

# ANT3930

## ANTHROPOLOGY OF ADDICTION

Fall 2025

Department of Anthropology, University of Florida

Instructor: Dr. Sugandh Gupta

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Office Hours: Wednesdays 11 am to 2 pm and by appointment (email to schedule in advance)

Office Location: Turlington B119 (or zoom by request)

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### Lecture Times and Location:

| Day      | Period | Time                 | Location                 |
|----------|--------|----------------------|--------------------------|
| Tuesday  | 4      | 10.40 AM – 11.30 AM  | Turlington Hall<br>1208H |
| Thursday | 4 & 5  | 10.40 AM – 12. 35 PM | Turlington Hall<br>1208H |

**Email Preference:** Please get in touch with your instructor via email –

[sugandhgupta@ufl.edu](mailto:sugandhgupta@ufl.edu)

Anticipated response times are within 24 hours during the week and within 48 hours over weekends and holidays.

### INVITATION TO THE COURSE

Addiction has been seen as a moral failing, a choice, a disease, a crime, and a sign of social inequalities. However, addiction is multi-faceted and understandings of it are historically and culturally contingent. This seminar introduces students to different theoretical views and ethnographic research on addiction—covering its varied terminology, treatments, and historical contexts. Through ethnographies, articles, films, and guest lectures, students will come to understand how anthropologists recognize addiction as an integral human experience and a legitimate object of social inquiry. We will critically examine how addiction experience, treatment, and recovery are pathologized and normalized across various institutional and cultural contexts. Course materials will emphasize how the experiences of addiction and recovery are shaped and negotiated as a dynamic process within institutional, moral, legal, clinical, political, and family environments.

## COURSE GOALS AND LEARNING OBJECTIVES

*Our goal is that by the end of the semester, students will have:*

- attained working knowledge of major concerns, debates, and approaches to the anthropological study of addiction and how it relates to health, medicine, and violence
- explored diverse subjective experiences of addiction as they are shaped by histories, socio-political forces, professionals, institutions, technologies, and social worlds
- developed an ethnographic understanding of how everyday understanding of addiction is a social and cultural process that informs social and intimate worlds and transforms notions of subjectivity and personhood in a range of communities
- learned about how to engage in public debates about addiction, treatment, and recovery as they emerge at the intersection of institutional care, law, and kinship

## COURSE TEXTS

The following books are required for the course. They can be purchased online through your preferred vendor. Texts are also available online through UF Libraries

1. Garcia, Angela. 2010. *The Pastoral Clinic: Addiction and Dispossession Along the Rio Grande*. University of California Press.
2. Knight, Kelly Ray. 2015. *Addicted.Pregnant.Poor*. Duke University Press.

**Articles** are available through the links provided in the course schedule, at the very end of this syllabus. It is your choice to either read these texts electronically or to print them out as hard copies. Regardless of how you read the texts, **our class discussions and activities will require that you bring the readings in whatever format to class.**

## COURSE EXPECTATIONS

This course focuses on reading and writing -- comprehending, analyzing, and engaging with contemporary social science scholarship. Students are expected to engage thoughtfully, critically, and self-reflexively with course readings. We will spend the majority of classroom time in discussing our takeaways of these ethnographies; thus, I expect students to obtain all the required books and complete all the assigned readings prior to the class period in which they will be discussed. You are expected to attend all in-person class sessions and review all material posted on the course Canvas page (articles, videos, etc.), as scheduled, and to complete assignments according to the schedule posted.

Graded assignments are designed to encourage active, critical engagement with readings and other course materials. This class will be facilitated as a seminar and students are expected to take co-responsibility for creating a collective, cooperative learning environment. We will also engage popular media, academic blogs, and documentary films in order to deepen our understanding of the issues in the assigned readings.

## COURSE FORMAT

The course format will include lectures, discussion, films, and in-class activities. Each weekly meeting will be structured as follows: I will open with brief comments to introduce the theme for the week and the authors we are reading. I will present material

outside of the readings to help situate the broader questions and themes for that week. The intention is for these lectures to provide you with some tools for thinking through the week's readings, and to draw out connections to broader concerns in the fields of social science studies. From there, we will engage in discussion by reading one another's questions posted on the Canvas discussion page. Once the discussion has concluded, I will wrap up with concluding thoughts for our consideration.

Please refer to the course schedule at the end of the syllabus for week-by-week details.

**Readings should be completed by the assigned day of the week, unless otherwise indicated in the schedule.** The format of the seminar, as outlined above, necessitates that everyone not only arrive having carefully read the assigned texts but also arrive prepared to actively engage in class. This seminar will promote an atmosphere where ideas are exchanged, collaborations are forged, and differing perspectives are respected. Your motivation and energy will help make this class stimulating and pleasant. We will confront difficult topics and issues about which not everyone may agree. I ask participants to be courteous and to discuss and disagree with one another in a respectful and considerate manner.

**Surprise extra-credit reading assignments** will also help to ensure that students are keeping up with the readings and coming to class ready to discuss.

### **LATE WRITTEN WORK**

- Discussion posts can only be accepted before class on the days indicated in the course schedule. Because they are meant to prepare you for class discussion, a discussion post will not be accepted after the class it is due.
- I will not accept the late submission of the in-class participation activities.
- For the reading response and other assignments, I am happy to discuss extending the deadlines on a case-by-case basis as long as you talk to me before the original deadline. Due to time constraints, I will not be able to offer an extension on the essays longer than three days.

Extensions on assignments and exams will not be scheduled unless demonstrated illness, health, emergency, religious holiday, or major scheduling conflict with proof provided to the instructor. An email conversation, following university procedures, is expected so that arrangements can be made with all parties (instructor and student) in agreement. It is the student's responsibility to contact the instructor and inform them of an emergency or circumstance.

### **LAPTOPS AND ELECTRONIC DEVICES**

Laptops are permitted in lectures for taking notes. Use of laptops is a *privilege*, one that I extend to my students with the expectation that they will be respectful and responsible in limiting their laptop use to learning purposes for this course. Please do not abuse this privilege or I may ban their use in the classroom. Bear in mind that if you are distracted by your laptop or other electronic device during class, this will negatively impact your participation grade.

Under no circumstances should students use cellphones for any purpose during class. Please keep phones shut off and out of sight or I will ask you to share the content of your text or phone call with the class (I'm serious!). **Students will not audiorecord, videorecord, or photograph lecture material unless a student 1) has documented need for accommodation AND 2) has received express permission in advance from Dr. Gupta.** I uphold this policy strictly.

## **COURSE POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE**

The use of artificial intelligence (AI), including but not limited to the use of ChatGPT, is strictly prohibited in all coursework and assignments. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of an assignment or project. Students found to have violated this prohibition are in violation of the Honor Code and are subject to Honor Court proceedings. A major goal of this course is to encourage creative and critical thinking, and the use of AI in this course detracts from that objective. Students are expected to use their own knowledge, research, and analysis to complete coursework.

Be aware that I will be utilizing software to check for plagiarism and/or use of generative AI.

## **COURSE REQUIREMENTS**

| <b>Assignments</b>  | <b>Percentages</b> |
|---|--------------------|
| Attendance  | 10%                |
| Participation   | 10%                |
| Individual Student-Led Discussion   | 10%                |
| Weekly Discussion Forums  | 20%                |
| Three Reading Responses   | 15%                |
| Ethnographic Essay Assignment <ul style="list-style-type: none"> <li>a. Interviewee Short Bio and Consent – 2</li> <li>b. Interview Script – 3</li> <li>c. Observation Assignment – 5</li> <li>d. Interview Transcription and Recording – 5</li> <li>e. Ethnographic essay – 15</li> <li>f. Student Presentation – 5</li> </ul> | 35%                |
| Total   | 100%               |

## **GRADING SCALE**

Letter grades are assigned based on the total percent of all assessments according to the following scale:

|    |              |    |           |
|----|--------------|----|-----------|
| A  | 93% or above | C  | 73-76.99% |
| A- | 90-92.99%    | C- | 70-72.99% |
| B+ | 87-89.99%    | D+ | 67-69.99% |
| B  | 83-86.99%    | D  | 63-66.99% |
| B- | 80-82.99%    | D- | 60-62.99% |
| C+ | 77-79.99%    | E  | below 60% |

Course Grade “Rounding Up” Policy: Grade “round ups” will only be considered in cases where a final grade is within 0.05 of the next grade (for example, if a final grade is 81.95 or 90.96). In those cases, the final course grade may be rounded up at the discretion of the instructor.

## PROCEDURE FOR CONFLICT RESOLUTION

Any issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Prof. John Krigbaum ([krigbaum@ufl.edu](mailto:krigbaum@ufl.edu), (352) 294-7540), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu> [Links to an external site.](#); 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu> [Links to an external site.](#); 352-392-1261).

## LIBRARY RESOURCES

The [UF Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#) or visit one of the [branch locations](#) for additional resources, services, and study spaces. Further, as this class requires students to complete a bibliography and research paper, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the [Anthropology Librarian](#) directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.

- ANTHROPOLOGY’S Library Page:  
<https://guides.uflib.ufl.edu/anthroUF/home>
- **GiNESSA MAHAR** (Anthropology Librarian): [gjmahar@ufl.edu](mailto:gjmahar@ufl.edu), office: Library West Room 500

## CLASS POLICIES and ASSIGNMENTS

### 1. ATTENDANCE and PARTICIPATION - 10% each

*Consistent attendance and thoughtful participation at each class are required.* Assigned readings must be completed according to the schedule outlined in the syllabus. Students are expected to contribute regularly to discussions and to treat each other respectfully. *No student will receive an A grade in the class without regular, thoughtful contributions to class discussion.* Credit for participation cannot be made up.

Class participation occurs when one is actively engaged in the material, either through verbal contributions (such as questions or comments) or by demonstrating active listening (as evidenced by body language and eye contact). Participation outside class comes in the form of seeking help when you need it. Your participation is highly valued and may come into consideration when assessing a marginal grade.

If you have to miss a class, first get the notes from someone in the class. Then, see me with any questions you have. Be sure to get contact information from someone else in the class, since *you are responsible for all material and announcements from the classes you miss.*

While laptops are permitted in class, distraction by laptops or other devices in class will negatively affect your participation and attendance in this course. Laptop use is a privilege.

I will adjust your attendance grade (out of 10 points) according to the table below.

| Days absent | Point Adjustment |
|-------------|------------------|
| 1-3         | 10 points        |
| 4-5         | Minus 5 points   |
| 5 plus      | Minus 7 points   |

Refer to the University policy on what constitutes an approved absence. As a courtesy to your classmates and the instructor, please be on time for class. Repeated tardiness will affect your participation grade.

## **2. INDIVIDUAL STUDENT-LED DISCUSSIONS 10%**

Participation in this course also includes serving once as a discussant during the semester. As the week's discussant, you will begin the seminar with a 15-minute presentation developed on the assumption that all seminar participants have done the readings assigned for the week. The discussant should therefore devote the time to discussing the readings' key issues and significance rather than on summarizing their content. For weeks when there are multiple texts assigned, the discussant should highlight major questions or themes shared across the readings, and then proceed to home in on the key issues and significance of one or two texts. Please be mindful to keep to the time limit.

The bulk of the presentation should focus on addressing the main issues raised in the readings, the apparent agendas (theoretical and otherwise of its author(s)), and what you see to be the significance of these readings in the larger scheme of anthropological (or other disciplinary) concern. Close your presentation by posing three or four questions that you feel are interesting areas for further class discussion. Please refrain from critique. These presentations are meant to open a space for us to engage these texts on their own terms before opening up to broader seminar discussion. I encourage you to do a run through of your presentation to make sure you do not exceed the 15-minute time limit.

I will circulate a sign-up sheet on the first day of class so that seminar participants may schedule their discussant presentation.

Each student will lead a class discussion once in the semester. Days when we will have student-led discussions will be discussed at the start of the semester. You will be required to come up with an activity or a set of discussion questions – as you see fit based on the readings – that allow for deeper engagement with the session's assigned materials. This section of the class will be 20 minutes long, and so attentive planning will be required that conveys to me that the student has worked at setting up the discussion/activity.

During each session that offers opportunities for student-led discussion, I will begin the class by framing the broader themes and ideas in a mini-lecture. Therefore, the student-led discussion portion of the class does not have to involve a presentation/lecture of any kind. The purpose of this exercise is a deeper and closer reading of the text and/or thinking collectively through the central questions you identify within the reading with your peers and me.

Each student is required to set up a meeting with me at least a week before their student-led session to discuss their ideas and execution for their session. You are welcome to come to my office hours the week before to think through designing your session. However, if you cannot attend, it is your combined responsibility to set up a Zoom or in-person meeting with me. Failure to do so will automatically result in a 1/5<sup>th</sup> cut from the points total for this exercise for the student.

### **3. WEEKLY DISCUSSION FORUMS – 20 %**

Every Monday and Wednesday, students will be expected to make a post on the readings on the Canvas discussion forums. These posts will be graded. When a student leads the discussion, they are exempt from posting and will receive automatic points for that week.

The discussion questions or comments should focus on the readings' key issues rather than on summarizing content. For weeks when there are multiple texts assigned, you should highlight major questions or themes shared across readings, and then hone in on the key issues and significance of one or two texts. You may use prompts like, "I liked the way that..." "Lately I've been thinking about..." and "I never expected that..."

These posts can be attempted in different ways.

- a. Students can discuss the week's readings and connect them to what we've been learning during lecture by
  - i. identifying the point in the readings that most interested you,
  - ii. identifying the point in the readings that most confused you (muddiest point), and
  - iii. posing a discussion question about the readings to the class.

The discussion questions or comments should be submitted on Canvas **by 11:59 p.m. on Monday and Wednesday**. We will incorporate them into the class discussion.

Think about 5Ws – What, Why, Who, When, Where. Think beyond the author's description and identify what aspects you wish the author had reflected and expanded on. What social, political, and affective context is the article written in? What about the methods used and the research design? Are there similar examples or studies you have read about in other contexts and classes?

Each forum post is worth 1 point. At the end of the semester, the 6 lowest scores will be dropped. That means you have 6 opportunities to miss or drop a post over the course of the semester.

*Make-Up Weekly Discussion Posts:* Weekly Discussion Posts can only be made up with a University-Approved Absence (UAA). If you wish to make up and have a UAA, don't hesitate to get in touch with me within a week of the end of the UAA period by email requesting the make-up. The make-up must be completed within a week of the approved request.

#### 4. **READING RESPONSES – 15%**

This assignment gives you a chance to reflect about the week's materials and broader course themes. There are *3 reading responses (RRs)* due over the course of the semester. **A prompt for each RR will be released one week before it is due.** RRs are designed to elicit what you found interesting, confusing, inspiring, and the questions you now have. A grading rubric has been uploaded under the File tab on Canvas.

##### **Reading Response Format:**

1. Full name on top left corner
2. Reading response prompt at the beginning of the text
3. Include parenthetical citations for any direct quotations from the text
4. Response should be between 350-500 words
5. Response should be submitted by Friday, 11.59 pm the week it is assigned

Students unable to complete reading responses due to documented, excused absences or extenuating circumstances must contact the course instructor no less than **48 hours** before a planned absence (e.g., university event, religious holiday) and no more than **48 hours** after an unplanned absence (e.g., illness). Make-up opportunities will be offered for absences for which documentation is provided.

#### 5. **ETHNOGRAPHIC ESSAY ASSIGNMENT – 25%**

The purpose of this assignment is twofold: (1) to give you the opportunity to conduct a qualitative interview and write up an analysis of its content; and (2) to learn about how our ideas, language, treatment, and practices regarding “addiction, recovery, and treatment” have potentially changed over time. Regarding the second objective, the essay provides an opportunity to speak with someone from a different generation to understand how addiction was understood as they were growing up. What was classified as substance use? What substances were popular? What stories, myths, or narratives circulated about people with substance use disorder, addiction, treatment, and the choice of substance? Have they evolved or changed over time? Was “addiction” talked about the way it is today? When did a sense of crisis begin to emerge? With which drugs were crises associated? How did society and communities address issues of addiction and drug-related crises? What were the preferred modes of treatment? This assignment is not limited to the US context. You are welcome to explore and interview participants who reflect on non-US contexts.

You will conduct a semi-structured interview for this class, which you will then transcribe and analyze. You will write up your analysis as a 6-7 page, double-spaced ethnographic essay. You will learn how to secure oral consent from an interviewee, generate an interview script, conduct a semi-structured interview, transcribe and analyze



your interview, and write up an analysis based on your research (i.e., the ethnographic essay).

More details and final timelines will be provided. These small assignments will take you step-by-step through the process of interviewing, analyzing, and ultimately composing your ethnographic essay. We will also supplement these assignments with class discussion on qualitative research methods and research ethics in medical anthropology. These preparatory assignments, together with the essay, will collectively count toward 25% of your grade.

The interviewer needs to choose a range of questions that will generate at least a 30-minute interview. Although the interview is intended to be unstructured, it is incumbent upon the interviewer to “probe” and to ask pertinent follow-up questions to remarks made by the interviewee. This is of great importance, especially if the interview begins to wander. Ideally, the interview should not last longer than 45 minutes (to lighten your transcription load).

**Transcription:** Following the interview, each student will transcribe the audio recording verbatim, noting pauses, changes in tone, laughter, and your questions, comments, and affirmative “noises.” At the end of the transcript, note the length of the interview and the amount of time required to transcribe the interview. Please calculate the ratio (e.g., 1 hr transcription/30 minute interview). You may use an AI software for transcription but ensure that non-verbal cues are captured and identified in the transcript.

This assignment involves the following steps:

1. Identify an individual who is willing to be interviewed for this course assignment. They must:
  - a. be at least 50 years of age;
  - b. orally consent to being interviewed; and
  - c. orally consent to having the interview audio-recorded (do not video-record the interview).

**Deadline: Friday, September 12, EOD**

1. Write your interview script. Write the questions you plan to ask your interviewee. You should design these questions in light of the broader objective of this assignment (read the assignment guidelines on Canvas).

**Deadline: Friday, October 3, EOD**

2. Observation Assignment

**Deadline: Thursday, October 23, In-Class**

3. Conduct and audio-record the interview. Broadly speaking, your interview will likely last between 30 minutes and 1 hour, depending on a variety of factors. Transcribe the interview. Upload both the audio recording and word-for-word transcription of the interview to Canvas.

**Deadline: Friday, November 14, EOD**

4. Write a 6-7 page essay (double-spaced, 12 point font) based on your analysis of the interview. The analysis should utilize insights from class discussions and course materials. You are also allowed to cite additional literature.

**Deadline: Friday, December 5, EOD**

5. Fifteen-minute student presentation. The **last class** will be devoted to the ethnographic assignment presentation. You don't need to prepare a PPT, but feel free to do so if it helps. As a presenter, you will be expected to give a summary of the interview and the essay for the benefit of the class. Make sure your presentation draws upon your learning from the readings and other course materials.

## **MEET THE MEDICAL ANTHROPOLOGIST**

One way to learn about the discipline is by understanding the author's background and how they developed this work. In this course, I will schedule three "Meet the Medical Anthropologist in Action" interactions. During this week, students will read a text assigned by the author and prepare questions about the article or about the author that students wish to know more about.

We will have a one-hour interaction with the author via Zoom or in person. This will be an opportunity for students to ask questions about their work, their career trajectory, their fieldwork experiences, challenges, and beyond.

## COURSE SCHEDULE

As the instructor, I reserve the right to make changes to the syllabus. If circumstances require changes to be made, I will announce them as early as possible. All assigned readings for the week should be completed by Tuesday, unless otherwise indicated in the course schedule.

## COURSE THEMES AND TIMELINE

| Week and Themes  | Class          | Readings   | Assignments  |
|--|----------------|--|--|
| 1<br>Introduction<br>Defining<br>Addiction                   | Th.<br>Aug 21  | During the first class we will review the syllabus and take some time to get to know each other, including your motivation for taking this course. This will give you an idea of what the class is about and what you can expect for the rest of the semester. We will also establish class norms and expectations to guide the conduct of discussions.<br><br><b>Singer, Merrill.</b> 2012. "Anthropology and Addiction: An Historical Review." <i>Addiction</i> 107:1747-1755.   | Introductions,<br>Research interest<br>and interest in the<br>course |
| 2<br>Structural<br>Violence,<br>Inequality, and<br>Precarity | Tue.<br>Aug 26 | <b>Han, Clara.</b> 2011. Symptoms of Another Life: Time, Possibility, and Domestic Relations in Chile's Credit Economy. <i>Cultural Anthropology</i> 26(1):7-32.   |  |
|  | Th.<br>Aug 28  | <b>Mohamed, A. Rafik, and Erik D. Fritsvold.</b> 2011. "Under the Cover of Privilege: College Drug Dealing in the United States." In <i>Children of the Drug War: Perspectives on the Impact of Drug Policies on Young People</i> , edited by Damon Barrett, 91-103. New York: International Debate Education Association.<br><br><b>Netherland, Julie and Helena Hansen.</b> 2016. "The War on Drugs that Wasn't: Wasted Whiteness, 'Dirty Doctors,' and Race in Media Coverage of Prescription Opioid Misuse." <i>Culture, Medicine, and Psychiatry</i> 40: 664-686. |  |
| 3  | Tue.<br>Sep 2  | <b>Carolyn Sufrin</b> - "Doctor, Why Didn't You Adopt <i>My</i> Baby?" Observant Participation, Care, and the Simultaneous Practice of Medicine and Anthropology.  |  |
|  | Th.<br>Sep 4   | <b>Bourgois, P.</b> 1998. The moral economies of homeless heroin addicts: Confronting ethnography, HIV risk, and everyday violence in San  |  |

|  |                 |   |  |
|--|-----------------|---|--|
| Anthropological approaches in the Field    |                 | Francisco shooting encampments. Substance Use and Misuse, 33 (11): 2323-2351.<br><br><b>Bourgois, P.</b> 1998. Just another night in a shooting gallery. Theory, Culture & Society 15 (2): 37-66. |  |
| 4<br>Addiction and the Institutional World | Tue.<br>Sep 9   | <b>Angela Garcia.</b> The Pastoral Clinic. Introduction   |  |
|  | Thur.<br>Sep 11 | <b>Angela Garcia.</b> The Pastoral Clinic.<br>Ch1 – One Graveyard<br>Ch 2- The Elegiac Addict   |  |
| 5<br>Addiction and the Institutional World | Tue.<br>Sep 16  | <b>Angela Garcia.</b> The Pastoral Clinic.<br>Ch 3 – Blood Relative   | Reading Response<br>1 due on Friday,<br>Sept. 19 |
|  | Thur.<br>Sep 18 | <b>Angela Garcia.</b> The Pastoral Clinic.<br>Ch 4- Four Suicide as a Form of Life<br>Ch 5 – Experiments with Care<br>Conclusion  |  |
| 6<br>State, Care, and Addiction            | Tue.<br>Sep 23  | <b>Chaoxiong Zhang and Priscilla Song</b><br>Translating Guān'ài in the People's War on Drugs: Enacting Relations of Care in China's State-Run Methadone Maintenance Treatment Program            |  |
|  | Th.<br>Sep 25   | <b>Kelly Ray Knight.</b> Addicted.Pregnant.Poor.<br>Introduction  |  |
| 7<br>State, Care, and Addiction            | Tue.<br>Sep 30  | <b>Kelly Ray Knight.</b> Addicted.Pregnant.Poor.<br>Ch 1 – Consumption and Insecurity<br>Ch 2 – Addicted Pregnancy and Time   |  |
|  | Th.<br>Oct 2    | Talk by Hendree Jones (TBD)   |  |
| 8<br>State, Care, and Addiction            | Tue.<br>Oct 7   | <b>Kelly Ray Knight.</b> Addicted.Pregnant.Poor.<br>Ch 3 – Neurocratic Futures in the Disability Economy<br>Ch 4 – Street Psychiatric and New Configurations of Madness                           |  |
|  | Th.<br>Oct 9    | <b>Kelly Ray Knight.</b> Addicted.Pregnant.Poor.<br>Ch 5 – Stratified Reproduction and Kin of Last Resort<br>Ch 6 – Victim-Perpetrators<br>Conclusion   |  |

|   |                 |  |  |
|---|-----------------|--|--|
| 9<br>Chronic Pain,<br>Opioids, and<br>Clinician<br>Subjectivities | Tue.<br>Oct 14  | <b>Stonington, Scott.</b> 2021. “‘Acute-on-Chronic’: Emergency Affect and the One-Way Staircase of Pharmaceutical Escalation.” <i>Medical Anthropology</i> 40 (3): 228-40.   |  |
|   | Thur.<br>Oct 16 | Crowley-Matoka and True's (2012) "No one wants to be the candy man: Ambivalent Medicalization and Clinician Subjectivity in Pain Management"<br><br><b>Meet the Medical Anthropologist – Camille Kroll</b>   |  |
| 10<br>Opioid Crises   | Tue.<br>Oct 21  | <b>Carr, E. Summerson.</b> 2019. “The Work of “Crisis” in the “Opioid Crisis.”” <i>Journal of Extreme Anthropology Online</i> First 2019, 2535-3241.<br><br>Begin listening to first two episodes of <b>NYT Podcast Retrievals</b> - <a href="https://www.nytimes.com/column/the-retrievals">https://www.nytimes.com/column/the-retrievals</a> | Observation<br>Assignment Due<br>on October 23 <sup>rd</sup><br>In-Class |
|   | Thur.<br>Oct 23 | Finish listening to the episodes of <b>NYT Podcast Retrievals</b> - <a href="https://www.nytimes.com/column/the-retrievals">https://www.nytimes.com/column/the-retrievals</a>  |  |
| 11<br>Care, Coercion,<br>and Addiction                            | Tue.<br>Oct 28  | <b>Garcia, Angela.</b> 2015. “Serenity: Violence, Inequality, and Recovery on the Edge of Mexico City.” <i>Medical Anthropology Quarterly</i> , 29(4), 455 - 472.  |  |
|   | Th.<br>Oct 30   | <b>Kozelka, Ellen E.</b> 2023. Living the Process: Examining the Continuum of Coercion and Care in Tijuana’s Community-Based Rehabilitation Centers<br><br><b>Scherz, China and Joshua Burraway.</b> 2022. “Keeping It in the Family: The Moral Economy of Suboxone in Southwest Virginia.” <i>American Ethnologist</i> 49 (4): 508-20.        |  |
| 12<br>Addiction<br>Medicine                                       | Tue.<br>Nov 4   | <b>Campbell, Nancy D. and Anne M. Lovell.</b> 2012. “The History of the Development of Buprenorphine as an Addiction Therapeutic.” <i>Annals of the New York Academy of Sciences</i> 1248 (1): 124-39.   | Reading Response<br>2 due on Friday,<br>Nov 7.                           |

|                                |                 |   |  |
|--------------------------------|-----------------|---|--|
|                                | Th.<br>Nov 6    | <b>Ethan Brooks.</b> The Atlantic Podcast <i>Scripts</i><br>A Hard Pill to Swallow – listen to the podcast  |  |
|                                | Tue.<br>Nov 11  | <b>Holiday – Veteran’s Day – UF Closed</b>  |  |
| 13<br>Addiction<br>Medicine    | Th.<br>Nov 13   | <p><b>Harris, Shana.</b> 2015. “To Be Free and Normal: Addiction, Governance, and the Therapeutics of Buprenorphine.” <i>Medical Anthropology Quarterly</i> 29 (4): 512-30.</p> <p><b>Lovell, Anne.</b> 2006. “Addiction Markets: The Case of High-Dose Buprenorphine in France.” In <i>Global Pharmaceuticals: Ethics, Markets, Practices</i>, edited by Adriana Petryna, Andrew Lakoff, and Arthur Kleinman, 136-70. Durham: Duke University Press.</p> |  |
| 14<br>Clinical<br>Iatrogenesis | Tue.<br>Nov 18  | <p><b>Leah M. Ashe.</b> 2021. From iatrogenic harm to iatrogenic violence: corruption and the end of medicine, <i>Anthropology &amp; Medicine</i>, 28:2, 255-275</p> <p><b>Chary, Anita and David Flood.</b> 2021. “Iatrogenic Trainwrecks and Moral Injury.” <i>Anthropology and Medicine</i> 28 (2): 223-38.</p>  | Reading Response<br>3 due on Friday,<br>Nov 21 |
|                                | Th.<br>Nov 20   | <b>No Class - Instructor away to the Annual Meeting of the American Anthropological Association</b>   |  |
| 15<br>Addiction and<br>India   | Tue.<br>Nov 25  | <p><b>Bhrigupati Singh and Ravindra Rao</b><br/>Is there an opioid epidemic in India?</p> <p>Instructor will share their research project</p>   |  |
|                                | Thur.<br>Nov 27 | <b>No Class – Thanksgiving Break</b>  |  |
| 16<br>Ethnographic<br>Essay    | Tue.<br>Dec 2   | <p><b>STUDENT PRESENTATIONS</b></p> <p>During the last class, everyone will present summaries of their ethnographic assignment. We will also discuss all of the course readings, reviewing the main themes of the course and what worked as well as what did not.</p>   |  |