CÂMARA CURRICULAR DO CoPGr

FORMULÁRIO PARA APRESENTAÇÃO DE DISCIPLINAS

# **SIGLA DA DISCIPLINA: SIGLA DO DEP.: DLCV**

**NOME DA DISCIPLINA:** HEALTH HUMANITIES IN A COMPARATIVE PERSPECTIVE: A CROSS-DISCIPLINARY LITERARY, MEDICAL AND CULTURAL FIELD OF STUDY

**ÁREA :** COMPARATIVE STUDIES IN LUSOPHONE LITERATURES [ESTUDOS COMPARADOS DE LITERATURAS DE LÍNGUA PORTUGUESA]

**Nº DA ÁREA:**

**VALIDADE INICIAL (Ano/Semestre): 1o/2019**

**Nº DE CRÉDITOS**:  **Aulas Teóricas:**

**Aulas Práticas, Seminários e Outros:**

**Horas de Estudo:**

***DURAÇÃO EM SEMANAS*: 12**

**DOCENTES RESPONSÁVEIS**:

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RUTH RICHARDSON – King’s College - Londres

Caso o docente já seja credenciado na área, indicar a data da aprovação do mesmo pelo CoPGr: \_\_\_/\_\_\_/\_\_\_

CUSTOS REAIS DA DISCIPLINA:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Apresentar, se pertinente, orçamento previsto para o exercício, em folha anexa)

## PROGRAMA/SYLLABUS

Objetivos/Objectives:

* To develop a critical appreciation of the role and importance of the Medical Humanities in the context of contemporary healthcare, and of its relations with Literature, Arts and the Humanities in general.
* To analyse and interpret, through an interdisciplinary methodology founded in the Comparative Literature, Literary Theory, Philosophy and History, among other aesthetic and humanistic fields of knowledge, literary texts, films and other materials (clinical cases, clinical reports, (auto)biographical narratives, etc.), in Portuguese and English, in a broad time span.
* To offer to and discuss with the participants critical-philosophical apparatuses that allow the consideration of discursive issues configured in and by the clinical encounters and the illness different textualities;
* To offer the participants basic means for identifying and interpreting literary patterns (connotation, ambiguity, dramatic tension, irony, paradox, genres, narrative forms, etc.) within different textualities produced from health conditions and relations.

Justificativa/Rationale:

The Health Humanities enquires into past and present understandings of illness through the lenses of literature, history, medicine and cultural studies. It is a meeting ground for new conversations deploying the analytical tools of the arts and humanities to examine beliefs and presuppositions about health and illness. It is a pluralistic field whose key concepts include embodiment, personhood, identity, self, subjectivity, genre, suffering, care, affect, voice and audience. Its chief materials include expressive literary, visual and imaginative texts, such as memoir, poetry, essays, fiction, drama, visual media, medical writings and case reports, anecdotes, caricature, film and performance.

This Introductory Course will set out the scope, possibilities and vibrancy of the Health Humanities combined with the perspectives of Literary and Trans-Disciplinary Comparatism through a series of conferences and seminars, addressing key concepts and methods that demonstrate the interoperability of illness experience across arts, humanities and health disciplines.

Conteúdo/Contents:

1. Narrative, language and healthcare: history, bases and frontiers of a field of knowledge

2. The Health Humanities: what it is and why it matters

3. What does narrative stand for in medicine today?

4. Clinical case reports - ancient and modern

5. Metaphors and medicine

6. Literary works

7. Filming illness

Observações/Observations:

The course will be taught mostly in English.

Avaliação/Assignments**:**

The student must have a minimum of 70% of attendance in the classes and activities of the course and present a final written essay (10-15 pages, in English or Portuguese) to obtain the credits.

Bibliografia/References:

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**CANGUILHEM, Georges**. O estatuto epistemológico da medicina. In *Estudos de história e de filosofia das ciências*: concernentes aos vivos e à vida. Trad. de Abner Chiquieri. Rio de Janeiro: Forense, 2012, p. 453-472.

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[**CARELLI, Fabiana**](http://lattes.cnpq.br/1900517942738970)**,** **LENS, Andréa,**[**OLIVEIRA, Amanda**](http://lattes.cnpq.br/4626915958678730)**,**[**SANTOS, Ariadne**](http://lattes.cnpq.br/7827004264432131)**, REIS, Mariluz,**[**POMPILIO, Carlos Eduardo**](http://lattes.cnpq.br/1900517942738970)**.** Hidra de duas cabeças: configuração ricoeuriana e narrador impuro numa narrativa do HC-FMUSP. Revista Internacional de Humanidades Médicas, v. 2, p. 15-38, 2013.

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**FERNANDES, Isabel.** Confronting the other: the interpersonal challenge in literature and medicine. In: Fernandes, I, editor. Creative dialogues: narrative and medicine. Cambridge: Cambridge Scholars Publishing; 2015. p. 21-39.

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**HURWITZ, Brian, CHARON, Rita.** A narrative future for health care. Lancet. 2013;381(9881):1886–7. [**MARQUES, Davina**](http://lattes.cnpq.br/6790298942638957)**,** [**CARELLI, Fabiana Buitor**](http://lattes.cnpq.br/1900517942738970)**.** Healing Representations in Literature and Cinema. In: BRAY, Peter; BORLESCU, Ana Maria (eds.). (Org.). Beyond Present Patient Realities. 1ed.Oxford, United Kingdom: Inter-Disciplinary Press, 2015, v. 1, p. 35-48.

**POMPILIO, Carlos Eduardo.** Communication in healthcare: Habermas and Lévinas at the medical office. Via Atlântica, 2016. 29, 51-77.

**RICOEUR, Paul.** La Triple Memesis. Tiempo y Narración en el relato histórico. 1. Mexico: Siglo XXI; 2004. p. 139-68.

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**What are the medical humanities and why do they matter?**

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2. James Lindermann Nelson. Provocation: There’s No Such Thing as Research in the Medical Humanities (And It’s a Good Thing, Too)*Atrium*2009; 7: 11-15  <http://bioethics.northwestern.edu/docs/atrium/atrium-issue7.pdf>
3. Catherine Belling,*Provocation: The Medical Humanities as Reading: Good Intentions and Semantic Rigor* *Atrium* 2009;7: 23-5   <http://bioethics.northwestern.edu/docs/atrium/atrium-issue7.pdf>
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13. Emily Yang Liu, Jason Neil Batten, Sylvia Bereknyei Merrell and Audrey Shafer The long-term impact of a comprehensive scholarly concentration program in biomedical ethics and medical humanities. *MC Medical Education* 2018 18:204 <https://doi.org/10.1186/s12909-018-1311-2>

**Narrative and Cases**

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