

UNIVERSITY OF WARWICK

Proposal Form for New or Revised Modules (MA1 - version 6 - November 2012)

Approval information	
Approval Type	<input checked="" type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	29/09/2014
If new, does this module replace another? If so, enter module code and title:	n/a
If revised/discontinued, please outline the rationale for the changes:	n/a
Confirmation that affected departments have been consulted:	<p>Extensive consultation has taken place as part of the IATL Academic Fellowship 'Designing an M-level Module in Medical Humanities: The Medical Mind', which involved three workshops with staff and students from every faculty. The documentation and evaluation of these sessions have informed the module proposal. Feedback was generally very positive (average of 4.5 and 4.7 (where 1 = poor to 5 = excellent) for the overall experience of the workshop for the two open workshops).</p> <p>We also consulted the Medical School, who were happy in principle to include the module as part of their CPD provision, and discussions are ongoing about how to fit it into the appropriate CPD framework.</p>

Module Summary	
1. Module Code (if known)	n/a
2. Module Title	The Medical Mind in Literature and Culture
3. Lead department:	English
4. Name of module leader	Dr Elizabeth Barry
5. Level	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/> Level 6 (Honours) PG: <input checked="" type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	25/20 CATS

Module Summary	
7. Principal Module Aims	The aim of the module is to explore and critique models of the mind current in medical research and practice, through the medium of science writing, literature, theatre, history and film.
8. Principal Learning Outcomes	
9. Timetabled Teaching Activities (summary)	10 x 2-hour seminar/workshops. These will involve talks, seminar discussion, performance-related pedagogical activities, and student presentations.
10. Departmental Web-link	n/a (Documentation of the IATL Academic Fellowship in the form of a film can shortly be made available.)
11. Other essential notes	The sample teaching done as part of the IATL Fellowship was well received, with feedback
12. Assessment methods (summary)	<p>25 CATS: 65% essay/report/review article (4000 words) 25% student presentation (15 minutes) 10% annotated bibliography</p> <p>20 CATS: 75% essay/report/review article (3000 words) 25% student presentation (15 minutes)</p>

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
English 70% IATL 30%				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
Example	Accounting and Finance PG MAs and MScs (Level 7) across the four faculties of Arts, Science, Social Sciences and Medicine. The module is designed to be an M-level module suitable across the university, and as CPD for clinicians.	1 1	C	12 25/20
15. Minimum number of registered students required for module to run				
10				
16. Pre- and Post-Requisite Modules				
n/a				

Module Content and Teaching	
17. Teaching and Learning Activities (<i>totals for module – please see guidance</i>)	
Module duration (weeks)	10
Lectures	see below
Seminars	7
Tutorials	n/a
Project Supervision	see below
Demonstration	n/a
Practical Class/Workshops	3
Supervised time in studio/workshop	see below
Fieldwork	n/a
External visits	n/a
Work based learning	n/a
Placement	n/a
Year abroad	n/a
Other activity (please describe): e.g. distance-learning, intensive	There may be the possibility for this to run intensively as part of the WMS CPD provision. The module will in the first instance be taught over 10 weeks,

Module Content and Teaching

weekend teaching etc.

in 2-hour sessions. Seven of these will comprise a talk, sometimes involving an 'expert witness' (currently those who have agreed include Professor Femi Oyeboode, Consultant Psychiatrist in Birmingham, Dr Matthew Broome, Consultant Psychiatrist (and philosopher at Oxford University), and Hunter Groninger, MD, Palliative Care physician and medical educator, NIH Washington DC). The remaining three will consist of practical OSL workshops and student presentations, in which the students will be trained and mentored by IATL teaching fellow Jonathan Heron prior to giving a presentation in week 10.

18. Assessment Method (Standard)

Type of assessment	Length	% weighting
Written Examinations	Hours	
Practical Examinations	15 minute presentation Hours	25%
Assessed essays/coursework	25 CATS: 4000 word essay/report/review	25 CATS: 65%; 20 CATS: 75%
	20 CATS 3000 word essay/report/review	
	25 CATS: Annotated bibliography Words	25 CATS: 10%
18a. Final chronological assessment (<i>please see guidance</i>)	The presentations will take place in the week 10 seminar; the assessed essay/report/review will be submitted after the end of the module.	

19. Methods for providing feedback on assessment.

FORMATIVE

Verbal feedback and training in practical work will be given by IATL teaching fellow Jonathan Heron and Elizabeth Barry throughout the module. Peer feedback will be given via student responses to presentations and performance-related activities.

SUMMATIVE

The final presentations will be assessed by Jonathan Heron (IATL and Elizabeth Barry) and detailed written feedback given. Detailed written feedback will also be given on all final written assessments.

20. Outline Syllabus

Week 1 Introduction

This week will present an over-view of the module, discuss models of the mind in psychology and philosophy, and introduce concepts and questions from each of the disciplines involved in the module (medicine, psychology, philosophy, English studies, theatre and performance studies, history). It will involve the running of some fun learning activities to foster a good group dynamic, introduce some of the principles of transdisciplinary pedagogy, and encourage collaboration across disciplines. It will begin the conversation and basic training in handling the materials and becoming aware of generic conventions of different disciplines.

Unit 1: Woolf, Medicine and the Modernist Mind

Week 2: War, Gender and the Modernist Mind

Talk using historical documents on World War One as a turning point in the treatment of medical illness, the emergence of the concept of 'shellshock', and the implications for masculinity. Seminar exercises and discussion on historical documents re. shellshock and representations of mental disorder and of psychiatric treatment in Virginia Woolf's Mrs Dalloway.

Week 3: Models of the Mind in Modernism and Modernity

Talk on phenomenological and sociological models of the mind, consciousness, mental disorder and suicide. Introduction to relevant social theory (Foucault, Debos, Durkheim, Zola). Workshop activities and seminar discussion based on early C20 and current writing from psychology, philosophy and social theory (Bergson, Freud, Pinker, Foucault) and literature (Woolf's Mrs Dalloway, The Waves, film sources).

Week 4: Performing the Medical Mind

Devising, performing and reflection on a piece of performance exploring themes of mental disorder, suicide, embodiment, perception and creativity, stimulated by materials from science, history, literature and film explored in the previous two weeks. Activity facilitated by IATL fellow and theatre director Jonathan Heron. Feedback given by Heron and Barry.

Unit 2: Beckett and the Brain

Week 5: Psychiatry and Performance

Talk with input from psychiatrist Matthew Broome (Oxford) on mental disorder (psychosis and the subject) and the value of reading Beckett to the psychiatrist. Screening of Samuel Beckett's short plays *Not I* and *Footfalls*. Seminar activities working with psychiatric case histories (Kraepelin, R. D. Laing, Pierre Janet) and Beckett's *Not I* and *Footfalls*.

Week 6: Ageing, Dying and Beckett

Dialogue (via video conference) between Elizabeth Barry and Hunter Groninger, MD, physician in Palliative Care at Washington (NIH), about old age and palliative care. Introduction to sociology and ethical theory in relation to ageing and dying (Erikson, Biggs, Estes, Arber & Ginn, Turner). Seminar discussion of Beckett in relation to the ethics and aesthetics of ageing and dying.

Week 7: 'The machine . . . so disconnected': *Not I*, *Footfalls* and a Theatre of the Brain

Performance workshop involving student presentation on *Not I* and *Footfalls*, facilitated by Jonathan Heron (IATL). Feedback given on presentations, and discussion and reflection on the activity.

Unit 3: Sacks, Pinter and the Mind in Memory

Week 8: Oliver Sacks: Language, Memory, Self

Screening of excerpts of Warwick talks by Oliver Sacks; seminar discussion on *The Man Who Mistook his Wife for a Hat*, *Awakenings*, and Paul Broks' *Into the Silence*. Viewing of excerpt of film of *Awakenings*, and discussion. Exploration of critiques of 'neurological narrative' by Catherine Malabou.

Week 9: The Theatre and the Mind

Talk by Professor Femi Oyebo (Psychiatry, University of Birmingham). Seminar and performance activities based on Peter Brook's *L'Homme Qui* and Harold Pinter, *A Kind of Alaska*.

Week 10: Performative Memory/Remembered performance

Final student presentations based on Sacks's work assessed by Jonathan Heron (IATL) and Elizabeth Barry.

21. Illustrative Bibliography

- Beckett, Samuel. *Complete Dramatic Works*. (Faber, 1990)
Beckett, Samuel, 'Texts for Nothing' in *Collected Shorter Prose 1929-1989* (Grove Press, 1992)
Broks, Paul. *Into the Silent Land* (Atlantic Books, 2004)
Brook, Peter. *L'Homme Qui* (Actes Sud-Papiers)
Brook, Peter. *Threads of Time* (Methuen, 1999)
Cunningham, Michael. *The Hours* (Picador, 2000)
Daldry, Stephen (dir.), *The Hours* [film]
Janet, Pierre. *The Major Symptoms of Hysteria* (Harvard E-book)
Laing, R. D. *The Divided Self* (Penguin, 2010)
Marshall, Penny (dir.), *Awakenings* [film]
Pinter, Harold. *A Kind of Alaska in Other Places: Three Plays* (Grove, 1994)
Sacks, Oliver. *The Man Who Mistook his Wife for a Hat* (Picador, 2011)
Sacks, Oliver. *Awakenings* (Vintage, 1999)
Showalter, Elaine. *The Female Malady: Women, Madness and English Culture 1830-1980* (Virago, 1987)

Woolf, Virginia. Mrs Dalloway (Penguin, 2011)
Woolf, Virginia. The Waves (Penguin, 2012)

22. Learning outcomes

Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.

Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

Approval

24. Module leader's signature

Elizabeth C. Barry

25. Date of approval

26. Name of Approving Committee (include minute reference if applicable)

27. Chair of Committee's signature

28. Head of Department(s) Signature

Examination Information		
A1. Name of examiner (if different from module leader)		
A2. Indicate all available methods of assessment in the table below		
% Examined	% Assessed by other methods	Length of examination paper
	100	
A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.		
A4. How many papers will the module be examined by?	<input type="checkbox"/> 1 paper <input type="checkbox"/> 2 papers	
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?		
A6. Is reading time required?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
A7. Please specify any special exam timetable arrangements.		
A8. Stationery requirements		
No. of Answer books?		
Graph paper?		
Calculator?		
Any other special stationery requirements (e.g. Data books, tables etc)?		
A9. Type of examination paper		
Seen?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Open Book?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Restricted?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
If restricted, please provide a list of permitted texts:		

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)
<p>A: Subject knowledge and understanding</p> <ul style="list-style-type: none"> • Show knowledge and understanding of scientific, historical, literary, theatrical and filmed materials • Explore scientific and aesthetic ideas, and put these into productive relation with each other. • Understand key concepts and theories in relation to the following in both scientific and artistic contexts: language, mental disorder, neuropathology, narrative, subjectivity/consciousness, emotion, mind/brain, embodiment. • Have an understanding of historical developments in medicine and the arts over the course of the C20. • Consider questions of genre and medium and be comfortable analysing case studies, clinical biographies, history of medicine, plays, novels, films. • Understand the conceptual and human questions involved in clinical practice • Understand the history of medical humanities • Critique the methods and classifications of disciplines such as neuroscience, medicine and artistic theory/criticism. • Appreciate the advantages and disadvantages of current models of medical humanities 	<ul style="list-style-type: none"> • Talks and lectures • Seminar discussion • Student presentation • Workshop activities • Group work • Feedback on all student-led activities • Directed reading • Private study • Independent reading, research and reflection 	<ul style="list-style-type: none"> • Essay/ report/ review article • Student presentation • Annotated bibliography (15 CATS)

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)
<p>B: Key skills</p> <ul style="list-style-type: none"> • Become familiar with resources from different disciplines and the research methods necessary to obtain them. • Communicate complex ideas with their peers and academics in different disciplines • Teamwork • Articulate arguments orally and in written form • Synthesize and analyse ideas, theories and material from different disciplines • Use multi-disciplinary approaches to the consideration of practical and clinical problems • Manage time to meet deadlines • Develop collaborative skills • Give constructive feedback • Learn performance-related skills and their application to learning and communicating • Learn skills relevant to clinical practice • Solve problems creatively 	<ul style="list-style-type: none"> • Lectures • Seminar presentations (and feedback) • Performance-related workshop activities • Talks from 'expert witnesses' from different disciplines • Training and feedback from IATL teaching fellow • Group work with people from different disciplines • Directed analysis of different sources • Research tasks • Direction in annotating a bibliography (15 CATS) • Directed and independent reading 	<ul style="list-style-type: none"> • Essay/report/ review article • Student presentation • Annotated bibliography (15 CATS)

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)
<p>C: Cognitive Skills</p> <ul style="list-style-type: none"> • Evaluation, interpretation and analysis of core subject material. • Evaluation of theories. • Theory-building • Synthesis and analysis of different source materials. • Compare evidence from sources inside and outside their disciplines • Develop and imaginatively respond to workshop activities to foster creativity and group learning • Appreciate the transferability of concepts between discipline. • To appreciate specialization, technical languages, and the boundaries and overlap between disciplines. • To identify transdisciplinary issues. • Problem-solving. • Aesthetic appreciation and judgement. 	<ul style="list-style-type: none"> • Talks and lectures • Seminar discussion • Student presentation • Workshop activities • Group work • Feedback on all student-led activities • Directed reading • Private study • Independent reading, research and reflection 	<ul style="list-style-type: none"> • Essay/report/ review article • Student presentation • Annotated bibliography (15 CATS)
D: Subject-specific/professional skills		

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)
<ul style="list-style-type: none"> • Appreciate multi-disciplinary approaches to conceptual, clinical, practical and aesthetic questions • Look at their subject specialism from the perspective of other disciplines and standpoints • Use technical language from a range of disciplines • Develop person-centred skills that apply to clinical practice • Develop argumentation and analysis skills relevant to a range of disciplines • Develop better communication skills • Develop a better awareness of the role of performance in a range of educational, intellectual and practical settings. 	<ul style="list-style-type: none"> • Talks and lectures • Seminar discussion • Student presentation • Workshop activities • Group work • Feedback on all student-led activities • Directed reading • Private study • Independent reading, research and reflection 	<ul style="list-style-type: none"> • Essay/report/ review article • Student presentation • Annotated bibliography (15 CATS)