

## Literature, Illness, and the Outwardly Healthy Reader

*Short Title: Illness Lit*

<b>Course Number:</b>	IDH2930
<b>Section:</b>	2025
<b>Class #:</b>	24699
<b>Credits:</b>	1
<b>Term:</b>	Spring 2020
<b>Course Prerequisites:</b>	None
<b>Course Director:</b>	Christopher R. Cogle, M.D. Professor of Medicine University of Florida <a href="http://www.cogle.com">http://www.cogle.com</a> Office: Academic Research Building, fourth floor, room R4-216 Phone: 352-273-7493 Email: <a href="mailto:christopher.cogle@medicine.ufl.edu">christopher.cogle@medicine.ufl.edu</a>
<b>Class Day and Time:</b>	Thursdays, Period 9, 4:05 PM to 4:55 PM
<b>Class Location:</b>	Little Hall, room 119

### Course Description:

This course introduces students to the literature of illness and health. Students will read short stories, poems, and essays written about illness and caring for the ill. We will discuss how writers use illness as metaphors, themes, and devices in conveying attitudes about health, technology, love, and self-worth. As with all works of art, the pieces discussed in this course will undoubtedly challenge students to appraise their own perspectives and values on illness and health.

**Course Objectives:** Upon completion of this course, students will be able to:

1. Recite the themes, significance, and authors of principal works about illness.
2. Identify literary devices used by writers in communicating perspectives about illness and health.
3. Analyze written work by using critical interpretative methods and appropriate terminology.
4. Begin to develop new opportunities for departure and differences of writing about illness and health in the Digital Era.

**Course Website:** <https://ufl.instructure.com/courses/385491>

## Course Materials:

1. Collected readings available via links from the course website.

## Course Requirements and Grades:

- In-Class Discussion 100%

In-Class Discussion: Students are expected to arrive, in-person to each class having read, thought about, and made notes on the reading assignment. Students will demonstrate evidence for having read, thought about, and annotated the reading assignments by participating in the class discussions. Participating in class discussions means speaking aloud in class by sharing thoughts, connections of the assignment to other works of art or life, and/or asking questions. Students are expected to participate in every class discussion using civil discourse. Evidence for having annotated the reading assignments with thoughts and/or questions will be demonstrated by the use of the Perusall tool.

Each class participation is 1 point. At the end of the course, course points will be summed. The following grading scale will be used to calculate course grade:

Grade	Grade Points	Course Points
A	4.0	13, 14
B	3.0	11, 12
C	2.0	10, 11
D	1.0	8, 9
E	0.0	1-7
WF	0.0	0
I	0.0	0
N / NG	0.0	0
W	0.0	0
H	0.0	0
U	0.0	0

E = Failure

H = Deferred grade assigned only in approved sequential courses or flexible learning

I = Incomplete

N / NG = No grade reported

S = Satisfactory

U = Unsatisfactory

W = Withdrew

WF = Withdrew failing

Further information about grades and grading policies are located here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Attendance:** Attendance in this course is mandatory. One absence will be allowed without a deduction of points, but special write-up on the assignment will be required.

**Academic Honesty:** All students sign the following statement upon registration at the University of Florida: "I understand that the University of Florida expects its students to be

honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” Instructors for this course fully support the intent of the above statement and will not tolerate academic dishonesty.

**Student Responsibility:** Students are responsible for understanding all course policies and for accessing all course materials on the UF E-Learning Website through the URL listed above. All assignments should be submitted through the website and in hard copy when requested. Students are also responsible for checking their UF e-mail account for course notifications and for communicating with the instructors related to any situation that may hinder his or her progress or participation in the course.

**Disabilities:** Students requiring special classroom accommodations are welcomed to contact the course director. Students requesting classroom accommodation are also asked to register with the Dean of Students Office. Course instructors will make every attempt to accommodate learning needs.

### **Perusall Welcome Message:**

Reading assignments in this course are ported to Perusall. Perusall enables you to write down your thoughts and questions, and share them with your classmates and instructors. Collaboration can make learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps the instructors make class better by emphasizing information that you need and recognizing areas that deserve more discussion.

If you have a thought, information and/or a question to share about a passage (or even a single word) in the readings, then highlight the text and type in a comment as an annotation. You can also respond to a classmate’s annotation in threads in real time or upvote questions you find helpful. Good annotations contribute to the class by stimulating discussion, explaining your thought processes, helping others, and drawing attention to good points. If a particular classmate’s point is relevant, you can explicitly "mention" them and they will be immediately notified, even if not presently signed on.

Research shows that the following behaviors on Perusall predict long term mastery of the subject.

- Contributing thoughtful questions and comments to the class discussion, spread throughout the entire reading ([see some examples \(Links to an external site.\)](#))
- Starting the reading early
- Reading all the way to the end of the assigned reading
- Posing thoughtful questions and comments that elicit responses from classmates
- Answering questions from others
- Upvoting thoughtful questions and helpful answers



Week. Writer

Works of art for discussion.

1. Fleur Adcock
  - a. Soho Hospital for Women
2. Virginia Woolf
  - a. On Being Ill
3. Margaret Atwood
  - a. Flowers
4. Oliver Sacks
  - a. Mercury essay
  - b. My Own Life
5. Lady Mary Wortley Montagu
  - a. [Town Eclogues: Saturday; The Small-Pox](#)
  - b. Letter 36 from LMWM to Mrs. SC
  - c. *Optional*: Letters to Flying Post in Essays and poems and Simplicity, a Comedy
  - d. *Optional*: A Receipt to Cure the Vapors
6. Audre Lorde
  - a. Never to Dream of Spiders
7. William Carlos Williams
  - a. The Use of Force
8. The Consumption, John Keats, and Edgar Allen Poe
  - a. Ode to a Nightingale

### *SPRING BREAK*

9. Leo Tolstoy
  - a. Chapter 4 of The Death of Ivan Ilyich
10. Susan Sontag
  - a. Illness as a Metaphor essay
11. Emily Dickenson
  - a. 'Twas like a Maelstrom, with a notch
  - b. It struck me – every Day
  - c. I felt a Funeral, in my Brain
12. Charlotte Perkins Gilman
  - a. The Yellow Wallpaper
13. Naoki Higashida
  - a. The Reason I Jump
14. Rainer Maria Rilke
  - a. The Song of the Dwarf
  - b. The Swan
15. Dionisio D. Martinez
  - a. In a Duplex Near the San Andreas Fault

### *FINALS*

Alternatives:

1. Tim Dlugos
  - a. G-9
  - b. My Death
  - c. <https://www.poetryfoundation.org/articles/70183/in-time-of-plague>
2. Hilda Raz
  - a. Petting the Scar
3. Rafael Campo
  - a. Lost in the Hospital, 1996
  - b. Madonna and Child, 1999
  - c. The Abdominal Exam, 1999
  - d. *from* The Changing Face of AIDS: V. Elegy for the AIDS Virus, 1999
4. "The Enduring Chill" by Flannery O'Connor
5. *The Wings of the Dove* by Henry James
6. *Never Let Me Go* by Kazuo Ishiguro
7. *Tuesdays with Morrie* by Mitch Albom