

ENG 473A: Literature and Medicine

TT: 9:10-12, 2205 [Engineering Bldg](#)

[JOHNSEN /113B MORRILL HALL](#) / TT at 12:00pm (appointment) and after class

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REQUIRED TEXTS: Antonio Damasio, *Self Comes to Mind* (Knopf: 0307378756); Andy Clark, *Supersizing the Mind* (Oxford: ISBN: 019533321); Scott Garrels, ed., *Mimesis and Science* (MSU Press: 978-161186023-8); Etexts for James Joyce, D.H. Lawrence, Virginia Woolf [473A Novelist Links](#)

Reading assignments for class discussion

5/15: Introduction to course: see Beckett's [FILM](#) and compare to [filmscript](#); watch at [YouTube](#); from Joyce, [Stephen Hero](#) [an earlier draft manuscript which he revised into *Portrait*]; from D.H. Lawrence, [The Rainbow](#)

5/17: "The Sisters," "An Encounter" & "Araby" in *Dubliners* (and [first version](#)); some early [letters](#) of JJ;

read Damasio Part I; watch Damasio interview at [YouTube](#)

5:22: Finish *Dubliners*; Damasio Part II; see ["The Dead"](#)

5/24: *Sons and Lovers*, Chapters I-III; Damasio Part III

5/29: complete *Sons and Lovers*; Damasio Part IV; ["Lactose Digestion"](#); [Girard on Freud](#)

5/31: Joyce, *Portrait*, Chapter One; from Ovid, *Metamorphoses*, [Book VIII](#); Clark, Part I

6/05: *Portrait*, Chapters Two through Four; Clark, Part II

6/07: *Portrait*, Chapter Five; Clark, Part III

6/12: read Garrels, 1-38; 215-253; see [TARP](#) Project; a film based on [Portrait](#) in class or on [YouTube](#); Girard on [eating disorders](#)

6/14: midterm exam (15 points)

6/19: Woolf, *Mrs Dalloway*; chapters 2-5 in Garrels, *Mimesis and Science*

6/21: Woolf, *A Room of One's Own*; chapters 6-8 in *Mimesis and Science*

6/26: Woolf, *The Waves*; chapters 9-10, *Mimesis and Science*

6/28: Final exam, in classroom (15 points)

Essay: Your responsibility is to use your gifts of reading and writing in the service of authors we have read together. Your job is to help your reader (in this case, me, but the class as well) learn to read these authors with greater attention and understanding, using the context of our readings and discussions. Due (post on) 6/25, midnight. (15 points)

Essay Topic: (2000 words) (15 points). Create a therapeutic/diagnostic team of (at least) one researcher (including any author in Garrels) and one writer. Arrange for them to discuss one of the literary works we read in class.

Essay format: Anyone taking this course is specialising (that is, earning credentials) in English. At its most general level, work in English is language processing. Outside the university, fellow workers and employers have no patience for anyone who processes English awkwardly or mistakenly. Therefore, I will be evaluating your form as well as your ideas. You will lose 2 points off an essay if you have more than four words misspelled. You should use the essay format you learned in ENG 210 or in WRAC. Otherwise, follow either the Chicago Manual of Style or the MLA (consult [The Owl at Purdue](#) on MLA format). In whatever format, make certain you adequately footnote any idea you use from any source so that your reader can follow you up. Read the University policy on [plagiarism](#). My policy? I will fail anyone who plagiarises.

Finally, you must post your essays in your AFS web subdirectory. If you don't already have a homepage, create one with links to each essay. I will email back your grade. (15 points)

Webpages: In order that I might move quickly from page to page, (and in order for you to get credit for webwork) you must follow these rules for posting your webpages: You must have a homepage, with separate links to each item; your homepage file must be posted in your main web directory as (without the brackets)

<index.html>. You may read other students's essays by using the [class roster page](#). Access will be limited to students enrolled in this course.

[Here](#) is my rough attempt to write tutorials for making webpages for this course.

Exams: Unidentified passages; you will be asked to write on three passages, from a choice of six) that you will discuss, without books, without notes (15 + 15 points).

Grades: grades are calculated by adding your accumulated points from the essay, exams, and webpage: 38 or more points rounded up to a 4.0 grade; 32 points would be rounded back to a 3.0, etc., no matter how many possible points are available in the class.

Class discussion: I like questions and comments. They help me convert my own ideas about what we read together, out of the intellectual shorthand in which they were conceived, into a more public language. Questions also help me to identify the more "questionable" aspects of my own thinking, for improvement. If you have a question that comes to you before or after class, you should e-mail it to me.