



UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE
GREENLAW HALL
CAMPUS BOX 3520
CHAPEL HILL, NC 27599-3520
T 919.962.5481
F 919.962.3520

14 September 2009

Dean Erika Lindemann
Office of Undergraduate Education
Steele Building

Dear Dean Lindemann:

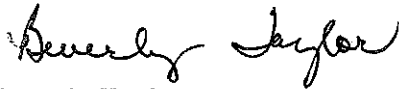
For the Department of English and Comparative Literature and faculty representing Anthropology and the School of Journalism, I write to propose a cluster in Medicine and Culture to fulfill requirements in the College undergraduate curriculum. The coursework that will satisfy the cluster requirement at this point involves the Humanities and the Social Sciences, a combination enhanced by a course offered in the School of Journalism. Although at this point we describe a cluster with six courses to be taught at least once a year, we envision that the cluster will soon accrue additional courses, for the Department of Geography has appropriate courses that have until recently been taught by a professor now in phased retirement, but likely to be replaced in a year or so; the Department of History is seeking a medical historian who would teach pertinent courses already approved but not offered recently; a faculty member in Communication Studies who teaches related courses at the graduate level is interested in developing comparable courses for undergraduates; and faculty members in Philosophy who teach a 100-level course in bioethics have expressed keen interest in developing a course numbered above 200 to serve the goals of the proposed interdisciplinary cluster. In other words, what we propose in the accompanying document should be the germ of a larger and richer cluster that will invite students to relate approaches and findings from a wider range of disciplines than we now list.

Students will enter the cluster by taking a foundational course newly proposed by the Department of English and Comparative Literature, English 286, 'Medicine, Literature, and Culture' (recently approved by the Department's Curriculum Committee). As the accompanying syllabus indicates, the professor responsible for the course would invite faculty from a variety of disciplines across campus to present guest lectures throughout the semester, enabling interested faculty in the School of Social Medicine and other science fields to enrich the students' learning experiences even though their teaching commitments in their home departments make it impossible for them to offer entire courses to the undergraduate population. A prototype for this course is now being run in the Honors Program as a junior seminar, an endeavor that developed from meetings held last year and into the summer to explore options for developing a program in the medical humanities that would draw on the strong research and teaching interests of faculty from across campus, including the Medical School. The subject of medical humanities is particularly attractive to the Honors Program as a means of sustaining the involvement of

outstanding pre-med and other science students who often withdraw from the Honors Program as their science studies become more intense. Because so many of UNC's first-year students identify themselves as pre-med, we believe the Medicine and Culture cluster will be very attractive to undergraduates (who routinely fill every seat in the Anthropology courses listed as part of the cluster). The cluster will emphasize the interrelations of science and the humanities in individual lives and in culture on a broader scale, as students are induced to consider medical issues through the lens of ethics and human relationships as well as politics and other social systems.

I hope the accompanying proposal and course description suggest why this is a needed and valuable cluster. If I can address any questions for you or the Administrative Boards considering the proposal, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "Beverly Taylor". The signature is written in black ink and is positioned above the typed name.

Beverly Taylor
Department Chair

Proposal Cluster in Medicine and Culture

Medicine—understood as its own culture, often referred to as “the culture of biomedicine”—stands in a peculiar relation to society at large. It is seemingly apart and also intimately involved in our lives. The tensions and cross-currents set up around this peculiar domain resonate through society as a whole, and through the culture of biomedicine as well. Scholars from a broad array of fields have turned their attention to a consideration of medicine as a cultural production.

In this cluster, “Medicine and Culture,” we will consider the interconnections—and the differences—of approaches to this field. The courses in this cluster reside within two departments and a program in two divisions in the College of Arts and Sciences: Anthropology (social sciences), English and Comparative Literature (humanities). They are also drawn from one professional school: Journalism. The Department of Social Medicine in the Medical School is also actively involved—although the Medical School does not offer undergraduate courses, the faculty in Social Medicine will help staff the common introductory course for the cluster by generously guest lecturing on key topics in it, and they will occasionally co-teach undergraduate courses in English or offer courses in Anthropology or Philosophy.¹ The Honors Program—as the home of the most vigorous interdisciplinary inquiry by our undergraduates—has been intimately involved in the planning of this cluster. As with all programs associated with Honors, this cluster will bring together honors and non-honors students alike. We expect students pursuing many tracks will come together in it: students excited by the topic as addressing one of the central questions of existence that can be explored by a liberal arts curriculum, students bound for medical school or work in allied fields, students interested in graduate work in fields as diverse as medical humanities, ethics, or medical anthropology.

In the courses in this cluster, students consider fundamental relations of medicine, society, and representation. They confront the challenge of describing and analyzing intersections so abiding as to seem transparent: How do our understandings of medical evidence depend on our assumptions about narrative? What specific cultural factors shape our definition of disease—for instance, how do they condition what we can even apprehend as “epidemic”? What can the technologies through which we now report on medicine add to our picture of the technologies through which we conduct medicine in the twenty-first century? The courses in this cluster address topics as diverse as genomics and genocide, narrative and national health policy, eugenics and demography, trauma and witnessing, bioethics and technological irreversibility, individual responsibility and social obligation, the prelapsarian and the posthuman, the multispecies and the cyborg. All our courses ask: How does modern medicine change us—change who we are and imagine ourselves to be as individuals and as a society, users and subjects of technology that seems on the verge of redefining the limits of the human? How does the field of “Culture and Medicine”—as it explores our systems of explaining or accounting for the medical—offer us new ways of understanding health and disease, life and death?

This cluster brings together a wide variety of disciplinary perspectives, examining a broad range of topics united by their interest in medicine as and of culture. Teachers gathered from Arts and Sciences, Medicine, and Journalism, representing fields such as philosophy, anthropology, literary studies, religious studies and social medicine, cover these topics from perspectives

gained through their own research and teaching in these fields. Guest lecturers in the courses represented include practicing physicians and artists, demographers, literary critics and journalists, each with her or his special insights into this field. By the end of this cluster, we expect students to have acquired a solid grounding in this new, broadly interdisciplinary field of "Medicine and Culture," and to be prepared to undertake the important work that awaits them after graduation, inventing in that future new ways we have yet to imagine through which to confront the challenges of medicine and culture.

Courses:

Department of English and Comparative Literature:

Offered annually:

ENGL 286 [HM]

"Medicine, Literature, and Culture"

(new course proposed this year, already submitted for approval)

An introduction to key topics that focus on questions of representation at the intersections of medicine, literature, and culture.

This course will be the common introductory course for the cluster (syllabus attached).

Enrollment: 88-120 students

One of the following courses will also be offered annually:

ENGL 266 [HM]

"Science and Literature"

Topics exploring the relation between science and literature, as well as the place and value of both in the contemporary world.

Enrollment: 35-50

ENGL 390ML [HM]

"Studies in Literary Topics: Representing Medicine"

Intensive study of the topic

Enrollment: 35-50

CMPL 383 [HM]

"Literature and Medicine"

Examines presentation of medical practices in literature from the mid-19th-c to the present.

Enrollment: 35

Department of Anthropology:

Offered annually:

ANTH 444 [SS]

"Medicine, Politics, and Justice"

Anthropological approach to understanding the intersections between medicine, politics, and public health

Enrollment: 30

Offered every semester:

ANTH 470 [SS]

"Medicine and Anthropology"

Cultural understanding of health, illness, and medical systems

Enrollment: 30

Offered annually:

ANTH 473 [SS]

"Anthropology of the Body and the Subject."

Cultural constructions of bodily experience

Enrollment: 30

School of Journalism:

Offered annually:

JOMC 560 [School of Journalism]

"Medical Journalism"

Prepares students to work as medical journalists for a variety of media.

registration for this cluster limited to juniors and seniors

enrollment: 12-15 students

¹ Please note: the Departments of History and Geography in the College of Arts and Sciences have approved courses in Medicine and Culture but lack the faculty to staff them at this time. This year, History and the Department of Social Medicine are searching jointly to hire a historian of medicine. The professor who covers medical geography in Geography is in phased retirement, but expects the department to hire a replacement in the near future. We could restructure the cluster to include these departments and their offerings then:

History 622, "Medicine and Society in America" [SS]

Geography 434, "Disease Ecology" [SS]; Geography 445, "Medical Geography" [SS]

English 268
Medicine, Literature, and Culture

Course Description

This course will act as the introduction to the proposed interdisciplinary cluster on “Medicine and Culture” in the College of Arts and Sciences. It provides an introduction to key topics that focus on questions of representation at the intersections of medicine, literature and culture.

Medicine—understood as its own culture, often referred to as “the culture of biomedicine”—stands in a peculiar relation to society at large. It is seemingly apart, as detached as clinicians attempt to be in their practice, rendered strange by its arcane language and complex technologies. Yet medicine is also intimately involved in our lives, present at their beginnings and endings, and at critical moments between. The tensions and cross-currents set up in our culture around this peculiar domain, at once alien and familiar, resonate through society as a whole, and through the culture of biomedicine as well. Scholars from a broad array of fields have turned their attention to a consideration of medicine as a cultural production. In this turn to the field of “Medicine and Culture,” literary studies have figured centrally. Writing on subjects as diverse as genomics and genocide, narrative and national health policy, scholars in this new field seek to understand how modern medicine changes us: who we are and imagine ourselves to be as individuals and as a society, users and subjects of technology that seems on the verge of redefining the limits of the human. At the same time, work in this field seeks to offer medical practitioners and their patients new ways of understanding what it means to be engaged in a project at once so technical and so intimate, so implacably humane: the struggle to care in the face of suffering and death.

Because medicine touches our society in so many of its aspects, this course offers a survey from a wide variety of disciplinary perspectives, examining a broad range of topics united by their interest in representation, language and literature. The director of this course will come from the Department of English and Comparative Literature, and will invite guest faculty to provide lectures on various topics. Graduate students from English and Comparative Literature will serve as teaching fellows for the required weekly recitation discussions. Considering such topics as the construction of health and illness, the normal and deviant, or how the representation of genomic research shapes and is shaped by larger cultural questions about autonomy, or how autonomy itself has become a contested term in medical ethics, teachers gathered from Arts and Sciences, Medicine and Journalism, representing fields such as philosophy, anthropology, religious studies and social medicine, cover these topics from perspectives gained through their own research and teaching in these fields. Lecturers will include practicing physicians and artists, literary critics and journalists, each with her or his special insights into this field. By the end of this course, we expect students to have acquired a solid grounding in this new, broadly interdisciplinary field of “Medicine and Culture,” and be prepared to undertake additional studies (in courses offered throughout the University by faculty contributing to this course, as well as by others) in this area, in disciplines represented in this syllabus.

Note: Readings will include literature, criticism, and theory. Though the required reading will be 25-50 pp. a week (depending on difficulty), those texts will be accompanied by a longer

bibliography of optional related work. That bibliography (partially provided for each week below) will provide the context for the 10 pp. written assignment. Because this is the introductory course to the cluster on “Medicine and Culture,” students taking this class will come from a variety of disciplines (English majors, Anthropology or Journalism majors, among others; many may be pre-med). Given those various backgrounds, students may satisfy the writing requirement in one of four ways:

- 1.) They may elect to write a 10 pp. research paper, choosing one of the week’s units and generating an argument out of one of its readings, placed in the context of the fuller bibliography provided.
- 2.) They may elect to write a 10 pp. literary analysis, discussing an imaginative text—fiction, film, etc. (either a text discussed in lecture, or one the course director or the Graduate Research Consultant or the Teaching Fellow for their weekly recitation approves)—generating an argument about it that grows out of the issues raised by one of the week’s units.
- 3.) Students may elect to compose a case history of their own, either from personal experience as a patient or as a volunteer or provider in a medical setting. Such a case history could demonstrate mastery of topics, readings and concepts from the course in a variety of ways: by directly interpolating a critique of the case presentation, by presenting a case from multiple viewpoints (e.g., patient’s, practitioner’s, family member’s), by constructing a dialogue between the case historian and representatives of other disciplines, or other formats.
- 4.) Students could also choose to take a published case history and subject it to a critical analysis, or take an “alternative” case history (such as an illness narrative or physician memoir) and analyze how the rhetorical devices of narrative affect what can and cannot be represented.

Assessment

Two midterms; 10% each (20% of total grade)

Written project, 10 pp (40 % of total grade)

In-class Final Exam (30% of total grade)

Recitation Participation (10% of total grade): recitation participation is mandatory (one unexcused absence allowed) and missing recitation will significantly lower one’s grade. Participation once there, however, will be factored in to the overall total—appropriate and engaged participation can help to raise one’s grade.

Readings

Week 1

Introduction: Literature, Representation, Medicine

What are the connections between literature and medicine? How do our processes of representation determine the reality we see? How does considering literature and medicine together help us to see each differently—perhaps see each one more fully?

Readings will be drawn from among:

Bishop, Jeffrey P.: "Rejecting Medical Humanism: Medical Humanities and the Metaphysics of Medicine" *Journal of Medical Humanities*, (29:1), 2008 Mar, 15-25

- Hawkins, Anne Hunsaker McEntyre, Marilyn Chandler (eds.), *Teaching Literature and Medicine*, New York, NY: Modern Language Association of America, 2000.
- Furst, Lilian R.: "Pairing Literature and Medicine" *Literature and Medicine*, (10), 1991, 130-42.
- Jones, Anne Hudson: "Literature and Medicine: Traditions and Innovations" in (pp. 11-24) Clarke, Bruce, Aycock, Wendell (eds.), *The Body and the Text: Comparative Essays in Literature and Medicine*. Lubbock: Texas Tech UP, 1990.
- Daniel, Stephen L.: "Literature and Medicine" *Literature and Medicine*, (6), 1987, 1-12. (1987)
- Psaty, Bruce M.: "Literature and Medicine as a Critical Discourse" *Literature and Medicine*, (6), 1987, 13-34. (1987)
- Banks, Sam A.: "Once upon a Time: Interpretation in Literature and Medicine" *Literature and Medicine*, (1), 1982, 23-27. (1982)
- Carson, Ronald A.: "Literature and Medicine" *Literature and Medicine*, (1), 1982, 44-45. (1982)

Week 2

Narratives of Bio-Ethics I: Reading and Writing as Ethical Practices

How do we think people in medical situations should treat one another? How do the stories we tell—and the ways we tell them—implicitly shape our sense of what medicine can or should ethically do?

Readings will be drawn from among:

- Booth, Wayne: "The Ethics of Medicine, as Revealed in Literature" in (pp. 10-20) Charon, Rita (ed. and introd.); Montello, Martha (ed. and introd.), *Stories Matter: The Role of Narrative in Medical Ethics*. New York, NY: Routledge, 2002.
- Anderson, Charles M.; Montello, Martha: "The Reader's Response and Why It Matters in Biomedical Ethics" in (pp. 85-94) Charon & Montello, *Stories Matter*.
- Banks, Joanne Trautmann: "The Story Inside" in (pp. 219-26) Charon & Montello, *Stories Matter*.
- Chambers, Tod; Montgomery, Kathryn: "Plot: Framing Contingency and Choice in Bioethics" in (pp. 77-84) Charon & Montello, *Stories Matter*.
- Churchill, Larry R.: "Narrative Ethics, Gene Stories, and the Hermeneutics of Consent Forms" in Charon & Montello, *Stories Matter*.
- Hurwitz, Brian: "Form and Representation in Clinical Case Reports" *Literature and Medicine*, (25:2), 2006 Fall, 216-40.
- Wood, James Hunter: "Interventional Narratology: Form and Function of the Narrative Medical Write-Up" *Literature and Medicine*, (24:2), 2005 Fall, 283-96.
- Couser, G. Thomas, "Paradigms Cost: Representing Vulnerable Subjects" *Literature and Medicine*, (24:1), 2005 Spring, 19-30.
- Brody, Howard: "Literature and Bioethics: Different Approaches?" *Literature and Medicine*, (10), 1991, 98-110
- Terry, James S.; Williams, Peter C.: "Literature and Bioethics: The Tension in Goals and Styles" *Literature and Medicine*, (7), 1988, 1-21.
- Waldron, Edward E.: "Using Literature To Teach Ethical Principles in Medicine: Of Mice and Men and the Concept of Duty" *Literature and Medicine*, (7), 1988, 170-176
- Hartman, Geoffrey: "Narrative and Beyond" *Literature and Medicine*, (23:2), 2004 Fall, 334-45.
- Jackson, Michael, "Thinking through the Body: An Essay on Understanding Metaphor." *Social Analysis* 14 (1983):127-149.

Week 3

Narrative and Bio-Ethics II: Ethics of the Self

How do medical ethics depend on our definitions of selfhood? What happens to medical ethics when the boundaries of our definitions of selfhood are troubled or uncertain?

Readings:

Walker, Rebecca, "Medical Ethics Needs a New View of Autonomy," *Journal of Medicine and Philosophy* (forthcoming)

Couser, G. Thomas, *Vulnerable Subjects: Ethics and Life Writing*. Ithaca, NY: Cornell UP, 2004

Tom L. Beauchamp, "Informed Consent," in Robert M. Veach, ed., *Medical Ethics*, 2nd ed. 1997.

Anne Hunsaker Hawkins, "The Idea of Character," in (pp. 69-76) Charon & Montello, *Stories Matter*

Pethes, Nicolas: "Terminal Men: Biotechnological Experimentation and the Reshaping of 'the Human' in Medical Thrillers" *New Literary History*, (36:2), 2005 Spring, 161-75. (2005)

Wald, Priscilla: "What's in a Cell? John Moore's Spleen and the Language of Bioslavery" *New Literary History*, (36:2), 2005 Spring, 205-25. (2005)

Jennings, Bruce: "The Liberalism of Life: Bioethics in the Face of Biopower" *Raritan*, (22:4), 2003 Spring, 132-46.

Week 4

Medical Practice and Narrative

How do narrative structures shape medical practice? How do physicians' self-reflections enable and complicate medical practice?

Readings will be drawn from among:

William Carlos Williams, "The Use of Force"

Oliver Sacks, "The Lost Mariner"

Holt, Terrence E.: "Narrative Medicine and Negative Capability" *Literature and Medicine*, (23:2), 2004 Fall, 318-33.

Charon, Rita: "Narrative Medicine: Attention, Representation, Affiliation" *Narrative*, (13:3), 2005 Oct, 261-70.

Carson, Ronald A.: "The Hyphenated Space: Liminality in the Doctor-Patient Relationship" in (pp. 171-82) Charon, Rita, Montello, Martha (eds), *Stories Matter: The Role of Narrative in Medical Ethics*. New York, NY: Routledge, 2002.

De Moor, Katrien: "The Doctor's Role of Witness and Companion: Medical and Literary Ethics of Care in AIDS Physicians' Memoirs" *Literature and Medicine*, (22:2), 2003 Fall, 208-29.

Poirier, Suzanne: "Voice in the Medical Narrative" in (pp. 48-58) Charon & Montello, *Stories Matter*.

Poirier, Suzanne: "Medical Education and the Embodied Physician" *Literature and Medicine*, 25 (2006): 522-52.

Marta, Jan: "Postmodernizing the Literature-and-Medicine Canon: Self-Conscious Narration, Unruly Texts, and the Viae Ruptae of Narrative Medicine" *Literature and Medicine*, (16:1), 1997 Spring, 43-69.

Johnson, Gary: "Consciousness as Content: Neuronarratives and the Redemption of Fiction" *Mosaic*, (41:1), 2008 Mar, 169-184

Furst, Lilian R, *Between Doctors and Patients*. 1998

Anderson, Charles, "Literature and Medicine: Why Should the Physician Read ... or Write?" in (pp. 33-58) Peterfreund, Stuart (ed.), *Literature and Science: Theory & Practice*. Boston: Northeastern UP, 1990

Week 5

Medical Detection and Rhetorics of Evidence

What kinds of unexpected imaginative arts— as diverse as divination and theatrical spectacle— influence biomedical research and practice? What narrative conventions underlie practices of diagnosis? How are stories of detection and medical case histories related? How is medical evidence constructed in terms of narratives of violence and criminality, mystery and suspense?

Readings will be drawn from among :

Edgar Allen Poe, "Murders in the Rue Morgue"

Arthur Conan Doyle, "Of a Scandal in Bohemia"

Sigmund Freud, "Fragment of an Analysis of a Case of Hysteria"

Saunders, Barry, *CT Suite: The Work of Diagnosis in the Age of Noninvasive Cutting*, Durham: Duke University Press, 2008

Belling, Catherine: "Hypochondriac Hermeneutics: Medicine and the Anxiety of Interpretation" *Literature and Medicine*, (25:2), 2006 Fall, 376-401.

Charon, Rita: "The Self-Telling Body" *Narrative Inquiry*, (16:1), 2006, 191-200.

Tobin, Robert D.: "Prescriptions: The Semiotics of Medicine and Literature" *Mosaic*, (33:4), 2000 Dec, 179-91.

Whiting, Frederick: "Bodies of Evidence: Post-War Detective Fiction and the Monstrous Origins of the Sexual Psychopath" *The Yale Journal of Criticism*, (18:1), 2005, 149-78.

Ryan, Vanessa L.: "Fictions of Medical Minds: Victorian Novels and Medical Epistemology" *Literature and Medicine*, (25:2), 2006 Fall, 277-97.

Week 6

Media Representations

How do twenty-first century media representations change our understanding of medical questions?

Readings will draw from:

Linden, Tom. "Medical Reporting for the Electronic Media," in Barbara Gastel's *Health Writer's Handbook* (Second Edition), Ch. 9, pp. 161 - 183.

Linden, Thomas, "Learning To Be a Medical Journalist," *Nieman Reports*, Vol. 57, No. 2, Summer 2003, pp.66-67.

Schwitzer, Gary, "The Seven Words You Shouldn't Use in Medical News," (First published on the predecessor to MayoClinic.com -- www.mayohealth.org -- on February 1, 2000).

transcript of "The Misinformation Superhighway?" interview with Anne Mintz, director of knowledge management at Forbes Inc. and adjunct professor at the City University of New York (CUNY) Graduate School of Journalism, from "Now" on PBS.

Kirby, Kathleen, RTNDA'S Guide to Health Coverage Under HIPAA:

http://www.rtnnda.org/pages/media_items/rtnndas-guide-to-health-coverage-under-hipaa427.php.

- Mar, Andrews & Alison Page Howard, "HIPAA & Newsgathering: Overview," http://www.firstamendmentcenter.org//press/topic.aspx?topic=hipaa_news&SearchString=hipaa.
- Scanlan, Chip, "The First Peril: Fabrication," Poynteronline, (Adapted from *Reporting and Writing: Basics for the 21st Century*, Oxford University Press, 2000).
- Stys, John C.: "Documentary Bioethics: Visual Narratives for Generations X and Y" *Journal of Medical Humanities* (27:1), 2006 Spring, 57-66.
- Mitchell, W. J. T.: "The Work of Art in the Age of Biocybernetic Reproduction" *Modernism/Modernity*, (10:3), 2003 Sept, 481-500.

Week 7

Cultural Definitions of Medicine and Disease

What specific cultural factors—race, gender, age, sexuality, class, region—come into play to shape medical realities: for instance, how the training of doctors or the understanding of disease (e. g., how might such factors determine the ways we define and respond to something we think as real and unmediated as an epidemics?)

Readings will draw from among:

- Rivkin-Fish, Michele, "Anthropology, Demography, and the Search for a Critical Analysis of Fertility: Insights from Russia" *American Anthropologist* 105 (2003):289-301.
- Geest, S. van der & Rienks, A (eds), *The Art of Medical Anthropology: Readings*, Amsterdam, Het Spinhuis. Universiteit van Amsterdam, 1998
- Joralemon, Donald, *Exploring Medical Anthropology*, NY: Allyn & Bacon, 2005.
- Brown, P., *Understanding and Applying Medical Anthropology*. Mountain View: Mayfield Publishing and Company, 1998.
- B A Davenport, "Witnessing and the Medical Gaze: How Medical Students Learn to See at a Free Clinic for the Homeless. *Medical Anthropology Quarterly*, 14(3): 310-327.
- Good, B.J. and DelVecchio Good, M., "Learning Medicine" The Constructing of Medical Knowledge at Harvard Medical School. In *Knowledge, Power and Practice*, Lindenbaum, S. and Lock M., (eds.), pp.81-107.
- Pinn, V.W. , " Sex and Gender Factors in Medical Studies: Implications for Health and Clinical Practice." *JAMA*, 289(2003): 397-400.
- Weiss, Meira, "Signifying the Pandemics: Metaphors of AIDS, Cancer, and Heart Disease," *Medical Anthropology Quarterly* 11(1997):456-476.
- Marshall, Wende Elizabeth, "AIDS, Race, and the Limits of Science," *Social Science and Medicine* 60 (2005):2515-2525.
- Wallis, Patrick and Brigitte Nerlich, "Disease Metaphors in New Epidemics: the UK Media Framing of the 2003 SARS Epidemic," *Social Science and Medicine* 60 (2005):2629-2639.
- Trostle, James, *Epidemiology and Culture*, Cambridge: Cambridge UP, 2005

Week 8

Aesthetics and Disability

How do our notions of beauty and deformity, normality and deviance, influence medicine? How do those assumptions shape medical perceptions and determine medical treatment?

Readings will be drawn from among:

- Estroff, Sue E. "Subject/Subjectivities in Dispute: The Politics and Poetics of First Person Narratives of Schizophrenia" in *The Edge of Experience: Schizophrenia, Culture, and Subjectivity/Culture, Subjectivity, and Schizophrenia*. Eds., R. Barrett and J. Jenkins, eds. Cambridge: Cambridge U P, 2004. pp. 282-302.
- Zola, Irving Kenneth, "Self, Identity and the Naming Question: Reflections on the Language of Disability." *Social Science and Medicine* 36(1993):167-173.
- Zola, Irving Kenneth, "Tell me, Tell Me," in *The Social Medicine Reader*, Gail Henderson (ed.) Durham: Duke U P, 1997.
- Gordon Weaver, "Finch the Spastic Speaks." in *The Social Medicine Reader*
- Lund, Roger: "Laughing at Cripples: Ridicule, Deformity and the Argument from Design" *Eighteenth-Century Studies*, (39:1), 2005 Fall, 91-114.
- Siebers, Tobin: "Disability Aesthetics" *PMLA*, (120:2), 2005 Mar, 542-46
- Mollow, Ana: "Identity Politics and Disability Studies: A Critique of Recent Theory" *Michigan Quarterly Review*, (43:2), 2004 Spring, 269-96.
- Kleinman, Arthur; Kleinman, Joan: "The Appeal of Experience: The Dismay of Images: Cultural Appropriations of Suffering in Our Times" *Dædalus*, (125:1), 1996 Winter, 1-23.
- Pernick, Martin S.: "Defining the Defective: Eugenics, Aesthetics, and Mass Culture in Early-Twentieth-Century America" in (pp. 89-110) Mitchell, David T. , Snyder, Sharon L. (eds.), *The Body and Physical Difference: Discourses of Disability*. Ann Arbor, MI: U of Michigan P, 1997.
- Kirmayer, Laurence J., "The Body's Insistence on Meaning: Metaphor as Presentation and Representation in Illness Experience." *Medical Anthropology Quarterly* 6(1992):323-346.
- Phillips, Marilyn J., "Damaged Goods: Oral Narratives of the Experience of Disability in American Culture." *Social Science and Medicine* 30(1990); 849-857.
- Hubbard, Ruth, "Who Should and Who Should Not Inhabit the World?" in *The Disability Studies Reader*, Leonard J. Davis, (ed.), pp. 187-200. New York: Routledge, 1997.
- Mollow, Ana: "Identity Politics and Disability Studies: A Critique of Recent Theory" *Michigan Quarterly Review*, (43:2), 2004 Spring, 269-96.

Week 9

Ethical, Legal and Social Issues in the Genomic Revolution

How is genetic information understood? What are the ethical aspects of dissemination of genetic information?

Readings will be drawn from among:

- Henderson, Gail E., "Descriptive Methods: The Case of Genetic Diagnosis," in *Methods in Medical Ethics*. Edited by Jeremy Sugarman and Daniel P. Sulmasy. Georgetown University Press, Washington DC, pp. 267-385.
- Richards, Martin, "Daily Life and the New Genetics: Some Personal Stories," in *The Troubled Helix: Social and Psychological Implications of the New Human Genetics*. Theresa Marteau and Martin Richards, eds., pp. 3-26. Cambridge: Cambridge University Press, 1999.
- Lee, Sandra, et al., "The Meanings of "Race" in the New Genomics: Implications for Health Disparities Research," *Yale Journal of Health Policy, Law, and Ethics* 2001, no.1"

- McCann-Mortimer, Patricia; Augoustinos, Martha; LeCouteur, Amanda: "'Race' and the Human Genome Project: Constructions of Scientific Legitimacy" *Discourse & Society*, (15:4), 2004 July, 409-32.
- Turner, Stephanie S.: "Open-Ended Stories: Extinction Narratives in Genome Time" *Literature and Medicine*, (26:1), 2007 Spring, 55-82.
- Clayton, Belinda: "The Human Genome Project: An Increasingly Elusive 'Human Nature'" *Semiotica* (155:1-4), 2005, 249-58.
- Calsamiglia, Helena; Dijk, Teun A. van: "Popularization Discourse and Knowledge about the Genome" *Discourse & Society*, (15:4), 2004 July, 369-89.
- Wilson, James C.: "(Re)Writing the Genetic Body-Text: Disability, Textuality, and the Human Genome Project" *Cultural Critique*, (50), 2002 Winter, 23-39. (2002)
- Couser, G. Thomas: "Genome and Genre: DNA and Life Writing" *Biography*, (24:1), 2001 Winter, 185-96.
- Dijk, José van: "The Language and Literature of Life: Popular Metaphors in Genome Research" in (pp. 66-79) Marchessault, Janine, Sawchuck, Kim (eds.), *Wild Science: Reading Feminism, Medicine and the Media*. London, England: Routledge, 2000.
- Rosner, Mary; Johnson, T. R.: "Telling Stories: Metaphors of the Human Genome Project" *Hypatia*, (10:4), 1995 Fall, 104-29.
- Barns, Ian: "The Human Genome Project and the Self" *Soundings*, (77:1-2), 1994 Spring-Summer, 99-128.
- Davison, Charlie, "Predictive Genetics: The Cultural Implications of Supplying Probable Futures," in *The Troubled Helix*, pp. 317-330.

Week 10

Medicine and Trauma

How does medicine regard trauma? How do medical narratives describe, contribute to, and respond to such ruptures and excesses?

Readings will be drawn from among:

- Thraillkill, Jane, "Traumatic Realism and the Wounded Child," in *The American Child: A Cultural Studies Reader*, eds. Caroline Levander and Carol Singley (Rutgers Univ. Press, 2003): 128-148.
- Kirmayer, Laurence J.: "Toward a Medicine of the Imagination" *New Literary History*, 37 (2006): 583-605.
- Clark, Mary Marshall: "Holocaust Video Testimony, Oral History, and Narrative Medicine: The Struggle against Indifference" *Literature and Medicine*, 24 (2005): 266-82.
- Ofri, Danielle: "Maladies, Remedies, and Anthologies: Medicine Taken at Its Word" *Parnassus*, 28 (2005): 235-53
- Balaev, Michelle: "Trends in Literary Trauma Theory" *Mosaic*, 41 (2008): 149-166
- Goldberg, Amos: "Trauma, Narrative, and Two Forms of Death" *Literature and Medicine*, 25 (2006): 122-41.
- Feldman, Allen: "Memory Theaters, Virtual Witnessing, and the Trauma-Aesthetic" *Biography*, 27 (2004): 163-202.
- Weine, Stevan M.: "The Witnessing Imagination: Social Trauma, Creative Artists, and Witnessing Professionals" *Literature and Medicine*, 15 (1996): 167-82 (See also reply, 1998-4-7348).

Week 11

Death and Dying

How does narrative, with its investment in telos, confront mortality? What formal and thematic problems surface in such confrontations? How do they play out in medical attitudes toward death? in its practices concerning death and dying?

Readings will be drawn from among:

Leo Tolstoy, "The Death of Ivan Ilyich"

Raymond Carver, "Errand"

Pisetsky, DS. "Doing Everything," *Ann Intern Med.* 1998; 128:869-70.

Hirschkind, Charles: "Cultures of Death: Media, Religion, Bioethics," *Social Text*, (26:3 [96]), 2008 Fall, 39-58. (2008)

Mangham, Andrew: "Life after Death: Apoplexy, Medical Ethics and the Female Undead" *Women's Writing*, (15:3), 2008 Dec, 282-299

Denson, Shane: "Frankenstein, Bioethics, and Technological Irreversibility" in (pp. 134-66) Schreier, Benjamin (ed.), *Studies in Irreversibility: Texts and Contexts*. Newcastle upon Tyne, England: Cambridge Scholars, 2007

Lock, Margaret, *Twice Dead: Organ Transplants and the Reinvention of Death*. Berkeley: U of California P, 2001

Rose, Nikolas, "The Politics of Life Itself." *Theory, Culture, and Society* 18 (2001):1-30.

Giacomini, Mita, "A Change of Heart and a Change of Mind? Technology and the Redefinition of Death in 1968," *Social Science and Medicine* 44(1997):1465-1482.

Week 12

Globalism, Imperialism, and Representation of Risk and Security

How are medical issues related to national narratives, especially in the context of global power inequities among nations and regions? How might a variety of forms (including fiction, embodied medical practice—including practices like quarantine—and reportage) establish and contest particular narratives of risk to health security?

Readings will be drawn from among:

Ahuja, Neel, "The Contradictions of Colonial Dependency: Jack London, Leprosy, and Hawaiian Annexation," *Journal of Literary and Cultural Disability Studies* 1:2 (2007): 15-28.

Squier, Susan, *Liminal Lives: Imagining the Human on the Frontiers of Biomedicine* (Durham, N.C.: Duke University Press, 2004)

Morris, David, "Reading Is Always Biocultural" *New Literary History: A Journal of Theory and Interpretation*, 37 (2006): 539-61.

Belling, Catherine: "Microbiography and Resistance in the Human Culture Medium" *Literature and Medicine*, 22 (2003): 84-101.

Choi, Tina Young: "Narrating the Unexceptional: The Art of Medical Inquiry in Victorian England and the Present" *Literature and Medicine*, 22 (2003): 65-83.

Qualtiere, Louis F.; Slight, William W. E.: "Contagion and Blame in Early Modern England: The Case of the French Pox" *Literature and Medicine*, 22 (2003): 1-24.

Clarke, Adele E., Janet K. Shim, Laura Mamo, Jennifer Ruth Fosket, and Jennifer R. Fishman, "Biomedicalization: Technoscientific Transformations of Health, Illness, and U. S. Biomedicine," *American Sociological Review* 68(2003):161-194.

Kane, Stephanie, "National Discourse and the Dynamics of Risk: Ethnography and AIDS Intervention," *Human Organization* 52(1993):224-228.

Frankenberg, Ronald, "Risk: Anthropological and Epidemiological Narratives" in *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*. Shirley Lindenbaum, Margaret Lock, eds., pp. 219-242. Berkeley: University of California Press, 1993.

Week 13

Representations of Medicine and Species

How do understandings of biomedical questions depend on representations of human and non-human animals?

Readings will be drawn from among:

Ahuja, Neel, "Postcolonial Critique in a Multispecies World," *PMLA* 123:2 (March 2009): 556-563.

Squier, Susan, "Chicken Auguries" *Configurations: A Journal of Literature, Science, and Technology*, 14 (2006): 69-86.

Nash, Richard, Broglio, Ron (eds.): "Thinking with Animals" *Configurations: A Journal of Literature, Science, and Technology*, 14 (2006): 1-192 (Special issue.).

Mazis, Glen, *Humans, Animals, Machines: Blurring Boundaries*

Haraway, Donna, *Primate Visions*

----, *When Species Meet*

Cavell, Stanley, *Philosophy and Animal Life*

Rose, Nikolas, *The Politics of Life Itself: Biomedicine, Power, and Subjectivity in the Twenty-First Century*

Week 14

The Rhetoric of Health: the Politics of Health-Care Reform

What are the sources of the political rhetoric surrounding the current debate over health-care reform? How does that rhetoric shape perceptions and definitions of social responsibility, the common good, relations between individuals, civil society?

Readings will be drawn from among:

Oberlander, J. 2009. "Great Expectations—The Obama Administration and Health Care Reform." *New England Journal of Medicine* 360(4): 321-323.

Henderson, G., S. Estroff, L. Churchill N. King, J. Oberlander, and R. Strauss, (eds.), *Social and Cultural Contributions to Health, Difference, and Inequality*. Duke University Press, 2005.

Mack, Michael: "Market Economy and the Abolition of Singularity in Elliot Perlman's Seven Types of Ambiguity," *Antipodes*, (20:2), 2006 Dec, 183-91.

Derickson, Alan, *Health Security for All: Dreams of Universal Health Care in America*, Baltimore: Johns Hopkins UP, 2005.

Solotaroff, Ted: "The Post-Cold-War Scene and the Literary Market" *TriQuarterly*, 94 (1995): 145-50.

Week 15

Medicine and the Posthuman

How does medicine contribute to our ability to imagine something more than, beyond, or past the human—the posthuman? What role does modern medical technology play in envisioning, and therefore helping to shape, the future for which we prepare?

Readings will be drawn from among:

- Taylor, Matthew A.: "Edgar Allan Poe's (Meta)Physics: A Pre-History of the Post-Human" *Nineteenth-Century Literature*, 62 (2007): 193-221.
- Muri, Allison: "Enlightenment Cybernetics: Communications and Control in the Man-Machine" *Eighteenth Century: Theory and Interpretation*, 49 (2008): 141-163.
- Kirby, David A.: "The Devil in Our DNA: A Brief History of Eugenics in Science Fiction Films" *Literature and Medicine*, 26 (2007): 83-108.
- Seaman, Myra J.: "Becoming More (Than) Human: Affective Posthumanisms, Past and Future" *Journal of Narrative Theory*, 37 (2007): 246-275.
- Thurs, Daniel Patrick: "Building the Nano-World of Tomorrow: Science Fiction, the Boundaries of Nanotechnology, and Managing Depictions of the Future" *Extrapolation*, 42 (2007): 244-266.
- Brown, Bill: "Reification, Reanimation, and the American Uncanny" *Critical Inquiry*, 32 (2006): 175-207.
- Parker-Starbuck, Jennifer: "Becoming-Animate: On the Performed Limits of 'Human'" *Theatre Journal*, 58 (2006): 649-68.
- Bono, James J.: "Perception, Living Matter, Cognitive Systems, Immune Networks: A Whiteheadian Future for Science Studies" *Configurations*, 13 (2005): 135-81.
- Milburn, Colin: "Nano/Splatter: Disintegrating the Postbiological Body" *New Literary History*, 36 (2005): 283-311.
- Belling, Catherine: "Microbiography and Resistance in the Human Culture Medium" *Literature and Medicine*, 22 (2003): 84-101.
- Gomel, Elana: "The Plague of Utopias: Pestilence and the Apocalyptic Body" *Twentieth Century Literature*, 46 (2000): 405-33.
- Lenoir, Timothy, "Makeover: Writing the Body into the Posthuman Technoscape: Part One: Embracing the Posthuman" *Configurations*, 10 (2002): 203-372 (Special issue.)
- Wegenstein, Bernadette: "Getting under the Skin; or, How Faces Have Become Obsolete" *Configurations*, 10 (2002): 221-59.