Spring 2013
Prof. Pamela Gossin
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Office: JO3.927
Office Hrs: Thr. 6-6:45pm;
also Weds and Fri., by appt.

HUMA 3300
Reading and Writing Texts: Nature, Science and Medicine
Thr. 7-9:45pm JO4.122

Pre-requisites: HUMA 1301 or equivalent. In general, the purpose of HUMA 3300 is to introduce A&H majors to the interrelated disciplines that comprise the arts and humanities and help them develop and understand the interpretative skills, methodologies and theoretical approaches they will use to study them. This special section ("Nature, Science and Medicine") adds an additional unique twist to this purpose: helping students explore the interdisciplinary relations between the arts / humanities and science / medicine. This course is especially intended to serve the interests of students working toward the minor in Medical and Scientific Humanities (MaSH) or the future major in Humanistic Studies of Science, Medicine and Technology (HSSMT) as well as pre-health students, creative writers, or future teachers.

**** This course counts toward the minor in Medical and Scientific Humanities (MaSH) ****

Course Description:
In this course we will explore concepts of nature and human nature through various forms of medical and scientific writings, including: nature writing, nature poetry, science fiction, scientific and medical essays, and film. We will consider many of the complex ethical issues that arise from new discoveries in medicine and the sciences. We will learn a variety of ways to "read" and "write" about nature and human nature and consider how such texts are "artful" as well as "scientific." We will learn to identify rhetorical strategies (persuasive techniques), practice troubleshooting our own drafts, and enhance our understanding and use of creative writing techniques.

Some of the questions we will examine include: What is nature? What is "natural"? How do we value the natural world? How did medical and scientific ways of knowing about life (human and otherwise) develop? Have physicians always cared for patients in the same way over time? How have medical ethics developed? To what extent can medicine be considered an art, a science, an applied technology? With what consequences for patient care and outcomes? What kinds of issues will face us as individuals in an increasingly medicalized body, in an increasingly scientific and technological society? How can the ancient "technologies" of reading and writing adapt to these changes and empower us to meet such challenges?

The course format will be primarily discussion with a few descriptive or informative mini-lectures and videos, and will include special units on animated representations of nature and literature and medicine. By popular demand, students will have the option of working on "personal statements" for applications to Medical School / Graduate School for extra credit.

Course Objectives:
Students will read and discuss a wide variety of literary forms and genres, demonstrating the ability to interpret and analyze themes and issues using various critical methods, including formal, historical, biographical and cultural approaches. Students will experiment with writing many different forms of literary expression, including poetry, descriptive prose, expository prose, 1st-person narratives and rhetorical argument. Students will write 2 analytical and interpretative essays and 2 objective exams.

Required Texts:

1. *Reading the Environment* (**abbreviated in syllabus as RE**), ed. Melissa Walker, Norton, 1994
   # ISBN-10: 0393965090 # ISBN-13: 978-0393965094
2. ELECTRONIC RESERVE and 2 HR RESERVE: *Science and the Human Spirit*, (**SHS)**; Fred White, ed. (Please download and/or print these and bring them for use in class discussion)
3. Willa Cather, *O Pioneers*, Dover, 1993
   # ISBN-10: 0486277852 # ISBN-13: 978-0486277851
4. Miyazaki, Hayao, *Nausicaa of the Valley of the Wind* (vol. 1; Simon/Shuster; graphic novel,paperback) #ISBN 9781591164081
5. *A Life in Medicine: A Literary Anthology* (**LM**), Robert Coles, ed. (Paperbk)
   # ISBN-10: 1565847296 # ISBN-13: 978-1565847293

6. Students must also purchase ONE from the following options (for 2nd 3-5 pp paper):

   Pam Houston, *Cowboys are my Weakness* Washington Square Press, 1993
   # ISBN-10: 0671793888 # ISBN-13: 978-0671793883
   A. Ralston, *127 Hours: Between and Rock and a Hard Place* (Reprint edition, Atria)
   # ISBN-10: 1451618506
   Audrey Young, *What Patients Taught Me: A Medical Student's Journey,* Sasquatch, 2007
   # ISBN-10: 1570615276 # ISBN-13: 978-1570615276
   J. Groopman, *Your Medical Mind* Penguin, 2012 (paperback)
   ISBN-10: 014312224X ISBN-13: 978-0143122241
   M. Gladwell, *Outliers, The Story of Success* 2011 (paperback)
   ISBN-10: 0316017930 ISBN-13: 978-0316017930
   Nate Silver, *The Signal and the Noise* Penguin, 2012 (paperback)
   ISBN-10: 159420411X ISBN-13: 978-1594204111
   Nassim Nicholas Taleb, *Antifragile: Things that Gain from Disorder* Random House, 2012 (paperback) ISBN-10: 1400067820 ISBN-13: 978-1400067824

* With prior permission, students may also substitute one of the following options (or, any other fabulous book they've been dying to read that is relevant to the course), such as: Rachel Carson, *Silent Spring*; Malcolm Gladwell, *Blink* or *Tipping Point*; Jane Goodall, *Reason for Hope*; Al Gore, *An Inconvenient Truth*; S. Levitt and Dubner, *Freakonomics* Wm Morrow, 2006 (all available at Half-Price or amazon)

COURSE CALENDAR/ DAILY ASSIGNMENTS

Note: Please have the readings listed for each day's discussion completed BY the date listed. We will take a 10-15 min. break each day, although time may vary.

UNIT 1: READING AND WRITING NATURE

Wk 1: Th. Jan. 17: *Introduction to the class and the Human-Nature Interface*
A. Introduction to the course: call roll; go over syllabus, course objectives and themes. Discuss reading & vocabulary journals. Discuss class card questions.
B. Read and discuss: Loren Eiseley, "Judgment of the Birds" **SHS**, (E-reserve pp. 300-309)

Wk 2: Th. Jan. 24: *Rhetoric and Description: Human Encounters with Nature*
A. Discuss reading: Thoreau, **RE** (***Reading the Environment***): pp.41-44; Dillard and Lopez, **SHS (*Science and the Human Spirit)***: pp. 311-313 and 326-333
B. 30m: Thomas Moran video (fill out study sheet and hand-in for credit)

Wk 3: Th. Jan. 31: *Argument/ POV: Natural Knowledge and Scientific Authority*
A. Discuss reading: The Genesis War, **SHS**: pp.210-221; Extraterrestrial Life, **SHS**: pp.142-160; Animal Rights, **SHS**: pp.174-188
B. Watch and discuss video: *Flock of Dodos* (hand in Q&A).

Wk 4. Th. Feb. 7: *"Natural" Debates – Within and Without the Human Animal*
A. Discuss reading: Roderick Nash "Why Wilderness," **RE** 74-83; Edward Abbey, "Serpents of Paradise," **RE** 51-57; Aldo Leopold, "Thinking Like a Mountain," **RE** 49-51; John McPhee, "Los Angeles Against the Mountains," **RE** 280-285; E.O. Wilson, "Krakatau," **RE** 185-191
B. Panel Reading / discuss: Genetic Engineering, **SHS**: pp.191-207; Swenson and Wade, **SHS**: pp. 340-343.
** HAND IN READING JOURNALS for WEEKS 1-4 **

Wk 5. Th. Feb. 14: *Form and Function / Style and Content: "Sciencepoetry" / Science Fiction*
A. Hand-in / Discuss homework: Write a "science" or nature sonnet (14 lines, formal or informal); and discuss poetry readings: Whitman, Frost, Jeffers, Cedering, R.H.W. Dillard as in **SHS:** pp. 270-271; 287; 290; 335-339
B: Discuss prose reading: Hawthorne, Poe, Clarke, and Selzer, **SHS**: pp.240-256; 258-266; 293-298; 315-324.

Wk 6. Th. Feb. 22: *Romancing Nature* I: *Individual Relationships with the Environment*
A. Discuss reading: Michael Pollan, "The Idea of a Garden," **RE** (***Reading the Environment***) 191-201; Pam Houston, "A Blizzard Under Blue Sky," **RE** 57-62; Donald Walker, "A Logger's Story," **RE** 115-117;
B. Discuss reading: Alice Walker, "The Place Where I was Born," **RE** 94-98; Sarah Orne Jewett, "A White Heron," **RE** 351-359; Jill Ker Conway, "The West," **RE** 106-112; Gretel Ehrlich, "About Men," **RE** 112-115.
** GET HAND OUT FOR 3pp MIDTERM ESSAY

Wk 7. Th. Feb 28: *Romancing Nature II: Geography and Identity*
A:. Read and discuss *O Pioneers* (novel).
B: View film. Note how the natural environment of the Great Plains is used as scene setting, plot device, symbol and in relation to individual characters (1-2 pp in-class)
** "Last chance" QA for Midterm.

Wk 8. Th. Mar. 7
30 pt. (3pp) essay due at start of class.
70 pt Midterm Objective section [should take 1hr 15 min at the most]

[SPRING BREAK: ENJOY NATURE CAREFULLY!]

UNIT 2: READING AND WRITING HUMAN NATURE

Wk 9. Th. Mar. 21: *Imagining the Future Human and Natural* I
A: Background and history of anime/manga (Special Guest Speaker!)
B: Discuss reading: ***Nausicaa of the Valley of Wind*** (Japanese manga, aka graphic novel)

Wk 10. Th. Mar. 28: *Imagining Future Nature* II
A: View *Nausicaa* (the anime)
B: Discuss and compare manga and anime

Wk 11. Th. Apr 4: The Human - Nature Interface: Medicine as Art / Science I
A: Discuss reading: from ***A Life in Medicine*** (**LM**): *Preface*, *Introduction*
B: Discuss Part One: *Physicians Must be Altruistic,* pp. xv-65

Wk 12. Th. Apr 11: *The Human - Nature Interface: Medicine as Art / Science II*
A: Discuss reading: from **LM**: Part Two: *Physicians Must be Knowledgeable,* pp. 66-138
B: Discuss Women in Science and Medicine VIDEO from "Discovering Women" series
** HAND IN READING JOURNALS FOR WEEKS 9-12 **

Wk 13. Th. Apr 18: *The Human - Nature Interface: Medicine as Art / Science III*
A&B: Discuss reading from **LM**: Part Three: *Physicians Must be Skillful*, pp. 139-240

Wk 14. Th. Apr 25: *The Human - Nature Interface: Medicine as Art / Science IV*
A&B: Discuss reading from **LM**: Part Four: *Physicians Must be Dutiful*, pp. 241-end
** FINAL 5pp ESSAY DUE NEXT WEEK!

Wk. 15. Th. May 2:
** 30 pt FINAL essay (5 pp) due at start of class.
A&B: Finish up discussion; Review for Final

FINAL: 70pt Objective Exam
Probably will be: Th. May 9th from 8-10:45pm, location tba [check for online/in class announcements to confirm date/time/place!]

Grading / Course Requirements

- Two 3-5 pp analytical and interpretative papers (count up to 30pts of 100pt midterm and final)
  + two "objective" in-class unit exams (Midterm and Final);
  Each paper/exam (essay + objective together) = 1/3rd
  [Paper 1: 3pp paper based on prompt/guideline hand-out;
  Paper 2: 5pp paper comparing/contrasting ideas from your selected text with class ideas.]

- Attendance and participation (aka "A&P"): READING JOURNALS, quizzes, in-class writing, study sheets, and discussion = 1/3rd

* Optional extra credit/enrichment opportunities may be used to enhance A&P grade. Listen for more info on these in class.

Instructor's Policies and Class Philosophy

Please inform the professor *in advance* (via utd email) of any possible absences or situations that may keep you from submitting assignments on time. I'll try to help in any way I can. Late assignments will not be accepted nor absences excused *without such prior notice*. Because attendance and participation count as a substantial part of your grade in this course, unexcused absences, tardy arrivals, early departures will count against this portion of your grade.

In accordance with university policy, this is a drug-free, alcohol-free, smoke-free, barrier-free classroom. In the interests of promoting a comfortable learning environment, all students and the professor pledge to respectfully consider the expression of ideas and opinions by others regardless of political, philosophical, religious, intellectual, cultural, racial, generational or gender differences.

Any student found guilty of plagiarism (using another person's thoughts, words, ideas, terminology etc. without properly acknowledging them with footnotes, endnotes, or parenthetically in the text with a bibliography will be subject to disciplinary action under the policies of the University of Texas-Dallas. See the university's student code, MLA style sheet or Chicago Manual of Style for more information.

All syllabus info., descriptions and timelines are subject to change at the discretion of the Professor.

Students are responsible for listening for in-class announcements/changes and checking their UT-Dallas email account for additional messages or postings (which may supercede info. on this syllabus).

FOR ADDITIONAL APPLICABLE UTD POLICY STATEMENTS SEE:
http://go.utdallas.edu/syllabus-policies