

Universidad de Puerto Rico  
Recinto de Río Piedras  
Facultad de Humanidades  
Departamento de Inglés

Dannabang Kuwabong, PhD

Course Code: INGL/ENGL 4995. Sec 0u1

Course Title: Contemporary Narratives of Trauma, Madness, and Healing

Curso En Línea: Moodle & Google Classroom. Martes 10:00 AM – 12:50 PM.

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Office Hours: Por Acuerdo

## PRONTUARIO

<b>TÍTULO DEL CURSO</b>	:	TEMAS EN NARRATIVAS CONTEMPORANEAS DEL TRAUMA, DE LA LOCURA Y SANACION
<b>CODIFICACIÓN</b>	:	INGL4995
<b>CANTIDAD DE HORAS/CRÉDITO</b>	:	45 horas / Tres créditos M 10:00 AM – 12:50 PM
<b>PRERREQUISITOS, CORREQUISITOS Y OTROS REQUIMIENTOS:</b>	:	None
<b>DESCRIPCIÓN DEL CURSO:</b>		
UN CURSO INTERDISCIPLINARIO QUE ETUDIA ENSAYOS, CUENTOS CORTOS, POESIA, TEATRO, NOVELAS, PELICULAS, CULTURA POPULAR, TEXTOS RETORICOS Y ESCRITOS MEDICOS QUE ABORDAN, DESDE VARIAS PERSPECTIVAS CULTURALES, LA RELACION ENTRE TRAUMA, LA LOCURA Y LA CURACION EN LA LITERATURA. UN ESTUDIANTE PUEDE TOMAR EL CURSO HASTA DOS VECES CUANDO LOS TEMAS SON DIFERENTES. <b>Curso en línea.</b>		
<b>OBJETIVOS DE APRENDIZAJE:</b>		
<ul style="list-style-type: none"><li>• Al finalizar el curso el/la estudiante podrá:<ul style="list-style-type: none"><li>○ Understand the connection between the narrative practices of the traditional therapeutic practices and literary studies and apply these to Caribbean literature that address medical conditions of trauma, mental diseases, and healing practices, in Caribbean sociocultural parameters.</li><li>○ Comprehend and appreciate the importance of narratives (fiction, poetry, drama, film) in healthcare deliverance, especially from psycho-emotional and physical suffering of patients.</li></ul></li></ul>		

- Develop and apply intercultural, interdisciplinary and humanistic perspectives gained through literary studies to the improvement of empathetic and patient-centered mental and family health care practices. Understand the narrative portrayals of mental health profoundly impact Caribbean societies' perceptions about mental illness and actively, and critically develop own views on mental health and human behavior, particularly when reading books, watching movies, or dealing directly with issues in Caribbean communities and in one's personal life.
- Understand the role that historical dispossession, colonialism, racism, classism, sexism, and other determinants of social dis-ease become embodied pathologies of melancholy which are uncovered by multi-and interdisciplinary research.
- Respond aesthetically through the use of basic literary terminologies and healthcare concepts in classroom discussions and to interpret and write critically about essays, short stories, plays, biographical writings, films, medical narratives and novels that approach the subject of human quest for healing individual, physical, mental, and communal pain and easing suffering
- Understand how cultural diversities and diversities of human experience, community integrations, and economic and socio-political empowerment contribute to an understanding and improvement of mental health and the links between the social sciences, humanities and medical sciences
- Use the literary readings as a model for oral presentations of well-conceived and well-structured narratives and projects about the students' personal, familial or professional healthcare experiences.
- Develop an autobiographical narrative and electronic portfolio that integrates a personal growth in the humanistic perspectives in medicine and medical sciences.
- Acquire an inquisitive and thoughtful attitude regarding available research sources in the field and be able to use the both bibliographic research sources and electronic databases and web-based research sources.
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### **Libro de Texto Principal**

1. Jean Rhys. *Wide Sargasso Sea*.
2. Warner-Vieyra, Myriam. *Juletane*.
3. Gilroy, Beryl. *Frangipani House*.
4. Hubert Nigel Thomas. *Return to Acadia*.
5. Giselle Pineau, *Macadam Dreams*.
6. Ryhaan, Shah. *A Silent Life*.
7. Irene Vilar. *The Ladies Gallery: A Memoir of Family Secrets*.

**BOSQUEJO DE CONTENIDO Y DISTRIBUCIÓN DEL TIEMPO:**

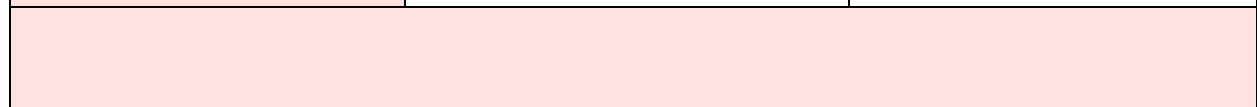
<i>Tema</i>	Distribución del tiempo		
	Presencial	Híbrida	En línea Moodle / Google Classroom
<p><b>I. Week I:</b> Introduction: Discussion of terminologies, theories, treatment/healing of trauma and disorders: Childhood Trauma, Obsessive-Compulsive Disorders (relationship, romantic love, codependence etc.), Prolonged Grief Disorder, Maternal Rejection and Trauma, Generational Trauma and Post Traumatic Stress Disorder, Historical, Domestic, Ecological, Postcolonial, Hauntology, Narrative Witnessing, Writing as Healing Strategy, Motherhood as Healing Transgenerational Mother-Daughter dyads. <i>*Evaluation: online assignments, online article analysis, online forums, attendance, and participation</i></p>			3horas
<p><b><u>II. Weeks II &amp; IV</u></b> Jean Rhys. <i>Wide Sargasso Sea</i>. History of colonialism, plantation economies, slavery, oppression, displacement, racism, sexism, deracination in the Caribbean and how these become the central factors influencing the array of social, environmental, political, and health issues impacting the mental health of white Caribbean communities. Hickling FW, Paisley V. "Redefining personality disorder in Jamaica." <i>Revista Panam Salud Publica</i>, vol. 30, 2011, pp. 255-261; Maslen, Cathleen. <i>Ferocious Things</i> Jean Rhys and the Politics of</p>			9horas

<p>Women’s melancholia. Cambridge Scholars Publishing, 2009, pp. 185-228.</p> <p><i>*Evaluation: online assignments, online article analysis, online forums, attendance, and participation</i></p>			
<p><b><u>III. Weeks V - VII</u></b></p> <p>Childhood Trauma and Obsessive-Compulsive Relationship Disorder, Prolonged Grief Disorder, Maternal Rejection and Trauma, Generational Trauma and Post Traumatic Stress Disorder, Writing as Healing Strategy, Motherhood as Healing, Transgenerational Mother-Daughter dyads. Warner-Vieyra, Myriam. <i>Juletane</i>. Issues of Cross-cultural Relationships, Migration, Childhood Memories, Alienation, and Social Dislocation as causes of trauma and madness. Writing as Coping Mechanism. Ngue, Julie Nack. “Staring Back”: Visible Difference, Staring, and Uncertain Legibility in Marie Chauvet’s <i>Amour</i> and Myriam Warner Vieyra’s <i>Juletane</i>. <i>Critical Conditions: Illness and Disability in Francophone African and Caribbean Women’s Writing</i>, Lexington Books, 2012, pp. 21-58; Berger, James. “Trauma without Disability, Disability without Trauma: A Disciplinary Divide.” <i>Journal of Advanced Composition</i>, vol. 24, no. 3, 2004, pp. 563-582; Carith, Cathy. “Parting Words: Trauma, Silence and Survival.” <i>Acts of Narrative</i>, edited by Carol Jacobs and Henry Sussman, Stanford UP, 2003, pp. 47-61.</p> <p><i>*Evaluation: online forums, attendance, and participation and Midterm Exams I</i></p>			6horas
<p><b><u>IV: Weeks VIII-IX</u></b></p> <p>Aging, Abandonment, loss of freedom, and depression and homes for the elderly, etc: Gilroy, Beryl. <i>Frangipani House</i>.</p> <p><i>*Evaluation: online assignments, online article analysis, online forums, attendance, and participation</i></p>			6horas

<p><b><u>V: Weeks X - XII</u></b></p> <p>Failed masculinity, sexuality, mulatto consciousness, childhood trauma, generational trauma, migration, culturally appropriate traditional therapeutic and conventional modern western medical interventions. Readings from: Sutherland, Patsy, Roy Moodley and Barry Chevannes, Eds. <i>Caribbean Healing Traditions: Implications for Health and Mental Health</i>. Pederson, Duncan and Veronica Baruffati, eds. <i>Health and traditional medicine cultures in Latin America and the Caribbean</i>. Readings: Read J, van Os J, Morrison AP, Ross CA. "Childhood trauma, psychosis and schizophrenia: a literature review with theoretical and clinical implications;" Hubert Nigel Thomas. <i>Return to Acadia</i>.</p> <p><i>*Evaluation: online assignments, online article analysis, online forums, attendance, and participation, Midterm Exam II.</i></p>			9horas
<p><b><u>V. Weeks XIII-XV: Assigned Groups Seminar Presentations.</u></b></p> <p>Socio-historical, Natural disasters, and cultural factors in literary representations of trauma, violence, psycho-emotional illness, and healing: Miranda, Dawn Sherratt-Bado. "Cycles of Cyclones: Structural and Cultural Displacement in Gisele Pineau's <i>Macadam Dreams</i>." Tracking the Literature of Tropical Weather: Typhoons, Hurricanes and Cyclones, edited by Anne Collett et al., Palgrave, 2017, pp. 199-226.</p> <p>Socio-historical, Natural disasters, and cultural factors in literary representations of trauma, violence, psycho-emotional illness, and healing: Milne, Lorna. "Sex Violence and Cultural identity in the work of Gisele Pineau." <i>Postcolonial Violence, Culture and Identity in Francophone Africa and the Antilles</i>, edited by Lorna Milne, Peter Lang, 2007, pp. 191-212.</p> <p>Massé, Raymond. "Between Structural Violence and Idioms of Distress: The Case of Social Suffering in the French Caribbean." Jean-Charles, R. "Trauma Lost in Translation:</p>			12horas

<p>Teaching gisèle pineau's L'espérance-macadam / macadam dreams." <i>Callaloo</i>, vol. 37, no.2, pp. 404-412,466. Retrieved from <a href="https://search.proquest.com/docview/1530413025?accountid=44825">https://search.proquest.com/docview/1530413025?accountid=44825</a>. Giselle Pineau, <i>Macadam Dreams</i>.</p> <p>ii. Generational Trauma, domestic abuse, cultural expectations of male and female behavior and trauma, etc. Ryhaan, Shah. <i>A Silent Life</i>.</p> <p>iii. Politics, parental abandonment, matrilineal separation anxiety disorders, Caribbean Migrations, Exile, Cultural Dislocation, etc. and Mental Illness: Cochrane R, Bal S. "Migration and schizophrenia: an examination of five hypotheses;" Bhugra, Dinesh and Matthew A Becker. "Migration, cultural bereavement and cultural identity." Nationalism, femininity, politics, generational/genetic causes, migration, cultural confusions, and social constructs: Excerpts from: Read J, van Os J, Morrison AP, Ross CA. "Childhood trauma, psychosis and schizophrenia: a literature review with theoretical and clinical implications;" Irene Vilar. <i>The Ladies Gallery: A Memoir of Family Secrets</i>.</p> <p><i>*Evaluation: Groups Projects and Power Point Oral and Written Presentations, Attendance, and Participation.</i></p>			
<b>Total de horas contacto</b>			45horas
<b>ESTRATEGIAS INSTRUCCIONALES:</b>			
<b>Presencial</b>			
<p>Conferencias del profesor Lecturas Trabajos en grupo Tareas individuales Actividades de avalúo Actividades prácticas Presentaciones orales</p>	<b>Híbrido</b>	<b>En línea</b>	

<b>RECURSOS MÍNIMOS DISPONIBLES O REQUERIDOS:</b>	X.	Módulos instruccionales en línea	XIX.	Módulos instruccionales interactivos
	XI.	Lecturas de artículos profesionales en línea	XX.	Lecturas de artículos profesionales en línea
	XII.	Videos instruccionales	XXI.	Videos instruccionales
	XIII.	Trabajos en grupo	XXII.	Trabajos en grupo
	XIV.	Tareas individuales	XXIII.	Tareas individuales
	XV.	Actividades de avalúo	XXIV.	Actividades de avalúo
	XVI.	Actividades prácticas	XXV.	Actividades prácticas
	XVII.	Presentaciones orales	XXVI.	Presentaciones orales
XVIII.	Videoconferencias asincrónicas y sincrónicas	XXVII.	Videoconferencias asincrónicas y sincrónicas	



Recurso	Presencial	Híbrido	En línea
Cuenta en la plataforma institucional de gestión de aprendizaje (Ej. Moodle)	Institución	Institución	Institución
Cuenta de correo electrónico institucional	Institución	Institución	Institución
Computadora con acceso a internet de alta velocidad o dispositivo móvil con servicio de datos	Estudiante	Estudiante	Estudiante
Programados o aplicaciones: procesador de palabras, hojas de cálculo, editor de presentaciones	Estudiante	Estudiante	Estudiante
Bocinas integradas o externas	No aplica	Estudiante	Estudiante

Cámara web o móvil con cámara y micrófono	No aplica	Estudiante	Estudiante
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### TÉCNICAS DE EVALUACIÓN:

Presencial	Híbrida	En línea
Asignaciones .....xx%	Asignaciones.....xx%	Asignaciones y actividades asincrónicas.....10%
Exámenes..... xx%	Proyectos grupales de investigación.....xx%	Proyectos grupales.....30%
Portafolio.....x%	Participación en foros de discusión.....xx%	Participación en foros de discusión.....10%
Presentaciones orales..xx%	Exámenes .....xx%	Exámenes.....30%
Trabajos reflexivos.....xx%	Portafolio electrónico.....xx%	Presentaciones orales virtuales.....10%
Proyectos grupales de investigación.....xx%	Trabajos reflexivos.....xx%	Reuniones sincrónicas.....10%
	Presentaciones orales.....xx%	
<b>Total.....100%</b>	<b>Total.....100%</b>	<b>Total.....100%</b>

### ACOMODO RAZONABLE:

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

### INTEGRIDAD ACADÉMICA

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o



examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. **Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y a distancia deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.**

#### **NORMATIVA SOBRE HOSTIGAMIENTO SEXUAL**

“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

#### **SISTEMA DE CALIFICACIÓN**

A, B, C, D, F

#### **BIBLIOGRAFÍA**

##### **M. Bibliography**

**(Selection will be made from the list below)**

Bénédicte Ledent, Evelyn O’Callaghan, and Daria Tunca. “‘Madness Is Rampant on This Island’: Writing Altered States in Anglophone Caribbean Literature.” *Madness in Anglophone Caribbean Literature: On the Edge*, ed. Bénédicte Ledent, Evelyn O’Callaghan, and Daria Tunca. Palgrave Macmillan, 2018, pp. 1-17. [https://doi.org/10.1007/978-3-319-98180-2\\_1](https://doi.org/10.1007/978-3-319-98180-2_1)

Bénédicte Ledent, Evelyn O’Callaghan, and Daria Tunca, editors. *Madness in Anglophone Caribbean Literature: On the Edge*, edited by. Bénédicte Ledent, Evelyn O’Callaghan, and Daria Tunca. Palgrave Macmillan, 2018.

Brown, Caroline A. and Johanna X K Garvey, editors. *Madness in Black Women’s Diasporic Fictions: Aesthetics of Resistance*. Palgrave Macmillan; 2017.

Cantor-Graae, E. “The Contribution of Social Factors to the development of Schizophrenia: A Review of Recent Findings.” *The Canadian Journal of Psychiatry*, vol.52, no. 5, 2007, pp. 277–286.

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- Lippelt, Judith. "Negotiations of Caribbean Cultural Trauma and Identity in *The Brief Wondrous Life of Oscar Wao*." 2016. <https://www.researchgate.net/publication/331327697>
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### **Some Web Sites:**

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<http://www.unboundmedicine.com/medline/?st=M&journal=ANS%20Adv%20Nurs%20Sci>
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