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|  | **CHRONIC:**  **Illness, Injury, and Disability in Modern History** |
|  | History 4705//Spring 2022 |
| **Time** | Tuesdays, 2:15-5pm |
| **Location** |  |
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| **Instructor** | Dr. Erin V. Moore |
| **Email** | [moore.4540@osu.edu](mailto:moore.4540@osu.edu) |
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| **Office Hours** | Wednesdays 2-5pm, by appointment |
| **Location** | Smith Laboratory, 4th Floor |
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| **Overview** | **Chronic.** *Continuing or occurring again and again for a long time; always present or encountered* (Merriam-Webster).This seminar explores the emergence of “chronic”—the disease category and the illnesses it names—over the course of the twentieth century. We will start from the perspective that delineating the “chronic” from the acute, and the noncommunicable from the viral, is more than a matter of nosology, or the biomedical classification of diseases. Rather, we consider the political economic, environmental, and techno-social conditions that gave rise to chronic illness in modern history, primarily in the United States but also around the world. We will critically assess the notion that chronic illnesses accompany global economic development as “lifestyle diseases,” a theory referred to as the “epidemiologic transition.” From historical and multidisciplinary perspectives, we will examine the role played by public health policy, the pharmaceutical industry, changing infectious disease environments, disability and treatment activism, popular culture, and doctors, patients, and caregivers in shaping chronic illness in the contemporary moment.  Course materials include academic writings, journalism, documentary films, podcasts, visual art, and memoir and biography. Key to the seminar will be the discussion and development of semester-long, archival and/or oral historical projects on the history of chronic illnesses, whether contemporary (e.g. diabetes, depression) or forgotten (e.g. chlorosis, hysteria). |
| **Learning Outcomes** | After completing this course, you will   1. be familiar with theoretical frameworks and debates in the history of medicine, 2. be able display knowledge about the historical emergence of chronic disease, 3. be able to think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts. |
| **Required Texts** | There are two required textbooks for this class, listed below, which are available as e-resources from the OSU library. To order hard copies online, see thriftbooks.com or betterworldbooks.com.   1. Eli Clare (2007) *Brilliant Imperfection: Grappling with Cure.* Duke: Duke University Press. 2. Laurence Ralph (2014). *Renegade Dreams: Living through Injury in Gangland Chicago*. Chicago: University of Chicago Press.   All other materials will be made available to you through Carmen. To organize your readings and notes electronically, I strongly recommend that you download Mendeley ([www.mendeley.com](http://www.mendeley.com)), free PDF annotation management software. |
| **Evaluation** | Course evaluation will consist of three key components:   1. **Participation (25%)** – this course is a discussion-based seminar, so it is expected that you come to class having carefully reviewed assigned course materials and prepared to ask questions and share your thoughts with the class. 2. **Weekly critical reading responses (25%)** – to help you prepare to participate constructively in seminar, you will complete a 1-2 page guided response before each class. Critical response papers will be graded on a check/check plus/check minus scale (check = B+, check plus = A, check minus = C). 3. ***Chronic Histories* research project** **(50%)** – your capstone assignment for the course, we will devote time each class to session to developing your projects in dialogue with your peers and with key course concepts.   Grades will be determined as follows: A ≥ 93, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 60-67, <60 is a failing grade.  Deadlines help you manage your time. Please email me if you need an extension on any individual assignment. Presentation deadlines cannot be extended.  **KEY DEADLINES**  **April 19** – *Chronic Histories* presentation  **April 28** – *Chronic Histories* final paper, accessible presentation, and critical assessments due |
| **Classroom Etiquette** | To build an effective learning environment we must respect one another’s perspectives, effort, and time. Each of us bring to the class not only our personal interpretations of the course materials but also our lived experiences in the world around us. Moreover, our seminar is a space for trial and error: for trying out new ideas and refining and revising those ideas through discussion.  In addition, I draw your attention to the University’s statement on harassment, discrimination, and sexual misconduct:  **The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.**  **To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:**   * **Online reporting form at**[**equity.osu.edu**](http://equity.osu.edu/)**,** * **Call 614-247-5838 or TTY 614-688-8605** * **Or Email**[**equity@osu.edu**](mailto:equity@osu.edu) |
| **E-Communication** | I will use CARMEN to communicate with you regarding important class news, including class cancellations. Outside of class and office hours, please feel free to contact me via CARMEN or email. |
| **Academic Integrity** | The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. For more information, see the Code of Student Conduct: <https://trustees.osu.edu/bylaws-and-rules/code>. |
| **Accommodations for Students with Disabilities** | **The** university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services.  If you anticipate or experience academic barriers based on your disability (including any health conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: 614-292-3307/[slds@osu.edu](mailto:slds@osu.edu). |
| **Student Wellness** | As a university student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities.  OSU offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting <https://ccs.osu.edu/mental-health-support-options/> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. |
| **Additional Resources** | * OSU COVID-19 Updates: <https://safeandhealthy.osu.edu/current-students> * OSU Student Emergency Fund: <http://advocacy.osu.edu/student-emergency-fund/> * OSU Food Pantry: <http://www.buckeyefoodalliance.org> * OSU Disability Resources: <http://advocacy.osu.edu/health-personal-crisis/disabilities> * OSU Advocate that Maintains Confidentiality When One is   Hospitalized: <http://advocacy.osu.edu/health-personal-crisis/hospitalization/>   * Confidential Access to OSU Mental Health Resources:   <http://advocacy.osu.edu/health-personal-crisis/mental-health/>   * OSU Resources for Students that are Veterans:   <http://veterans.osu.edu/current-students/academic-resources> |

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| **COURSE SCHEDULE** | |
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| January 11 | **Welcome + Introduction to the Course** |
| January 18 | **The Invention of Disability**  guest lecturer:   * [L. Scott Lissner](https://ada.osu.edu/lissner), OSU’s Americans with Disabilities Act Coordinator   read:   * Sarah F. Rose (2017). *No Right to Be Idle: The Invention of Disability, 1840s-1930s.* pp. 1-90   watch:   * [Judith Heumann’s Fight for Disability Rights (feat. Ali Stroker) on Drunk History](https://www.youtube.com/watch?v=y505KwHp4O4)   additional resources*:*   * Faye Ginsburg and Rayna Rapp (2013). “Disability Worlds.” *Annual Review of Anthropology* 42: 53-68 * *Crip Camp: A Disability Revolution* (2020, 1 hr 42 mins, Netflix) |
| January 25 | **Theorizing Chronic Disease, Part I: History as Method**  read:   * Michel Foucault (1973). *The Birth of the Clinic*, pp. ix-xix, 107-123 * Ian Hacking (2006), ‘Making Up People’ (in *Beyond the Body Proper*, pp. 150-163) * Arthur Kleinman (1988). *The Illness Narratives: Suffering, Healing & The Human Condition*, pp. 3-55, 158-186 * Susan Reynolds Whyte (2012). “Chronicity and Control: Framing ‘Noncommunicable Diseases’ in Africa.” *Anthropology and Medicine* 19(1): 63-74 * Charles E. Rosenberg (2002). “The Tyranny of Diagnosis: Specific Entities and Individual Experience.” *The Millbank Quarterly* 80(2): 237-260 |
| February 1 | **Theorizing Chronic Disease, Part II: Historicizing the Disease Concept**  read:   * George Weisz (2014). *Chronic Disease in the Twentieth Century: A History*, 1-127 |
| February 8 | **Theorizing Chronic Disease, Part III: Archival Methods**  **in the archives**:   * class visit to the [Medical Heritage Center](https://hsl.osu.edu/dept/medical-heritage-center) at [OSU’s Health Sciences Library](https://hsl.osu.edu/)   guest lecturer:   * [Kristin Rogers](https://hsl.osu.edu/directory/kristin-rodgers), Collections Curator at the Medical Heritage Center |
| February 15 | **The Emergence of Metabolic Disorders**  read:   * Chris Otter (2021), *Diet for a Large Planet: Industrial Britain, Food Systems, and World Ecology* (pp. 167-221) * Lauren Berlant (2007). “Slow Death (Sovereignty, Obesity, Lateral Agency). *Critical Inquiry* 33(4): 754-780 * Anthony Ryan Hatch (2016). ‘The Emergence of Metabolic Syndrome’ and ‘The Scientific Racism of Metabolism’ (in *Blood Sugar: Racial Pharmacology and Food Justice in Black America*, pp. 41-76)   listen:   * Maintenance Phase podcast, “[The Obesity Epidemic](https://open.spotify.com/episode/1zquJr6NhNWBrQy7d87z0S?si=_Kj3WW5jS36kZ9Nc23mRhg&dl_branch=1)” (60 minutes) * Maintenance Phase podcast, [“The Body Mass Index”](https://open.spotify.com/episode/5Hm6oJt40eeAHhKseCtju8?si=IIuN10hYTlK54ah4Obdhrg&dl_branch=1) (69 minutes)   (additional resources):   * *Supersize Me* (2004, 98 minutes) * The Nutrire CoLab (2020). “Anthropologists Respond to The Lancet EAT Commission” |
| February 22 | **Technologies, Part I**  read:   * Keith Wailoo (1999). *Drawing Blood: Technology and Disease Identity in Twentieth-Century America*, pp. 1-45, 135-161, 188-200 |
| March 1 | **Technologies, Part II**  read:   * Joseph Dumit (2012). “Mass Health: Illness is a Line You Cross” (in *Drugs for Life: How Pharmaceutical Companies Define Our Health*, pp. 105-134) * Jeremy A. Greene, *Prescribing by Numbers*, 1-19; 81-148 * James Doucet-Battle (2021). “Sweet Blood: Inventing the Prediabetic” (in *Sweetness in the Blood: Race, Risk, and Type 2 Diabetes*, pp. 23-50   (additional resources):   * Matthew Klingle (2018). “The Multiple Lives of Marjorie.” Pp. 368-382 * Chris Feudtner (1996). “A Disease in Motion: Diabetes History and the New Paradigm of Transmuted Disease.” *Perspectives in Biology and Medicine* 39(2): 158-170 |
| March 8 | (**Social) Injury, Embodied Histories**  read:   * Laurence Ralph (2014). *Renegade Dreams: Living through Injury in Gangland Chicago* (pp. 1-186) |
| SPRING BREAK | |
| March 22 | **Illness Narratives**  read:   * Virginia Woolf (1930). “On Being Ill,” pp. 32-45 * Susan Sontag (1977). “Illness as Metaphor,” pp. 3-87 * Audre Lorde (1980). *The Cancer Journals*, pp. 7-79 * Esmé Weijun Wang (2019). “Yale Will Not Save You” (in *The Collected Schizophrenias*, pp. 59-77) |
| March 29 | **Sick Citizenship + Crip Activism, Part I**  read:   * Adriana Petryna (1995). “Sarcophagus: Chernobyl in Historical Light,” *Cultural Anthropology* 10(2): 196-220 * Steven Epstein (1996). *Impure Science: AIDS, Activism, and the Politics of Knowledge*, pp. 208-264, 330-354   watch:   * <https://www.cnn.com/videos/health/2020/04/29/go-there-insulin-high-cost.cnn> |
| April 5 | **Sick Citizenship + Crip Activism, Part II**  In-class film: *It’s My Life* (2002, 72 minutes)  read:   * Adia Benton, Thurka Sangaramoorthy, and Ippolytos Kalofonos (2017). “Temporality and Positive Living in the Age of HIV/AIDS: A Multisited Ethnography.” *Current Anthropology* 58(4): 454-476   watch:   * <https://www.sinsinvalid.org/video-clips> |
| April 12 | **Chronic Futures**  read:   * Eli Clare (2007), *Brilliant Imperfection*, pp. 1-190 |
| April 19 | ***Chronic Histories –* In-Class Presentations** |

**FINAL PAPERS, ACCESSIBLE PRESENTATIONS, AND CRITICAL ASSESSMENTS**

**DUE NOON WEDNESDAY, APRIL 28**