

The Rhetoric of Health and Medicine [W]

Fall 2021

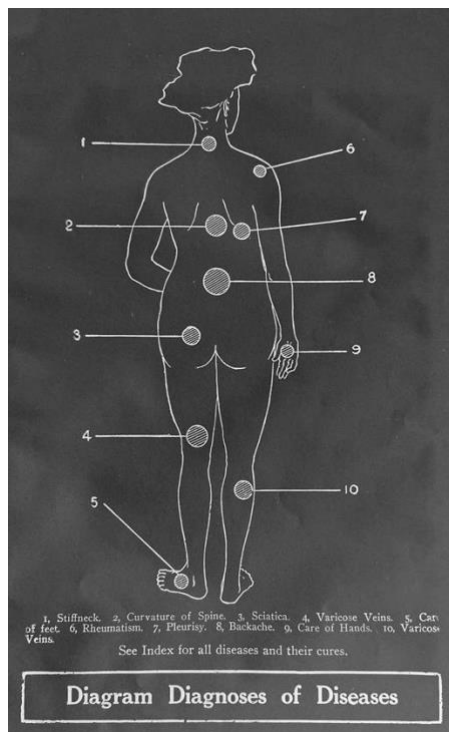
Dr. Ryan Mitchell (he/him/his)
mitchrya@lafayette.edu
Office: Pardee Hall 302

ENG 350
TR 2:45 – 4:00 p.m.

Office Hours:
Fridays 2:00 – 4:00 p.m.
and by appointment

Course Description

Perhaps the idea that health is rhetorical – that is, the product of language, argument, and persuasion – might strike you as odd. Surely advancements in the fields of biomedicine, germ theory, endocrinology, and pharmacology have secured health's sure-footed position as objective and



scientific. The truth is, however, that what constitutes health and what it means to occupy a healthy body is by no means certain. In fact, if the controversies surrounding current responses to the COVID-19 pandemic have shown us anything, it is that matters of health, wellness, medicine, sickness, and death and dying are deeply *social* phenomena that often reflect, reinforce, and propel existing cultural hierarchies. Put most simply, the ways we understand and respond to diseases are inseparable from ways we talk about those diseases; and the ways we talk about diseases emerge overtime through dense cultural narratives that, while perhaps scientifically dubious, help us explain why some people get sick and some people don't.

In this writing seminar, we will investigate health from a rhetorical perspective, cataloging the various ways that matters of wellness, illness, and disability are shaped and limited by text and talk. Moving beyond brute biomedical models of pathology, we will use interdisciplinary approaches to explore how competing notions of health are produced and communicated as medical professionals and everyday

people interact with and try to make sense of the body and its functions. In this course, we will consider the (un)healthy body to be a cultural artifact, an ideal produced through widely circulated symbols, myths, practices, and technologies. From this vantage point, we will track the intersecting social and political forces that generate ever-shifting expectations of what it means to be healthy.

Through class readings, discussions, and writing assignments, we will root health rhetorics in their cultural contexts, whether those be doctor-patient relationships, health advocacy and policy-making, or even cultural responses to pandemics. While one purpose of this class is to familiarize you with the work of important authors and theorists, another is to prompt questioning and foster creative, critical engagement with real world health artifacts through writing and rewriting.

Learning Goals and Outcomes

By the time you finish this course, you should be able to:

Goal 1: Explain key theories and concepts from the rhetoric of health and medicine.

Outcome: Twelve times this semester, you be tasked with writing a focused reading response, or *microtheme*. Microthemes ask you to both distill a reading's central argument and develop working definitions of key concepts introduced in those readings. As the semester progresses, you will use your microthemes to develop an inventory of critical concepts, which will be used in your long writing assignments.

Goal 2: Deploy those theories and apply them to current or historical cases to illuminate the roles that rhetoric plays in constructing public perceptions of health and illness.

Outcome 1: At midterm, you will draft a prospectus outlining your plans for an original research project. In the prospectus, you will be asked to identify one or two key course concepts that you plan to use to analyze your case. You will also need to argue for how your case/object of analysis pushes conversations about health and medicine in directions that matter for our course.

Outcome 2: You will test out the explanatory value of course concepts and theories in your Sample Analysis Assignment. This assignment requires you to perform an extended analysis of your case/object of analysis so you can illustrate its value. This assignment can, but does not need to be, a component of your final research paper.

Goal 3: Develop transferable strategies for producing complex scholarly arguments through academic writing and analysis.

Outcome 1: Beginning with the Health Artifact Analysis and continued by your Sample Analysis Assignment, you will practice the close reading of a real-world health discourse or artifact. Through these activities, you will learn how to focus your attention on the ways that culture gets infused within seemingly neutral medical texts. You will then argue for what is at stake and who is affected by the discourse as it is constructed.

Outcome 2: In your Final Paper, you will utilize the analysis and synthesis strategies you practiced in your Health Artifact Analysis and Prospectus assignments. Through creating either a traditional research paper or developing a Critical Health Narrative, you will produce a polished analysis of health discourses that are informed by your understanding of key concepts and perspectives coming from the field of the rhetoric of health and medicine.

Goal 4: Evaluate and integrate feedback at both sentence and global levels.

Outcome: For each long writing assignment, you will engage in highly structured peer reviews. During peer reviews, you will both receive and provide comments of drafts of written work. Along with peer feedback, you will also be given instructor comments. As you revise your assignment, you will decide what comments to heed and which to discard given the inevitable shift in your goals as a result of the review process.

Goal 5: Engage in complex group discussions and present original research clearly, accessibly, and engagingly.

Outcome 1: You will be expected to consistently participate in class discussions.

Outcome 2: During the last weeks of class, you will present their final projects to their peers for feedback.

Course Materials

Required: Eli Claire, *Brilliant Imperfection: Grappling with Cure* (Durham: Duke University Press, 2017).

All other readings for this course will be posted as PDFs to our Moodle site.

COVID-19 Statement

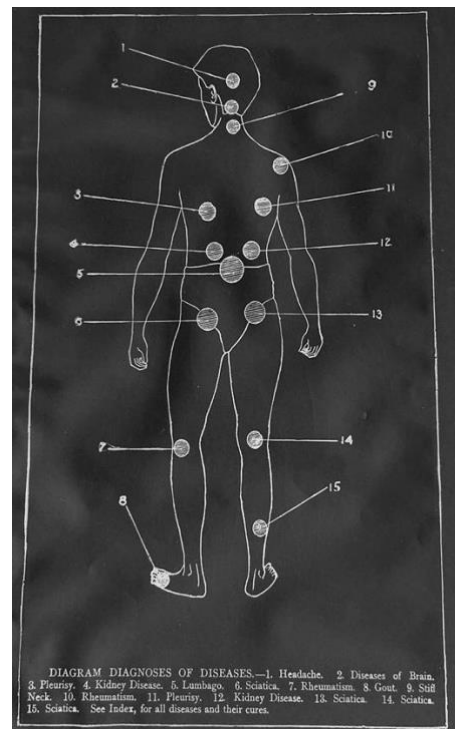
We are living through a rapidly changing global pandemic. I understand that it is impossible to separate the challenges brought on by COVID-19 from your work in this class. I want to stress that **I see you as a human first** (seriously, I do)! This means that I am aware that you bring with you to class myriad identities beyond that of student – you might be a friend, sibling, parent, caregiver, child, partner, and/or essential service worker. The already tense dynamics among these identities are likely to increase unexpectedly during the course of this academic year. I will try my best to accommodate any unforeseen impacts that the COVID-19 pandemic might have. All I ask in return is that you maintain open communication with me – I am available to talk via email, Zoom, or on the phone.

You do not need to disclose any personal information, health or otherwise. However, if a situation arises that affects your capacity to attend class, participate in discussions, and/or complete course assignments, please let me know as soon as you can so we can *work together* to develop plans and identify resources that will help you get as much out of class as possible. Again, these are turbulent times; flexibility and communication are more important than ever.

Classroom Participation

This course requires you to read broadly and thoroughly from both academic and popular texts. Please be prepared to create a vibrant learning community. I will run this class like a graduate seminar. That means that you should come to each meeting having read the readings and ready to engage in lively, rich discussion. At a minimum, you will be expected to:

- Arrive to class on time, prepared with specific questions, topics, and quotations you'd like to discuss.
- Be mindful that participation is more than just talking. Active engagement and collaborative knowledge-making requires that we all find ways to actively listen to others, ask open-ended, generative questions, and respond meaningfully to others' comments. Remember, we are all coming to this class with a variety of knowledge bases. For everyone to take something from this course, you



will need to learn how to recognize the value of both your own expertise and the expertise of your classmates.

Assessment & Assignment Overview

Grades in this class will be determined through my assessment of both your presence and participation in class discussions and your completion of writing assignments. This is a W course, meaning that you will be expected to complete at least 20-pages of revised writing by the end of the semester. This writing load will be distributed across short- and long-form writing tasks. Beginning with your microthemes and culminating in your final papers, you will develop over the semester the critical methods and strategies for engaging with the rhetoric undergirding rhetorical artifacts.

While you will find brief assignment descriptions below, you will be provided with more detailed assignment prompts in class.

Formative Assignments

Formative writing assignments are small, low-stakes activities that allow you to engage with course readings and concepts closely. These assignments give you the chance to practice your budding talents for rhetorical analysis by encouraging you to define key concepts, expound on unresolved tensions, make connections between readings and the world, and, finally, further develop your skills as a writer and thinker by encouraging scholarly habits of mind. While summative assignments will be graded and do factor into your final grades, consider them to be building blocks to your intellectual development.

Microthemes (~300 - 400 words)

Twelve times this semester, you will compose a microtheme about the day's reading(s).

Microthemes are short, structured, and anonymized reading responses that require you to ask an open-ended discussion question about a text. When crafting your microthemes, please keep the following considerations in mind:

- The primary function of microthemes is to ask questions you want to discuss with your peers, who you should assume are equally as familiar with the text as you are. This means that you should not summarize readings or ask questions that can be easily answered by the text itself. Scholarship and intellectual conversation are communal and dialogic. Your microthemes, therefore, should foster informed discussion rather than launch fact-finding missions.
- Couch your questions in important context from the reading. As you read, note moments of tension in the text, arguments that have a particular resonance with you, or ideas that for some reason stick in your mind. We all read theory differently and therefore we all gain slightly different understandings from a text. You need to explain the context, tension, or problem your question is responding to before you ask it. This will help your peers pry open and interrogate the nuances of your question.
- That being said, try to avoid overly personal, emotion-based reactions to texts. Arguments are moving and have real effects, otherwise we wouldn't be devoting so much time to discussing them. However, questions that are completely rooted in interior experiences are hard to answer and don't often contribute to honest, open discussion since the asker typically wants to express their reactions to the text more than interrogate a specific issue.
- As we progress, begin to identify common perspectives, claims, and methods that arise in texts. Once you do this, you will be able to ask questions that probe the limitations of theoretical conversations. This means you can explore how the commonplaces found in our readings highlight certain things at the expense of others. You should begin asking what might happen if we approached an issue from another perspective and how that perspective might change the way we think about the problems at hand.

- Don't be afraid to take up, refine, or extend a microtheme in your final papers. Essentially, you should think of microthemes as ten drafts of possible research questions. These questions will become even richer through class discussion.
- Finally, **your microthemes are due by noon on class days**. I'm asking you to turn them in ahead of time because I will anonymize and post them to Moodle. You may reveal yourself as a microthemes author, though you do not need to.

Your microthemes will be assessed in accordance with this rubric:

0	1	2	3
Incomplete/ Unacceptable Either not submitted or completely off topic/beyond the scope or purpose of the class.	Needs Improvement Response is largely summary rather than discussion-based and critical. Questions are closed, ungrounded, or overly subjective. Writing is poorly structured and does not suggest sustained consideration of the text.	Satisfactory Meets expectations for textual engagement. Writing and questions are adequate and aimed at conversation. More attention, however, could have been paid to teasing out the implications or effects on the argument itself.	Exceptional Well-conceived and well-written. Evidences careful engagement with reading and asks sophisticated questions that capture important nuances.

Group Presentations

Beginning in Week 4, you and a small group of peers will lead class discussion. On the first day of class, you will select a day to present. Presentations should be between 20-25 minutes in length and cover the following content:

1. Short scholarly biography: Who wrote the article you're presenting on? Where did they receive their education? Where do they work now? What theoretical commitments guide their work? What are any noteworthy accomplishments or texts that help contextualize their contributions to class discussion?
2. Overview of argument: What are the key concepts, theories, and claims that are *essential* for understanding the text? What is the text's thesis? What larger problems does it respond to? What does the author hope to do/show/change with their argument?
3. Keywords: After reviewing the argument, narrow in on and define three keywords that best capture the claims and stakes of the argument. Keywords should be no longer than two words long and be broad enough to encapsulate more general, argumentative claims. **Note:** You may reuse keywords from other course readings (in fact, in some cases you *should*). However, if you do this, be sure to explain how your reading expands on previous definitions.
4. Building a class bibliography: It's important to think about our readings as participating in a conversation with other texts. To this end, you should include citations for at least three texts that either the author uses to make their argument (who do *they* cite) or outside texts that have extended the author's argument (who *cited* them). These citations will be added to our class's running research repository.
5. Contemporary Example: To end your presentation, your group should identify and analyze a contemporary health artifact that illustrates the claims made in the theoretical texts. While these artifacts can be whatever you want (e.g. video, text, image, event, etc), they should be robust enough to really tease out the affordances of the day's readings. Be sure to introduce your artifact thoroughly before presenting your analysis.
6. Discussion Questions: Finally, and most importantly, come prepared with at least three discussion questions that facilitate class discussion. These questions should ideally pertain to the reading(s) and

their relationship to class conversation. They can delve into a theoretical concept, making connections, and or/critique the implications of an argument.

Naturally, I encourage you to make your presentations as creative and engaging as possible.

Formative Assignments

Formative assignments allow me to assess how well you've come to understand and deploy class concepts. These assignments are evaluative in two senses. First, I will use them to chart your progression through the course and give you a sense of how well you're doing at key moments in the semester. Second, they allow me to evaluate my own performance and give me the opportunity to recalibrate the course to better meet the demands of our unique learning community. All formative assignments will require pre-drafting work and revision.

Health Artifact Analysis (1000 – 1,500 words)

An important goal for this class is learning how to analyze health-related phenomena from a rhetorical perspective. The Health Artifact Analysis paper is your first sustained step toward this goal. For this assignment, you will perform a close reading of a health artifact of your choosing. You may select a written text, video, or other object that conveys a message about health and medicine. Your close reading should be informed by class concepts and illustrate the rhetorical work accomplished by the artifact. This assignment requires you to pay precise, delicate attention to the function of language and/or other symbols in your artifact. You may choose to focus on how the artifact enforces or critiques power hierarchies; how the artifact positions actors against one another to surprising ends; how language choice, tone, and register support particular effects on the audience; or how certain rhetorical devices or tropes perform subtle persuasive work. This assignment allows you to engage in a sustained reading of an artifact in preparation for your final paper.

Final Paper (4,000 – 6,000 words)

Your final paper is the culmination of the project you proposed in your prospectus. In this paper, you will engage thoroughly with a theoretical concept, health controversy, or cultural artifact of your choosing. Final papers may be devoted to building new insights by applying course concepts to a contemporary case study or researching a historical health controversy to develop insights that help us explain how health discourses develop over time. Research papers should include an introduction, argument for significance of case or controversy, a review of relevant literature, an analysis, and a conclusion.

Because this paper is so lengthy and because it will require multiple drafts, you will be working toward your final product through several smaller assignments:

Prospectus (1,000 – 2,000 words)

At midterm, you will write a prospectus outlining your goals for the final paper. This assignment is a chance for you to narrow in on the research you'd like to conduct throughout the semester. While it will ask you to identify a case and speculate about which theories will allow you to thoroughly analyze that case's rhetorical dimensions, you do not need to have a definitive thesis or argument yet. Use the prospectus to articulate your research topic, the questions you hope to ask, and relevant concepts you'd like to explore for your final project. While you have some latitude in deciding the shape and direction of your final paper, you will have to argue for why your project is important to issues relating to the public life of conflict. All proposals should answer the following questions:

1. What topic or issue are you planning to analyze?
2. Why is this topic or issue significant to issues pertaining to the rhetoric of health and medicine?
3. What concept(s) do you plan to draw on for this project and what is your rationale for choosing this concept?
4. What questions do you have about the topic or the project as a whole?

5. What is your tentative work plan for completing this project?

***You should include a running bibliography of outside research at the end of your prospectus. This will not count toward the word limit. *I will meet with each of you individually to discuss your project and carve out a plan for completing it successfully.*

Sample analysis (2,000 words)

For this assignment, you will write toward your final paper. Using the concepts and theories forwarded in your proposal, you will illustrate the rhetorical work being accomplished by medical rhetoric in your case. You will pay precise, delicate attention to the function of language and/or other symbols in your artifact. You may choose to focus on how the artifact enforces or critiques power hierarchies; how the artifact positions actors against one another to surprising ends; how language choice, tone, and register support particular effects on the audience; or how certain rhetorical devices or tropes perform subtle persuasive work. This project will allow you to engage in a sustained reading of an example conflict and receive feedback from me and your peers before beginning your final draft.

Paper Draft (at least 3,500 words)

On **December 3**, you will submit a rough draft of your final paper. This draft should contextualize and justify your analysis, much of which you have already completed. Drafts should be nearly complete, meaning that they contain an introduction, an overview of your case, an articulated argument, a review of the theories you're deploying to support that argument, and a conclusion. You will receive feedback from me and your peers on this draft during the last week of class.

All papers are due no later than 11:59 p.m. on December 20, 2021

Grade Breakdown

Participation, required assignments, and written work are weighted for grading as follows:

Participation	20%
Microthemes	10%
Group Presentations	15%
Health Artifact Analysis	10%
Prospectus	10%
Sample Analysis	10%
Final Paper	25%
• Draft	5%
• Presentation	5%
• Final	15%
Total: 100%	

Point Ranges
A = 93 – 100%
A- = 90 – 92%
B+ = 87 – 89%
B = 83 – 86%
B- = 80 – 82%
C+ = 77 – 79%
C = 73 – 76%
C- = 70 – 72%
D+ = 67 – 69%
D = 65 – 66%
D- = 63 – 64%
F = below 63%

Students with grades of D or lower at midterm will have their performance reported to the Academic Progress Committee and their advisers. This is not a punitive measure. It is to ensure that students experiencing academic difficulty are put into contact with the appropriate resources. **Midterm grades are not recorded on transcripts.**

Attendance

This is a seminar-style course, meaning that our primary mode of learning will be in-class discussion. For this reason, I take regular attendance. While I expect your attendance, I recognize that there may be instances that prevent you from coming to class. **You are allotted 2 excused absences.** Treat these absences like personal days and use them at your discretion. You do not need to tell me why you are missing class. However, unless otherwise arranged, you will still be expected to turn in whatever work is

due the day you miss class. Remember, it is your responsibility to meet with a peer to review the material we covered during your absence. While I am happy to meet with you during office hours to discuss specific content, I ask that you check in with one of your classmates first.

After 2 absences, your grade will decrease by half a letter grade for every subsequent unexcused absence. If an unexpected emergency or illness arises that causes you to miss more than 2 classes, let me know, and we will work together to accommodate your absences.

Deadlines and Extensions

Unless otherwise arranged, I expect all assignments to be turned in on time on the day they are due. Rough drafts of long and short writing assignments are due by the start of class for peer review. The deadline for submitting final drafts for both short and long writing assignments is 5:00 p.m.. Microthemes are due by noon on class days so I can read, anonymize, and post them to Moodle.

If you need an extension on a *final* draft, please contact me at least 48 hours in advance so we can establish a new, firm due date. Unless requested because of a major, unforeseen life event, I typically only grant 3-day extensions for final papers. Because rough drafts will be subject to peer review, I do not grant extensions on drafts unless absolutely necessary. There will be no extensions granted for microthemes.

Respectful Participation Statement

Our course readings will inevitably butt up against sensitive topics. We will be reading about sickness, racism, disability, ableism, gender-based violence, and anti-queer bigotry. A crucial part of being a rhetorical critic is understanding how context, personal and social history, and power affect different people in different ways. While you might not find a topic difficult or challenging, chances are one of your peers might. Power is always at issue in language and each of us has a different relationship to power. While a general rule, this might be especially true whenever we're talking about bodies – how they should look, what they should do, what makes them healthy, what makes them ill. For this reason, we must perpetually be aware of the fact that discussions in this class are not neutral and cannot be isolated from other parts of our lives. We will be reading a variety of texts that pertain to complicated and potentially triggering topics. While disagreement and debate are expected and welcomed, hostility and aggression are not.

A central goal for this class is to disrupt status quo power hierarchies and develop a critical repertoire for critiquing the ways that we reproduce oppressive power dynamics in the everyday ways we talk about health issues. During the first week of class, we will establish rules of engagement, or discourse norms. For this class to “work,” we need to build a community. To build a community, we need to feel comfortable sharing our opinions, ideas, and perspectives on complicated topics. While we will work together to develop discourse norms, we must always be charitable when interpreting another’s comments.

Inclusivity Statement

Part of creating an inclusive learning environment is reckoning with academia’s historic purpose of training white, elite men in ways of exercising dominance over others, especially BIPOC communities and women. To begin working against this history of violence, we must actively affirm the validity and value of those identities, ideas, and perspectives traditionally excluded from academic consideration. In the course, we will use language that is anti-racist, gender-inclusive, and non-sexist. We will affirm non-binary gender identification and ask that everyone respects students’ pronouns. If you are accidentally misgendered, please feel comfortable correcting the professor or other students.

Accessibility

I strive to foster a learning environment that is accessible and welcoming to all students. If you have a specific accommodation granted by Accessibility Services, please request that I receive your confidential accommodation notice via email during the first two weeks of the semester, or as soon as possible. Once I receive your accommodation, I will schedule a time to speak with you to construct a plan of action for the semester. If you suspect you might need an accommodation, please make an appointment with Accessibility Services. You can find their website by following this link: <http://catalog.lafayette.edu/en/current/Catalog/Academic-Programs/Academic-Services/Disability-Services>

Academic Integrity

At its heart, academic integrity refers to honest and good faith engagement with both your own and others’ ideas. The best ideas are made in collaboration and through rigorous engagement with the work of others. However, there is a fine line between collaboration and plagiarism. At Lafayette, plagiarism and cheating are strictly forbidden. Each assignment requires you to adhere to the college’s community standards for academic integrity, which are elaborated in detail on the following website: <https://advising.lafayette.edu/academic-conduct/academic-integrity-statement/>

Lafayette defines academic dishonesty as any of the following actions: submitting and claiming ownership of someone else’s work; incorporating, but not citing, someone else’s intellectual product, either in its entirety or in part; buying someone else’s work or encouraging another to do your work for you; reusing your own material from another course without explicit instructor permission; or collaborating with other students without instruction or permission (Lafayette College Academic Integrity Statement). Students who are found to have violated standards for academic integrity will be referred for sanctioning.

If you are uncertain about how to appropriately engage with outside content, please reach out to me as soon as possible. As your professor, part of my job is guiding you through the dynamic process of academic inquiry. I am always happy to clear up any confusion.

Religious Observation

Students may receive an excused absence for religious observance. I ask that you give me at least one week's notice if you plan on missing class for a religious holy day. Follow this link for a calendar of many religious events compiled by the Office of Religious and Spiritual Life: <http://www.interfaith-calendar.org/2021.htm>

Campus Resources

Lafayette students have access to a variety of on-campus resources. These resources are academic, psychological, and legal. Below, you will find brief descriptions of these resources as well as URLs pointing you toward more information:

Academic Resource Hub provides academic services to enhance student success. It administers various support and enrichment programs as well as housing and Accessibility Services.

Website: <https://hub.lafayette.edu> <https://hub.lafayette.edu>

Counseling Center provides students with a safe, confidential environment to discuss personal and academic concerns. College is particularly stressful and around 40% of Lafayette students have sought counseling services.

If you are experiencing psychological distress, contact the Counseling Center by phone: (610) 330-5005

In the case of a life-threatening emergency, contact the Office of Public Safety: (610) 330-4444

Website: <https://counselingcenter.lafayette.edu/about-us/>

Bailey Health Center connects students with quality health care and promotes an environment of wellness, where students are treated with compassion and understanding. For serious or life-threatening problems, call x4444 and request an ambulance. Sexual assault counselors are available if needed.

Phone #: (610) 330-5001

Website: <https://healthcenter.lafayette.edu>

Title IX and Mandatory Reporting

Lafayette is committed to rooting out and ending sexual misconduct. Faculty and staff are required both by college policy and by law to report instances of sexual misconduct to the Title IX Coordinator. If a report is filed, this does not necessarily mean that the incident will automatically be moved forward to a disciplinary hearing. When reporting a case, you may request the following: resources, no further action, informal resolution, and/or formal resolution.

Website: <https://sash.lafayette.edu/titleix/>

Rhetoric of Health and Medicine: Course Schedule | Fall 2021

*Readings and due dates are subject to change. I will notify you well in advance of any alterations to this calendar.

Week 1: *Against Health?*

Tuesday (8/31)

Introductions

Syllabus Overview

What does it mean to study health from a rhetorical perspective?

Discuss

Kyla Wazana-Tompkins, "We Aren't Here to Learn What We Already Know," *Avidly, Los Angeles Review of Books* (2016), <http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>

Thursday (9/2)

Johnathan M. Metzler, "Why 'Against Health'?", in *Against Health: How Health Became the New Morality*, ed. Johnathan M. Metzler & Anna Kirkland (New York: New York University Press, 2010): 1-14.

Richard Klein, "What is Health and How Do You Get It?", in *Against Health: How Health Became the New Morality*, ed. Johnathan M. Metzler & Anna Kirkland (New York: New York University Press, 2010): 15-25.

Week 2: *Social Control & the Value of Rhetorical Interventions*

Tuesday (9/7)

Irving Zola, "Medicine as an Institution of Social Control," *Sociological Review* 20, no. 4 (1972): 487-504.

Thursday (9/9)

Colleen Derkatch and Judy Segal, "Realms of Rhetoric in Health and Medicine," *University of Toronto Medical Journal* 82, no 2 (2005): 138-142.

Jennifer Malkowski, J. Blake Scott, and Lisa Kernänen, "Rhetorical Approaches to Health and Medicine," in *Oxford Research Encyclopedia of Communication* (2016): 1-28.

Recommended

Judy Z. Segal, "The What, Why, and How of a Rhetoric of Medicine," in *Health and the Rhetoric of Medicine* (Carbondale: Southern Illinois University Press, 2005), 1-20.

***Final day to drop class 9/10

Week 3: *Doing Rhetorical Analysis*

Tuesday (9/14)

Harriet McBryde Johnson, "Unspeakable Conversations," *New York Times*, February 16, 2003, <https://www.nytimes.com/2003/02/16/magazine/unspeakable-conversations.html>.

Rosemarie Garland-Thomson, "A Habitable World: Harriet McBryde Johnson's 'Case for My Life,'" *Hypatia* 30, no. 1 (2015): 300-306.

Shannon Walters, "Unruly Rhetorics: Disability, Animality, and New Kinship Compositions," *PMLA* 129, no. 3 (2014): 471-477.

Thursday (9/16)

Robin Jensen, "An Ecological Turn in Rhetoric of Health Scholarship: Attending to the Historical Flow and Percolation of Ideas, Assumptions, and Arguments," *Communication Quarterly* 63, no. 5 (2015): 522-526.

Jenell Johnson, "Domesticated Women and Docile Boys: Lobotomy and Gender in the Popular Press, 1936-1955," in *American Lobotomy: A Rhetorical History* (Ann Arbor: University of Michigan Press, 2014): 42-71.

Due: Mandatory Microtheme 1 – An Ecological Study of Medical Rhetorics

Week 4: *Medicalization, Wellness, & The Optimized Body*

Tuesday (9/21)

Peter Conrad, "Medicalization: Context, Characteristics, and Changes" **and** "Extension: Men and the Medicalization of Andropause, Baldness, and Erectile Dysfunction," in *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders* (Baltimore: Johns Hopkins University Press, 2007): 3-22; 23-46.

Thursday (9/23)

Colleen Derkach, "The Self-Generating Language of Wellness and Natural Health," *Rhetoric of Health & Medicine* 1, nos. 1-2 (2018): 132-160.

Rachel Monroe, "How Essential Oils Became the Cure for Our Age of Anxiety," *New Yorker*, October 2, 2017: <https://www.newyorker.com/magazine/2017/10/09/how-essential-oils-became-the-cure-for-our-age-of-anxiety>

Week 5: *Medicine, Race, & The Rhetoric of (De)Humanization*

Tuesday (9/28)

Read

Dierdre Cooper Owens, "Historical Black Superbodies and the Medical Gaze," in *Medical Bondage: Race, Gender, and the Origins of American Gynecology* (Athens: University of Georgia Press, 2017): 108-122.

Watch

Dorothy Roberts, "The Problem with Race-based Medicine," filmed November 2015 at TEDMed, video, 14:27, https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine?language=en.

Thursday (9/30)

Martha Solomon, "The rhetoric of dehumanization: An analysis of medical reports of the Tuskegee syphilis project," *Western Journal of Speech Communication* 49, no. 4 (1985): 233-247.

Allison Rowland, "Zoetropes: Turning Fetuses into Humans at the National Museum for the Unborn," *Rhetoric Society Quarterly* 47, no. 1 (2017): 26-48.

Health Artifact Analysis Assignment due 10/1 by 5:00 p.m.

Week 6: *Biopower: The Management of Populations & The Prudent Biocitizen*

Tuesday (10/5)

Michel Foucault, "Right of Death and Power over Life," in *The History of Sexuality Volume 1: An Introduction* (New York: Vintage Books, 1990): 133-160.

Michel Foucault, excerpts from "Society Must Be Defended": *Lectures at the Collège de France 1975-76* (New York: Picador, 2003).

Thursday (10/7)

Nikolas Rose, "Biological Citizens," in *The Politics of Life Itself: Biomedicine, Power, and Subjectivity in the Twenty-First Century* (Princeton: Princeton University Press, 2007): 131-154.

VACCINE PASSPORT ACTIVITY

Week 7: *The Construction of Normalcy*

Tuesday (10/12)

Lennard Davis, "Constructing Normalcy," in *Enforcing Normalcy: Disability, Deafness, and the Body* (New York: Verso, 1995): 23-49.

Thursday (10/14)

Read

M. Remi Yergeau, "Introduction: Involution," in *Authoring Autism: On Rhetoric and Neurological Queerness* (Durham: Duke University press, 2017): 1-34.

Watch

Amanda Baggs, "In My Language," YouTube, January 14, 2007,
<https://www.youtube.com/watch?v=JnylM1hI2jc>.

Prospectus due 10/15 by 5:00 p.m.

Week 8: *Medical Rhetoric & The Borders of Belonging*

Tuesday (10/19)

Jay Dolmage, "Island: Ellis Island and the invention of race and disability," in *Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race and Disability* (Columbus: Ohio University Press, 2018): 8-50.

Thursday (10/21)

Karma Chávez, excerpts from *The Borders of AIDS: Race, Quarantine, and Resistance* (Seattle: University of Washington Press, 2021).

Week 9: *Outbreak I: Rhetorics of Contagion & Immunity*

Tuesday (10/26)

Pricilla Wald, excerpts from *Contagious: Cultures, Carriers, and the Outbreak Narrative* (Durham: Duke University Press, 2008)

Thursday (10/28)

Roberto Esposito, excerpts from *Immunitas: The Protection and Negation of Life* (Malden: Polity, 2011).

Week 10: *Outbreak II: Risk & Containing Fearful Others*

Tuesday (11/2)

Lisa Keränen, "Concocting Viral Apocalypse: Catastrophic Risk and the Production of Bio(in)security," *Western Journal of Communication* 75, no. 5 (2011): 451-472.

Thursday (11/4)

Neel Ahuja, excerpts from *Bioinsecurities: Disease Interventions, Empire, and the Government of Species* (Durham: Duke University Press, 2016).

Week 11: *Medical Rhetorics in the COVID-19 Pandemic*

Tuesday (11/9)

V. Jo Hsu, "Containment and Interdependence: Epidemic Logics in Asian American Racialization," *QED: A Journal of GLBTQ Worldmaking* 7, no. 3 (2020): 125-134.

Jeffrey Bennett, "Everyday life and the management of risky bodies in the COVID-19 era," *Cultural Studies* 35, no. 2-3 (2021): 347-357.

Thursday (11/11)

Heidi Yoston Lawrence, "Family, Authority, Injury," in *Vaccine Rhetorics* (Columbus: Ohio State University Press, 2020): 75-96.

Sample Analysis due 11/12 by 5:00 p.m.

Week 12: *AIDS & Sensuous Potentials of Resistance*

Tuesday (11/16)

Read

Deborah Gould, "Why Emotion?," in *Moving Politics: Emotion and ACT UP's Fight Against AIDS* (Chicago: University of Chicago Press, 2009): 1-48.

Watch

How to Survive a Plague, directed by David France (2013).

Thursday (11/18)

Michael Callen and Richard Berkowitz, *How to Have Sex in an Epidemic: One Approach* (New York: News from the Front Publications, 1983).

Ryan Mitchell, "Whatever happened to our great gay imaginations?": The invention of safe sex and the visceral imagination," *Quarterly Journal of Speech* 107, no. 1 (2021): 26-48.

Week 13: *Pain*

Tuesday (11/23)

Elaine Scarry, excerpts from *The Body in Pain: The Making and Unmaking of the World* (New York: Oxford University Press, 1985).

Tobin Siebers, "In the Name of Pain," in *Against Health: How Health Became the New Morality*, ed. Johnathan M. Metzl & Anna Kirkland (New York: New York University Press, 2010): 183-194.

Thursday (11/25)

NO CLASS – Thanksgiving

Eli Clare, *Brilliant Imperfection: Grappling with Cure* (Durham: Duke University Press, 2017): chapters 1-5.

Week 14: *The Ideology of Cure*

Tuesday (11/30)

Eli Clare, *Brilliant Imperfection: Grappling with Cure* (Durham: Duke University Press, 2017): chapters 6-10.

Thursday (12/2)

Final Project Presentations Day 1

Final Paper Draft due 12/3 by 5:00 p.m.

Week 15: *Final Week*

Tuesday (12/7)

Final Project Presentations Day 2

Thursday (12/9)

Final Project Presentations Day 3

Final Papers due 12/20 @ 11:59 p.m.