

The Unexpected Guest: Narratives of Inclusion and Healing

IDH 2930 2048 (27762)

Monday, 9th period (4:05-4:55)

Location: Little 119

Instructors: Nina Stoyan-Rosenzweig, Communicore 2-203; nstoyan@ufl.edu; 352-273-8406

Class description:

This class will use stories to explore the act of narrating inclusion- and healing. Telling stories is a completely human act hardwired into the brain- we learn more and remember more easily through stories, develop communities, teach about societal morals, develop empathy, practice medicine, and promote healing through the act of storytelling. Hearing firsthand about what it means to and how it feels to have a particular illness can promote a sense of empathy. It also can help to empower individuals who traditionally have not had a voice. Telling- and hearing- these stories also can help to promote inclusion and comfort with diversity. Through reading required stories of illness this class will promote conversation about the role of story in overcoming the stigma of illness and reducing the degree of alienation and separation from others experienced by people suffering from illness. Through personal selections of other readings, students will explore how expanding the range of stories- and voices- told in our society promotes inclusion. The required reading includes a short play, a new approach to describing the experience of living with schizophrenia, and the role of medical imaging in characterizing the experience of illness.

Required readings:

- a. The unexpected guest: A glimpse in to the lives of people enduring the challenge of multiple sclerosis (two act play)
- b. A kind of Mirraculous Paradise: A true story of schizophrenia
- c. Imaging and Imagining illness: Becoming whole in a broken body.

Class Schedule and Reading Assignments

<i>Date</i>	<i>Topic</i>	<i>Reading assignment- read for class</i>	<i>Topic in greater depth/assignment due date/information</i>	
August 29, 2019	Intro to the class, and the first Readers Theater	Read this article on Medical Readers Theater: https://www.cambridge.org/core/services/aop-cambridge-core/content/view/AE8B59B84	The class will read and discuss a scenario from a health themed readers theater. Readers theater is a means of highlighting and addressing issues in a group context, to promote discussion and critical analysis.	

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September 5	Labor Day- No class		Submit choice of narrative via class website- see list below- if you want to present on a different narrative, let me know!	
September 12	.	Read <i>Mirraculous</i> , Pp. 1-74	<p>What is schizophrenia? What does it mean to read a document written at least in part by someone with a diagnosis of schizophrenia? Why is it so relatively rare that we get to hear from people who have that diagnosis?</p> <p>Schizophrenia TED Talks: Elyn Saks- https://www.ted.com/talks/elyn_saks_seeing_mental_illness?language=en Elanor Longden- https://www.ted.com/talks/eleanor_longden_the_voices_in_my_head?language=en</p>	
September 19	Narrating inclusion	Read <i>Mirraculous</i> , Pp. 75-122	<p>The importance of voice and narratives in advancing understanding!</p> <p>Submit topic for project via class website.</p>	
September 26		Read <i>Mirraculous</i> , Pp. 123-173	<p>How do we tell a story?</p> <p>In class writing.</p>	
October 3	...	Read <i>Mirraculous</i> , Pp. 175-208	In class graphic noveling.	
October 10	What can writing about illness do for you?	Read <i>Mirraculous</i> , Pp. 1-74209-258	In class dialogue writing	
October 17		Read <i>Mirraculous</i>		

		us, Pp. 259-275	Presentation on narrative.	
October 24		<i>Imaging</i> Pp. ix-xxviii; 1-21	Presentation on narrative.	Assign parts for UnExpected Guest, continue to memorize and prepare for staging
October 31		<i>Imaging</i> Pp. 22- 73	Presentation on narrative.	
November 7		<i>Imaging</i> Pp. 74-119	Presentation on narrative.	
November 14		Assign parts for <i>The Unexpected Guest</i>	Presentation on narrative.(overflow date)	
November 21		Class read through of <i>The Unexpected Guest</i>		
November 28			Class discussion of play Discuss movie- <i>Heaven is a Traffic Jam on the 405</i> -available on Kanopy	
December 5			Submit review of books. Present on class project.	
December 14			Submit final project.	

Spontaneity clause: The topics discussed on a particular day may be subject to change

Note that there are dates specified for in-class writing or podcast discussion. That does not limit these activities only to the specified dates, particularly if the class wants to write more often!

Requirements:

1. Complete reading as assigned and be prepared to discuss in class.
2. Submit a review of the assigned readings.
1. Attend a minimum of 12 classes- see attendance policy.
2. Oral Report/presentation on a narrative related to health- can be a book, movie, or graphic novel. See list at the end of the syllabus.
3. Participate in class performance.
4. Complete a project investigating some aspect of the material covered in class. This project can be creative- writing a literary narrative, creating a film, graphic novelette, song, dance; or it can be an academic research paper.

Grading:

Students will be graded on the following criteria:

1. Attendance and participation in class (35 points)
2. Presentation on chosen narrative. (15 points)
3. Project (25 points)

4. Participation in developing performance. (15 points)
5. Review of assigned books, bringing in other required reading/watching for the course. (10 points)

***Completion of all requirements is needed for receiving a grade in the class.**

Attendance: Attendance in this course is mandatory. One absence will be allowed without a deduction of points; every absence beyond one will result in a reduction of 10 points from the final grade. One additional absence documented by a doctor's note can be made up through special write up.

Grade scale for class points awarded:

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

Criteria for academic research papers:

- Focus on a specific topic/question
- Minimum of 400 words
- 5 sources- one of which may be from existing class material, 4 must be from sources you research. Make sure these other sources are relevant and help you focus on the question you are addressing. One of these sources can be a website with a .edu , .gov , or .org ending. If a source is an ebook or digitized older book that will not count as a website. We will discuss further, and I am happy to discuss ideas.

(Preliminary) List of narratives:

Note- not all of these are first person narratives but I've tried to find first person narratives where possible.

Schizophrenia/mental illness

- *Canvas*- movie
- *Shutter Island*- movie
- *One Flew over the Cuckoo's nest*- movie
- *Girl, Interrupted*- movie
- *Shine*- movie
- *Marbles: Mania, Depression, Michelangelo, and Me*. Ellen Forney- graphic novel
- *Girl, Interrupted*. Susanna Kaysen –written narrative
- *Darkness Visible*. William Styron.- written narrative
- *I Had a Black Dog: His Name Was Depression*. Matthew Johnstone, Paul Gilbert (Foreword)- graphic novel
- *Brain on Fire*. Susanna Cahalan

Cancer

- *Mom's Cancer* by Brian Fies- graphic novel
- *Cancer Vixen* by Marisa Acocella Marchetto- graphic novel
- *Autobiography of a face*. Lucy Grealy- written narrative
- *Cancer journals*. Audre Lord- written narrative
- *Enjoy every sandwich*. Lee Lipsenthal-written narrative

- *Intoxicated by my illness*. Anatole Broyard.- written narrative
- *50/50*- movie

HIV/AIDS

- *Taking turns: Stories from HIV/AIDS Care Unit 371*. MK Czerwicz- graphic novel
- *Yesterday*.- movie
- *AIDS in the End Zone*. by Kendra S. Albright (Editor), Karen W. Gavigan (Editor), Sarah Petrulis (Illustrator) –graphic novel
- *The Aids Generation: Stories Of Survival And Resilience*. Perry Halkitis.- written narrative
- *My Own Country*. Abraham Verghese.- written narrative

Differing abilities

- *Murderball*.- movie
- *Deej*.- movie
- *Key of G*.- movie
- *Hole in the Heart: Bringing up Beth*. Henny Beaumont. – graphic novel
- *Breathing for a living*. Laura Rothenberg.- written narrative

Ebola

- *Survivors*

Looking for something else and not inspired by the list? Check out-

Graphic novels-

<https://www.graphicmedicine.org/comic-type/graphic-novels/>

Kanopy- UF subscribes to this streaming service. Not all films list are immediately available but we can request certain ones if we do so early enough in the semester. <https://www.kanopy.com/en/ufl>

NYU Literature, Arts, and Medicine Database <https://medhum.med.nyu.edu/about>

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.

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning.

DISABILITIES: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the instructor when students request accommodation. Specifically, 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.

UF GRADING POLICIES: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> .

ATTENDANCE: 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/UGRD/academic-regulations/attendance-policies/>. Attendance at and participation in class sessions are mandatory, with point totals described above. It is understood that valid absences may occur. If you have a valid documented excuse and notify the instructor by email in advance, you will be able to make up missed class discussions through written means.

MAKEUP HOMEWORK/ASSIGNMENT DUE TO ILLNESS OR FAMILY EMERGENCY: No homework/assignment will be accepted late without formal documentation of illness or family emergency. Specifically, the student will need to have the Dean of Students Office (P202 Peabody Hall) send a formal accommodation document to course faculty stating that the student was unable to complete the homework on the scheduled date due to illness or family emergency. These notes from the Dean's Office must be received by course faculty within 3 business days after the homework is due. (See below for COVID-related information).

COURSE WEBSITE: Course website: E-Learning (Canvas) website, <http://lss.at.ufl.edu> The E-Learning (Canvas) website is where the class syllabus, handouts, notes, and assignments will be posted, along with any announcements. This site is also where you will find basic course-related information. Please remember that you are responsible for all announcements made in lecture and/or posted on the course website for this class.

MATERIALS AND SUPPLIES FEES: There are no materials and supplies fees assessed for this class.

STUDENT RESPONSIBILITY: 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.

STUDENT DEMEANOR: 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 instructor 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.

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 informed about specific times when they are open. Summary results of these assessments are available to you at any time at <https://evaluations.ufl.edu/results/>.

UNIVERSITY HONESTY POLICY: 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 (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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 let us know.

RESOURCES FOR ADDITIONAL HELP: Health and Wellness → U Matter, We Care: If you or a friend is in distress, please contact 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 , 352-273-1094 → University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/> Academic Resources → E-learning technical support, <https://lss.at.ufl.edu/help.shtml> , 352-392-4357 (select option 2), Learningsupport@ufl.edu → 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-conductcode/> → 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>

UNIVERSITY COVID INFORMATION: The class will meet in accordance with the latest university policies.