

Misericordia University
English Department
ENG 305W: Literature and Medicine

Course Information

Semester: Spring 2021

Course Credits: 3

Prerequisites: completion of UWS 151
and the ENG core

Class Times: TR 9:35-10:50am, MER 400
(traditional format of face-to-face classes,
unless otherwise noted in the schedule)
If there is inclement weather: class will be
held virtually via Zoom (on Blackboard).

Instructor: Dr. Amanda M. Caleb (she/her)

Email: acaleb@misericordia.edu

Phone: 570-674-8113

Office: Mercy Hall 312

Office hours: M 11am-12pm (Zoom), TR, 2-3:30pm (office and Zoom); by appointment

Course Description

This course explores the intersection between literature and medicine in three key arenas: the patient, the practitioner, and the public. The course focuses on issues of social justice and human dignity and considers how literature represents, engages with, and challenges medical language, narrative, and diagnosis.

Required Texts/Readings

- Bauby, Jean-Dominique. [The Diving Bell and the Butterfly](#). ISBN: 9780375701214
- Burns, Charles. [Black Hole](#). ISBN: 9780375714726
- Camus, Albert. [The Plague](#). ISBN: 9780679720218
- Edson, Margaret. [W;t](#). ISBN: 9780571198771
- Feldshuh, David. [Miss Evers' Boys](#). ISBN: 9780822214649
- Ishiguro, Kazuo. [Never Let Me Go](#). ISBN: 9781400078776
- Saramago, José. [Blindness](#). ISBN: 9780156007757
- Tolstoy, Leo. [The Death of Ivan Ilyich](#). ISBN: 9780307951335
- You also have several Blackboard readings that you need to bring to class.

Objectives and Learning Outcomes

Course Objectives:

1. Interpret the ethical issues embedded in literary representations of medicine;
2. Analyze the role of the doctor, patient, and public in medical concerns, as represented in fiction and nonfiction;
3. Evaluate the relationship between literature and medicine, particularly in how they approach the issue of being human, the human body, and social justice;
4. Examine literary characters through appropriate medical lens and theories.

English Program Learning Outcomes (PLOs):

1. Develop critical reading skills that will allow them to approach primary and secondary sources thoughtfully, independently, and with attention to detail;
2. Develop writing skills that will make them competitive on the job market and prepare them for professional life or graduate school;
3. Develop effective research and documentation skills, including the use and evaluation of Internet sources;
5. Develop discussion and oral presentation skills that will allow them to speak effectively in front of others;

Medical and Health Humanities Program Learning Outcomes (PLOs):

1. Develop knowledge of how non-medical disciplines contribute to the study of health and illness;
2. Demonstrate knowledge of how cultural and social perspectives impact the concept of health;
3. Demonstrate knowledge of factors that complicate health care delivery and health care access;
4. Develop communication skills (written, oral, and visual) across multiple disciplines that will prepare them for professional life and/or graduate school.

University Learning Outcomes (LOs):

3. Consider ethical issues and values and make reasoned judgments about them.
4. Think independently and creatively, analyze information critically, and solve problems.
5. Respect and understand cultural differences.
6. Understand global perspectives.
7. Communicate and interact effectively.
8. Understand and appreciate the arts, humanities, science, and technology.
9. Succeed in their academic disciplines.

Writing Objectives: Students in a writing-intensive course will:

- a. Construct a clear argumentative thesis and/or analysis of an argument, situation, or scenario;
- b. Develop the established thesis or analysis throughout a document;
- c. Provide adequate and specific evidence to support the thesis or analysis;
- d. Where appropriate, distinguish the relationship(s) between ideas, especially between generalizations and supporting details, through the use of transitions and/or topic sentences;
- e. Where necessary, identify and reconcile alternative positions or explanations and/or counter arguments;
- f. Use the conventions of standard written English (sentence structure, punctuation, spelling, subject, noun/verb, and pronoun agreement, etc.);
- g. Where necessary, acknowledge sources used in the document, using the standard documentation style for the discipline in which the course is taught.

Course Objective	Assessment Methods	ENG PLO	MHH PLO	ULO
1	Papers, engagement, discussion board	1, 2, 5	1, 2, 3, 4	3, 4, 7, 8, 9
2	Papers, engagement, discussion board	1, 2, 3, 5	1, 4	4, 5, 6, 7
3	Papers, engagement, discussion board	1, 2, 5	1, 2, 3, 4	3, 4, 7, 8, 9
4	Papers, engagement, discussion board	1, 2, 3, 5	1, 2, 4	4, 5, 6, 7

Course Delivery

Teaching and Learning Strategies:

- **Analysis papers.** Students will write two analysis papers, one analyzing the body in literature through either narrative or embodiment theory, and one analyzing the medico-literary representation of disease/illness in a text (note: this paper requires outside research). Students must choose different texts for each of these papers. Each paper should be 4-5 pages long and requires the submission of rough drafts. Students can determine which paper they submit first. More details on Blackboard. **Rough drafts due M 3/1 and M 4/5; final drafts due T 3/9 and T 4/13 by 11pm**
- **Persuasive paper.** Students will write a persuasive letter to a medical school/health science program arguing for the inclusion in their curriculum at least three works of literature from this course, of which at least two cannot be texts used in previous papers. Paper should be 4-5 pages long. More details on Blackboard. **Due M 5/10 by 11pm**
- **Blackboard Discussion Board.** Students will write a response to each unit we discuss (four total). Posts should be at least 300 words long and provide a critical reflection of a specific text or unit as whole. **Due: last day of each unit by 11pm**
- **Class engagement.** Students are expected to regularly engage in discussions. They may do so through class discussions or, if they are absent or uncomfortable speaking in class, may respond to a discussion prompt on Blackboard: responses are due within 48 hours of when the prompt was posted. Grading:
 - **Exceeds expectations** (A-range): Student provides insightful comments and significantly advances discussions and demonstrates a sophisticated understanding of the reading.
 - **Meets expectations** (B-range): Student provides relevant comments and offers some new insight into the reading and/or discussion.
 - **Approaching expectations** (C-range): Student provides some comments that are summary of the material, but does not provide any deep insight into the reading or discussion.
 - **Does not meet expectations** (D/F range): Student does not participate in discussion, either in person or via Blackboard discussion prompts.

Extra credit: Students who attend an event listed below and post a 100+ word response on Blackboard within a week will receive one extra point on their engagement grade. For poetry readings, you must read a poem, but you do not need to write a response (just post the name of the poem you read on Blackboard). I will add any other relevant events to the syllabus as information becomes available.

Date	Location	Title & speaker
T 2/2 7pm	Zoom: register at https://bit.ly/3gHqvr8	Autism, Race, and the Hierarchy of the Sense. Dr. Anand Prahlad
T 2/9 6pm	Zoom: register at http://bit.ly/39kul0w	100 Years on: The 1921 Tulsa Massacre in its Time and Ours. Dr. Paul Gardullo
T 2/16 6pm	Zoom: register at http://bit.ly/3bxYMbJ	Engaging with Historical Trauma and Triumph in Popular Culture. Drs. Hamilton and Little
W 2/17 12:40pm	Lemmond Theater	Black History Month Poetry Reading
R 2/25 8pm	Zoom: link forthcoming	<i>Topdog/Underdog</i> by Suzan Lori Parks Play Table Reading
March 17, 6:30pm	Register by March 12: https://www.signupgenius.com/go/60B0C48ADAB22A2FB6-ipespring Zoom link: https://misericordia.zoom.us/j/4018220190?pwd=eityQkdIRERid200cWM2c2FrZkVzdz09	IPE ethics case study
March 19, 12:30pm	Lemmond Theater or Zoom register: tinyurl.com/MUWHMPoetry	Women's Month poetry reading
March 24, 7pm	Zoom: register at bit.ly/2MFvn5p	Eight Women who Changed the World.

Evaluation Method

Item	Amount
Paper 1	250 points
Paper 2	250 points
Paper 3	250 points
Discussion Board (4 @ 25 points each)	100 points
Engagement	150 points
TOTAL	1000 points

Grading System

<u>Superior</u>	<u>Very Good</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
A 930+ pts	B+ 870-899 pts	C+ 770-799 pts	D 650-699 pts
A- 900-929 pts	B 830-869 pts	C 730-769 pts	F <650 pts
	B- 800-829 pts	C- 700-729 pts	

Academic and Course Policies

Academic Policies

Cougar Care

Students are expected to adhere to the health and safety requirements outlined in the [Student Cougar Care document](#). Please review this document carefully and make sure you understand what is expected of you. You are also expected to complete a daily health check via the Medicaat website.

Credit Hour Statement

For each credit hour earned in this course, the amount of work represented in the course learning outcomes and verified by evidence of student achievement is equal to a minimum of one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week during the regular fifteen-week semester.

Laptop Policy

As there will be no assignments or examinations for which a laptop will be used, your use of a laptop is generally permitted as long as usage remains within the bounds of Code of Student Conduct and conforms to the provisions laid out in this syllabus.

Academic Integrity

Misericordia's Academic Integrity policy is located in the catalog under [Undergraduate Academic Policies and Procedures](#); please familiarize yourself with this policy.

Students are expected to always submit their own work: if caught cheating on an exam, the student will receive a failing grade for the exam. For all written assignments, students are required to provide full documentation of sources (including quotation marks for quotes, in-text citations, and a Works Cited page) and paraphrase accurately and ethically when applicable. If the student has inadvertently plagiarized a paper by acknowledging a source but failing to provide full documentation for the source, the student will be penalized up to 50 points on the assignment, determined by the nature of the offense. If the student has maliciously plagiarized a paper by not providing any acknowledgement of the source or by submitting someone else's work as their own, the student will be penalized 50-100 points on the assignment; if a repeat offense occurs, the student will fail the course. If you have any questions regarding plagiarism, please speak with me first before submitting a paper.

Disability Statement

Misericordia University is committed to creating an environment where all are welcome and does not discriminate in the recruitment, admission, educational process, or treatment of students. In the spirit of hospitality and justice, we comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), as amended. In order to receive services, students must self-identify their disability and provide documentation from a healthcare professional. Eligibility for accommodations such as academic adjustments and/or auxiliary aides is determined through an individualized, interactive process in the Office for Students with Disabilities (OSD).

The OSD is located in the SSC, on the lower level of Alumnae Hall on the Dallas campus. Individuals seeking accommodations may call 570-674-6408 or email Kristen Ricardo, Assistant Director SSC/OSD, at kricardo@misericordia.edu.

Tutorial Assistance

Misericordia University offers a variety of tutorial options to assist students in achieving academic goals. Individual and group peer tutoring is provided in most core curriculum courses and some professional courses dependent on student tutor availability. The Peer Tutoring Program services are provided by the Student Success Center, which is located in the lower level of Alumnae Hall. All tutoring services are free of charge.

Spring 2021: Mon.-Thurs., 10am-10pm & Sun., 1-10pm

Smarthinking is an online tutoring service available to all students. Students can drop in on a live tutoring session, submit papers, or schedule private sessions in many subject areas, such as statistics, economics, biology, physics, chemistry, and many others. Smarthinking registration and login information can be found on the Student Success Center channel found under Student Services.

Writing Center

If you would like additional help with your writing, please consult the Writing Center. They are not a proofreading service, but they will help you with developing ideas and revising papers. For Fall 2020, all consultations will be virtual: please send your papers to writingc@misericordia.edu. **Spring 2021:** Mon-Thur, 10am-10pm & Sun, 1-10pm

Course Policies

Emergency Alerts

In the event of a fire alarm, please leave the building by the nearest emergency exit and proceed to the **grass lot by MacDowell Hall**; I will take attendance and report any missing students to campus security. I will have our cell phones in the event we receive an MU Alert and will provide you with specific instructions we receive.

Classroom Etiquette

- Students are required to wear masks properly (over mouth and nose) at all times in the classrooms: this is to protect everyone. Students who do not wear a mask (and do not have a documented exemption from the OSD) will be asked to leave.
 - As such, there will be no eating or drinking in the classroom.
- The Medical and Health Humanities statement on anti-racism: “The MHH program is committed to dismantling systemic racism and structural inequalities through education and action. We are heartbroken and outraged by the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and all the Black individuals harmed by a system built on prejudice and injustice. We stand in solidarity with [#BlackLivesMatter](#). We will not remain silent and be complicit in this violence: we will listen, we will learn, and we will act. To our BIPOC community, especially our students: we see you, we hear you, and we will do better by you.” To that end:
 - Please be respectful of other people’s opinions; this means listening to other people’s ideas and responding constructively. No personal insults or racist, sexist, homophobic, or other hate speech will be tolerated. Students who are not respectful after being reminded will be asked to leave the class.
- Cell phone use should be minimal and for academic and accessibility needs and emergencies only.
- Avoid side conversations whenever possible: if you need clarification, ask us.
- If there is something that would help you concentrate better in class (knitting,

stretching, etc.), then do it—just make sure you are not disturbing others.

Attendance Policy

I ask that you attend class regularly; if you are unable to attend class, please log on to the Zoom link in Blackboard. If you are unable to do so, please ask a classmate for missed notes.

Email and Blackboard

You are expected to regularly check your email and Blackboard. All assignments are submitted and returned via Blackboard. I check my email account regularly and will respond to you within 24 hours if a response is necessary. I expect you to use proper email etiquette when sending an email. Per the Family Educational Rights & Privacy Act (FERPA), all email correspondence between the instructor and students **must** be addressed to the student's institutional email address (@misericordia.edu) in order to maintain students' privacy. As such, I **will not** reply to any emails sent from non-Misericordia addresses.

Conferences: You are required to submit a draft of papers 1 and 2; you are encouraged (but are not required) to conference with me about your papers (and I am happy to read drafts and/or meet about paper 3). Conference sign-ups are on Blackboard in the relevant paper folder and are first come, first served.

Late assignments

Assignments have a 24-hour grace period, meaning they can be submitted up to 24 hours after the stated deadline without penalty. After that, penalties will be strictly enforced: assignments submitted from 24-48 hours late will lose 10 points; assignments submitted from 48 to 72 hours late will lose 20 points, etc.

Get-out-of-jail-free card

Each of you is entitled to **one** get-out-of-jail-free card; you may use it for the following:

- To receive a **one-week** extension on a paper or discussion post;
- To drop your lowest submitted Blackboard discussion post grade;
- To revise and resubmit a paper for an average of the two grades (for grades under 232 points).

If you are using your jail card for a paper extension, you need to email me **before** the paper is due. Revisions are due **by 11pm on M 5/3 (no grace period)**. Use this card wisely!

If you have any questions (or just feel like talking), email, call, Zoom, or stop by my office. **Have a wonderful semester!!!**

ENG 305W schedule (subject to revision)

All reading and writing assignments should be completed by the date listed.

Date	Class focus	Readings	Assignments
Week 1			
T 1/26	Course introduction	“Paul’s Case” (Blackboard)	
R 1/28	Narrative approaches	“Narratives of Indeterminacy” and excerpts from <u>The Birth of the Clinic</u> (Blackboard)	
Unit 1 Medical Memoir			
Week 2			
T 2/2	Introducing medical memoir	<u>The Diving Bell and the Butterfly</u> (3-68)	
R 2/4	Narrative embodiment	<u>The Diving Bell and the Butterfly</u> (69-end); “Embodiment” (Blackboard)	
Week 3			
T 2/9	Disability and race	<u>The Secret Life of a Black Aspie</u> (1-100)	
R 2/11	Embodied experiences	<u>The Secret Life of a Black Aspie</u> (101-194)	
Week 4			
T 2/16	Discussions with the author	Finish <u>The Secret Life of a Black Aspie</u>	Log on to Zoom for class
R 2/18	Writing Surgery	“A Mastectomy” and “Writing the Unspeakable” (Blackboard)	Unit 1 discussion post by 11pm
Unit 2 Medical Realism			
Week 5			
T 2/23	The privacy of suffering	<u>The Death of Ivan Ilych</u> (all of it)	
R 2/25	Doctor as reader	“A Doctor’s Visit” (Blackboard); bring <u>The Death of Ivan Ilych</u>	
Week 6			
M 3/1			Rough draft analysis paper 1 by 11pm
T 3/2	Racialized medicine	<u>Miss Evers’ Boys</u> (all of it)	
W 3/3	Optional conference		Optional conference
R 3/4	<u>Miss Evers’ Boys</u> cont’d	Bring to class <u>Miss Evers’ Boys</u>	
Week 7			
T 3/9	Physician-Patient relationships	<u>W;t</u> (all of it)	Final draft analysis paper 1 by 11pm
R 3/11	<u>W;t</u> cont’d	Bring to class <u>W;t</u>	Unit 2 discussion post by 11pm

Date	Class focus	Readings	Assignments
Unit 3	Medical Gothic		
Week 8			
T 3/16	Restricted Life	<u>Never Let Me Go</u> Part I	
R 3/18	The Uncanny	<u>Never Let Me Go</u> Part II	
Week 9			
T 3/23	Embodiment	<u>Never Let Me Go</u> Part III	
R 3/25	Sexual bodies	<u>Black Hole</u> through "Window Pane"	
Week 10			
T 3/30	Deviant bodies	Finish <u>Black Hole</u>	
R 4/1	Colonized bodies	"Blood Child" (Blackboard)	Unit 3 discussion post by 11pm
Unit 4	Illness Metaphor		
Week 11			
T 4/6	NO CLASS	Read ahead	Rough draft analysis paper 2 by 11pm
R 4/8	Suffocating suffering	<u>The Plague</u> Parts I-II	
F 4/9	Optional conference		Optional conference
Week 12			
T 4/13	Communicative contagion	<u>The Plague</u> Part III-IV	
R 4/15	Metaphoric plague	<u>The Plague</u> Part V	Final draft analysis paper 2 by 11pm
Week 13			
T 4/20	Disease of dehumanization	<u>Blindness</u> pp. 1-113	
R 4/22	Structures of power	<u>Blindness</u> pp. 114-216	
Week 14			
T 4/27	Disease metaphors	<u>Blindness</u> pp. 217-294	
R 4/29	Comparing plagues	Finish <u>Blindness</u> ; Bring <u>The Plague</u>	Unit 4 discussion post by 11pm
M 5/3			Optional jail card rewrite due by 11pm
Exam week			
M 5/10			Persuasive paper due by 11pm