**Professor Anne Pollock**

**LCC4300 Biomedicine and Culture Senior Seminar**

Fall 2012: Drugs and Culture

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Course Meets: Skiles 343, Tuesday/Thursday 9:35-10:55

Office Hours: Skiles 360, Tuesday 2-4

**Prerequisite:** LCC 2100 or LCC 2700 or LMC 2700 or LMC 2850

**Course Attribute:** Humanities

**Overview**

This course is an advanced seminar exploring drugs and culture. It uses historical, anthropological, sociological, and science studies approaches to provide students with both information and analytical tools to grapple with the intersections of drugs and culture in society. Attending to the whole life cycle of drugs – from production to consumption, and how those intersect – provides opportunities to think creatively about how drugs matter culturally, moving beyond common sense and simplistic pro and con answers to social and policy questions. Over the course of the semester, we will read broadly about of a variety of drugs, including those that straddle medicine and recreation, such as amphetamines and cannabis, as well as those that are unquestionably on one side (e.g. antiretrovirals) or the other (e.g. ecstasy). We will be attentive to how expert knowledges about drugs are produced, and how drugs are enrolled in narratives of health and danger in broader public spheres. Each student will choose one drug to analyze in depth, with small assignments building toward a final research paper that considers that particular drug in cultural context.

**Objectives:**

* To be exposed to a range of key themes in the scholarship of drugs and culture, ranging from the construction of clinical trials to pharmaceuticalization to the “War on Drugs”
* To use the scholarship of drugs and culture as a window into broader scientific and cultural questions
* To gain in-depth knowledge about a particular drug of interest
* To develop research skills
* To hone writing skills to produce a polished research paper
* Understand that scientific and technological innovation occurs in a social context, and recognize how the social influences scientific and technical discourses
* Read, analyze, and interpret not only cultural projects such as film, literature, art and new media, but also scientific and technical documents.
* Recognize a variety of social, political, and philosophical theories and apply those theories to creative and scientific texts, as well as to their own cultural observations.
* Study literary and cultural texts within an historical framework to become familiar with the various forces that shape artistic and commercial production; learn to interpret history actively, rather than passively accepting archival information.

**Required Books**

Abadie, Roberto. *The Professional Guinea Pig: Big Pharma and the Risky World of Human Subjects*. Durham, NC: Duke University Press, 2010.

Herzberg, David. *Happy Pills in America: From Miltown to Prozac*. Baltimore, MD: Johns Hopkins University Press, 2008.

Race, Kane. *Pleasure Consuming Medicine: The Queer Politics of Drugs.* Durham, NC: Duke University Press, 2009.

Whyte, Susan, Sjaak van der Geest, and Anita Hardon. *Social Lives of Medicines*. Cambridge, UK: Cambridge University Press, 2003.

All other readings are on T-Square

**Assessment:**

Half of the assessment is based on keeping up with the readings and participating in class:

Attendance and Participation: 30 points

*This class is an advanced seminar, which means that not only attendance but active participation is required. Each student is expected to come to class each day prepared to discuss the readings and any other assignment for that day.*

Blogs: 20 points

*Before class on each day for which readings are assigned, write an entry on your response to the readings on the blog section of T-Square. Your short comments (150-300 words) should be posted by 8AM, demonstrate that you have done the reading, and note comments and questions that you would like to raise in class.*

Half of the assessment is based on a research project about a particular drug of your choosing. You may choose any drug, licit or illicit. The only drugs you may not choose those that are comprehensively covered in course readings (antidepressants, marijuana, and Ritalin).

Short written assignments: 25 points

*Periodic assignments help to pace the research component of the class: five short research assignments about the drug you are analyzing, worth five points each.*

Final Paper: 25 points

*Rough draft due before Thanksgiving, final draft due on the last day of Dead Week:  
12-15 page paper that analyzes the drug you have chosen in cultural context. The paper must have a relevant analytical thesis, support it with material from course texts from throughout the semester as well as outside research, and be a polished piece of writing.*

All assignments are due on T-Square on the date and time specified on the assignment.

**Attendance Policy:** *If you miss six or more classes, you run the risk of failing the course as a whole.* If you have an illness or family emergency that prevents you from attending class, contact the instructor as soon as possible by email. If you are late for class, it is your responsibility to make sure that you are not recorded as absent. If you miss a class for any reason, it is your responsibility to find out what you missed *before* the next class.

**ADAPTS accommodation is available for students with disabilities:** http://www.adapts.gatech.edu/

**Honor Code:** In all assignments, be sure to reference and include full citations for any words or concepts that are not your own. To learn more about Georgia Tech’s Honor Code, please visit http:// [www.honor.gatech.edu](http://www.honor.gatech.edu). Students are encouraged to seek help from each other on all assignments, as well as from the Comm Lab and the professor. Late assignments will be penalized one point if they are an hour late or more, and one point for each additional day.

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| Wk 1 | Tues Aug 21  **Intro to Class** | Thurs Aug 23  Dumit, Joseph, “Pharmaceutical Witnessing: Drugs for Life in an Era of Direct-to-Consumer Advertizing,” in Jeanette Edwards, Penny Harvey, and Peter Wade, eds., *Technologized Images, Technologized Bodies* (New York and Oxford: Berghan Books, 2010): 37-64.  Metzl, Jonathan, “Mainstream Anxieties about Race in Antipsychotic Drug Ads,” *Virtual Mentor: American Medical Association Journal of Ethics* 14.6 (June 2012): 494-502. |
| Wk 2 | Tues Aug 28  Start *Social Lives of Medicines*  Introduction: An Anthropology of Materia Medica (pp. 3-22)  Start *Happy Pills*  Introduction: Medicine, Commerce, and Culture (pp. 1-14)  Chapter 1: Blockbuster Drugs in the Age of Anxiety (pp. 15-46)  **Choose individual research topics:** *Because each student must analyze a different drug, we will discuss choices in class to be sure there are no repeats.* | Thurs Aug 30  *Happy Pills*  Chapter 2: Listening to Miltown (pp. 47-82)  Chapter 3: Wonder Drugs and Drug Wars (pp. 83-121) |
| Wk 3 | Tues Sep 4  **Assignment 1**  **“Close Reading of an Image”**  *Due on T-Square at 8AM*  *Bring in images for in-class discussion* | Thurs Sep 6  *Happy Pills*  Chapter 4: The Valium Panic (pp. 122-149)  Chapter 5: Prozac and the Incorporation of the Brain (pp. 150-191)  Conclusion: Better Living Through Chemistry? (pp. 192-204) |
| Wk 4 | Tues Sep 11  *Social Lives of Medicines*  II: The Consumers (pp. 23-78)  III: The Providers (pp. 79-132) | Thurs Sep 13  *Social Lives of Medicines*  IV: The Strategists (pp. 133-162)  V: Conclusion (pp. 163-171) |
| Wk 5 | Tues Sep 18  **Assignment 2**  **“Object Mapping”**  *Due on T-Square at 8AM. Bring electronic or print copy of object map to class for discussion.* | Thurs Sep 20  MOVIE DAY: Wit  [Oxford “Lives of Property”] |
| Wk 6 | Tues Sep 25  Jain, S. Lochlann, “The Mortality Effect: Counting the Dead in the Cancer Trial,” *Public Culture* 22.1 (2010): 89-117.  *The Professional Guinea Pig*  Introduction (pp. 1-20)  Chapter 1: “Guinea Pigging” (pp. 21-44) | Thurs Sep 27  *The Professional Guinea Pig*  Chapter 2: “Market Recruitment” (pp. 45-64)  Chapter 3: “Local Knowledge” (pp. 65-84)  Chapter 4: “Big Pharma and HIV” (pp. 85-96)  Chapter 5: “Strategies of Survival” (pp. 97-120) |
| Wk 7 | Tues Oct 2  **Assignment 3**  **Bio/medical Annotated Bibliography**  *Due on T-Square at 8AM. Bring in annotated bio/medical sources for in-class discussion.* | Thurs Oct 4  *The Professional Guinea Pig*  Chapter 6: “From Prisoners to Professionals” (pp. 121-136)  Chapter 7: “Ethics and Exploitation” (pp. 137-156)  Conclusion: “Living In/Off the Mild Torture Economy” (pp. 157-166)  Epilogue: “Following Up” (pp. 167-171) |
| Wk 8 | Tues Oct 9  One drug, multiple perspectives 1:  Marijuana  Becker, Howard S. “Becoming a Marihuana User,” *The American Journal of Sociology*, 59.3 (November 1953): 235-242.  Chapkis, Wendy, “Cannabis, Consciousness and Healing,” *Contemporary Justice Review* 10.4 (December 2007): pp. 443–460.  Lavoie, Dusty. “Smoking the Other: Marijuana and Counterhegemony in *Weeds*,” *Substance Use & Misuse,* 46 (2011):910–921. | Thurs Oct 11  *Pleasure Consuming Medicine*  Chapter 1: “Pleasure Consuming Medicine” pp. 1-31  Chapter 2: “Prescribing the Self” pp. 32-58. |
| Wk 9 | Tues Oct 16  FALL BREAK: NO CLASS | Thurs Oct 18    MOVIE DAY:  TRAFFIC  [4S] |
| Wk 10 | Tues Oct 23  Finish and Discuss Traffic  **Assignment 4**  **Liberal Arts Annotated Bibliography**  *Due on T-Square at 8AM. Bring in annotated liberal arts sources for in-class discussion.* | Thurs Oct 25  *Pleasure Consuming Medicine*  Chapter 3: “Recreational States” pp. 59-79.  Chapter 4: “Drugs and Domesticity: Fencing the Nation”, pp. 80-105.  Chapter 5: “Consuming Compliance,” pp. 106-137. |
| Wk 11 | Tues Oct 30  *Pleasure Consuming Medicine*  Chapter 6: “Embodiments of Safety,” pp. 137-163.  Chapter 7: “Exceptional Sex,” pp. 164-189 | Thurs Nov 1  One Drug, Multiple Perspectives 2:  Ritalin  Comstock, Edward, “The End of Drugging Children: Toward the Genealogy of the ADHD Subject,” *Journal of the History of the Behavioral Sciences*, 47.1 (Winter 2011): 44-69.  Singh, Ilina, “Not Just Naughty: 50 Years of Stimulant Drug Advertising,” in *Medicating Modern America: Prescription Drugs in History*, edited by Andrea Tone and Elizabeth Siegel Watkins, New York University Press, 2007, pp. 131-155.  Keane, Helen, “Pleasure and discipline in the use of Ritalin,” *International Journal of Drug Policy* 19 (2008): 401-409. |
| Wk 12 | Tues Nov 6  **Assignment 5: Paper Pitch**  *Due on T-square at 8AM. Bring in paper pitch for in-class discussion* | Thurs Nov 8  Flex Day 1:  Readings TBD by student interest  [Fall 2012: The Pill] |
| Wk 13 | Tues Nov 13  Flex Day 2:  Readings TBD by student interest  [Fall 2012: Generics versus Brands] | Thurs Nov 15  Writing Day  [AAA] |
| Wk 14 | Tues Nov 20  **Full draft of final paper**  *Bring in an electronic or print copy for peer critique in class, tidy up to turn in on T-Square by midnight.* | Thurs Nov 22  THANKSGIVING: NO CLASS |
| Wk 15 | Tues Nov 27  Flex Day 3:  Readings TBD by student interest | Thurs Nov 29  LAST CLASS MEETING  Course wrap-up and evaluations |
| Wk 16 | Tues Dec 4  Dead Week: Individual Meetings to discuss final papers | Thurs Dec 6  Dead Week: Individual Meetings to discuss final papers |
| ***Final paper due Friday Dec 7 at midnight*** | | |

**Assignments: 25 points**

1. **Analysis of an Image (5 points)**

Find one particular evocative image of your drug – whether an advertisement for or against it, or a cultural representation such as a television show or film. Concisely describe the image and then analyze it, the image and the argument it makes (500-700 words)

1. **Object Map (5 points)**

This assignment is designed to get you thinking creatively about the drug you are analyzing for the semester. This list of potentially relevant aspects is both incomplete and excessive.  It is meant to serve several purposes. First it should get your cultural imagination going regarding the topic you’ve chosen. Second, it should point to avenues you will want to explore. Third, it should serve to reinforce the point that every object or practice both embodies our social world and is embedded in it. Choose five of the twelve numbered categories below—whichever strike you as most relevant and interesting—and devote 200-300 words each to analyzing your drug in those terms. Each numbered category should be an integral piece of writing, and so after the brainstorming phase it will be necessary to edit, discarding repetitive elements and clarifying ambiguous ones.

1. Bodily/organic aspects 2. Material aspects 3. Historical aspects 4. Economic aspects   
5. Labor aspects 6. Educational aspects 7. Political aspects 8. Epistemological aspects   
9. Symbolic/mythological aspects 10. Religious aspects 11. Textual aspects   
12. Travel aspects. *See T-Square for more elaborated version of this assignment.*

1. **Annotated Bibliography Part 1: Bio/medical Sources (5 points)**

Find three scholarly from bio/medical literature sources that address your drug. Provide complete citations and annotations in your own words. At least one of your sources should be a report about a clinical trial related to your drug in a reputable medical journal. Summarize each article in your own words (150-200 words), and reflect on it (150-200 words). Be careful to make the distinction between what the article presents and your own opinion about it clear. Points to pay attention to might include: who funded the research and why, the limitations of the data, etc.

1. **Annotated Bibliography Part 2: Liberal Arts Sources (5 points)**

Find five scholarly sources from humanistic or social science disciplines that address your drug. Provide complete citations and annotations in your own words.

1. **Assignment 5: Paper Pitch**

Write a one-page pitch for your final paper that describes how it will complete all of the components of the final paper.

**Resources of Potential Interest for Final Projects**

**BiDil**

Kahn, Jonathan, “How a Drug Becomes ‘Ethnic’: Law, Commerce, and the Production of Racial Categories in Medicine,” *Yale Journal of Health Policy, Law, and Ethics*, 4 (Winter 2004): 1-46,

Inda, Jonathan Xavier, “Materializing Hope: Racial Pharmaceuticals, Suffering Bodies, and Biological Citizenship,” in Monica J. Casper and Paisley Currah, eds., *Corpus: An Interdisciplinary Reader on Bodies and Knowledge* (New York: Palgrave Macmillan, 2011): 61-80.

Roberts, Dorothy, “Is Race-Based Medicine Good for Us?: African-American Approaches to Race, Biotechnology, and Equality,” *Journal of Law, Medicine & Ethics* 36 (2008): 537-545.

**Biologics (choose one drug, consider in the context of the category)**

Ecks, Stefan, “Global Pharmaceutical Markets and Corporate Citizenship: The Case of Novartis’ Anti-Cancer Drug Glivec,” *BioSocieties* 3.2 (2008): 165-181.

Novas, Carlos, “Patients, Profits, and Values: Myozyme as an Exemplar of Biosociality,” in Sahra Gibbon and Carlos Novas, eds., *Biosocialities, genetics, and the social sciences: Making Biologies and Identities* (Routledge: Oxford and New York, 2008): 136-156.

**Coca-cola**

Cohen, Michael M., “Jim Crow’s Drug War: Race, Coca‐Cola, and the Southern Origins of Drug Prohibition,” *Southern Cultures* 12.3 (Fall 2006): 55‐79.

Schutts, Jeff R., “Coca-Cola History: A ‘Refreshing’ Look at German-American Relations,” *GHI Bulletin* 40 (Spring 2007): 127-142.

Weiner, Mark. “Consumer Culture and Participatory Democracy: The Story of Coca Cola During World War II,” in Carole Counihan, ed., *Food in the USA* (New York: Routledge, 2002, pp. 123-141.

**Crack**

Bogazianos, Dimitri A. *5 Grams: Crack Cocaine, Rap Music, and the War on Drugs* (New York: NYU Press, 2012).

Bourgois, Philippe. *In Search of Respect: Selling Crack in El Barrio,* 2nd edition, (Cambridge University Press, 2003).

Hartley, Richard D., and J. Mitchell Miller, “Crack-ing the Media Myth Reconsidering Sentencing Severity for Cocaine Offenders by Drug Type,” *Criminal Justice Review* 35.1 (March 2010): 67-89

**Herceptin**

Abelson, Julia, and Patricia Collins, “Media Hyping and the ‘Herceptin Access Story’: An Analysis of Canadian and UK Newspaper Coverage,” *Healthcare Policy* 4.3 (February 2009): e113–e128.

Hedgecoe, Adam, “‘At the point at which you can do something about it, then it becomes more relevant’: informed consent in the pharmacogenetic clinic,” *Social Science and Medicine* 61.6(September 2005): 1201-10.

Kane, Eileen, “Molecules and Conflict: Cancer, Patents, and Women’s Health,” *Journal of Gender, Social Policy and the Law* 15.2(2006): 305-335.

**Methadone**

Bourgois, Philippe, “Disciplining Addictions: The Biopolitics of Methadone and Heroin in the United States,” *Culture, Medicine and Psychiatry* 24 (2000): 165-195.

Gomart, Emilie, “Methadone: Six Effects in Search of a Substance,” *Social Studies of Science* 32.1 (2002): 93-135.

Roberts, Celia, Kylie Valentine, and Suzanne Fraser, “Rationalities and Non-Rationalities in Clinical Encounters: Methadone Maintenance Treatment and Hormone Replacement Therapy,” *Science as Culture* 18.2 (2009): 165-181.

**Opium**

DeGrandpre, Richard. “Part 2: Earlier Times,” in *The Cult of Pharmacology: How America Became the World’s Most Troubled Drug Culture* (Durham: Duke University Press, 2006): 103-178.

Ghatak, Saran. “‘The Opium Wars’: The Biopolitics of Narcotic Control in the United States, 1914-1935,” *Critical Criminology* 18 (2010): 41-56.

Macdonald, David. “Blooming Flowers and False Prophets: The Dynamics of Opium Cultivation and Production Under the Taliban,” *International Journal of Drug Policy* 16 (2005): 93-97.

**Oral Contraception**

May, Elaine Tyler. *America and the Pill: A History of Promise, Peril, and Liberation* (New York: Basic Books, 2010).

Roberts, Dorothy, “The Dark Side of Birth Control,” in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (New York: Vintage, 1997): 56-103.

Tone, Andrea, “Developing the Pill” and “The Pill in Practice,” in *Devices and Desires: A History of Contraceptives in America* (New York: Hill and Wang, 2001): 203-260.

**Psychedelics (choose LSD *or* magic mushrooms *or* another specific example)**

Anderson, Brian T. “Ayahuasca as Antidepressant? Psychedelics and Styles of Reasoning in Psychiatry,” *Anthropology of Consciousness* 23.1 (Spring 2012):44–59.

Dyck, Erika. *Psychedelic Psychiatry: LSD From Clinic to Campus* (Baltimore: Johns Hopkins University Press, 2008).

Healy, David. “Explorations in a New World” and “Psychiatry Outside the Walls,” in *The Creation of Psychopharmacology* (Cambridge, MA: Harvard University Press, 2002), 76-177.

**Viagra**

Holt, Martin. “Just Take Viagra: Erectile Insurance, Prophylactic Certainty and Deficit Correction in Gay Men’s Accounts of Sexuopharmaceutical Use,” *Sexualities* 12.6 (2009): 746-764,

Marshall, Barbara L., “Climacteric Redux?: (Re)medicalizing the Male Menopause,” *Men and Masculinities* 9.4 (2007): 509-529.

Mamo, Laura, and Jennifer Fishman. “Potency in All the Right Places: Viagra as Technology of the Gendered Body,” *Body and Society* 7.4 (2001): 13-35.