**Professor Narin Hassan**

**LMC 3219 Literature and Medicine**

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Office hours: M/W 12-1pm and by appt.

**Course Prerequisites:** ENG 1102

**Core Area/Attributes**: Humanities, Ethics

**Course Description**:

This course will examine the relationship of medicine to literature, cultural representation more broadly, history, and politics. We will examine how the discourse of medicine intersects with literary and cultural discourses and how medical knowledge is constructed and sustained through language and visual representation. We will also explore how a range of sources, including fictions, memoirs, films and theoretical articles discuss the nature of illness and of the body. Our readings will include patient accounts, memoirs, doctor’s narratives and historical and theoretical material.

**Learning Outcomes:**

1. Science and Technology Knowledge Construction: Students will understand that scientific and technological innovation occurs in a social context, and they will be able to recognize how the social influences scientific and technical discourses.
2. Textual/Visual Analysis: Students will learn to read, analyze, and interpret not only cultural projects such as film, literature, art, and new media, but also scientific and technical documents.
3. Interpretive Frameworks: Students will become familiar with a variety of social, political, and philosophical theories and be able to apply those theories to creative and scientific texts, as well as to their own cultural observations.
4. Literary/Film/Narrative art Inquiry: Students will be aware of the traditions and conventions of literature, film and other forms of narrative art, and they will be able to analyze these traditions and conventions in specific cultural contexts.
5. Historical analysis: Students will study literary and cultural texts within an historical framework to become familiar with various forces shape artistic and commercial production. They will learn to interpret history actively, rather than passively accepting archival information.

**Reading list**:

Roy Porter, *Blood and Guts*

Kathryn Montgomery Hunter, *How Doctors Think*

Atul Gawande, *Complications: a Surgeon’s Notes on an Imperfect Science*

Susan Sontag, *Illness as Metaphor and Aids and Its Metaphors*

Mary Capello, *Called Back*

Jean Dominique Bauby, *The Butterfly and the Diving Bell*

Sigmund Freud*, Dora: An Analysis of a Case of Hysteria*

Margaret Edson*, Wit*

**Course requirements**: Two exams, one final essay, short assignments and presentations, quizzes, active participation and discussion.

Reading will approximate 150 pages per week (more for novels/memoirs, less for critical material).

Attendance and Participation: 25%

(this component includes regular attendance,

participation, a discussion

leader session, short in class assignments and quizzes)

2 Exams (25% each) 50%

Final paper and presentation (paper 20%/presentation 5%) 25%

**Course Expectations:**

Be Here!

The first expectation is that you come to class prepared, on time, and ready to work. The attendance and participation requirement requires you to attend class sessions, come to class prepared with readings in hand, contribute to discussion, listen to and respect your peers, and keep up with the reading and class activities. Your grade will drop if you repeatedly miss class, arrive late, come unprepared without the assigned readings, or do not engage with class material and class discussion. Your grade will also be negatively impacted if you miss or have unsatisfactory quizzes and discussion leader sessions.

Absences will limit your contribution to the course and in turn impact the attendance and participation component of your grade. Three late sessions count as one absence. More than eight absences result in automatic failure of the course. You are responsible for finding out about what readings and assignments you have missed due to absences. You cannot make up quizzes and in-class assignments missed due to an absence. These will receive a grade of "0." Exceptions to this attendance policy are made only in the case of medical emergencies and extended hospitalization, for which I require documentation.

Reading and preparation:

I will expect you to complete all reading assignments before class, bring the reading to class and arrive prepared to discuss readings thoughtfully and intelligently. Active participation and regular attendance is a crucial component of this class. I expect our class environment to be one of lively debate where we can challenge and respect the opinions and comments of others, and where we can all be prepared to discuss these texts.

Your role as discussion leader: You will be asked to sign up as a discussion leader for one class session. This is your opportunity to initiate and facilitate our discussion for the beginning of class that day. As a discussion leader you should be fully prepared to discuss the reading and to share your responses to it with the class. You may distribute and pose questions to the class to facilitate our analysis of the reading, select particular passages that you see as relevant or interesting, make connections to other texts we have read, and/or bring in additional material to share with the class that relates to the reading.

Papers and final project:

You will be asked to write one research based final paper (8-10 pages) in this class. Your final paper will be on a research topic of your choice related to course material. You will be asked to organize a formal presentation related to this research. This will involve some group work and development of visual aids. I will ask you to submit a paper proposal and preliminary bibliography before your paper is due and you will receive feedback on both these assignments. We will also review research strategies in class and I will share information about relevant research resources as you develop your topics. In your paper I expect you to introduce and develop a clear thesis, support a sustained argument with evidence, address and respond to relevant critical arguments and debates, and revise and edit for clarity, cohesion and presentation.

Exam/Quizzes: You will have one midterm exam in this class and one final. They will cover material from our reading and discussion. In addition to the exams, you will have short quizzes over the course of the semester—some may be unannounced.

Additional issues:

**Honor Code**: all work you turn in for this class must be your own work, with all outside references sources properly cited and acknowledged. All written assignments for this course will be turned in through the anti-plagiarism program "Turn It In" (http://www.turnitin.com).

The "Student Conduct Code of Rules and Regulations" (Georgia Institute of Technology General Catalog Section XIX) states "Academic misconduct is an act that does or could improperly distort student grades or other student records" and offers the following descriptive list:

--possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;

--substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;

--submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);

--false claims of performance or work that has been submitted by claimant;

--alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;

--forgery, alteration, or misuse of any institute document relating to the academic status of the student.

The Code continues, "While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor." Consult the Honor Code outline at http://www.honor.gatech.edu/ or in the General Catalog to remember your primary commitment to academic honesty. Students who engage in academic dishonesty may receive a 0.0 on the assignment or fail the course, In addition, the instance will be reported to the Dean of Students who may take further action.

**Students with Disabilities**: Please make an appointment to see me if you need to discuss special accommodations for a documented disability or special need. Students with disabilities should also contact Access Disabled Assistance Program for Tech Students (ADAPTS) to discuss reasonable accommodations. For an appointment with a counselor call 404-894-2564 (voice) /404-894-1664 (voice/TDD) or visit Suite 210 in the Smithgall Student Services Building.

**Course Outline**: This is a guide to our course. Please bear in mind that dates may shift and the syllabus may be updated. I welcome your suggestions to the syllabus.

**Section One: Concepts and Histories**

M. Aug. 22: Introductions, course overview

W. Aug. 24: Roy Porter, *Blood and Guts*, Chapters 1-2. Short selections from reading packet: Sir William Osler. “Aphorisms,” Somerset Maugham, “The Summing Up,” William Carlos Williams. “The Practice”

F. Aug. 26: Roy Porter, Blood and Guts, Chapters 3-4. Begin Sontag, *Illness as Metaphor*

M. Aug. 29: Sontag, *Illness as Metaphor* cont. and Kathryn Montgomery Hunter, “Knowledge in Medicine: Reading the Signs” (ER)

W. Aug. 31: Kathryn Montgomery Hunter, *How Doctors Think*, Introduction and chapter 1. Foucault, Preface to *Birth of the Clinic* and “Signs and Cases” (ER)

**Section Two: Representing Illness: Patient Narratives**

F. Sept. 2: Charlotte Perkins Gilman, *The Yellow Wallpaper*

M. Sept. 5: Virginia Woolf, “On Being Ill” Fanny Burney, “Old Tyme Mastectomy”

W. Sept. 7: Margaret Edson, *Wit,* Elspeth Cameron Richie, “Hospital Spaces”

F. Sept. 9: Film screening of *Wit*.

**Section Three: Travel narratives and health/ Historizing and representing race and disease**

M. Sept. 12: Lady Mary Wortley Montagu, “Turkish Embassy Letters” and Lucie Duff Gordon, “Doctoring the People of Luxor”

W. Sept. 14: Sander Gilman, The Hottentot and the Prostitute” and Anne FAusto Sterling, “Gender, Race and Nation”

F. Sept. 16: Film Screening (Hottentot material cont.)

M. Sept. 19: Film discussion, Terri Kapsalis, “Mastering the Female Pelvis”

**Section Four: Representing and Visualizing the Body: Mapping and Visualization of the Reproductive Body**

W. Sept. 21: Emily Martin, “Metaphors of Women’s Bodies: Birth” (ER)

F. Sept. 23: Rosalind Petchesky, “Foetal Images”(ER) and Carole Stabile, “Shooting the Mother” (ER)

M. Sept: 26: Angela Davis, ‘Racism, Birth Control and Reproductive Rights” and Anne Balsalmo, “Public Pregnancies and Cultural Narratives of Surveillance”

W. Sept. 28: Catch up day.

**Section Five: Diagnosis and Narrative**

F. Sept. 30: Roy Porter, *Blood and Guts* cont. Begin Freud, *Dora: An Analysis of a Case of Hysteria*

M: Oct. 3: Freud, *Dora* cont.

W. Oct 5: Complete Freud, *Dora*.

F: Oct. 7: Mary Cappello: *Called Back*

M. Oct. 10: Cappello, *Called Back*

W. Oct. 12: Midterm Exam

F. Oct. 14: Review of midterm, Kathryn Montgomery, *How Doctors Think* cont.

M. Oct. 17: Fall Break

W. Oct. 19: Barbara Ehrenreich, “Welcome to Cancerland” (online)

**Section Six: Immunity and Contagion:**

F. Oct 21: Sontag, *Aids and its Metaphors* additional readings tba

M. Oct. 24: Priscilla Wald, “The Healthy Carrier, ‘Typhoid Mary’ and Social Being” (ER)

W. Oct. 26: Catch up/research review day

**Section Seven: Speaking silence: Literature as medicine**

F. Oct. 28: Bauby, *The Butterfly and the Diving Bell*

M. Oct. 31: Bauby, cont.

W. Nov. 2: Atul Gawande, *Complications*

F. Nov. 4: Atul Gawande, *Complications*

M. Nov. 7: Atul Gawande, *Complications*

W. Nov. 9: Kathryn Montgomery Hunter, cont. Roy Porter, cont. (finish book)

F. Nov. 11: Selections from Suzanne Kaysen, *Girl, Interrupted*

M. Nov. 14: Final film screening (class choice)

W. Nov. 16: Film discussion

F. Nov. 18: Research/catch up day. Short selections tba

M. Nov. 21: Review/catch up day. Presentation planning

W. Nov. 23: No class.

M. Nov. 28: Research day. Group meetings.

W. Nov. 30: Second Exam

F. Dec. 2: Presentations

M. Dec. 5: Presentations

W. Dec. 7: Presentations

F. Dec. 9: Last day of class. Final papers due.