery

Teaching and Learning Strategies

- **Class engagement.** Students are expected to regularly engage in discussions. They may do so through class discussions or, if they are absent or uncomfortable speaking in class, on Blackboard: responses are due within 48 of when the prompt was posted (note: in-class discussions carry more weight). Grading:
 - **Exceeds expectations (A-range):** Student provides insightful comments and significantly advances discussions and demonstrates a sophisticated understanding of the reading/discussion.
 - **Meets expectations (B-range):** Student provides relevant comments and offers some new insight into the reading and/or discussion.
 - **Approaching expectations (C-range):** Student provides some comments that are summary of the material, but does not provide any deep insight into the reading or discussion.
 - **Does not meet expectations (D/F range):** Student does not participate in discussion, either in person or via Blackboard discussion prompts.

- **In-class writing.** On most class days (indicated on the course schedule), students will have a writing prompt for the beginning of class that will require them to practice narrative reflection. Reflections will be submitted each class (via paper or through Blackboard) and graded as credit/no credit.
- **Narrative reflection.** Students will write a 2-3 page reflection in which they evaluate the role narrative medicine could play in health care, particularly with regard to social justice. **DUE: W 12/15 by 11pm**
- **Constructed Self paper.** Using Mairs’s essay as a springboard, students will write a 3-5 page paper reflecting upon how their health-related subject-positions are socially and culturally constructed. More details on Blackboard. **DUE: W 10/6 by 11pm**
- **Close Reading paper.** Students will write a 3-5 page close reading of Lorde’s *Cancer Journals*, as informed by other readings from class. More details on Blackboard. **DUE: W 11/3 by 11pm**
- **Narrative paper.** Students will practice their narrative medicine skills by interviewing an individual with a chronic illness or disability and write a 5-6 page account. Students should contact individuals early in the semester, record interviews with permission, and share drafts with interviewees before submission. More details on Blackboard. **DUE: W 12/8 by 11pm**

Evaluation Method

Item	Amount
Class engagement	150 points
Daily writing prompts	75 points
Narrative reflection	100 points
“On Being” paper	225 points
Close Reading paper	200 points
Narrative paper	250 points
TOTAL	1000 points

Grading System

<u>Superior</u>	<u>Very Good</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
A 930+ pts	B+ 870-899 pts	C+ 770-799 pts	D 650-699 pts
A- 900-929 pts	B 830-869 pts	C 730-769 pts	F <650 pts
	B- 800-829 pts	C- 700-729 pts	

Academic and Course Policies

Academic Policies

Cougar Care and COVID-19

Students are expected to adhere to the health and safety requirements outlined on the University’s [COVID-19 page](#). If you have any COVID-19 symptoms, please make sure to fill out the [COVID-19 tracker](#).

Credit Hour Statement

For each credit hour earned in this course, the amount of work represented in the course learning outcomes and verified by evidence of student achievement is equal to a minimum of one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week during the regular fifteen-week semester.

Laptop Policy

As there will be no assignments or examinations for which a laptop will be used, your use of a laptop is generally permitted as long as usage remains within the bounds of Code of Student Conduct and conforms to the provisions laid out in this syllabus.

Academic Integrity

Misericordia's Academic Integrity policy is located in the catalog under [Undergraduate Academic Policies and Procedures](#); please familiarize yourself with this policy.

Students are expected to always submit their own work: if caught cheating on an exam, the student will receive a failing grade for the exam. For all written assignments, students are required to provide full documentation of sources (including quotation marks for quotes, in-text citations, and a Works Cited page) and paraphrase accurately and ethically when applicable. If the student has inadvertently plagiarized a paper by acknowledging a source but failing to provide full documentation for the source, the student will be penalized up to 50 points on the assignment, determined by the nature of the offense. If the student has maliciously plagiarized a paper by not providing any acknowledgement of the source or by submitting someone else's work as their own, the student will be penalized 50-100 points on the assignment; if a repeat offense occurs, the student will fail the course. If you have any questions regarding plagiarism, please speak with me first before submitting a paper.

Disability Statement

Misericordia University is committed to creating an environment where all are welcome and does not discriminate in the recruitment, admission, educational process, or treatment of students. In the spirit of hospitality and justice, we comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), as amended. In order to receive services, students must self-identify their disability and provide documentation from a healthcare professional. Eligibility for accommodations such as academic adjustments and/or auxiliary aides is determined through an individualized, interactive process in the Office for Students with Disabilities (OSD).

The OSD is located in the SSC, on the lower level of Alumnae Hall on the Dallas campus. Individuals seeking accommodations may call 570-674-6408 or email Kristen Ricardo, Interim Director SSC/OSD, at kricardo@misericordia.edu.

Tutorial Assistance

Misericordia University offers a variety of tutorial options to assist students in achieving academic goals. Individual and group peer tutoring is provided in most core curriculum courses and some professional courses dependent on student tutor availability. The Peer Tutoring Program services are provided by the Student Success Center, which is located in the lower level of Alumnae Hall. All tutoring services are free of charge.

Fall 2021 hours: Mon.-Thurs., 10am-10pm & Sun., 1-10pm

Smarthinking is an online tutoring service available to all students. Students can drop in on a live tutoring session, submit papers, or schedule private sessions in many subject areas, such as statistics, economics, biology, physics, chemistry, and many others. Smarthinking registration and login information can be found on the Student Success Center channel found under Student Services.

Writing Center

If you would like additional help with your writing, please consult the Writing Center. They are not a proofreading service, but they will help you with developing ideas and revising papers. **Fall 2021 Hours:** Mon-Thur, 10am-10pm & Sun, 1-10pm

Course Policies

Emergency Alerts

In the event of a fire alarm, please leave the building by the nearest emergency exit and proceed to the **grass lot by MacDowell Hall**; I will take attendance and report any missing students to campus security. I will have our cell phones in the event we receive an MU Alert and will provide you with specific instructions we receive.

Classroom Etiquette

- Students are required to wear masks properly (over mouth and nose) at all times in the classrooms: this is to protect everyone. Students who do not wear a mask (and do not have a documented exemption from the OSD) will be asked to leave.
- The Medical and Health Humanities statement on anti-racism: “The MHH program is committed to dismantling systemic racism and structural inequalities through education and action. We are heartbroken and outraged by the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and all the Black individuals harmed by a system built on prejudice and injustice. We stand in solidarity with [#BlackLivesMatter](#). We will not remain silent and be complicit in this violence: we will listen, we will learn, and we will act. To our BIPOC community, especially our students: we see you, we hear you, and we will do better by you.” To that end:
 - Please be respectful of other people’s opinions; this means listening to other people’s ideas and responding constructively. No personal insults or racist, sexist, homophobic, or other hate speech will be tolerated. Students who are not respectful after being reminded will be asked to leave the class.
- Cell phone use should be minimal and for academic and accessibility needs and emergencies only.
- Avoid side conversations whenever possible: if you need clarification, ask me.
- If there is something that would help you concentrate better in class (knitting, stretching, etc.), then do it—just make sure you are not disturbing others.

Attendance Policy

Students should attend class regularly; if unable to attend class because of illness or other reason, please ask a classmate for missed notes. When possible, I will make class materials available online (including writing prompts).

Late assignments

Papers have a 24-hour grace period, meaning they can be submitted up to 24 hours after the stated deadline without penalty. After that, penalties will be strictly enforced: papers submitted from 24-48 hours late will lose 10 points; papers submitted from 48 to 72 hours late will lose 20 points, etc. **I do not accept papers via email.**

Get-out-of-jail-free card

Each of you is entitled to **one** get-out-of-jail-free card; you may use it for the following:

- To excuse you from one missed writing exercise;
- To receive a **one-week** extension on a paper;
- To revise and resubmit your papers 1 or 2 for an average of the two grades.

If you are using your jail card for a paper extension, you need to email me **before** the paper is due; rewrites are due **by 11pm on R 12/2**. Use this card wisely!

If you have any questions (or just feel like talking), email, call, Zoom, or stop by my office. **Have a wonderful semester!!!**

MHH 301 schedule (subject to revision)

All reading and writing assignments should be completed by the date listed. Assigned readings are noted by author's last name or BB for readings on Blackboard.

Date	Class focus	Readings	Assignments
Week 1			
T 8/31	Introduction to the Class		
R 9/2	Narrative and Theory	Harter, Harold (BB)	In-class writing 1
Week 2			
T 9/7	What is Narrative Medicine?	Charon Preface, ch 1 & 3 (suggested: Charon ch 2)	In-class writing 2
R 9/9	Illness Constructions	Kleinman ch 1-2	In-class writing 3
Week 3			
T 9/14	Illness Constructions	Kleinman ch 10-12	In-class writing 4
R 9/16	Telling One's Story	Charon ch 4; Frank ch 1	In-class writing 5
Week 4			
T 9/21	"On Being"	Woolf, Mairs (BB)	In-class writing 6
R 9/23	Chronic Illness	Kleinman ch 3-5	In-class writing 7
Week 5			
T 9/28	Illness as Metaphor	Sontag pp. 3-42	In-class writing 8
R 9/30	Illness as Metaphor	Sontag pp. 43-104, 125-31	In-class writing 9
Week 6			
T 10/5	Illness and Stories	Frank ch 2-3	In-class writing 10
W 10/6			Constructed Self paper due 11pm on BB
R 10/7	<u>The Cancer Journals</u>	Lorde pp.1-47	In-class writing 11

Date	Class focus	Readings	Assignments
Week 7			
T 10/12	<u>The Cancer Journals</u>	Finish Lorde	In-class writing 12
R 10/14	FALL BREAK	NO CLASS	RELAX!!
Week 8			
T 10/19	Close Reading	Charon ch 6	In-class writing 13
R 10/21	Restitution Narrative	Frank ch 4	In-class writing 14
Week 9			
T 10/26	Chaos Narrative	Frank ch 5	In-class writing 15
R 10/28	Quest Narrative	Frank ch 6	In-class writing 16
Week 10			
T 11/2	Embodiment and narrative	Charon ch 5; Rimmon-Kenan (BB)	In-class writing 17
W 11/3			Close reading paper due 11pm on BB
R 11/4	Narrative competence	Charon ch 7-8	In-class writing 18
Week 11			
T 11/9	Bearing witness	Charon ch 9	In-class writing 19
R 11/11	NO CLASS		Narrative session for final paper
Week 12			
T 11/16	Dying and death	Kleinman ch 9; Brennan (BB)	In-class writing 20
R 11/18	Ethics of storytelling	Frank ch 7-8	In-class writing 21
Week 13			
T 11/23	Narrative humility	DasGupta; Adichie (BB)	In-class writing 22
R 11/25	THANKSGIVING	NO CLASS	RELAX!!!
Week 14			
T 11/30	Problematizing care	Kleinman ch 6-7	In-class writing 23
R 12/2	Methods for care	Kleinman ch 15-16	In-class writing 24 Optional jail card rewrite due 11pm
Week 15			
T 12/7	Future of narrative med.	Charon ch 10-11	In-class writing 25
W 12/8			Narrative paper due 11pm on BB
R 12/9	Final Thoughts	Bring all blue books to class and/or laptops to access in-class writing	In-class writing 26
W 12/15	Reflection on narrative medicine		Final reflection due 11pm on BB