


HLTH AGE 4J03: Narratives of Illness Winter 2019



Thursdays 2:30 – 5:20pm
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Course Description

This course explores the inherent power of narratives in shaping the ideas and experiences of one's illness. The body marked by disease and disability is examined primarily through art, literature, media studies, and clinical medicine. Weekly lectures, films, case studies, and presentations compel students to translate the multiple meanings assigned to long, short term, and chronic "suffering", alongside changing concepts of those determined to be "sick", "ill", and/or "diseased".

In order to fully benefit from the course, students must actively engage in class discussions, come prepared to present their topics, and do the assigned research *prior* to class. Dynamic participation hinges entirely on students challenging various theories, supporting their colleagues' discussions with questions and insights, and lastly, contributing to resource material with film clips, images, and other references during their own presentations.



Course Objectives

Upon successful completion of this course, students will:

- Discuss analytical frameworks pertaining to health/health data
- Identify and interpret various forms of narrative
- Describe different methods of researching/collecting data
- Translate multiple meanings assigned to concepts of illness
- Understand 'controversy' pertaining to illness/preventative treatment(s)

Required Materials and Texts

Required Readings 📖

All articles, lectures, slides and material will be posted on Avenue to Learn

Films (screened in class)

🎬 Films TBA

Class Format

Lectures, Case Studies, Primary Research, Group and Individual Presentations

Course Evaluation – Overview

Grade Distribution

1. Participation/Attendance – 20%
2. MM Presentation [Individual] – 20%
3. One Media Assignment – 20%
4. Two Tests – 40%

Participation/Attendance – 20%

Participation grades are based on group work and spontaneous assignments. It is vital that all students come prepared to enhance the many and varied topics discussed each week and be present to complete classroom Q+As. Engaged, thoughtful reactions to the presentations and case studies are essential along with an ongoing sense of adventure.

Multi-Media Presentation – 20% (15 min)



Each student will present a topic of their choice in a visual and/or auditory medium. It must integrate primary research data that the student has gathered with attention to the narrative of a particular illness, for example through collecting relevant visual references, film clips, informal interviews, advertisements, images, newspaper reports, etc. Topics can range from various diseases, mental illness, and depression, to suicide, and death. Students must integrate what they know and have learned through visual cues, literary strategies [rhetorical devices] and theories employed for specific effects. Grades are based on the quality of the

presentation, the materials used, and the level of interaction and engagement.
*Please refer to the grading rubric for specific expectations.

***Presentation Evaluation Rubric**

Clarity 1 2 3 4 5

Eye Contact 1 2 3 4 5

Engagement 1 2 3 4 5

References 1 2 3 4 5

Visuals 1 2 3 4 5

Media Assignment – 20%

Students are given a series of questions to answer in response to a film screened in class. There are set topics and theories relevant to the particular theme of that week which students are expected to describe.

Tests – 20% x 2 = 40%

Students are tested for their comprehension and grasp of the material covered in class as well as theoretical approaches discussed in lectures and assigned readings.

Weekly Course Schedule:

**Please note that the course schedule and material are subject to change*

Week 1 (Jan 10)

Introduction: Course outline, Quiz T.O.

© Lecture – Part I *Defining the Narratives: Strategies of E-P-L*

Week 2 (Jan 17)

The Social, Political, and Symbolic

© Lecture – Part II *Defining the Narratives: Theoretical Overview*

Week 3 (Jan 24)

Constructing a Narrative; reconvene [1/2hr] then present [1/2hr]

© Lecture – *Strategic Methods and Ways of Knowing* [Collecting Primary Data]

Group Assignment: “Hunting and Gathering” [also posted on A2L]

Week 4 (Jan 31)

Narratives in the Room, Narratives in the Corridor

© Lecture – *The Outsiders in Total Institutions*

Week 5 (Feb 7)

Controversial Narratives

[Vx'd Narratives + PFIC vs CDC] In-class Prep for Debate

 Lawsuit/Plaintiffs

Week 6 (Feb 14)

Reading Week

Week 7 (Feb 21)

Controversial Narratives cont.

Debate: 45 min prep/30 minutes per side in 15min. interval

Week 8 (Feb 28)

Test #1 Infectious Disease

© Lecture: "Syphilization": Shaping the Cultural Landscape

 Film clips

Week 9 (Mar 7)

Inner Voices

 Film TBD *CM Peacock* [Media Assignment] in-class

Week 10 (Mar 14)

Group Presentations from H&G

Week 11 (Mar 21)

Test #2 + Group Presentations from H&G cont.

Week 12 (Mar 28)

Student Presentations

Week 13 (Apr 4)

Student Presentations

Course Policies

NB. Information on the structure and content of presentations, readings, requirements and expectations, will be posted on Avenue to Learn.

Grades

Grades are based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignment Policy

Late assignments are penalized 2% per day, for 7 days. Presentations and group work are *not accepted* beyond class duration.

NB. All materials, letters, documents for absences/missed work (due to family emergency, medical condition, etc.) must be directed to the Faculty of Social Sciences office.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Avenue to Learn

All student feedback, readings, course changes, and class announcements will be posted on Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on

changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Dishonesty

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Faculty of Social Sciences E-Mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

SPECIAL ACCOMMODATIONS

Students with special learning needs are asked to contact the instructor no later than the second week of classes. You must have written confirmation from Student Accessibility Services (SAS). Students can contact SAS to arrange for special accommodation for writing exams. They also provide or assist students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, Classroom Accommodations. Web site: <http://sas.mcmaster.ca>

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905.525.9140 ext. 27227 or hasdept@mcmaster.ca

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.