

# Perspectives in Graphic Medicine: Narrative, Education, and Persuasion (Un)Common Reads IDH2930 Section 2308 Fall 2023 Syllabus

## CLASS MEETINGS:

Wednesdays, 9<sup>th</sup> period, 4:05-4:55pm  
C2-41A (Communicore)

## COURSE WEBSITE:

E-Learning (Canvas) website:  
<https://elearning.ufl.edu/>

## INSTRUCTORS:

Ariel Pomputius  
[apomputius@ufl.edu](mailto:apomputius@ufl.edu)  
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*We are happy to meet with you virtually by appointment.*

## DIVERSITY AND INCLUSION STATEMENT:

We intend this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. It is our intent to present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. Your suggestions are encouraged and appreciated and can be submitted anonymously at any time through this survey: [https://ufl.qualtrics.com/jfe/form/SV\\_3pHIDidIqeGTVUG](https://ufl.qualtrics.com/jfe/form/SV_3pHIDidIqeGTVUG)

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning. In addition, if you require specific academic accommodations, please avail yourself of the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565) and discuss this with us as soon as possible in the semester.

## COURSE OBJECTIVES AND GOALS:

Through examples of the genre and meta-narratives texts, this course will explore the various purposes of the field of graphic medicine—the intersection of healthcare and comics—and the potential conflicts that arise specifically in personal health experiences and narratives. Using the example of a graphic memoir of Frida Kahlo, the meta-text *Graphic Medicine Manifesto*, and a selection of COVID-19 and other health opinion comics, this course will examine the use of graphic medicine as a valuable tool for patient education, a means of advocacy, and a method of self-reflection, while also discussing the unique potential for manipulation that illustrated information is at risk for. By the end of this course, students will be able to:

- Recognize the use of graphic medicine to share patient narratives and explore the complexities of health and medicine
- Critically examine how patient narratives—as subjective personal experiences—may be unreliable and may not accurately reflect an objective understanding of a clinical situation
- Discuss the important role of patient narratives in medicine and health education and how patients, caregivers, providers, and health educators can collaborate

## REQUIRED TEXTBOOKS:

*Graphic Medicine Manifesto*

By MK Czerwiec, Ian Williams, Susan Merrill Squier, Michael J Green, Kimberly R. Myers, Scott T. Smith

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*Frida Kahlo: An Illustrated Life*  
By Maria Hesse, Achy Obejas

## CLASS SCHEDULE AND READING ASSIGNMENTS\*:

Date	Topic	Readings/Activities	Assignments
August 23	Introductions	Review syllabus	
August 30	Narrative & Reality	Graphic Manifesto: Introduction (pp 1-20) Frida Kahlo: pp 11-13, 141-145 <a href="#">Unreliable Narrator by Shing Yin Khor</a>	Contemplation on readings
September 6	Pediatric Narratives	Frida Kahlo: She plays alone (pp. 15-30) <a href="#">Early COVID Comics for Kids</a> <a href="#">DISD Parents concerned about 'run,hide,fight' Winnie-the-Pooh book</a> (for context <a href="#">Stay Safe K-6 Run, Hide, Fight Learning System</a> ) <a href="#">Super Safe Comic Helmets Protect Your Brain!</a>	Contemplation on readings
September 13	Graphic Medicine as Communication	Graphic Manifesto: Who Gets to Speak (pp 21-40) <a href="#">Difficult Doctors, Difficult Patients: Building Empathy</a> <a href="#">The Bad Patient: Fake Illnesses, Illness Fakers, and the Problem of Medical Testimony by B.D. McClay</a>	Contemplation on readings
September 20	Pain/Trauma Narratives	Frida Kahlo: Adolescence & First Accidents, Pain & Paintbrushes (pp 31-50) <a href="#">Chronic Pain: When the brain tricks you by Trilce Garcia Cosavalente</a> <a href="#">Pain Rating by XKCD</a> <a href="#">The Problem with Pain by Jenni Lieberman</a>	Contemplation on readings
September 27	Graphic Medicine as Education	Graphic Manifesto: The Uses of Graphic Medicine for Engaged Scholarship (pp 41-66) <a href="#">Binders by Jey Pawlik</a> <a href="#">Diabetes is After Your Dick by Cathy Leamy</a>	Contemplation on readings
October 4	Graphic Medicine & Marginalized Identities	Frida Kahlo: The Elephant & the Dove, Gringolandia (pp 51-78) <a href="#">What Would Yellow Ranger Do? by Shing Yin Khor</a> <a href="#">#ADHDInvasion Comic</a> <a href="#">A Vision in Monochrome by M. Sabine Rear</a> <a href="#">Growing Up Gender Queer by Maia Kobabe</a>	Contemplation on readings
October 11	Graphic Medicine & Clinical Education	Graphic Manifesto: Graphic Storytelling & Medical Narrative (pp 67-86) <a href="#">Laws of Diminishing Interns by Jason Bitterman</a> <a href="#">Anatomy of a Donut Hole by Grace Farris</a> <a href="#">I was going to save everyone else in the world by Reveal and Thi Bui</a>	Contemplation on readings  Project Proposal Due

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October 18	Interwoven Health & Biographical Narratives	Frida Kahlo: My Second Accident, Leon Trotsky, Surrealism (pp 79-102) Graphic Manifesto: Graphic Pathography in the Classroom & the Clinic (pp 87-114) <a href="#">The Pioneering Surgeon who Defied Victorian Gender Norms</a>	Contemplation on readings
October 25	Graphic Medicine & Portraits of Mental Health	Graphic Manifesto: Iconography of Illness <a href="#">Hyperbole &amp; a Half Depression Part 2 by Allie Brosh</a> <a href="#">I had no idea how much I struggled with ADHD until I took medication</a>	Contemplation on readings
November 1	Graphic Medicine as Advocacy	Graphic Manifesto: The Crayon Revolution (pp 143-163) <a href="#">Black Mothers Face Far Worse Health Outcomes. How do we fix it? By Whit Taylor</a> <a href="#">Abortion is an Essential Service by Caitlin Blunnie</a>	Contemplation on readings
November 8	Interpretation as a Skill	Harn Field Trip	Harn preparation readings
November 15	Graphic Medicine as Persuasion	<a href="#">Vaccines Work. Here are the Facts. by Maki Naro</a> <a href="#">COVID-19 Ethics/Social Justice Comics</a> <a href="#">The Onion Cartoons: Gut Reaction</a>	Contemplation on readings
November 22	Thanksgiving Holiday – No Class		
November 29	Graphic Medicine & Legacy	Frida Kahlo: Remember Me, The Wounded Deer, & The Dream (pp 103-140)	Contemplation on readings
December 6	Final Project Presentations		Final Projects Due

\* Please come prepared having read the assigned chapters listed for each class day.

### FLEXIBILITY CLAUSE:

We reserve the right to modify the class schedule listed above as needed. Any changes will be made well in advance and you will be immediately notified. Conflicts that arise due to a change in schedule can be discussed with us and will not be held against you. Scheduled Reading Assignments and Graded Assignments should not change, except due to unforeseen circumstances.

### GRADED ASSIGNMENTS:

#### Attendance/Participation

Students will be evaluated on participation in classroom discussions, each worth 20 points. The following rubric will be used:

- **0 points:** unexcused absence.
- **5 points:** present but does not contribute.
- **10 points:** contributes to the class, but does not meaningfully add to the flow of conversation
- **15 points:** participates in discussion by adding opinions and answering questions

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- **17 points:** creates dialogue with classmates by posing thoughtful questions and engaging with other participants
- **20 points:** makes exemplary contributions to discussion by integrating concepts, introducing novel perspectives, and drawing out contributions from classmates.

## Written Contemplations

Before every class, students will submit reflection on the reading, which can be as simple as 100-word stream of conscious writing, a drawing or visual representation of your thoughts, or a longer reflection (no more than two pages). Contemplations allow you to not only reflect on the readings, but also express and process your thoughts and emotions as you prepare for group discussion.

## Final Project

The final project should integrate insights learned from the course. Students will create your own visual, written, oral, or audiovisual representation of a fictional, biographic, or autobiographic patient narrative on a topic inspired by classroom discussions. A proposal describing your project will be due halfway through the semester.

Assignment	Total Points	Percent of Grade
Attendance/Participation (12)	240	50%
Contemplations (12)	120	25%
Project Proposal	24	5%
Final Project Materials	96	20%
TOTAL	480	100%

## Grade scale for class points awarded:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82

More information on grades and grading policies is available here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. (Exception: Honors Quest I and II sections require a C). Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Completion credit.

## CLASS ATTENDANCE & MAKE-UP POLICY:

Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Attendance at and participation in class sessions are mandatory, and is worth 40% of the total course grade.

We understand that valid absences may occur. If you have a valid documented excuse and notify us by email in advance, you will be able to make up missed class discussions through written means.

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## STUDENT RESPONSIBILITIES:

Students are expected to arrive to class on time and to remain in class until the class has been dismissed. Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion and to treat the other students and the instructors with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation. Students are responsible for understanding all course policies and for accessing all course materials on the UF E-Learning Website through the URL listed above. All assignments should be submitted through the website and in hard copy when requested. Students are also responsible for checking their UF e-mail account for course notifications and for communicating with the instructors related to any situation that may hinder his or her progress or participation in the course.

## ONLINE COURSE EVALUATION PROCESS:

Please provide feedback on the quality of instruction in this course by completing the online evaluation at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but you will be given specific times when they are open. Summary results of these assessments are available to you at any time at <https://evaluations.ufl.edu/results/>.

## ACADEMIC HONESTY:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code”. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors in this class.

## RESOURCES FOR ADDITIONAL HELP:

### Honors Program

- To contact the Honors Program: *Honors Program, 201 Walker Hall, 352-392-1519*
- Quick questions for an Honors advisor? *Email [advisor@honors.ufl.edu](mailto:advisor@honors.ufl.edu)*
- Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/ufhonorsadvising>

### Health and Wellness

- <http://www.counseling.ufl.edu/cwc/Default.aspx> U Matter, We Care:
- If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- UF Title IX: [inform@titleix.ufl.edu](mailto:inform@titleix.ufl.edu), 352-273-1094

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- University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/>

**Academic Resources**

- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

**UF Student Success**

For improving study skills to connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to <http://studentsuccess.ufl.edu>