

HL4036

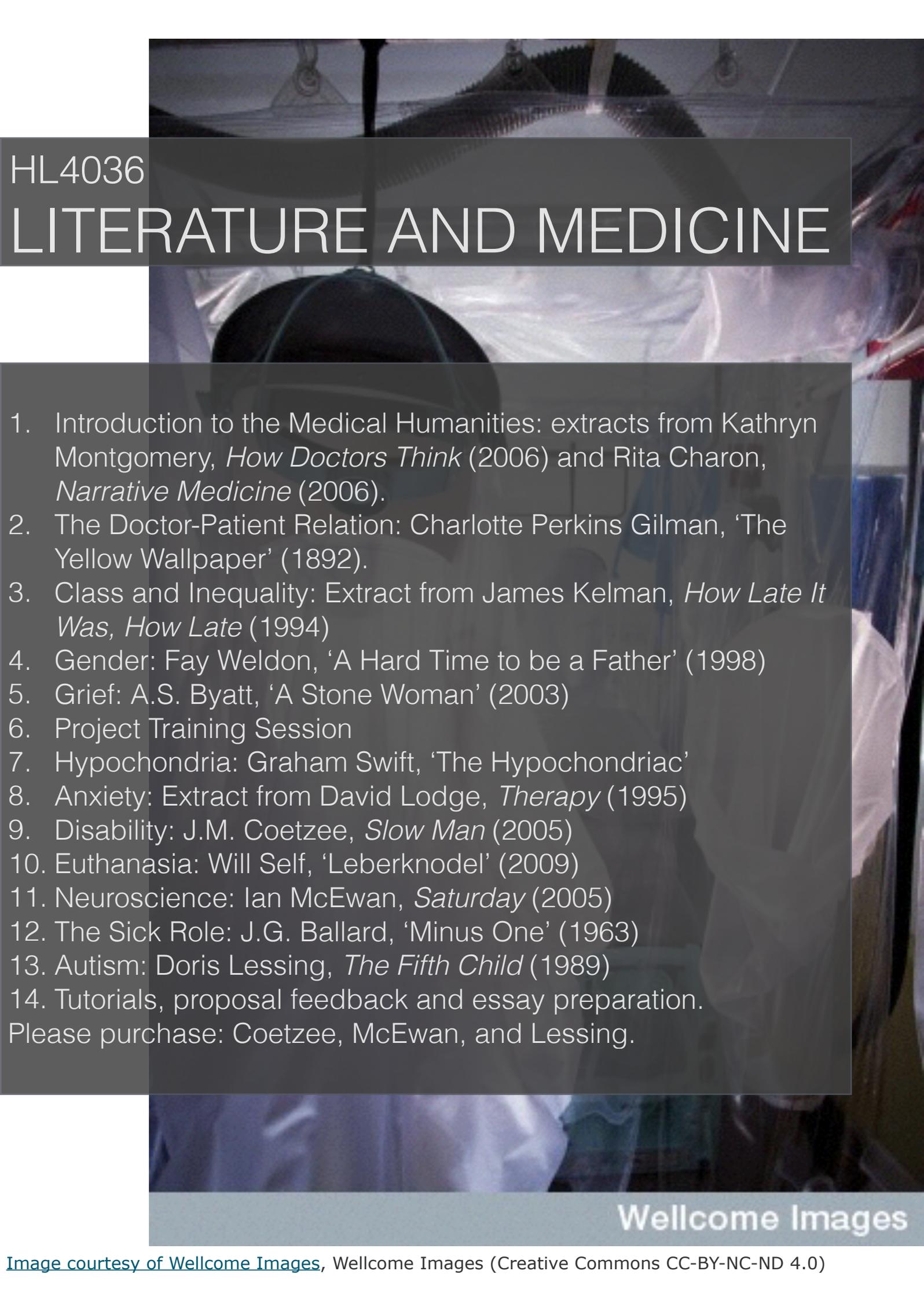
LITERATURE AND MEDICINE

This module explores literary representations of health and sickness. Our understanding of illness is not simply determined by physical symptoms but influenced by class, gender, and ethnicity, and perceived differently by patients, practitioners, and policy-makers. Topics include anxiety, disability, euthanasia, the doctor-patient relation, pain, and mental health.

Together we will read a selection of short literary texts by authors such as A.S. Byatt, J.M. Coetzee, and Doris Lessing. You will be introduced to a selection of material from the history, philosophy and sociology of medicine. We will also reflect on the rise of narrative medicine and the requirement from the medical sciences for practice-based evidence.

No medical knowledge required.

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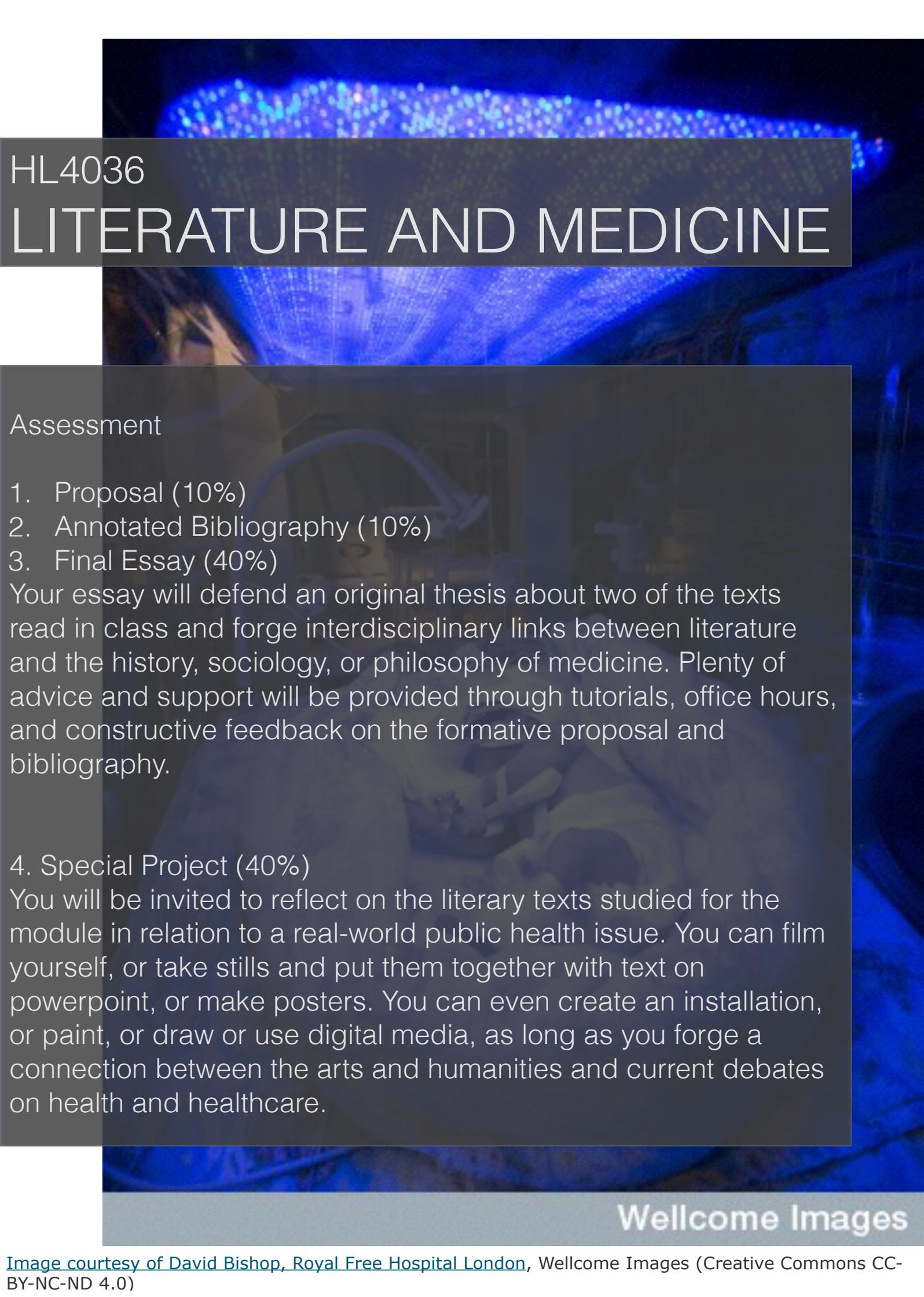


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1. Introduction to the Medical Humanities: extracts from Kathryn Montgomery, *How Doctors Think* (2006) and Rita Charon, *Narrative Medicine* (2006).
 2. The Doctor-Patient Relation: Charlotte Perkins Gilman, 'The Yellow Wallpaper' (1892).
 3. Class and Inequality: Extract from James Kelman, *How Late It Was, How Late* (1994)
 4. Gender: Fay Weldon, 'A Hard Time to be a Father' (1998)
 5. Grief: A.S. Byatt, 'A Stone Woman' (2003)
 6. Project Training Session
 7. Hypochondria: Graham Swift, 'The Hypochondriac'
 8. Anxiety: Extract from David Lodge, *Therapy* (1995)
 9. Disability: J.M. Coetzee, *Slow Man* (2005)
 10. Euthanasia: Will Self, 'Leberknodel' (2009)
 11. Neuroscience: Ian McEwan, *Saturday* (2005)
 12. The Sick Role: J.G. Ballard, 'Minus One' (1963)
 13. Autism: Doris Lessing, *The Fifth Child* (1989)
 14. Tutorials, proposal feedback and essay preparation.
- Please purchase: Coetzee, McEwan, and Lessing.

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Assessment

1. Proposal (10%)
2. Annotated Bibliography (10%)
3. Final Essay (40%)

Your essay will defend an original thesis about two of the texts read in class and forge interdisciplinary links between literature and the history, sociology, or philosophy of medicine. Plenty of advice and support will be provided through tutorials, office hours, and constructive feedback on the formative proposal and bibliography.

4. Special Project (40%)

You will be invited to reflect on the literary texts studied for the module in relation to a real-world public health issue. You can film yourself, or take stills and put them together with text on powerpoint, or make posters. You can even create an installation, or paint, or draw or use digital media, as long as you forge a connection between the arts and humanities and current debates on health and healthcare.

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