ANTH 272/ENGL 264 | Healing in Literature and Ethnography | Spring 2020

MWF 1:25-2:15, Gardner Hall, Room 008 (check location for Monday recitations)

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| Office: Alumni Building, Room 305-A | Office: Greenlaw Hall, Room 523 (or HHIVE Lab) |
| Office Hours: Wednesdays, 11-1 & by appt | Office Hours: W 2:30-3:30, F 12-1:00 & by apt |

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| Julio Villa-Palomino | Grant Glass |
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| Sections: M 11:15-12:05, 12:20-1:10 – Hanes 0118 | Sections: M 9:05-9:55, 10:10-11:00 – Hanes 0118 |
| Office Hrs: Wed. 11-noon (410B Alumni Hall) | Office Hrs: M, 11-1 & by apt (505 Greenlaw Hall) |

**COURSE DESCRIPTION:** In his book *The Wounded Storyteller: Body, Illness, and Ethics*, sociologist Arthur Frank asserts that “whether ill people want to tell stories or not, illness calls for stories.” Judging by the popularity of hospital-based television dramas, medically themed novels, outbreak narratives, patient blogs, and clinician memoirs, the connection between illness and storytelling is tighter than ever. At the same time, stories are shaped by cultural and historical context and by specific genres of representation. Stories about illness and healing draw on and trace the challenges brought on by suffering, loss, notions of well-being, and the dilemmas of providing care.

This new course, team-taught by professors of English and Anthropology, brings together literary and ethnographic texts to explore narratives of suffering, healing, and medicine’s roles in these processes. By examining compelling works from a range of genres—memoir, the short story, the ethnographic case study, graphic medicine, and the novel—students will learn analytical techniques from both fields and hone their interpretive and writing skills.

**REQUIRED BOOKS:** There are 3 required books for the course, which are available for purchase at the Student Stores bookshop. All assigned articles will be available from our class Website site. Assigned films and will be on reserve at the Media Resource Center (basement of the Undergraduate Library); also, UNC has memberships to Prime Video, Netflix, etc.

▪ Bauby, Jean-Dominique 1998. *The Diving Bell and the Butterfly: A Memoir of Life in Death*. Vintage Books.

▪ Dunlap-Shohl, Peter. 2015. *My Degeneration: A Journey Through Parkinson’s.* Penn State University Press.

▪ Tweedy, Damon. 2016. *Black Man in a White Coat: A Doctor’s Reflections on Race and Medicine. Picador.*

**COURSE REQUIREMENTS**

The key to success in this course is to attend all lectures, participate actively in recitation sections, and keep up with the readings and assignments. (Late essays will receive a 1/3 grade penalty for each day past the deadline: e.g. an assignment that earns an A- but is two days late will be recorded as a B.)

* 1. **Attendance and participation** in recitation sessions are essential. Oral participation in recitation counts for **10%** of your grade. After two unexcused absences, unexcused absences will be penalized 20 points each. (Please note that some weeks we will have Friday lecture in lieu of recitations; consult the course schedule for specific dates.)
  2. **Reading Responses**. These short assignments (<300 words each) will help you develop your understanding of the texts and prepare for discussion in recitations. You will receive a reading question worksheet and 1-2 prompts to choose from on each week’s reading. Reading response essays are due 3 times per semester according to the assignment schedule and must be handed in to the TA at the start of recitation. These are time-sensitive, so *no late papers accepted*. Each of the 3 reading responses is worth 5%, for a total of **15%** of your final grade.
  3. **Short quizzes:** These will consist of objective questions aimed at assessing your basic knowledge of the assigned reading. There will be 10 brief quizzes given at the beginning of lecture, scattered across the semester for a total of **10%** of your final grade. There are *no make-up quizzes*. If you miss a lecture quiz you may submit an extra reading response (<300 words) focused on that day’s assigned texts; this is due in class at the *next* lecture.
  4. **Close Reading/Analytic Essays**: Twice in the course of the semester you will write an essay of 4-5 pages comparing and contrasting a set of readings in light of the theoretical and analytical concepts the class has examined. Each essay is worth **20%** of the final grade; these are due on Friday 2/7 and Friday 3/21.
  5. **Final Exam**: A comprehensive final exam **Thursday, April 30 at 12:00 noon** in our classroom. **25%** of your final grade.

***OR***

* 1. **Original Paper**: Students who wish to write an original final paper exploring the themes of the class in lieu of a final exam may submit a proposal to do so. This may take the form of a personal Illness narrative, a memoir, or graphic novel, and must be accompanied by a discussion of class concepts and analytical frameworks. You are required to meet with at least one of the professors to discuss your ideas prior to submitting the proposal and must receive permission to pursue the requested topic. If your idea is deemed feasible, the paper proposal will be due to both professors no later than April 23. Detailed instructions for the final paper will be posted on Website. The final paper will be due on **Thursday, April 30 at noon** and will count for **25%** of your final grade. (No late papers will be accepted: students who miss this deadline **must** take the final exam instead.)

### THE HONOR CODE\*

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. You can find more information, including your responsibilities as a student, in the [Instrument of Student Judicial Governance](https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Student%20Guide_Operational%20Procedures.pdf) (ISJG).

In this class, we expect your full participation and observance of the Honor Code. All academic work in this course, including response papers, essays, quizzes, and exams, is to be your own. It is your responsibility if you have any doubt to confirm whether or not collaboration is permitted. At UNC, plagiarism is defined as “the deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise” (ISJG Section II.B.1.). We are required to report any honor code offense to the Honor Court. Because it is considered a form of cheating, the Office of the Dean of Students can punish students who plagiarize with course failure and suspension. Full information can be found on the UNC Honor System page (<https://studentconduct.unc.edu/>).

🡪 If you think you are running into trouble with an assignment, PLEASE come and speak with one of us. ***It is much better to take a late penalty on an assignment than to risk Honor Court proceedings.***

### ACCESSIBILITY AND ACCOMMODATIONS\*

UNC’s Accessibility Resources and Service Office (ARS) works with students to facilitate reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. Please contact ARS if you anticipate needing such accommodations: <https://ars.unc.edu/>. In addition, please notify us as soon as possible so that appropriate arrangements can be made. Additionally, all students are welcome – and encouraged! – to seek support services through the Learning Center (<http://learningcenter.unc.edu/>) and the Writing Center (<https://writingcenter.unc.edu/>).

\**Language about these official policies is drawn from UNC’s recommended syllabus statements:* [*here*](https://studentconduct.unc.edu/faculty/honor-syllabus) *and* [*here*](https://ars.unc.edu/faculty-staff/syllabus-statement)*.*

**COURSE SCHEDULE (subject to change):**

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| **Week** | **Required Readings** | ***Recitation or Monday Lecture*** |
| **Week One**  1/8  1/10 | **W**: Introduction to course & distribution of syllabus; Dr. Rita Charon, “Honoring the Stories of Illness”: http://tedxatlanta.com/videos/09132011-balance/rita-charon/  **F**: Katharine Treadway and Neal Chatterjee, “Into the Water: The Clinical Clerkships,” *New England Journal of Medicine* (March 31, 2011): 1190-1193 (Website). |  |
| **Week Two**  1/13  1/15  1/17 | **M**: Arthur Frank, Ch. 3. “Illness as a Call for Stories,” *The Wounded Storyteller: Body, Illness, and Ethics* (Chicago: Univ. of Chicago Press, 1995): 53-73 (Website)  **W**: *Wounded Storyteller*, Ch. 4, “The Restitution Narrative”; Ch. 5 “The Chaos Narrative”; Ch. 6 “The Quest Narrative,” 75-136 (Website)  **F**: *Wounded Storyteller*, section entitled “Narrative Ethics,” 154-163; section entitled “Suffering and Resistance,” 169-172 (Website); and Nancy Mairs, “My Life as a Cripple,” 1-10: <http://www.wheelersburg.net/Downloads/Mairs.pdf> | *Monday Lecture (no recitation)* |
| **Week Three**  1/20  1/22  1/24 | **M**: No class (MLK Holiday)  **W**: Arthur Kleinman, Ch 1 “The Personal and Social Meanings of Illness,” in *The Illness Narratives: Suffering, Meaning, and the Human Condition* (Basic Books, 1988),31-55 (Website)  **F**: John Berger, *A Fortunate Man: The Story of a Country Doctor* (Pantheon, 1967), 12-19 (Website) | *No Monday class* |
| **Week Four**  1/27  1/29  1/31 | **W**: Berger, *A Fortunate Man,* 20-23 (Website); Kate Chopin, “The Story of an Hour” (1894), np: https://archive.vcu.edu/english/engweb/webtexts/hour/  **F**: Cheryl Mattingly, “In Search of the Good: Narrative Reasoning in Clinical Practice,” *Medical Anthropology Quarterly* 12:3 (1998): 273-297 (Website) | *Recitation (no Monday lecture)* |
| **Week Five**  2/3  2/5  2/7 | **W**: Jonathan Metzl and Helena Hansen, “Structural Competency: Theorizing a New Medical Engagement with Stigma and Inequality,” *Social Science & Medicine* 103 (Feb. 2014),126-133 (Website)  **F**: Linda Villarosa, “Why America’s Black Mothers and Babies are in a Life-or-Death Crisis,” *The New York* Times: <https://www.nytimes.com/2018/04/11/magazine/black-mothers-babies-death-maternal-mortality.html> 1-26 (Website)  **Assignment #1 DUE (upload to Website “Assignment”) by 11:59 p.m. (4-5 pages)** | *Recitation (no Monday lecture)* |
| **Week Six**  2/10  2/12  2/14 | **W**: Jean-Dominique Bauby, *The Diving Bell and the Butterfly***, 3-52**  **F**: *Diving Bell*, 53-132 | *Recitation (no Monday Lecture)* |
| **Week Seven**  2/17  2/19  2/21 | **W**: view the film *The Diving Bell and the Butterfly* (2007), 112 minutes, dir. Julian Schnabel  **F**: Joyce Sutphen, “Living in the Body”: <https://www.poetryfoundation.org/poems/51337/living-in-the-body>;  Mary Oliver, “Poem (The Spirit/Likes to Dress Up Like This”): <http://www.mrbauld.com/oliverpms.html>  Dana Walrath, “Graphic Medicine and Medical Anthropology,” <http://somatosphere.net/2016/graphic-medicine-and-medical-anthropology.html/> | *Recitation (no Monday lecture)* |
| **Week Eight**  2/24  2/26  2/28 | **W**: Dunlap-Shohl, *My Degeneration: A Journey Through Parkinson’s* (Penn State Univ. Press, 2015), 1-29  **F**: *My Degeneration*, 30-49 | *Recitation (no Monday Lecture)* |
| **Week Nine**  3/2  3/4  3/6 | **W:** *My Degeneration*, 50-96  Robin Morgan, “Four Powerful Poems about Parkinson’s and Growing Older,” 12 minutes: (transcript available on Website under “Resources”) <https://www.ted.com/talks/robin_morgan_4_powerful_poems_about_parkinson_s_and_growing_older>  **F**: view the film *Truman*(2017), 109 minutes, dir. Cesc Gay  John Donne, “Holy Sonnets: Death, be not Proud”*:* <https://www.poetryfoundation.org/poems/44107/holy-sonnets-death-be-not-proud> | *Recitation (no Monday lecture)* |
|  | **~ SPRING BREAK ~** |  |
| **Week Ten**  3/16-3/18-  3/20 | **M**: episodes 1-4 of the televisions series *Undone* (dir. Hisko Hulsing, creators: Raphael Bob-Waksberg & Kate Purdy) – Amazon Prime Video: 90 minutes  **W**: episodes 5-8 of *Undone*: 90 minutes  **F**: **Assignment #2 DUE (upload to Website “Assignment”) by 11:59 p.m (4-5 pages)** | *Monday Lecture (no recitation)* |
| **Week Eleven**  3/23  3/25  3/27 | **M**:Kollontai, Aleksandra 2010 (1923) “Make Way for Winged Eros,” *The Russia Reader*, ed. A. Barker and B. Grant, Duke Univ. Press, 350-361 (Website)  **W**: Baranskaya, 1974. “A Week Like Any Other Week” *The Massachusetts Review*, 657-703 (Website) | *Monday lecture (no recitation)* |
| **Week Twelve**  3/30  4/1  4/3 | **M**: (MRF) Ludmila Ulitskaya, *The* *Kukotsky Enigma* (2016), 3-31  **W**: (MRF) Ludmila Ulitskaya, *The* *Kukotsky Enigma* (2016), 31-67  **F**: (MRF) Rivkin-Fish, M. 2018. “Fight Abortion Not Women:” | *Monday Lecture (no recitation)* |
| **Week Thirteen**  4/6  4/8 | **M**: Cheryl Mattingly, “Reading Minds and Telling Tales in a Cultural Borderland, *ETHOS* 36.1 (2008), 136-154  **W**: Damon Tweedy, *Black Man in a White Coat: A Doctor’s Reflections on Race and Medicine* (Picador, 2015), 1-53  **F: no class (Good Friday)** | *Monday lecture (no recitation)* |
| Week Fourteen  4/13  4/15 - 4/17 | **W**: *Black Man in a White Coat,* 54-102, 105-152  **F**:*Black Man in a White Coat*, 153- 245 | *Recitation (no Monday lecture)* |
| Week Fifteen  4/20-4/22-4/24 | **M:** Toni Morrison, [“Recitatif”](https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/1073/Morrison_recitatifessay.doc.pdf)  **Tuesday 4/21: Damon Tweedy lecture: 4:00-5:30 pm**  **W**: FINAL ASSIGNMENT PREPARATION  **F**: Summary- Wrap Up | *Monday Lecture (no recitation)* |
| Week Sixteen | **Final Exam**: **Thursday, April 30, noon-3:00 pm**, in our regular classroom  (students writing final papers must submit them by 4/30 at noon OR take exam) |  |

**COURSE POLICIES**

## **Technology:** Use whatever tools you’d like to take notes during class. Just be mindful of how those tools are facilitating your attention and learning in class. It’s our responsibility as a group to keep class time productive and engaging.

**Weather & Illness:**Please check the UNC website for weather advisories; we will follow their lead re: canceling class. If the university closes, we will try to arrange us to have a Zoom discussion of the readings for the day.

**Students Who Are Primary Caregivers**: If you are a primary caregiver, and your care arrangement falls through, feel free to a) bring your kids to class or b) Zoom into class. While this shouldn’t be a regular caregiving solution, we are happy to make accommodations when needed.

**Students with Disabilities:** The University of North Carolina at Chapel Hill ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the University.  Each qualified person\* shall receive reasonable accommodations to ensure equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. In compliance with UNC policy and federal law, qualified students with disabilities are eligible to receive “reasonable accommodations to ensure equal access to education opportunities, programs, and activities” (<https://ars.unc.edu/faculty-staff/types-disability>). If you anticipate such accommodations, please notify me as soon as possible so that appropriate arrangements can be made. Additionally, you may seek out student support services at the Department of Disability Services (DDS) (<http://disabilityservices.unc.edu/>) and through the Learning Center (<http://learningcenter.unc.edu/)>.

\* Even if you do not have an official diagnosis, we are happy to make accommodations for those who need them. Please let us know.

**Nondiscrimination Policy**: This university does not discriminate against its students or employees based on race, color, national origin, religion, sex, age, or disability. It is the policy of UNC-Chapel Hill that sexual orientation be treated in this same manner. In this class we will strive to maintain an open atmosphere with shared respect for differences.

**Writing Center:** This is an outstanding resource. Check out these on-line [handouts](http://writingcenter.unc.edu/handouts/) for help writing your papers. You may also set up an [appointment](http://writingcenter.unc.edu/) with a writing counselor: plan in advance, as they do get booked.