

# IDS 2935: The Anatomy of a Story

## Quest 1: The Examined Life



Image: <https://www.cuanschutz.edu/centers/bioethicshumanities/education/certificate-program>

“Medicine is the most humanistic of the sciences and the most scientific of the humanities.”  
Edmund Pellegrino

## I. General Information

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### Class Meetings

- Fall, 2022
- MWF 5
- FLO 0100

### Instructor

- Dr. Alison Reynolds
- Turlington 2215
- MW 10 am – 11 am or by appointment
- [ali.reynolds@ufl.edu](mailto:ali.reynolds@ufl.edu)

### Teaching Assistant

- Isabella Witkovich
- Turlington 2215
- [Office hours]
- [iwitkovich@ufl.edu](mailto:iwitkovich@ufl.edu)

## Course Description

In his book, *When Breath Becomes Air*, physician and patient, Paul Kalanithi writes, “Science may provide the most useful way to organize empirical, reproducible data, but its power to do so is predicated on its inability to grasp the most central aspects of human life: hope, fear, love, hate, beauty, envy, honor, weakness, striving, suffering, virtue.” The humanities provide the link between the experiences of human life and science, and storytelling is fundamental to the human experience. Through storytelling we share our own experiences and hear the experiences of others, those like us and those who are very different. Storytelling, too, is fundamental to medicine as it tells of the intersections of illness, race, gender, and class. Many health professionals and patients share their stories to connect the practice with the need to understand what it means to be sick, and by putting experiences into words, we learn about the human condition. In this course, rather than learning the anatomy of a body, we will learn the anatomy of stories about medicine in film, literature, non-fiction, poetry, music, and art to answer the following essential questions: How is our understanding of the human condition constructed through and by the stories that we hear and tell, and how can these stories help us understand health, suffering, illness, disability, or disease?

Because future medical professionals need to be creative and analytical, empathetic and intuitive, and ultimately skilled critical thinkers and communicators, immersion in the humanities will foster these abilities. To do this we will explore what medicine means from the experience of the patient and the experience of the health professional. To add to our understanding, we will have guest lectures with practicing physicians, artists, therapists, and other health professionals who will share their own stories of health and healing. We will also visit exhibitions that exemplify medicine and the body. Ultimately, instead of focusing on the illness and the treatment, we will use the humanities to help us comprehend the emotional experience of the world of medicine. Through these stories that address diversity through the topics and through the voices of diverse authors, we will discover just what it means to be both a patient and a health professional, what it means to be human.

## Quest and General Education Credit

- Quest 1
- Humanities
- Diversity (D)
- Writing Requirement (WR) 2000 words

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

## Required Readings and Works

Kalanithi, Paul. *When Breath Becomes Air* (Memoir)  
Shelley, Mary. *Frankenstein* (Available on *Project Gutenberg* for free)  
Skloot, Rebecca. *The Immortal Life of Henrietta Lacks* (nonfiction)  
Small, David. *Stitches* (graphic novel)

Materials and Supplies Fees: n/a

## II. Graded Work

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### Description of Graded Work

The table below provides descriptions of all major assignments.

	Description	Points
<b>Exams</b>	Three in-class multiple-choice and short-answer examinations to demonstrate knowledge of humanities methodologies and engagement with course materials (100 points each)	300
<b>Think Pieces</b>	Engagement with readings, self-reflection, and questions relating to the texts, storytelling, and medicine. (200+ words) (4 x 50 points)	200
<b>Interview</b>	Interview of a person (anonymously) with a physical, emotional, learning, or psychiatric disability or someone who works with diverse groups, includes reflection.	100
<b>Experiential Learning Activity</b>	Lessons in diversity: a visit to the Harn museum to discover how artists depict "difference" in bodies, in abilities, or in sickness or health, includes active observing and reflective activities.	75
<b>Final Analytical Essay</b>	Research-based analytical essay that explores the concepts of storytelling, narratives, and medicine. (2000 words) Peer review (25 pts) <i>Essay feedback provided before the end of finals week</i>	25 175
<b>Reading Analysis</b>	Ten close reading analysis assignments that demonstrate critical thinking and reflection. (10 x 12.5)	125
<b>Total Points</b>		<b>1000</b>

### Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

### Grading Rubrics

#### Writing Assessment Rubric and Statements

SATISFACTORY (Y)	UNSATISFACTORY (N)
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<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>ARGUMENT AND SUPPORT</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>STYLE</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

### **Think Piece Rubric**

Think Pieces are an opportunity for students to synthesize, reflect upon, and begin to analyze materials and experiential activities assigned for this class. They also provide an opportunity to engage with the materials in a personal way. The following rubric will be used for grading ThPs.

<b>Rubric</b>	<b>Points</b>
Thorough on-point, thoughtful take on the materials.	Full credit (45-50)
Competent and complete but may lack clarity, specific detail, and/or development of thoughts.	Partial credit

	(15-44)
Incomplete, poorly written, shows little involvement with the materials.	Some credit (1-14)
No submission	0

### III. Annotated Weekly Schedule

*The schedule is tentative and subject to change. Check Canvas for any updates.*

Week	Monday	Wednesday	Friday
Introduction to the Quest, Narratives, and the Medical Humanities			
Summary: An introduction to the Quest program and an introduction to what it means to study the humanities.			
1		8/24 Introduction to the course and activity	8/26 In class activity and discussion Reading Due: "What Value Do the Humanities Have?" - Butler
Summary: Lecture on studying the medical humanities. The readings and the poem introduce the importance of narratives in medicine. After practicing close reading, we will apply that to Setzer's short story.			
2	8/29 In class activity and discussion  Reading Due: "Introducing the Medical Humanities" – Cole and Carson	8/31 In class activity and discussion  Reading Due: "Spike Logic" – McManus "Type II" – Nguyen Due: "Getting to Know You"	9/2 In class activity and discussion  Reading Due: "Imelda" – Selzer  <b>Think Piece 1 Due</b>
Module 1: Bodies			
Summary: An exploration of Kalanithi's story of his life as a doctor and his illness. What happens when a doctor becomes ill? The study of the importance of seeing bodies, are introduced to art and arts in medicine and an introduction to the theory of narrative structures.			
3	9/5 Labor Day: No Class	9/7 In class activity and discussion Reading Due: Kalanithi Prologue – Page 54 (end at "The first birth I witnessed")	9/9 Out of Class Activity (Canvas) Reading Due: "Why Storytelling is Part of Being a Good Doctor" - Groopman
Summary: How does sharing stories help us understand medicine or the experiences of others? Then, we will experience how humanities and arts are connected to life through the Arts in Medicine program and videos in class. For experiential learning, we will visit the Harn to look at images of			

different bodies. We will find images that move us and then tell their stories—what don't we see? What is the look on the face? What is the portrait thinking?			
4	9/12 Out of Class Activity: Harn Museum	9/14 In class activity and discussion  Reading Due: Kalanithi Page 54 – Part II – 166 (end at “On a crystalline spring morning”)	9/16  Arts in Medicine Presentation
Summary: Examining narrative structures and understanding literary analysis. Close reading activities and group work on analysis.			
5	9/19  In class activity and discussion  Reading Due: “The Empathy Exams” – Jamison	9/21  In class activity and discussion  Reading Due: Kalanithi—remainder of book	9/23 Out of Class Activity (Canvas)  <b>Think Piece 2 Due</b>
Summary: What is a plot line? How are stories built? Examination preparation and examination.			
6	9/26 In class activity and discussion  Reading Due: Costello – “The Implications of Plot Lines in Illness and Memoir”	9/28  Examination Preparation-- Review	9/30  Module 1 Examination
Module 2: Minds			
Summary: What does it mean to be “normal”? When we talk about mental health, what do we mean? Mental illness is, quite often, an invisible and highly stigmatized disease, so how can stories help us change that?			
7	10/3 In class activity and discussion  Reading Due: “Constructing Normalcy” – Davis	10/5 In class activity and discussion  Reading Due: “The Yellow Wallpaper” – Gilman	10/7 Homecoming: No Class
Summary: We will begin reading the graphic novel and discuss why Small chose the graphic novel as a way to tell his story. To understand the genre of comics, we will examine how comics are constructed—the tools the graphic novelist uses to tell a story. And then we will consider why pictures help us tell our stories. How do they help us connect? Can we see similarities or differences—does it make the stories more real?			
8	10/10 Introduction to graphic novels  Reading Due: Small – “I Was Six”	10/12 In class activity and discussion  Reading Due: Small – “I Was Eleven”	10/14 In class activity and discussion  Reading Due: Small – “I Was Fourteen and Fifteen”

Summary: When we talk about mental health, what do we mean? Mental illness is, quite often, an invisible and highly stigmatized disease, so how can stories help us change that? Gottlieb introduces the power of communication and our own stories in order to heal. How can sharing our stories help ourselves and others?			
9	10/17 In class activity and discussion  Reading Due: Gottlieb – “The Beginning of Knowing and Snapshots of Ourselves”	10/19  In class activity and discussion  Reading Due: Kenyon – “Having it Out with Melancholy”	10/21  Guest Lecture: Dr. Hahn (UF Medical School)  <b>Think Piece 3 Due</b>
Summary: How can sharing stories help ourselves and others? Why do stories matter? How do stories help us heal?			
10	10/24  In class activity and discussion  Reading Due: “Narrating Our Sadness” – Lewis	10/26  In class activity and discussion  Reading Due: Hawkins – “Reconstructing Illness” Watch: “Surviving a Lynching”	10/28  Module 2 Examination
Module 3: Ethics			
Summary: What is the morality and the ethics of treatments, experiments, and patients as subjects? What can Williams, <i>Frankenstein</i> and <i>Henrietta Lacks</i> tell us about science experiments and how we treat people? Are there disparities in healthcare? How can diverse stories help us make the right decisions?			
11	10/31 In class activity and discussion  Reading Due: Williams – “The Use of Force” and Webb & Brawley – “Chief Complaint” <b>Interview Due</b>	11/2 Reading Due: Shelly – <i>Frankenstein</i> 1-46  Watch: “Ethics” <i>Star Trek</i>	11/4 In class activity and discussion  Reading Due: Shelly – <i>Frankenstein</i> 47-98
Summary: What can the stories of those who are not like us tell us about their experiences? Why is <i>Frankenstein</i> a warning for medical practitioners? What is the morality and the ethics of experiments and patients as subjects? What can <i>Frankenstein</i> tell us about science experiments and how we treat the body? We will continue this theme through the rest of the semester. How can stories help us make the right decisions as health care professionals?			
12	11/7 In class activity and discussion  Reading Due: Shelly – <i>Frankenstein</i> 99-149	11/9 In class activity and discussion  Reading Due: Skloot – 1-55	11/11 Veteran’s Day: No Class

Summary: We examine how stories can expose suffering. A central theme in <i>Frankenstein</i> is isolation. For the first film in the class, we will examine how to analyze a film and look at the way the monologue in <i>Wit</i> is a narrative of a single experience with cancer and how this single scene.			
13	11/14 In class activity and discussion  Reading Due: Skloot – 56-104	11/16 In class activity and discussion  Reading Due: Reading Due: Skloot – 105-151	11/18  Watch <i>Wit</i>  <b>Think Piece 4 due</b>
Summary: Examination week			
14	11/21  Module 3 Examination	11/23  Thanksgiving: No Class	11/25  Thanksgiving: No Class
Module 4: My Contribution			
Summary: Proving how an individually selected story (art, film, fiction, non-fiction, graphic novel, or video game) is a representation of one of the types of medical narratives introduced in the class. Building and writing a researched paper and peer review.			
15	11/28  Writing Workshop	11/30  Writing Workshop	12/2  <b>Peer Review Due</b>
Summary: Reflections, evaluations, and feedback.			
16	12/5 Reflections  <b>Final Paper Due</b>	12/7 Evaluations and Final Wrap Up	

## IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).* Assessments: In-class examinations, think pieces, experiential activity, and final analytical essay.

- Identify, describe, and explain the methodologies used across humanities disciplines to examine essential questions about the storytelling, identity, and the examined life. (H)
- Identify, describe, and explain the ethical and empirical issues related to experiences in health, (dis)ability, mental illness, and access to health care through the lens of stories shared in art, literature, nonfiction, and film. (Q1)



- Identify, describe, and explain the ethical and empirical issues related to experiences in health, (dis)ability, mental illness, and access to health care and how those are seen through intersections of gender, race, and identity with other identity categories such as (but not limited to) class, ethnicity, race, age, and disability. (D)

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s). Assessment: Class participation, in-class examinations, reading analysis responses, think pieces, and final analytical essay.*

- Analyze how texts across disciplines and genres and diverse populations represent the relationships between storytelling, medicine, culture, and identity. (H)
- Analyze and evaluate diverse stories in the medical humanities, identity, and the examined life through diverse texts, images, and films by using close reading, critical analysis, and reflection. (Q1)
- Analyze and evaluate texts, film, and art by and about a diverse group of healthcare professionals, patients, and artists that depict how social inequities are constructed and affect the opportunities and constraints of the US population in regard to medicine. (D)

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s). Assessment: In-class examinations, reading analysis responses, think pieces, and final analytical essay.*

- Develop and present clear and effective oral and written work that demonstrates critical engagement with course texts, films, and experiential learning activities. (H & Q1)
- Analyze and reflect on the ways the student and diverse people have experienced healthcare, including illness and treatment, with written and oral assignments that demonstrate use of clear and organized language and well-supported ideas. (D)

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond. Assessment: Think pieces, experiential activity, interview, reflections, and final analytical essay.*

- Connect course content with their intellectual, personal, and professional lives at UF and beyond. (Q1)
- Reflect on their own and others' experience with medicine in Think Pieces and a final analytical essay. (Q1)

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

For experiential learning opportunities, we will visit the Harn Museum to look at images of the body in medicine, sickness, and health. Students will interview people who have different experiences with health or those who work with diverse populations, the interviews will include lessons on interviewing techniques, transcribing, and reflections. There will also be classroom visits from the Arts in Medicine program and practicing medical professionals, such as therapists and physicians, who will share their own stories and the importance of stories in their careers.

## 2. Details of Self-Reflection Component

Self-reflection is built into many of the assignments, including think pieces, the interview, and the experiential learning activity.

## VI. Required Policies

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### Attendance Policy

Attendance is required. **Only** those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. After **two** unexcused absences, **25 points per absence** will be deducted from the final grade.

*Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.*

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. **Two** instances of tardiness count as one absence.

Requirements for class attendance and make-up exams, 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>

### Late Work and Make-Ups Policy

For a student with a valid **excused** absence, homework and papers will be due by the next class period. Students who submit late work will receive a **10% per day** deduction.

### Participation

Participation is a crucial part of success in this class. Students will be expected to work in *socially distanced or virtual* small groups and participate in group discussions and other in-class activities. Students should be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Peer review sessions require that students provide constructive feedback about their peers' writing.

Reading is a necessary and important part of this class. Each of the readings has been selected to build your knowledge, test your assumptions, create a spark, or even cultivate a sustained interest. As such, by completing all of the assigned readings, students will be able to provide a fulfilling engagement with the texts, to collaborate with their classmates, and to experience a truly dialectical classroom.

### Decorum

A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed, especially in a course that focuses on pressing and controversial social and political issues. Each student is encouraged to take an active part in class discussions and activities. Honest and

respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior are not acceptable.

Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending points of view we have formed outside the classroom.

## **Students Requiring Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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://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 instructor or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at

<http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.