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|  | **Anthropology in/of the Clinic** |
|  | Anthropology 5702 | Spring 2022 |
| **Time** | Thursdays, 2:15-5pm |
| **Location** |  |
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| **Instructor** | Dr. Erin Moore |
| **Email**  | 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** | This course brings anthropological theory and method into the “clinic”—very broadly defined. Our first task will be to define what constitutes a clinical encounter and how that might vary across geographic contexts. Our second task will be to develop a set of theoretical and methodological tools to bring *into* the clinic, to help us to understand people’s health experiences as more than the product of individual choices. We will also bring these tools *to* the clinic by investigating health systems and health experiences as products of particular social, historical, and political economic arrangements. A reading seminar, the course is centered around careful, critical readings of recent ethnographies that unfold in clinical settings. Drawing inspiration from different ethnographic approaches to clinical research, over the course of the term students will develop research proposals for a clinic of their choosing. Each proposal will attend to the political economic and sociohistorical context surrounding the clinic, ascertain the sites beyond the clinic necessary to the research, articulate theoretical and practical stakes of the research questions, identify appropriate methods to answer research questions, and discuss the ethics of the methodological approach. Students will develop these proposals in dialogue with their peers and the professor in and outside of class.  |
| **Learning Outcomes** | After completing this course, you will1. be familiar with theoretical frameworks in medical and psychological anthropology,
2. have a firm understanding of a structural approach to health and medicine,
3. be able to discuss how history, political economy, and social policy shape population and individual health, and
4. have developed skills in ethnographic methodology that you can take with you into the fields of healthcare and health policy.
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| **Required Texts** | We will be reading several textbooks for this class, listed below. They are available to you as e-books via the OSU library, and to order hard copies online, see thriftbooks.com or betterworldbooks.com. 1. Eugene Raikhel (2016). *Governing Habits: Treating Alcoholism in the Post-Soviet Clinic*. Ithaca: Cornell University Press. \*\*\*available open access
2. Julie Livingston (2012). *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic.* Durham: Duke University Press.
3. Sameena Mulla (2014). *The Violence of Care: Rape Victims, Forensic Nurses, and Sexual Assault Intervention*. New York: New York University Press.
4. Rebecca Lester (2019). *Famished: Eating Disorders and Failed Care in America*. Oakland: University of California Press.
5. Angela Garcia (2010). *The Pastoral Clinic: Addiction and Dispossession along the Rio Grande*. Oakland: University of California Press.
6. Holly Wardlow (2020). *Fencing in AIDS: Gender, Vulnerability, and Care in Papua New Guinea*. Oakland: University of California Press.

All other materials will be made available to you through Carmen. To organize your notes and readings 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 five components:**Seminar Participation**1. **Participation (20%)** – this course is organized as a discussion-based seminar, so it is expected that you come to class having read or viewed assigned course materials, taken notes, and are prepared to ask questions and share your thoughts with the class. To help you fimprove your speaking skills, you will write a **1-page self-assessment** of your participation on which you will receive instructor feedback, due weeks 4 and 8.
2. **Group presentations (30%)** –

**Ethnographic Research Proposal**1. you will submit **5 2 page papers** that put your observations in the “clinic” of your choice in conversation with course readings. These papers are due on alternate weeks beginning in the second week of the term.
2. **First research proposal draft (15%)** – Due week 5, **2-3 pages in length**, your first clinic report will outline the clinic you choose to observe throughout the term, the empirical questions theoretical issues you foresee emerging, and the specific ethnographic methods you will employ to address those themes.
3. **Final research proposal and presentation (35%)** – Due the last day of class, **6-8 pages in length**, your second clinic

report will present your term-long ethnographic research project on the clinic of your choosing.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. Every student may have one 3-day extension with no questions asked. Please email me if you need an extension on any individual assignment.  |
| **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. Most importantly, our course 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**
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| **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 (moore.4540@osu.edu).  |
| **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 mental health, chronic, or temporary medical 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. |
| **Student Wellness** | As a 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 a student’s ability to participate in daily activities. The Ohio State University 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>  |

**Course Readings + Schedule**

**Jan 13 WELCOME AND INTRODUCTION TO THE COURSE**

**Jan 20 BODIES, MEDICINES, CLINICS, CARE**

Michel Foucault (1994). *The Birth of the Clinic: An Archaeology of Medical Perception*. New York: Vintage Books. Selections.

Byron J. Good et al. (2014). “Medical Humanitarianism: Research Insights in a Changing Practice.” *Social Science & Medicine* 120: 311-316.

Hi’ilei Julia Kawehipuaakahaopulani Hobart and Tamara Kneese (2020). “Radical Care: Survival Strategies for Uncertain Times.” *Social Text* 38(1): 1-16.

Audre Lorde (1988). *A Burst of Light*. Selections.

Marcel Mauss (1934). ‘Techniques of the Body’ (in *Beyond the Body Proper*, pp. 50-68)

**Jan 27 FROM CULTURAL TO STRUCTURAL COMPETENCY**

Arthur Kleinman and Peter Benson (2006). “Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It.” *PLoS Medicine* 3(10): 1673-1676.

Che Guevara (1960). “On Revolutionary Medicine,” pp. 1-8

Jonathan M. Metzl and Helena Hansen (2014). “Structural Competency: Theorizing a New Medical Engagement with Stigma and Inequality.” *Social Science & Medicine* 103: 126-133.

Kelly Baker and Brenda Beagan, 2014. “Making Assumptions, Making Space: An Anthropological Critique of Cultural Competency and Its Relevance to Queer Patients.” *Medical Anthropology Quarterly* 28(4): 578-598.

Guest lecturer: Mensur Koso,

In-class film: *Unnatural Causes: Bad Sugar* (2009, 29 minutes)

**Feb 3 ETHNOGRAPHY AS ACTIVE SEEING**

 **CLASS FIELDTRIP 🡪 COLUMBUS MUSEUM OF ART**

Stacy Leigh Pigg (2013). “On Sitting and Doing: Ethnography as Action in Global Health.” *Social Science & Medicine* 99: 127-134.

Lorna Amarasingham Rhodes (1986). “The Anthropologist as Institutional Analyst.” *Ethos* 14(2): 204-217.

**Feb 10 IN/OF THE CLINIC: AIDS**

Holly Wardlow (2020). *Fencing in AIDS: Gender, Vulnerability, and Care in Papua New Guinea*. Oakland: University of California Press.

***Assessment:*** reflection on class participation – 1 page

**Feb 17 IN/OF THE CLINIC: ALCOHOLISM**

Eugene Raikhel (2016). *Governing Habits: Treating Alcoholism in the Post-Soviet Clinic*. Ithaca: Cornell University Press.

***Assessment:***methods outline – 2-3 pages

**Feb 24 IN/OF THE CLINIC: HEROIN ADDICTION**

Angela Garcia (2010). *The Pastoral Clinic: Addiction and Dispossession along the Rio*

*Grande*. Oakland: University of California Press.

 ***Assessment:***second 2-page response due

**Mar 3 IN/OF THE CLINIC: HEROIN ADDICTION**

Angela Garcia (2010). *The Pastoral Clinic: Addiction and Dispossession along the Rio*

*Grande*. Oakland: University of California Press.

**Mar 10 IN/OF THE CLINIC: ONCOLOGY**

Julie Livingston (2012). *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic.* Durham: Duke University Press.

 ***Assessment:***1-page reflection on class participation due

**Mar 17 SPRING BREAK**

**Mar 24 IN/OF THE CLINIC: EATING DISORDERS**

Rebecca Lester (2019). *Famished: Eating Disorders and Failed Care in America*. Oakland: University of California Press.

***Assessment****:* second 2-page response due

**Mar 31**  **IN/OF THE CLINIC: EATING DISORDERS**

Rebecca Lester (2019). *Famished: Eating Disorders and Failed Care in America*. Oakland: University of California Press.

***Assessment****:* third 2-page response due

**Apr 7 IN/OF THE CLINIC: SEXUAL ASSUALT**

Sameena Mulla (2014). *The Violence of Care: Rape Victims, Forensic Nurses, and Sexual Assault Intervention*. New York: New York University Press.

**Apr 14 IN/OF THE CLINIC: SEXUAL ASSUALT**

Sameena Mulla (2014). *The Violence of Care: Rape Victims, Forensic Nurses, and Sexual Assault Intervention*. New York: New York University Press.

***Assessment****:* fourth 2-page response due

**Apr 21 WRAP-UP AND PROPOSAL PRESENTATIONS**

***Assessment****:* final clinic report due (8-10 pages)