



Instructor: Dr. Vincent Bruyere (he, his, him)

Schedule: Asynchronous Sessions on Tuesday 1PM-2:15PM

Synchronous Sessions on Thursday 1PM-2:15PM

Office hours: Thursdays after the synchronous session (via Zoom) and by appointment.

Contact: vbruyere@emory.edu

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I. COURSE DESCRIPTION

The objective of this class is to assess illness narratives as genre, archive, and form of self-care. The perspective will be both historical (from early modern anatomy to contemporary cancer culture, from Montaigne to Agnès Varda) and intersectional (touching on issues of gender, disability, and health activism). Taught in English with the possibility to complete written assignments in French.

Course Goals	Learning Objectives
<ul style="list-style-type: none">- Connect or reconnect humanistic inquiry with the world of healthcare, public health, bioethics, and caregiving.- Understand illness narratives as both a resource and as a form of inquiry.- Understand illness narratives as a border object.	<p>Upon completion of this course students will be able</p> <ul style="list-style-type: none">- to mobilize literary criticism, cultural studies, and the history of public health to analyze illness narratives.- to retrieve and organize this information into a coherent argument.- to present their work to their peers, respond to their feedback, and in turn make constructive comments on the work of their peers.- to reflect on their progress.

Textbooks:

With the exception of Jean-Dominique Bauby, *The Diving Bell and the Butterfly/Le Scaphandre et le Papillon*, all the documentation for this class will be available through Canvas. Whenever possible, I recommend printing the texts for ease of access, parsing, and annotation. If working with hardcopies is not an option for you, I recommend working with a responsive interface that will allow you to annotate/highlight... etc. the text.

Technology:

- This course is entirely online. You will need a computer with reliable high-speed internet access and a webcam/laptop camera. You will need to use headphones and a microphone during synchronous sessions.
- This course will use a Canvas site for communication and posting of course materials. It is your responsibility to check this site regularly to stay up-to-date on announcements and assignments.
- Synchronous sessions will be conducted via [Zoom](#).
- Canvas resources for students can be found here: <http://canvas-support.emory.edu/canvas-resources/for-students.html>

II. ASSESSMENT

1. Participation (Asynchronous Sessions): 18 % [2 points per session]

Your asynchronous session participation will be based on a weekly comment on the recorded lecture and other teaching material. See Annex.

2. Participation (Synchronous Sessions): 24% [2 points per session]

Your synchronous session participation will be evaluated based on your involvement and responsive attitude and your preparation of study questions. If you are unable to attend a synchronous session you will post your preparation on a Canvas synchronous sessions discussion board. See attendance Policy.

3. Midterm Paper: 18%**4. Formal Presentation: 15%** [Proposal (5%) + Presentation (10%)]**3. Final Paper: 20%****5. End of Semester Statement: 5%***Submission policy*

Papers should be submitted in on or before the due date via Canvas. 5 points will be taken off the paper grade for each late day, including weekend days. Exceptions to this policy will require explicit permission of the instructor in writing, prior to the due date.

Final grades are determined according to the following scale

A	93-100%	B+	87-89.99%	C+	77-79.99%	D+	67-69.99%
A-	90-92.99%	B	83-86.99%	C	73-76.99%	D	60-66.99%
		B-	80-82.99%	C-	70-72.99%	F	< 60%

III. CALENDAR (You will find regular updates about the readings and deadlines on Canvas).

WEEKS	CONTENT	ACTIVITIES /ASSIGNMENTS
Week 1	SYLLABUS PRESENTATION INTRODUCTION Reading/Watching List: - <i>The Denver Principles</i> (1983) - Stuart Hall, "Cultural Studies and its Theoretical Legacies." (1992) [<u>Excerpts</u>]	<u>Tuesday, Jan. 26: Asynchronous Session</u> - Watch the recorded lecture <u>Thursday, Jan. 28: Synchronous Session</u> - Connect in our live session using Zoom - Office Hours after live session.
Week 2	<u>MODULE 1: AIDS Chronicles</u> Reading/Watching List: - Lisa Diedrich, <i>Treatments: Language,</i>	<u>Tuesday, Feb. 2: Asynchronous Session</u> - Watch the recorded lecture <u>Thursday, Feb. 4: Synchronous Session</u> - Connect in our live session using Zoom

	<p><i>Politics, and the Culture of Illness</i> (Minneapolis: University of Minnesota Press, 2007). [<u>Excerpts</u>]</p> <p>- Didier Fassin, <i>When Bodies Remember, Experiences and Politics of AIDS in South Africa</i> (Berkeley: University of California Press, 2007). [<u>Excerpts</u>]</p>	- Office Hours after live session.
Week 3	<p><u>MODULE 1: AIDS Chronicles</u></p> <p>Reading/Watching List: - Robin Campillo, <i>120 Beats per Minute</i> (2017).</p>	<p><u>Tuesday, Feb. 9: Asynchronous Session.</u> - Watch the recorded lecture</p> <p><u>Thursday, Feb. 11: Synchronous Session</u> - Connect in our live session using Zoom - Office Hours after live session.</p>
Week 4	<p><u>MODULE 2: Day In, Day Out: Chronic illness</u></p> <p>Reading/Watching List: - Adia Benton, Thurka Sangaramoorthy and Ippolytos Kalofonos “Temporality and Positive Living in the Age of HIV/AIDS: A Multi-Sited Ethnography.” <i>Current Anthropology</i> 58, no. 4 (2017): 454-76. [<u>Excerpts</u>]</p> <p>- João Biehl, “Will to Live: AIDS Drugs and Local Economies of Salvation.” <i>Public Culture</i> (2006) 18 (3): 457–472.</p>	<p><u>Tuesday, Feb. 16: Asynchronous Session.</u> - Watch the recorded lecture</p> <p><u>Thursday, Feb. 18: Synchronous Session</u> - Connect in our live session using Zoom - Office Hours after live session.</p>
Week 5	<p><u>MODULE 2: Day In, Day Out: Chronic illness</u></p> <p>Reading/Watching List: - Annemarie Mol and John Law, “Embodied Action, Enacted Bodies. The Example of Hypoglycaemia,” <i>Body & Society</i> 10. 2-3 (2004): 43-62.</p> <p>- Michel Foucault, “The Lives of Infamous Men.” (1977).</p>	<p><u>Tuesday, Feb. 23: Asynchronous Session.</u> - Watch the recorded lecture</p> <p><u>Thursday, Feb. 25: Synchronous Session</u> - Connect in our live session using Zoom - Office Hours after live session.</p>

Week 6	<p><u>MODULE 3: Cancer Culture</u></p> <p>Reading/Watching List: - Agnès Varda, <i>Cleo From 5 to 7</i> (1962)</p>	<p><u>Tuesday, Mar. 2: Asynchronous Session.</u> - Watch the recorded lecture</p> <p><u>Thursday, Mar. 4: Synchronous Session</u> - Connect in our live session using Zoom - Office Hours after live session.</p>
Week 7	<p><u>MODULE 3: Cancer Culture</u></p> <p>Reading/Watching List: - Anne Boyer, <i>The Undying: Pain, vulnerability, mortality, medicine, art, time, dreams, data, exhaustion, cancer, and care</i> (FS&G, 2019). [<u>Excerpts</u>] - Lochlann Jain, <i>Malignant: How Cancer Becomes Us</i> (Berkeley: University of California Press, 2013).</p>	<p><u>Tuesday, Mar. 9: Asynchronous Session.</u> - Watch the recorded lecture</p> <p><u>Thursday, Mar. 11: Synchronous Session</u> - Connect in our live session using Zoom - Office Hours after live session.</p> <p>Midterm Assignment Due by 6PM.</p>
Week 8	No Assignment Week	<p><u>Tuesday, Mar. 16: REST DAY.</u></p> <p><u>Thursday, Mar. 18: Synchronous Session</u> - Connect in our live session using Zoom - Office Hours after live session.</p>
Week 9	<p><u>MODULE 4: Wounded Storytellers</u></p> <p>Reading/Watching List: - Jean-Dominique Bauby, <i>The Diving Bell and the Butterfly</i> (1997)</p>	<p><u>Tuesday, Mar. 23: Asynchronous Session.</u> - Watch the recorded lecture</p> <p><u>Thursday, Mar. 25: Synchronous Session</u> - Watch the recorded lecture - Office Hours after live session.</p> <p>Presentation Proposal Due by 6PM.</p>
Week 10	<p><u>MODULE 4: Wounded Storytellers</u></p> <p>Reading/Watching List: - Julian Schnabel, <i>The Diving Bell and the Butterfly</i> (2007)</p> <p>Guest: Dr. Sarah Blanton, Associate</p>	<p><u>Tuesday, Mar. 30: Asynchronous Session.</u> - Watch the recorded lecture</p> <p><u>Thursday, Apr. 1: Synchronous Session</u> - Connect in our live session using Zoom - Office Hours after live session.</p>

	Professor in the Department of Rehabilitation Medicine, Emory University School of Medicine.	
Week 11	<p><u>MODULE 4: Wounded Storytellers</u></p> <p>Reading/Watching List:</p> <ul style="list-style-type: none"> - Montaigne, “De l’exercitation.” (II, 6) - Eve Sedgwick, “Interlude, Pedagogic.” (2009) : 27-34. 	<p><u>Tuesday Apr. 6: Asynchronous Session.</u></p> <ul style="list-style-type: none"> - Watch the recorded lecture <p><u>Thursday, Apr. 8: Synchronous Session</u></p> <ul style="list-style-type: none"> - Connect in our live session using Zoom - Office Hours after live session.
Week 12	Formal Presentations	<p><u>Tuesday, Apr. 13: Asynchronous Session.</u></p> <ul style="list-style-type: none"> - Watch the recorded presentations. <p><u>Thursday, Apr. 15: Asynchronous Session</u></p> <ul style="list-style-type: none"> - Connect in our live session using Zoom - Office Hours after live session.
Week 13	Formal Presentations	<p><u>Tuesday, Apr. 20: Asynchronous Session.</u></p> <ul style="list-style-type: none"> - Watch the recorded presentations. <p><u>Thursday, Apr. 22: Synchronous Session.</u></p> <ul style="list-style-type: none"> - Connect in our live session using Zoom - Office Hours after live session.
Week 14	Formal Presentations	<p><u>Tuesday, Apr. 27: Asynchronous Session.</u></p> <ul style="list-style-type: none"> - Watch the recorded presentations. <p><u>Thursday, Apr. 29: Asynchronous Session.</u></p> <ul style="list-style-type: none"> - Connect in our live session using Zoom - Office Hours after live session. <p>END OF SEMESTER</p>
Week 15		<p><u>Tuesday, 4 May:</u></p> <ul style="list-style-type: none"> - Final Essay Due by 6PM.

		<u>Thursday, 6 May:</u> - End of Semester Statement due by 6PM.
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IV. COURSE POLICIES AND PROCEDURES

Attendance:

- Attendance at synchronous sessions is required.
- You are allowed one (1) absence from synchronous meetings with no grading penalty.
- A grade deduction of five percentage points (-5%) will be assessed on your final participation grade for two (2) absences.

Written Communication:

- You can expect that I will respond to written communications within 48 business hours.
- Email is the preferred mode of communication.
- As a general rule, email communications with instructors and your colleagues should be conducted in a professional manner.
- Use proper language, grammar and spelling. Be explanatory and justify your opinions. Credit the ideas of others through citing and linking to scholarly resources.
- Respect privacy, diversity and opinions of others. Communicate tactfully and base disagreements on scholarly ideas or research evidence.
- Address others by name or appropriate title and be mindful of your tone. Treat people as if you were in a face-to-face situation.
- Avoid using sarcasm, being rude or writing in all capital letters. Written words can be easily misinterpreted as they lack nonverbals.¹

Diversity Statement:

- Emory University's non-discrimination policy states: "Pursuant to the University's commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor that is a prohibited consideration under applicable law."
- If you need resources, information, counsel, or mediation around the topic of discrimination, or if you would like to learn more about compliance training, please contact the Office of Institutional Equity and Inclusion Director, Carol Flowers: caflowe@emory.edu ; tel: 404-727-9867. To report concerns around the topic of diversity and bias, you can visit the following website: http://www.emory.edu/CAMPUS_LIFE/sis/bias_incident_protocol/form.html

¹ Adapted from: <https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students/>

Honor Code:

- The class follows the rules of the Emory Honor Code. See http://www.college.emory.edu/current/standards/honor_code.html
- The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

Plagiarism:

Plagiarism cases will be reported to the Honor board. Students convicted with plagiarism will receive an "F" for the course. For rules on avoiding plagiarism, see the Emory Library Quick Guide at: <https://guides.libraries.emory.edu/oxford/citation/plagiarism>

Use of Course Contents:

Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation.

V. RESOURCES

Access and Disability Resources

- Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students must renew their accommodation letter every semester they attend classes.
- Students registered with OAS who have a letter outlining their academic accommodations should coordinate a meeting time with me as early in the semester as possible to discuss a protocol to implement the accommodations as needed throughout the semester. Contact OAS for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website. Additionally, students with unexpected health or medical concerns should immediately contact their dean and OAS to ensure any accommodations needed for these events, including class absences, are registered.

Academic Support

- A range of resources is available to Emory undergraduates designed to enrich each student's educational experience. Visit <http://college.emory.edu/advising> for a list of support programs and appointment directions

- If you have any academic concerns or questions about Emory College of Arts and Sciences policies, you should first contact an Office for Undergraduate Education (OUE) academic adviser.
- Special support is available for students with special needs and those for whom English is an additional language. More information is available on the Student Support website.

VI. ANNEX: GRADING RUBRIC FOR ASYNCHRONOUS CLASS DISCUSSION

Criteria	Unsatisfactory (0 point)	Satisfactory (1 point)	Exemplary (2 points)
Posting Content	<ul style="list-style-type: none"> - No posting is made in response to posed question. - Post is inappropriate and subsequently removed by professor. 	<ul style="list-style-type: none"> - Response answers the question but is not specific or is vague. - Postings repeat and summarize basic, correct information 	<ul style="list-style-type: none"> - Response addresses the question with thought and clarity. - Postings illustrate excellent understanding of the material - Postings actively stimulate/sustain the discussion with interesting questions or ideas
Word Count		- Between 75 and 150 words.	- Between 151 and 200 words.
Timing		- Responds later in the module week.	- Responds in due time during the module week.

Adapted from https://canvas.ucdavis.edu/courses/34528/pages/group-work-and-participation?module_item_id=5008 and (<https://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html>).