

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Medical discourses in literary and paraliterary texts in English across centuries**
2. Course code:
3. Course type (compulsory or optional): **optional / elective**
4. Study programme name: **Language and Communication in Healthcare**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle – MA studies**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **1**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **theme seminar: 15 hrs**
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Katarzyna Bronk-Bacon**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **stationary**

II. Detailed information

1. Course aim (aims):

The course teaches the students to conduct interdisciplinary and diachronic research into the uses of medical discourse in various types and genres of (para-)literary / (non-)fictional texts in English. It will introduce the students to alternative ways of reading, speaking and representing health and illness than practiced in data-based medicine. It achieves this via a contextual study of literature and paraliterary texts which narrate personal and embodied experiences of health and illness. Ultimately, the course points to the significance of humanities in holistic approach to health and illness, teaching about origins and roots of contemporary discourses of various types of maladies as well as well-being.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
English at B2 level

The student should have a good grasp of English and be interested in conducting a reading-heavy interdisciplinary research related to medical humanities.

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
EU_01	Use the methodology and terminology pertaining to medical humanities	K_W01-03, K_W05-06, K_U01-07
EU_02	Understand the importance of humanities to medical studies	K_W01, K_W05-06, K_W10-11, K_U09-13, K_K04-06
EU_03	Understand the interrelations and interdependencies between the discourses specific to medicine, linguistics as well as literary and cultural studies	K_W01-03, K_W05-06, K_U01-07, K_U09-13, K_U015, K_K03-06
EU_04	Understand and discuss the origins of past and contemporary representations of and narrations on various diseases and illnesses in cultural and (para)literary intertexts	K_W05, K_U01-07, K_K04-06
EU_05	Critically investigate and analyse various types of ethical, political, historical, cultural and sociolinguistic aspects of the phenomena of human health and illness	K_W02-03, K_W06, K_U01-07, K_U015, K_K04-06
EU_06	Critically read and analyse interdisciplinary narratives pertaining to health/well-being, disease/illness and other forms of maladies across centuries	K_W04, K_W07, K_U01-07, K_U015, K_K04-06
EU_07	Build upon and further research pertaining to medical humanities in other disciplines, especially linguistics, literary and discourse studies	K_U01-07, K_U014, K_U015, K_K03

EU_08	Conduct and facilitate communication related to health and illness in interpersonal interactions	K_W01, K_W05-7, K_W10-12, K_U09-13, K_U014, K_U015, K_K03-06
EU_09	Develop greater sensitivity and understanding to discriminatory language connected to medical conditions	K_W01, K_W05-7, K_W10-12, K_U015, K_K03-06

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Introduction to medical humanities: Literary and cultural perspectives. Definitions, terminology, goals and methodology of research.	EU_01, EU_02, EU_03, EU_05, EU_07
The history of the (healthy) body and body politic in cultural narratives and representations.	EU_01, EU_02, EU_03, EU_05, EU_06, EU_07
The pure body: Morality and physicality (texts of conduct in English)	EU_02, EU_03, EU_06, EU_07, EU_08-09
“Fashionable” diseases: The English malady, the French illness, gout and tuberculosis	EU_03, EU_04, EU_05, EU_06, EU_07
The life-giving body: Pregnancy and labour in health and conduct texts in English	EU_03, EU_04, EU_05, EU_06, EU_07, EU_08-09
Mental health and illness [1]: History of madness and its institutionalisation	EU_01, EU_02, EU_03, EU_04, EU_05, EU_06, EU_07, EU_08-09
Mental health and illness [2]: Melancholy; nostalgia; depression	EU_03, EU_04, EU_05, EU_06, EU_07, EU_08-09
Mental health and illness [3]: Hysteria and the resting cure in literature	EU_03, EU_04, EU_05, EU_06, EU_07
Mental health and illness [4]: Shellshock and PTSD in post-WWI literature in English	EU_02, EU_03, EU_04, EU_05, EU_06, EU_07, EU_08-09
The senses: The loss of sight and hearing in literature and culture (i.e. ego-documents)	EU_03, EU_04, EU_05, EU_06, EU_07, EU_08-09
Doctors and patients: A (para-)literary relationship	EU_02, EU_03, EU_05, EU_06, EU_07, EU_08-09
The ageing and aged body	EU_02, EU_03, EU_04, EU_05, EU_06, EU_07, EU_08-09
The dying body in literary narratives	EU_03, EU_04, EU_05, EU_06, EU_07, EU_08-09
The un-dead body: The birth of the clinic, anatomy theatres and gothic re-creations	EU_01, EU_03, EU_04, EU_05, EU_06, EU_07
Disability in literature and culture	EU_01, EU_02, EU_03, EU_04, EU_05, EU_06, EU_07, EU_08-09

5. Reading list (Very abridged version):

- Axelrod-Sokolov, M. (2018). *Madness in fiction literary essays from Poe to Fowles*. London: Palgrave Macmillan.
- Bewell, A. (1999). *Romanticism and colonial disease*. Medicine and culture series. Baltimore: Johns Hopkins University Press.
- Brody, H. (2003). *Stories of sickness*. 2nd ed. Oxford: Oxford University Press.
- Byrne, K. (2011). *Tuberculosis and the Victorian literary imagination*. Cambridge: Cambridge University Press.
- Caldwell, J. M. (2004). *Literature and medicine in nineteenth-century Britain: From Mary Shelley to George Eliot*. Cambridge: Cambridge University Press.
- Carel, H. and Cooper, R. eds. (2014). *Health, illness, and disease: Philosophical essay*. Abingdon: Routledge.
- Cole, T. R., Carson, R. A., and Carlin, N.S. (2015). *Medical Humanities: An Introduction*. New York: Cambridge University Press.
- Conway, A. M., and McMurrin, M. H. (2016). *Mind, body, motion, matter: Eighteenth-century British and French literary perspectives*. Toronto: University of Toronto Press.
- Doig, K. H. and Sturzer, F. B. eds. (2014). *Women, gender and disease in eighteenth-century England and France*. Newcastle Upon Tyne: Cambridge Scholars.
- Foucault, M. (1965). *Madness and civilization: A history of insanity in the Age of Reason*, tr. R. Howard. New York: Random House.
- Foucault, M. (1975). *The birth of the clinic: An archeology of medical perception*. New York: Vintage Books.
- Gentilcore, D. (2016). *Food and health in Early Modern Europe: Diet, medicine and society, 1450-1800*. London: Bloomsbury Academic.
- Jones, T. Wear, D., and Friedman, L. D. eds. (2014). *Health humanities reader*. Piscataway, NJ: Rutgers University Press.
- Kleiman, A. (1988). *The illness narratives: Suffering, healing and the human condition*. New York: Basic Books.
- Meyers, J. (1985). *Disease and the novel, 1880-1960*. New York: St. Martin's Press.
- Paster, G. K. (2004). *Humoring the body: Emotions and the Shakespearean stage*. Chicago: University of Chicago Press.
- Pietrzak-Franger, M. *Syphilis in Victorian literature and culture medicine, knowledge and the spectacle of Victorian invisibility*. London: Palgrave.
- Porter, R. (2001). *Bodies politic: disease, death and doctors in Britain 1650–1900*. London: Reaktion Books.
- Showalter, E. (1985). *The female malady: Women, madness, and English culture, 1830–1980*. New York: Pantheon.
- Vrettos, A. (1995). *Somatic fictions: Imagining illness in Victorian culture*. Stanford: Stanford University Press.
- Whitehead, A., Woods, A., Atkinson, S. J., Macnaughton, J., Richards, J. eds. (2016). *The Edinburgh companion to the critical medical humanities*. Edinburgh: Edinburgh University Press.
- Wild, W. (2006). *Medicine-by-post: The changing voice of illness in eighteenth-century British consulation letters and literature*. Amsterdam and New York: Brill.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	
Interactive lecture	x
Problem – based lecture	

Discussions	X
Text-based work	X
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	X
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	X
Other (please specify) – individual projects and presentations	x
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol								
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06	EU_07	EU_08	EU_09
Written exam									
Oral exam									
Open book exam									
Written test									
Oral test									
Multiple choice test									
Project									
Essay	X		X	X	X	X	X		
Report									
Individual presentation									
Practical exam (performance observation)									
Portfolio									
Other (please specify)									
...									

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		15
Independent study*	Preparation for classes	10
	Reading for classes	25
	Essay / report / presentation / demonstration preparation, etc.	10
	Project preparation	

	Term paper preparation	
	Exam preparation	
	Other (please specify) -	
	...	
Total hours		60
Total ECTS credits for the course		2

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0): the student fully understands and properly uses the terminology connected to medical humanities and medical discourse used in English-language literature and culture; has read all the assigned texts and actively participated in class discussions; the student has delivered all necessary homework and was granted a 5.0 grade for the final essay

Good plus (+db; 4,5): the student understands and properly uses the terminology connected to medical humanities and medical discourse used in English-language literature and culture; has read all the assigned texts and actively participated in class discussions; the student has delivered all necessary homework and was granted a 4.5 grade for the final essay

Good (db; 4,0): the student understands and properly uses the terminology connected to medical humanities and medical discourse used in English-language literature and culture; has read all the assigned texts and often participated in class discussions; the student has delivered all necessary homework and was granted a 4.0 grade for the final essay

Satisfactory plus (+dst; 3,5): the student has basic knowledge of the terminology connected to medical humanities and medical discourse used in English-language literature and culture; has read most of the assigned texts and participated in some class discussions; the student has delivered most of the necessary homework and was granted a 3.5 grade for the final essay

Satisfactory (dst; 3,0): the student has very basic knowledge of the terminology connected to medical humanities and medical discourse used in English-language literature and culture; has read some of the assigned texts and participated in a few class discussions; the student has delivered homework containing mistakes and was granted a 3.0 grade for the final essay

Unsatisfactory (ndst; 2,0): the student does not understand and use the terminology connected to medical humanities and medical discourse used in English-language literature and culture; has not read any of the assigned texts and has not participated in any of the class discussions; the student has not delivered homework and has failed to receive a positive grade for the final essay