

**EN 1082 LE THE AILING BODY: DISEASE IN LITERATURE AND CULTURE**

(Fall 2021)

<b>PREREQUISITE:</b>	None
<b>CATALOG DESCRIPTION:</b>	This course examines the ways in which the ailing body has been constructed, perceived and represented in literature and culture from the 19 <sup>th</sup> -century to the present.
<b>RATIONALE:</b>	The class explores the intersections of disease, medicine, and social experiences such as race, gender, and class. Focus will be placed on topics related to medical science and its relationship to bodily perception through an investigation of the concepts of "illness" and of the "patient", as well as their representations in texts across genres - including poetry, prose fiction, film, art and memoir.
<b>LEARNING OUTCOMES:</b>	<p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the ways in which medical theory and practice has affected perceptions of the body;</li> <li>2. Discuss how views on the body and disease have shaped the concepts of race, gender, and class in various cultural contexts;</li> <li>3. Explain how representations of illness, the patient, and the medical practitioner are related to aesthetic concerns in a variety of texts, from art and fiction to film and memoir;</li> <li>4. Discuss how representations of the body and disease reflect value systems at work in various cultural contexts;</li> <li>5. Show ability to identify and use interdisciplinary approaches relevant to the course topic.</li> </ol>
<b>METHOD OF TEACHING AND LEARNING:</b>	<p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <li>· Textual analysis, class discussions, workshop-style pair work and group work during class meetings;</li> <li>· Active student-centered teaching approach in the presentation of course material to engage learners;</li> <li>· Formative exercises designed to help students acquire confidence and benefit from independent study;</li> <li>· Additional print and audiovisual educational material posted on the Blackboard course template;</li> <li>· Timely instructor feedback on assignments; <ul style="list-style-type: none"> <li>· Other relevant educational material placed on reserve in the library;</li> </ul> </li> <li>· Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations.</li> </ul>

<b>ASSESSMENT:</b>	<p><b>Portfolio of Responses</b> (tests LOs 2, 3 and 5) 1,200-1,400 words, 50%</p> <p><b>8-10' Oral Presentation</b> (tests Los 2 and 3) 10%</p> <p><b>Final Examination</b> (tests LOs 1 and 4) 30% take-home, open-book.</p> <p><b>Participation</b> 10% Contribution to class discussion and preparedness to discuss material; participation in in-class activities.</p> <p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. Students are not required to resit failed assessments in this module. Failure to pass the module results in module repeat.</p>
<b>INDICATIVE READING:</b>	<p><b>REQUIRED READING:</b> No set textbook</p> <p>Selection of readings from the following:</p>

	<p><u>Critical/scientific sources</u></p> <ul style="list-style-type: none"> <li>-Foucault, Michel. From <i>The Birth of The Clinic</i> [excerpt from study] -Latour, Bruno. "How to Talk About the Body?" [essay]</li> <li>- Parsons, Talcott. "The Sick Role and the Role of the Physician Reconsidered" [essay]</li> <li>-Scarry, Elaine. From <i>The Body in Pain</i> [excerpt from study]</li> <li>-Sontag, Susan. From <i>Illness as Metaphor</i> [excerpt from study]</li> <li>-Wakefield, A J et al. "Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children" [retracted article]</li> <li>-Washington, Harriet. From <i>Medical Apartheid</i> [excerpt from study]</li> <li>-Whitehead, Anne. "Introduction: Medicine and Empathy" in <i>Contemporary British Fiction: A Critical Intervention in Medical Humanities</i> [essay]</li> </ul> <p><u>Literary/ creative texts</u></p> <ul style="list-style-type: none"> <li>Chekhov, Anton. "Ward No. 6" [Short story]</li> <li>Delbo, Charlotte. From <i>Days and Memory</i> [excerpt from poetry collection]</li> <li>Euripides, <i>Philoctetes</i> [play]</li> <li>Haddon, Mark. From <i>The Case of the Curious Dog in the Night-Time</i> [excerpt from novel]</li> <li>Judd, Bettina. From <i>Patient</i> [excerpt from poetry collection]</li> <li>Lubbock, Tom. From <i>Until Further Notice, I am Alive</i> (2012) [excerpt from memoir]</li> <li>Perkins Gilman, Charlotte. "The Yellow Wallpaper" [short story]</li> <li>Plath, Sylvia. "The Surgeon at 2 A.M" [poem]</li> <li>Salazar, Debora. "My Abortion" [short story]</li> <li>Sternberg, Janet. From <i>White Matter: A Memoir of Family and Medicine</i> [excerpt from memoir]</li> <li>Williams, William Carlos. "The Use of Force [short story]</li> <li>Wollstonecraft Shelley, Mary. From <i>Frankenstein, or, The Modern Prometheus: the 1818 Text</i> [excerpt from novel]</li> <li>Woolf, Virginia. "On Being Ill" [ essay]</li> </ul> <p><u>Films</u></p> <ul style="list-style-type: none"> <li>Forman, Miloš. <i>One Flew Over the Cuckoo's Nest</i> [film]</li> <li>Lanthimos, Yorgos. <i>The Killing of a Sacred Deer</i> [film]</li> <li>Peele, Jordan. <i>Get Out</i> [film]</li> </ul> <p><u>Other</u></p> <ul style="list-style-type: none"> <li>Austin, Sue. "Deep sea diving...in a wheelchair" [TED talk]</li> </ul>
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	Thermstrom, Melanie. "Meet the Twiblings" [short article] Thom, Robert, "J. Marion Sims: Gynecological Surgeon," [painting]
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	<b>RECOMMENDED READING:</b> Varies according to thematic units chosen.
<b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)	<b>REQUIRED MATERIAL:</b> Varies according to materials selected for discussion.  <b>RECOMMENDED MATERIAL:</b> Varies according to materials selected for discussion.
<b>COMMUNICATION REQUIREMENTS:</b>	With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.
<b>SOFTWARE REQUIREMENTS:</b>	Word, Blackboard
<b>WWW RESOURCES:</b>	<a href="https://academic.oup.com/bmb/article/69/1/21/523378#8177762">https://academic.oup.com/bmb/article/69/1/21/523378#8177762</a> <a href="https://www.ncbi.nlm.nih.gov/books/NBK25517/">https://www.ncbi.nlm.nih.gov/books/NBK25517/</a> <a href="https://journals.openedition.org/transtexts/646">https://journals.openedition.org/transtexts/646</a> <a href="https://www.annualreviews.org/doi/pdf/10.1146/annurev.pu.08.050187.000551">https://www.annualreviews.org/doi/pdf/10.1146/annurev.pu.08.050187.000551</a>
<b>INDICATIVE CONTENT:</b>	The Instructor will discuss <u>at least 5 texts from unit 1</u> and at <u>least two texts from each of the remaining four units</u> . Discussion will also include <u>at least one film</u> .  The selected texts (literary or visual) may be examined in their entirety or through excerpts.  <b><u>Unit 1</u></b>  <u>Introduction: Illness as metaphor</u> Susan Sontag. From <i>Illness as Metaphor</i> [excerpt from study] Bruno Latour, "How to Talk About the Body?" [essay] Virginia Woolf, On Being Ill [essay]  <u>The diseased body</u> Tom Lubbock, From <i>Until Further Notice, I am Alive</i> (2012) [excerpt from memoir] Anton Chekhov, "Ward No. 6" [Short story] Euripides, <i>Philoctetes</i> [play]  <u>Doctors and Patients</u> William Carlos Williams, "The Use of Force [short story] Yorgos Lanthimos, <i>The Killing of a Sacred Deer</i> [film] Talcott Parsons, "The Sick Role and the Role of the Physician Reconsidered" [essay] Sylvia Plath, "The Surgeon at 2 A.M" [poem] Michel Foucault. From <i>The Birth of The Clinic</i> [excerpt from study]

## **Unit 2**

### Race, gender, class

Harriet Washington. From *Medical Apartheid* [excerpt from study]

Jordan Peele, *Get Out* [film]

Robert Thom, "J. Marion Sims: Gynecological Surgeon," [painting]

Bettina Judd. From *Patient* [excerpt from poetry collection]

Charlotte Perkins Gilman. *The Yellow Wallpaper* (1892).

## **Unit 3**

### Genetics and disability

Sue Austin, "Deep sea diving...in a wheelchair" [TED talk]

Mark Haddon, From *The Case of the Curious Dog in the Night-Time* [excerpt from novel]

Janet Sternberg. From *White Matter: A Memoir of Family and Medicine* [excerpt from memoir]

Melanie Thernstrom, "Meet the Twiblings" [short article]

## **Unit 4**

### Pain, healing, science

Elaine Scarry, From *The Body in Pain* [excerpt from study]

Charlotte Delbo, From *Days and Memory* [excerpt from poetry collection]

Wakefield, A J et al. "Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children."

Miloš Forman, *One Flew Over the Cuckoo's Nest* [film].

## **Unit 5**

### Technology and ethics

Mary Wollstonecraft Shelley, From *Frankenstein, or, The Modern Prometheus: the 1818 Text* [excerpt from novel]

Anne Whitehead, "Introduction: Medicine and Empathy in Contemporary British Fiction: A Critical Intervention in Medical Humanities" [essay]

Deborah Salazar, "My Abortion" [short story]