

Medical Fictions: Patient-Doctor Dynamics in Fiction and Film.

Writers and filmmakers--even cartoonists--bring their art and insight to the medical moment, illuminating doctor/patient connections and misconnections, writing about empathy and abandonment, highly-charged moments of illness, dying, childbirth, shell-shock, and other health experiences. Engaging with these powerful and moving texts invites students to examine and deepen their concepts of the relationships between health providers and others. The course will include a field trip to the University of Iowa hospital to witness Project Art and visits from speakers, as well as a service project. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215.

**NOTE THE SCHEDULE IS PROVISIONAL; WE WILL BE SCHEDULING FIELD TRIPS AND VISITS AND SPEAKERS THAT WILL MOVE AROUND SOME OF OUR CURRENT SCHEDULE. Scheduling will be within the 10-3 time frame as much as possible.**

WEEK ONE: Introduction to Medical Fiction/Narrative Medicine and the Field

Monday March 20: Morning 10-11 Introduction

Afternoon: 1-3 Screen *Wit* film

Assign: Read "Doctors" by Anne Sexton in *Imagine What It's Like*.

Assign: Browse through *Imagine What it It's Like*", noting stories that interest you & making a wish list for readings for the class..

Tuesday March 21: Discuss *Wit*

Assign: "The Nature of Narrative Medicine." Pp. 9-13 and "Narrative Medicine: Challenges and Resistance" pp. 14-22 in the *Anthology of Narrative Medicine*

Wednesday March 22: Screen Michael Moore's SICKO 2007

Assign: "pages vii-62 of *Narrative Medicine* by Rita Charon. On Moodle.

Thursday March 23: Morning 9:30-11 in Tech Studio with Brooke Bergantzel

1-3 Introduction to Narrative Medicine as a concept. Consider reading options from *Imagine What It's Like*.

Assign: Virginia Woolf "On Being Ill" lengthy essay. Choose favorite passages as broadside options.

Friday March 24. Discuss "On Being Ill" and passage selections. Also, each student will share his or her contributions to the Annotated Bibliography for the week. You should have two or more

items to share: books, podcasts, films, poems, whatever. We will do this each Friday. Plan to present for 5 minutes or so (longer if you need to show your item).

WEEKEND March 25-6

Read Virginia Woolf's *Mrs. Dalloway*, paying close attention to the role of Septimus Warren Smith, the shell-shocked soldier, and his treatment by doctors.

## WEEK TWO: Cultural Attitudes Towards Madness/Intellectual Disability

Monday March 27: 9:30-11 and 1-3 in Tech Studio with Brooke.

Tuesday March 28: Discuss *Mrs. Dalloway*, doctor/patient relationships.

Wednesday March 29: TBA

Thursday March 30: Discuss "The Cheerful Idiot" and publication.  
Disability awareness.

Friday March 31: Present weekly additions to the Annotated Bibliography for the class.  
TBA Letterpress or Field Trip

WEEKEND: April 1-2 Brainstorming Interventions to Raise Awareness/Acceptance

## WEEK THREE Creative Interventions: Designing Artworks that Work

Monday April 3: 9:30-11 and 1-3 Technology Studio with Brooke

Assign: Bringhurst on Book/Broadside design.

Tuesday April 4: 10-11 Midterm. 1:00-3 Discuss Book and Broadside Design

Assign: Design sample broadsides digitally and prepare a 3 page artist statement

Wednesday April 5: Sharing and discussing Broadside

Thursday April 6: Introduction to letterpress

Friday April 7: The practice of Letterpress. Sharing Annotated Bibliography offerings for the week.

WEEKEND APRIL 8-9

## WEEK 4: In Conclusion . . .

Monday April 10: workday for final project. Tech Studio.

Final Annotated Bibliographies due in correct MLA format (go to Writing Studio if you are not sure how to do this) . Please get them to me by noon Monday so I can collate them for the class.

Tuesday April 11: Present broadsides/books.

Wednesday April 12: Celebration; Share work with campus