

**HLTH AGE 4J03
Narratives of Illness**

**Department of Health, Aging & Society
McMaster University
Winter 2016**

Instructor: Dr. Jessica A. Gish

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Lectures: Wednesday, 2:30-5:20pm

Office: KTH 231

Office Hours: Thursday, 1:00-3:00pm (or by appointment) Phone: (905) 525-9140 (ext. 27414)

**If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Course Description

This seminar explores the “call to stories” in the sociology of health and illness to examine the embodied experience of illness. The field of illness narratives is a growing area of scholarship that captures the patient’s perspective on illness and medical treatment. It considers how human beings make sense of their experience through story-telling during the midst of illness and its aftermath, and how family members, friends, and health care providers should “listen” to these stories. This course will use the theoretical and empirical insights of one foundational thinker, Arthur W. Frank, who reflects on what narratives do for ill people. Following Frank, we will explore what it means to “think with stories,” which means we will experience stories “as affecting one’s own life and to find in that effect a certain truth of one’s life.” To help us in our search for “truth,” we will listen to wounded storytellers through close readings of illness memoirs. We will consider a selection of the different forms in which personal accounts of illness exist: autobiographies, blogs, photographs, and film documentaries. Interwoven throughout the course will be consideration of common themes found in stories about cancer, chronic illness, and elective surgeries (e.g., cosmetic surgery, gastric by-pass).

Course Objectives

- Introduce students to the principles and concepts of narrative analysis, including the epistemological and ontological questions raised by this form of writing and research.
- Understand the personal, social, and ethical dimensions of stories.
- Become familiar with the varied ways by which illness is an occasion for stories.
- Become acquainted with the different genres of texts where accounts of illness are found.
- Cultivate the ability to read, hear, and think about illness, loss, suffering, and disruption.
- Develop presentation and thoughtful participation skills in an active seminar.
- Learn to structure and develop arguments and reflections both orally and in writing with challenging academic materials.
- Learn to reflect on autobiographical accounts that speak to weighty issues such as the meaning of life, identity, death, suffering, trauma, and pain.

Course Materials

There are 3 required textbooks for this course:

Broyard, A. (1992). *Intoxicated by my illness and other writings on life and death*. New York, NY: Ballantine Books.

Cohen, R.M. (2004). *Blindsided: Lifting a life above illness A reluctant memoir*. New York, NY: Harper.

Frank, A.W. (2013). *The wounded storyteller: Body, illness, and ethics* (2nd ed.). Chicago, IL: University of Chicago Press.

Additional readings are posted on Avenue to Learn and can be found using the McMaster University Library on-line catalogue. A list of bibliographic references is posted on Avenue to Learn to help you find the articles using the on-line catalogue (if needed).

Course Requirements & Important Dates

Your final grade will be computed as follows:

Requirement	Weight	Due Date
Response Paper #1	15%	February 3
Response Paper #2	15%	March 2
Presentation	15%	TBD*
Term Paper Proposal (<i>optional</i>)	0%	March 25
Term Paper & “Mini” Presentation	35%	Presentation: March 30 or April 6** Term Paper: April 13***
Participation	20%	Assessed on a weekly basis

*The due date for your presentation will be established on the first day of class. After the first day of class, remaining presentation dates will be posted on Avenue to Learn. A complete schedule will be posted on Avenue to Learn when it is finalized.

**Students scheduled to do their presentation in the month of March will be automatically scheduled to complete their term paper “mini” presentation on April 6.

***You should drop off your term paper to your Professor in KTH 231 between 12:00-3:00pm on April 13.

RESPONSE PAPERS: You are required to complete *two* response papers in this course, which will involve a close reading of assigned texts and/or illness memoirs and writing a response to them. Your response paper should address course content *assigned prior to and on the due date of the response paper*.

Your response paper should identify an issue or a set of issues from previously assigned course content. Your writing can address any combination of assigned readings and/or illness

memoirs. For example, you may use *Wounded Storyteller* to help you understand Anatole Broyard's illness memoir, or you can comment as a whole on assigned journal articles on the topic of breast cancer. Ultimately what you opt to write about is up to you as long as it demonstrates that you have spent time thinking about assigned course content and its claims about narrative, body, ethics, and illness.

You may also provide personal reflections on the reading by considering what your experience was doing the reading and what was thought-provoking, challenging, innovative, or troubling about the analytic insights generated. When writing about illness memoirs (e.g., Broyard, Cohen), your writing should demonstrate that you have "thought" with the account of illness considering both personal and social dimensions of stories.

The objective of each response paper is to engage in an intellectual discussion regarding specific arguments, insights, and empirical statements that you find most interesting from course material. A well-written response paper will demonstrate a thorough understanding of assigned readings as well as synthesis and reflection on this material. A better response paper will be one that integrates reflections across a number of course materials, rather than keeps the discussion limited to only one reading. What your response paper should not do is provide an extensive outline of what it is that the author of an assigned reading has stated; rather your writing should reflect that you are struggling with the implications of what claims are being made by the author or a set of authors across different readings. Use your response papers as an opportunity to reflect on how your understanding of the complexity of illness narratives is deepening because of assigned course readings and in-class discussion.

GENERAL "RESPONSE PAPER" GUIDELINES:

- Response papers should be **4-5 pages, double-spaced**.
- Response papers should be written in **12 point, Times New Roman font**.
- Margins should be set at **2.54 cm** (top, bottom, left, right).
- Response papers should be submitted in **hard-copy format** only (e-mail submissions will not be accepted).
- Response papers should be **stapled** and not bound in any type of assignment cover.
- Response papers can include the use of headings and sub-headings to organize ideas, themes, and arguments.
- Response papers should contain your own words. It is strongly recommended that you avoid the extensive use of direct quotes because it can be difficult for the marker to assess student understanding of the material presented. Also, your understanding of course material will improve if you try to paraphrase complex ideas, rather than present them in quotation form.
- You do NOT need to complete independently conducted research outside of assigned readings for your response papers.
- **APA format** should be used for in-text citations and bibliographic references at the end of your response paper.
- Provide a **cover page** that includes the following information: student name, course title, assignment title, assignment due date, and the professor's name.

CRITERIA FOR EVALUATION:

- Quality, depth, and breadth of the intellectual discourse provided

- Relevant issues, themes, and concepts from assigned readings are discussed and debated even if a full understanding of course material is yet to be achieved
- Writing aims to be analytical rather than merely descriptive of course content
- The response paper is well organized and creative
- Use of APA is appropriate, consistent, and accurate throughout the text and in the bibliography
- Use of university-level English, spelling, grammar and sentence structure
- Meets page length requirements

PRESENTATION: You will be responsible for conducting *one* in-class presentation using material on the course schedule. Students will present using an assigned book chapter, journal article, or illness memoir. The material you present will be determined on the first day of the course. The purpose of your presentation is to identify what you consider to be especially important about the assigned reading and prepare the class for further critical discussion.

If you are presenting on a *book chapter or academic article*, your presentation should include a brief synopsis of it, including the main arguments and methods (if applicable), and then more elaborately discuss how it connects to or builds upon previously covered course material.

If you are presenting on an *illness memoir*, your presentation should discuss how course material is helpful for understanding the patient's experience of illness as something that is both personal and social. You can reflect on what can be learned about the experience of illness as well as what is interesting in sociological terms (e.g., Is a pattern established between this account and others discussed in class? Does society, culture, or medicine inform how the story is told?). In general, you should also consider what theoretical insights, course concepts, and themes are present in the personal account of illness. You might also want to reflect on what makes this memoir a particularly good or troubling account of illness.

Prepare a *single-sheet hand-out* to be distributed to all students and the professor. This hand-out should highlight key components of the presentation (e.g., outline of what the presentation is designed to achieve, identification of key issues to be discussed, list of references consulted). Your hand-out should identify 2 to 3 discussion questions that will be used to further critical examination of the reading. Discussion questions can also be questions of inquiry that you would like to discuss with the class to further your understanding of course material.

Your presentation grade, including comments about content and presentation style/format, will be e-mailed to your McMaster e-mail address within 7 to 14 days of your completed presentation.

IMPORTANT NOTE: Before seminar on the date you are scheduled to present, please e-mail me a copy of your hand-out. I will print copies for the class and post an electronic version on Avenue to Learn.

GENERAL "PRESENTATION" GUIDELINES:

- Your presentation should not involve the use of powerpoint.
- Your hand-out should be 1 page in length. It can include the use of bullet points and short-form text as long as it is clearly organized. Your hand-out may use headings and sub-headings to organize ideas, themes, and arguments.

- You do NOT need to complete independently conducted research outside of assigned readings for your presentation.
- Your talking points should be **no less than 15 minutes in length** with discussion to begin *after* the completion of your presentation.
- Do not read verbatim from a prepared script. Instead try to engage with classmates and presentation material in a format that is flexible, inquisitive, and interactive. Be prepared to respond to questions and comments from students and the professor throughout the duration of your presentation. This type of reflection and engagement is important for the creation of an intellectually active and stimulating seminar.
- Limit your discussion questions to 1 or 2 sentences in length. Be forewarned that discussion questions that require a paragraph of preamble may suggest that the idea being asked is vague or not clearly formulated. It is easier for audiences to engage in discussion if the questions posed are concise, open-ended, and not easily answerable with a ‘yes’ or ‘no’ response.

CRITERIA FOR EVALUATION:

- Key points and arguments from assigned reading are identified and summarized in a clear and organized manner
- The presentation is thoughtful, analytical, and integrates where relevant previously assigned course content into the presentation
- The presentation hand-out is creative, organized, and useful
- The presentation pace was appropriate and did not rely heavily on the reading of notes
- Ingenuity of the presentation or the ability to capture and hold the interest of the audience
- Ability to facilitate class engagement, involvement, and discussion during and after the presentation
- Meets presentation time requirements

TERM PAPER: Your term paper can be completed in one of two ways.

Option 1 involves a close reading and analysis using course themes and content of an illness memoir of your choice. For this option you will need to identify and read in full a published full-length illness memoir of your choice that is a first-person account of illness from the perspective of an ill person with an acute or chronic disease (e.g., Michael J. Fox, *Lucky Man*; Lucy Grealy, *Autobiography of a Face*). You should use the theoretical work of Arthur W. Frank (and from other assigned readings) to help you formulate questions and insights that you will ask and explore in your writing for this project. You are welcome to make analytic connections from this illness memoir to other memoirs in written or documentary form discussed in class. You may also reflect (if appropriate) on why you chose to study this particular illness experience. In completing this option, you may wish to consider the advice provided on how to present on an illness memoir discussed above. Further analytic questions for this assignment will be provided in class.

Option 2 enables you to examine in more detail a specific area of interest allowing you to explore the massive body of academic scholarship in the field of illness narratives that has grown in recent years. For this option you will need to identify a topic and conduct empirical research on it. You can use insights from course material as a starting point for this assignment or you can identify a topic that you wish to examine further on your own. For example, you may wish to

explore theoretical issues in narrative analysis and/or methodological differences across theorists; study insights that narrative analysis has generated when studying a specific illness (e.g., breast cancer, dementia, fibromyalgia, stroke); or, survey how narrative analysis is used to study illness from the perspective of family caregivers or health care professionals rather than ill people.

You can submit to the professor a ½ page summary of your proposed topic at any point in the month of March to receive feedback before you begin this assignment. Your proposal will not be graded, nor is it mandatory to complete. Be mindful that it will be difficult for the professor to provide feedback if the proposal is provided in the days before the term paper is due. As a tentative deadline, term paper proposals should be submitted no later than March 25.

Before your term paper due date (April 13), you are required to complete a “**mini-presentation**” on your term paper (on either March 30 or April 6). Assessment of your “mini-presentation” will be built into the grading of your term paper. Your presentation should do any combination of the following: discuss why you chose the topic of inquiry; provide a concise summary of the main points and arguments of your term paper; identify insights about narrative analysis that you learned through independently conducted empirical research; and/or, reflect on how course content framed the writing and analysis of your term paper. You do not need to provide students or the professor with a hand-out for your presentation. Your presentation should be about **7-10 minutes in length**; time allotment will ultimately depend on course enrolment.

GENERAL “TERM PAPER” GUIDELINES:

- Term papers should be **10-12 pages double-spaced**.
- Term papers should be written in **12 point, Times New Roman font**.
- Margins should be set at **2.54 cm** (top, bottom, left, right).
- Term papers should be submitted in **hard-copy format** in lecture (e-mail submissions will not be accepted) and in **electronic format** on Avenue to Learn.
- Your term paper should include three components: an introduction, body, and a conclusion. The introduction should identify the topic of the essay, including its topic area, main purpose, and objectives. You may also wish to establish a rationale for examining your paper topic. The body of the essay should elaborate on the main issues identified in your introduction by engaging with published literature and exploring the ideas, arguments, and evidence presented. Your discussion should examine a particular issue from different points of view as found in the literature. You may wish to use headings and sub-headings to organize the body of your paper. Be mindful that your writing contains critical analysis and not just a detailed summary of each article. Aim to compare and contrast themes and arguments discussed in the articles that you have selected. The conclusion should summarize briefly the main issues discussed in your paper reminding the reader why it was important to examine the topic discussed.
- Avoid using long quotes (see advice discussed above for your response papers).
- *For option #1*, term papers should primarily reference assigned course materials, the full-length illness memoir, as well as **at least 2 additional academic sources** found through independently conducted research.
- *For option #2*, term papers should reference both assigned course material as well as **at least 7 additional academic sources** found through independently conducted research.
- Term papers should be **stapled** and not bound in any type of assignment cover.

- **APA format** should be used for in-text citations and bibliographic references at the end of your term paper.
- Provide a cover page that includes the following information: student name, course title, assignment title, assignment due date, and professor's name.

CRITERIA FOR EVALUATION:

- Quality, depth, and ingenuity of the analysis and discussion provided
- Ability to use and apply course learning to the topic identified
- Relevance and usefulness of the scholarly sources identified and quality of the independent research conducted
- Use of APA is appropriate, consistent, and accurate throughout the text and in the bibliography
- Use of proper essay format
- Use of university-level English, spelling, grammar and sentence structure
- Meets page length and reference requirements

PARTICIPATION: In this course class participation involves more than simply showing up to class, though class attendance will be taken regularly. Participation requires *active* engagement from everyone with class materials in a thoughtful, respectful, and scholarly manner. You are expected to come prepared to ask questions, comment on interesting facets, and point out confusing and difficult passages in assigned readings. You should bring assigned readings to class, and if you have prepared adequately, your reading materials will demonstrate evidence of the time you have spent with them (e.g., they will be highlighted and/or written on). You will also have personal insights and reflections to share because you will have *lived with* the stories. Participation involves responding to both professor and students' comments and questions as well as pointing out new directions and topics of discussion in a relevant manner. Given the weight assigned to this course component, you should spend time preparing and thinking about the contributions that you will make to class.

GENERAL "PARTICIPATION" GUIDELINES:

- Your participation mark will suffer if you do not come regularly to class or are obviously distracted and disengaged during seminar even if you are physically present in the classroom.
- Your participation mark will suffer if it becomes obvious to the professor that certain students are regularly coming to class without having completed the assigned reading.
- Your participation mark will benefit if it is obvious to the professor that you have completed assigned readings even if you have difficulty understanding them.
- Your participation mark will benefit if you ask questions of others, provide information when it is needed, or ask others for clarification and examples.
- Your participation mark will benefit if you show enthusiasm for learning and a willingness to be challenged by difficult and emotionally sensitive course materials.
- It is not necessarily important that you participate during each seminar, but that your participation reflects that you have thought deeply with course material on an ongoing and

consistent basis throughout the term. Important are the quality of the contributions that you make, rather than the quantity of them.

Grading

Grades for each course requirement will be added together at the end of the term. The final total will be translated into the following letter grade according to the grading system documented below:

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

Instructor Policies

Class Communication, Email & Office Hours: Please do *not* e-mail your Professor using Avenue to Learn. The best way to contact your Professor is to e-mail directly using your McMaster University account. Unfortunately e-mails that are sent to Professors from Avenue to Learn are bounced back when they are replied to. For this reason it is most effective and efficient if you email your Professor regularly from your McMaster e-mail account and not from Avenue to Learn.

If you have a substantive question that comes out of seminar, you are welcome to e-mail me but I prefer to see students during office hours. It is much easier to provide clarification about substantive questions in person than it is over e-mail. If you send a question about course content using e-mail, be prepared that I may simply ask you to come see me in person if the answer requires extensive explanation.

Please do not e-mail questions that can already be answered by information that has been given to you during seminar or is present on the course outline, documents posted on Avenue to Learn, or in university regulations (e.g., course calendar). There will be ample time to ask questions in class about course material, assignments, and exams, so please feel free to do so. E-mails to your Professor should contain: **“HLTH AGE 4J03”** in the subject line. Otherwise your e-mail may be deleted as spam or directed to a junk mail file.

Computers & Cell Phones: You are welcome to bring your laptops with you to class, but when in class you should only be using your word-processing program. Please keep all electronic

social networking out of the classroom. This means absolutely no twittering, texting, or facebooking during class time. My concern lies in the potential that this behaviour has for disrupting the learning of others in the classroom not electing to participate in it. If necessary, I will ask those who are breaking this policy to leave the classroom.

Late Assignments: All written work must be submitted in person on the due date. Assignments that are received by e-mail in electronic form in lieu of a hard copy or under the Professor's door will NOT be accepted. As described above, your assignment must be received in person in class on the assignment due date to avoid late penalty. Your assignment cannot be submitted to the digital drop box in place of an in person submission of a hard copy of your assignment. Planning your work, scheduling time, and meeting deadlines can be especially challenging, but are important skills to develop and part of the reality of life outside of the university. As an incentive to develop this skill and to be fair and equitable to all students, *late assignments will be penalized at the rate of 5% per day that the assignment is late (including weekends)*. If an assignment is due at the beginning of seminar, it will be considered one day late if it is received at any time after the end of class. Late penalties will be waived if the office of the Associate Dean of Social Sciences notifies the Professor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

***IMPORTANT NOTE:** Please do NOT e-mail or approach the Professor before or after seminar to request an extension for an assignment. In general, I do not grant extensions for assignments outside of the academic missed work university policy. In the event that you would like to request an extension on your assignment, make arrangements to come see me during office hours to discuss the specific circumstances surrounding your request. All requests that come to me outside of office hours will be denied.*

Missed Course Work: In this course if you miss an exam or assignment due date because of an excused absence, it is the Professor's policy that credit will not be transferred to another course assignment. You must complete all assignments in a timely manner in this course.

***IMPORTANT NOTE:** Please familiarize yourself with revisions to the university policy for the McMaster Student Absence Form (MSAF) because under no exceptions will the previous rules and guidelines be enforced. These policy revisions became effective in the spring/summer 2015 term.*

- The MSAF can be used for medical and nonmedical (personal) situations.
- Approval of the MSAF is automatic (i.e. no documentation is required).
- The upper limit for when an MSAF can be submitted has been reduced from 'less than 30%' to 'less than 25%' of the course weight.
- The MSAF provides relief for missed academic work resulting from medical or personal situations lasting up to 3 calendar days. If your medical or personal situation lasts longer than 3 days, you must report to the Faculty Office to provide appropriate supporting documentation.

Return of Assignments: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers.

Tests and assignments must be returned directly to the student. The Professor will make arrangements for you to pick up your assignments in person during scheduled office hours. You may also provide the Professor with a stamped, self-addressed envelope for the return of assignments by mail.

Videos: We will watch several documentaries in this course, which will be used to illustrate concepts from course material and to generate in-class discussion. These videos will be extremely difficult to obtain outside of class time, thus it is important that you are in class to see them. Exams will assess your understanding of the documentary as it relates to course material as well as your general knowledge about your viewing of the film.

University Policies

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>

Academic Integrity: You are expected to exhibit honesty and use ethical behaviour 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 behaviour 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 <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty:

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

Avenue to Learn: In this course we will be using 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 and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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.

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.

Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

Turnitin.com: In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to: <http://www.mcmaster.ca/academicintegrity>

COURSE SCHEDULE & READING ASSIGNMENTS

* These are readings to which presentations cannot be assigned

JANUARY

- 6 Introduction to the course & assignments
- 13 *Topic: Narrative Medicine vs. Illness Stories*
- The Ghost Print (Gindi)*
The sources of narrative medicine (Charon)
Narrative features of medicine (Charon)
Bringing emotional and personal narrative into medical social science (Ellis)
- 20 *Topic: Illness as a Call for Stories*
- Preface 1995/2003 (Frank)*
When bodies need voices (Frank)
The body's problems with illness (Frank)
Illness as a call for stories (Frank)
- 27 *Memoir: Intoxicated by My Illness*
- Intoxicated by My Illness – Part 1 & Part 2 (Broyard)
Intoxicated by My Illness – Part 3 (Broyard)
Intoxicated by My Illness – Part 4, 5 & 6 (Broyard)
Bridging health care's divides (Charon)

FEBRUARY

- 3 *Film: My Left Breast: An Unusual Story about Breast Cancer (57 minutes)*
- The restitution narrative (Frank)
- Response Paper #1 Due**
- 10 *Topic: Breast Cancer Stories*
- Photo images: Jo Spence's narratives of living with illness (Bell)
Reading breast cancer: Reflections on a dangerous intersection (Broom)
Illness and internet empowerment: Writing and reading breast cancer in cyberspace (Pitts)
Our Breasts, our selves: Identity, community, and ethics in cancer autobiographies (Price Herndl)
- 17 *No class (Reading Break)*

24 *Film: Crazy, Sexy, Cancer (90 minutes)*

The quest narrative (Frank)

MARCH

2 *Memoir: Blindsided*

Blindsided: Lifting a life above illness A reluctant memoir (Cohen)

Response Paper #2 Due

9 *Topic: The Chaos Narrative*

The chaos narrative (Frank)

Exploring multiple responses to a chaos narrative (Smith & Sparkes)

Changing bodies, changing narratives and the consequences of tellability: A case study of becoming disabled through sport (Smith & Sparkes)

16 *Topic: Gender & Illness Narratives*

Accounting for cosmetic surgery in the USA and Great Britain: A cross-cultural analysis of women's narratives (Gimlin)

Doctors as wounded storytellers: Embodying the physician and gendering the body (Löyttyniemi)

'Fat girls' and 'big guys': Gendered meanings of weight loss surgery (Newhook et al.)

23 *Film: Hope in Motion (50 minutes)*

Afterword (Frank)

'Futureless persons': Shifting life expectancies and the vicissitudes of progressive illness (Gibson et al.)

30 *Research Day/Term Paper Presentations*

APRIL

6 *Research Day/Term Paper Presentations*