

ANTH 474
Winter 2005
University of Washington
Mon & Wed 1:30 - 3:20 pm
Denny 217

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Social Difference and Medical Knowledge Course Syllabus

<http://faculty.washington.edu/jstaylor/sdmk/>

About the Course

This course explores the ways in which social and medical classifications form and inform each other, and considers the social and health consequences that follow from this intertwining of difference and pathology.

Through readings drawn from the fields of anthropology, history, women's studies, disability studies, and science studies, along with documentary films, we shall explore several related processes: 1) how certain kinds of differences come to be medicalized, such that people who do not conform to the norm are understood to be "diseased" ; 2) how certain diseases come to be identified with particular stigmatized social groups; and 3) how medical categories to which people find themselves assigned can become a source of identity, often stigmatized, but sometimes also serving as a basis for collective political action. As we consider these processes, we shall remain attentive to the ways in which they contribute as well to the formation, by contrast, of the implicit category of "normal people."

Within this broad rubric, we shall consider many specific kinds of "other-ness," from the perspective of how each has shaped and/or been shaped by medical science and practice. Specific topics addressed include: AIDS, cholera, homosexuality, intersex conditions, disability, cosmetic surgery, genetics, mental illness, and more. There remain, of course, many other topics that could and should have been included but were not; this course must therefore serve simply as an introduction to some important phenomena, questions, concepts, and approaches that invite your further exploration.

My goals for students in this course are: 1) to reflect on processes of categorization, stigmatization, and identity formation common to the situation of different groups; 2) to think critically about the common tendency to ascribe social differences to an ultimate grounding in biology, nature, and the body; 3) to gain a critical appreciation of social and cultural dimensions of medical science and practice; 4) to develop skills of critical thinking and self-expression that will help us address issues of social difference and medical knowledge, as we encounter them in our lives and in our world.

Requirements

Class participation: Your classmates are a community of people with whom and from whom you will learn. Be there, be prepared, be engaged, and be respectful. Everyone is responsible for attending to the balance and tone of discussion; if you are having problems in this regard I will contact you privately. You will sometimes be asked to

write in class, so please keep a notebook at hand. Persistent absence from class precludes your full and active participation and will therefore result in a lower grade for the course.

Discussion Responsibility: Each student will assume responsibility for opening discussion during one class session; a sign-up sheet will be circulated at the second class meeting. Your comments should be prepared in advance, and please hand in a copy of your (typewritten!) notes to me at the end of the class session. Choose one format:

1) Bring in and share with the class a news item or other “found object” (text, artwork, or....??) that you have come across, that seems to you to illustrate the sort of connections between medical and social categories discussed in the course. Present your item, including information about where it comes from and (if available) who created it for what purposes. Explain how you see it as linking with ideas presented in any of the course materials.

....OR....

2) First, direct your classmates’ attention to a passage from the readings that either excites you and gets you thinking, or stumps and frustrates you. Then, do your best to explain, in your own words, what the passage is about and why it is important. Finally, propose a question that might move class discussion forward in a direction that either pursues your excitement, or addresses your frustration.

Evaluation: Graded in increments of .25 based on both your written notes and your presentation.

Letters: Three times over the course of the quarter - once no later than **January 24**, once no later than **February 14**, and once no later than **March 7** - you are to write and turn in to me a letter addressed to some audience of your own choosing (this could be an individual, an institution, or a publication) that you feel could benefit from a nudge in the direction of thinking critically about social difference and medical knowledge. You are not required actually to send these letters to the parties to whom they are addressed, though you may wish to consider doing so. Evaluation: Required but not graded.

Papers: Each week on Wednesday, a paper topic will be distributed in-class, for a paper (~5 pages) due the following Monday. These paper topics will ask you to reflect upon and critically analyze readings for the week just ending, and may be partly guided by student questions and concerns emerging during class discussions. You are required to write two of these papers, in any two weeks of your choosing, so long as one is completed in the first half of the quarter (**February 14th or before**), and another in the second half (**March 7th or before**). A great deal of flexibility is thus built in to the structure of the assignment; so plan for your workload, and please do not ask me to accept late papers or grant extensions. Evaluation: In your written work, I care primarily about discovering if you understand the course readings well and have something thoughtful to say about them that you can articulate clearly and persuasively. More detailed guidelines will follow. If you need help with writing, please make use of the anthropology writing center, 415 Smith Hall. Papers must be typed, double-spaced, in 12-point font, with 1-inch margins, and stapled; include a bibliography with full citations of all works and sources that you reference in your paper (bibliographic information on all articles and excerpted chapters is available in the course readings packet), and please *proofread carefully*.

Course books: Two required books are available for purchase at the University bookstore, and are also on course reserve at Odegaard Library:

Jennifer Terry and Jacqueline Urla, eds., *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*

Erving Goffman, *Stigma: Notes on the Management of Spoiled Identity*

All other assigned readings are included in a course reader packet, available for purchase at RAMS on University Ave.

Class Schedule and Assignments

(DB) denotes that this selection is contained in *Deviant Bodies*

Orientations: Categories and Consequences

January 3 Donald Joralemon, “What’s So Cultural About Disease?” and
“Anthropological Questions and Methods in the Study of Sickness and
Healing”

January 5 Troy Duster, “Buried Alive: The Concept of Race in Science”
James Jones, “The Tuskegee Syphilis Experiment: ‘A Moral Astigmatism’”
Susan L. Smith, “Neither Victim nor Villain: Nurse Eunice Rivers, the Tuskegee
Syphilis Experiment, and Public Health Work”

January 10 Erving Goffman, *Stigma*, chapter 1
Film: Vanessa Northington Gamble, “It’s not just about Tuskegee: the history of
African Americans and medicine.” (Videorecording of 2002 lecture at UW).

January 12 Erving Goffman, *Stigma*, chapter 2

January 17 HOLIDAY

January 19 Erving Goffman, *Stigma*, chapters 4 & 5
Ian Hacking, “The Looping Effects of Human Kinds”
Film: “When Billy Broke His Head”

January 24 Rob Crawford, “The Boundaries of the Self and the Unhealthy Other”
(DB) Jacqueline Urla and Jennifer Terry, “Introduction: Mapping Embodied
Deviance”

LATEST DATE TO SUBMIT LETTER #1

Section I: Medicalization of Social Difference

January 26 Sander Gilman, “Victory over Disease,” and “The Racial Nose”

January 31 Anne Fausto-Sterling, “Of Gender and Genitals: The Use and Abuse of the
Modern Intersexual” and “Should There Be Only Two Sexes?”
Film: “Is It a Boy or a Girl?”

February 2 (DB) Cindy Patton, “Between Innocence and Safety: Epidemiologic and
Popular Constructions of Young People’s Need for Safe Sex”

(DB) Dorothy Nelkin and M. Susan Lindee, "The Media-ted Gene: Stories of Gender and Race"

February 7 (DB) Robert N. Proctor, "The Destruction of 'Lives Not Worth Living'"
Margaret Lock, "On Making Up the Good-As-Dead in a Utilitarian World"
Film: "Burden of Knowledge"

Section II: Pathologization of Others

February 9 Richard S. Garcia, "The Misuse of Race in Medical Diagnosis"
Jonathan Kahn, "How a Drug Becomes 'Ethnic': Law, Commerce, and the Production of Racial Categories in Medicine."

February 14 Paul Farmer, "AIDS and Racism," and "AIDS and Empire"
LATEST DATE TO SUBMIT PAPER #1
LATEST DATE TO SUBMIT LETTER #2

February 16 Niranjana S. Karnik, "Locating HIV/AIDS in India: Cautionary Notes on the Globalization of Categories"
Praneed Songwathana and Lenore Manderson, "Stigma and Rejection: Living with AIDS in Villages in Southern Thailand"

February 21 HOLIDAY

February 23 (DB) Carol Groneman, "Nymphomania: The Historical Construction of Female Sexuality"
(DB) Jennifer Terry, "Anxious Slippages Between 'Us' and 'Them': A Brief History of the Scientific Search for Homosexual Bodies"

February 28 Charles Briggs and Clara Mantini-Briggs, "Introduction: Death in the Delta" and "Culture Equals Cholera"

Section III: Diagnoses and Identities

March 2 John Aggergaard Larsen, "Becoming Mentally Ill: Existential Crisis and the Social Negotiation of Identity"
Jackie Stacey, "Selves"

March 7 James Staples, "Delineating Disease: Self-Management of Leprosy Identities in South India."
Matthew Kohrman, "Why Am I Not Disabled? Making State Subjects, Making Statistics in Post-Mao China"
LATEST DATE TO SUBMIT PAPER #2
LATEST DATE TO SUBMIT LETTER #3

March 9 Karen-Sue Taussig, Rayna Rapp, and Deborah Heath, "Flexible Eugenics: Technologies of the Self in the Age of Genetics"
Kristin Barker, "Self-Help Literature and the Making of an Illness Identity: The Case of Fibromyalgia Syndrome (FMS)."

Course Reader Contents & Bibliographic Information

* When individual chapters have been excerpted from a single-author book, the citation is for the book.

- Joralemon, Donald. 1999. *Exploring Medical Anthropology*. Boston: Allyn & Bacon.
- Duster, Troy. 2003. Buried Alive: The Concept of Race in Science. In *Genetic Nature/Culture: Anthropology and Science beyond the Two-Culture Divide*. Ed. Alan H. Goodman, Deborah Heath, and M. Susan Lindee. Berkeley: University of California Press.
- Jones, James. 1993. The Tuskegee Syphilis Experiment: 'A Moral Astigmatism'. In *The "Racial" Economy of Science: Toward a Democratic Future*. Ed. Sandra Harding. Bloomington: Indiana University Press.
- Smith, Susan L. 1996. Neither Victim nor Villain: Nurse Eunice Rivers, the Tuskegee Syphilis Experiment, and Public Health Work. *Journal of Women's History* 8(1):95-113.
- Hacking, Ian. 1995. The Looping Effects of Human Kinds. In *Causal Cognition: A Multidisciplinary Debate*, ed. Dan Sperber, David Premack, and Ann James Premack. Oxford: Clarendon Press.
- Crawford, Robert. 1994. The Boundaries of the Self and the Unhealthy Other. *Social Science and Medicine* 38(10):1347-1365.
- Gilman, Sander. 1999. *Making the Body Beautiful: A Cultural History of Aesthetic Surgery*. Princeton: Princeton University Press.
- Fausto-Sterling, Anne. 2000. *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books.
- Lock, Margaret. 2003. On Making Up the Good-as-Dead in a Utilitarian World. In *Remaking Life and Death: Toward an Anthropology of the Biosciences*, ed. Sarah Franklin and Margaret Lock. Santa Fe: SAR Press.
- Garcia, Richard S. 2004. The Misuse of Race in Medical Diagnosis. *Pediatrics* 113:1394-1395.
- Kahn, Jonathan. 2004. How a Drug Becomes "Ethnic": Law, Commerce, and the Production of Racial Categories in Medicine. *Yale Journal of Health Policy, Law, and Ethics* IV:1.
- Farmer, Paul. 1992. *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California Press.
- Karnik, Niranjan S. 2001. Locating HIV/AIDS in India: Cautionary Notes on the Globalization of Categories. *Science, Technology & Human Values* 26(3):322-348.

- Songwathana, Praneed, and Lenore Manderson. 2001. Stigma and Rejection: Living with AIDS in Villages in Southern Thailand. *Medical Anthropology* 20:1-23.
- Briggs, Charles and Clara Mantini-Briggs. 2003. *Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare*. Berkeley: University of California Press.
- Larsen, John Aggergaard. 2005. Becoming Mentally Ill: Existential Crisis and the Social Negotiation of Identity. In *Managing Uncertainty: Ethnographic Studies of Illness, Risk, and the Struggle for Control*. Ed. Richard Jenkins, Hanne Jessen, and Vibeke Steffen. Copenhagen: Museum Tusulanum Press.
- Stacey, Jackie. 1997. *Teratologies: A Cultural Study of Cancer*. London and New York: Routledge.
- Staples, James. 2004. Delineating Disease: Self-Management of Leprosy Identities in South India. *Medical Anthropology* 23:69-88.
- Kohrmann, Matthew. 2003. Why Am I Not Disabled? Making State Subjects, Making Statistics in Post-Mao China. *Medical Anthropology Quarterly* 17(1):5-24.
- Taussig, Karen-Sue, Rayna Rapp, and Deborah Heath. 2003. Flexible Eugenics: Technologies of the Self in the Age of Genetics. In *Genetic Nature/Culture: Anthropology and Science beyond the Two-Culture Divide*. Ed. Alan H. Goodman, Deborah Heath, and M. Susan Lindee. Berkeley: University of California Press.
- Barker, Kristin. 2002. Self-Help Literature and the Making of an Illness Identity: The Case of Fibromyalgia Syndrome (FMS). *Social Problems* 49(3):279-300.