

From Medical Humanity to Children's Literature: What Does Children's Literature Contribute to Medical Humanity

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Abstract

Medical humanities as a growing field of study straddles the divide between medicine and the humanities, particularly in terms of linking narrative studies and medical school teaching, within which the most contentious debate is between the dualistic view regarding the role of humanities and sciences as either emotional and rational or meaning-making and mechanistic; however, the critical medical humanities school suggests an 'entanglement' relationship in which humanities are neither supportive nor antagonistic but rather a 'critical collaborator'. This paper undertook a review of the literature on the link between narrative and medical sciences in order to pinpoint this shift from a dualist to an entangled perspective, during which it identified two represented stances in the 13 articles: "narrative medicine" and "narrative humility." To contribute to this intersection in an integrative manner, this paper brings children's literature into the spotlight and considers the mutual benefits that medical humanities and children's literature can offer one another, concluding with a proposal for further study of children's literature "Sick-Lit" that can lead to a new, more accurate understanding of humanity as a whole, including adults and children, of medical studies.

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