

**BTP2BR\_T\_51, PhD course**  
**Medical Humanities**  
**Wed. 18.00—19.40 (121)**

**Ureczky Eszter**  
**Office hours: Wed. 14-16 (rm. 104)**  
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The aim of the course is to introduce students to the field of the medical humanities and its applicability in cultural studies, with special attention to literary and filmic analyses. The class discussions will focus on the socio-cultural dilemmas of medical issues and their representations in literature and film.

#### **REQUIREMENTS:**

*Presence at classes:* **no more than three absences are allowed.** In the case of a longer absence (either due to illness, or official leave), the tutor and the student will come to an agreement of how to solve the problem.

*Assigned reading:* The seminar format and the reading requirements suppose that the assigned texts are read/viewed for the classes. Tests on the assigned readings can be expected at each seminar (plot-related questions in the case of fiction and film). The result of these tests contributes to the seminar grade (“minor tests”: **10%**). **If you fail more than three such tests, your seminar is a failure** (the grade is a one). You’ll be granted, though, one chance to make up for the failure of these minor tests as agreed with your course tutor.

*Participation in classroom discussions:* the student is expected to take part in classroom discussions, and this activity contributes to the final seminar grades by **20%** of the overall achievement. (The reader’s journal can be of great help in this respect.)

*Presentation:* every student will give a short presentation (10-15 minutes or so) on a theoretical text related to one of the discussed topics, chosen by the student. If you do not want to present on the text indicated in the syllabus, please let me know, you can also work with a different source. The presenter has to prepare a carefully edited **handout and ppt** for the group. The presentation **cannot be completely read out**, the student can of course check his/her notes while presenting. The student **has to consult with the instructor** one week before the presentation and show her the handout (**20%**).

*Endterm test:* an objective test on the works discussed during the term (**50%**). The test must be written at the time scheduled in the syllabus. Failing to do so will count as course failure, and only one re-sit test will be scheduled to make up for the failure. The test will have a **pass limit** (60%): failing the test will count as course failure, and **only one re-sit test** will be scheduled to make up for the failure.

**Students should be aware that their English proficiency also contributes to their grade.**

#### **Grading Policy**

<b>Course components</b>	
minor tests	10%
presentation	20%
classroom discussion	20%
objective test	50%
total	100%

<b>Grades</b>	
87-100%	<b>5</b>
75-86%	<b>4</b>
63-74%	<b>3</b>
51-62%	<b>2</b>
0-50 %	<b>1</b>

Date	Topic
10/09	<b>Orientation, introduction</b>
17/09	<b>No class due to yoUDay</b>
24/09	<b>The birth of 20th-century healthism and wellness culture</b> <i>The Road to Wellville</i> (Alan Parker, 1994)  <u>Presentation</u> : turn-of-the-century notions of health, the rise of the sanatorium
01/10	<b>Pandemic, the archetype of the wounded healer, moral injury</b> Rachel Clarke: <i>Breathtaking: The UK's Human Story of Covid</i> (2021)  <u>Presentation</u> : physician burnout, moral distress, moral injury
8/10	<b>Cleanliness, contamination, Diogenes syndrome</b> <i>Sunshine Cleaning</i> (Christine Jeffs, 2008)  <u>Presentation</u> : Diogenes syndrome, precarity, the welfare state
15/10	<b>No class! (due to the instructor's official engagement)</b>
22/10	<b>No class! (Autumn break)</b>
29/10	<b>Hospital, the sick role, medicalization</b> <i>The Death of Mr. Lazarescu</i> (Cristi Puiu, 2005)  <u>Presentation</u> : the sick role, the Eastern European grotesque, crisis of care
5/11	<b>Psychiatry, madness, creativity</b> <i>At Eternity's Gate</i> (Julian Schnabel, 2018)  <u>Presentation</u> : the stigma of mental health conditions, art and insanity
12/11	<b>Addiction, stigmatization, normalcy</b> <i>Another Round</i> (Thomas Vinterberg 2020)  <u>Presentation</u> : alcoholism, normalization, drugs, masculinity
19/11	<b>Disability, chronic illness, quality of life</b> Daniel Keyes: <i>Flowers for Algernon</i> (1959)  <u>Presentation</u> : mental disability, medical ethics, human dignity
26/11	<b>Sport, injury, achievement</b> <i>127 Hours</i> (Danny Boyle, 2010)  <u>Presentation</u> : competition, injury, success, survival
3/12	<b>Children, family, autonomy</b> Ian McEwan: <i>The Children's Act</i> (2014)  <u>Presentation</u> : children's rights, the bioethics of pregnancy and childbirth

10/12	<b>Death, euthanasia, mourning</b> <i>Wit</i> (Mike Nichols, 2011) <u>Presentation</u> : end-of life decisions, death with dignity, ecofuneral
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**End-term test**

**Evaluation, closing the course**