

Dopefiends, Addicts, Junkies: Marginalized Identities and Lived Experiences

EXP-0037-7

Wednesdays 6:00-8:30 p.m.

Instructor: Kristen Lindblom

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Office hours: Appointment only (or talk to me after class!)

Course Description:

Integrating research methods from Sociology, Anthropology and Applied Linguistics, this class will introduce students to various approaches with which to investigate the lived experience of marginalization. With a focus on heroin and substance abuse, this class will present various ways to study the discursive construction of marginalized identities. This class seeks to call attention to the human dimension of addiction and illustrate how the social sciences can be beneficially applied to social and public health issues.

Required books:

- 1) Most articles will be shared on the class web site.
- 2) Bourgios, P. & Schonberg, J. (2009). *Righteous Dopefiend*. Berkeley & Los Angeles, CA: University of California Press. (about \$15-20 used on amazon)
- 3) Fernandez, H. (1998). *Heroin*. Center City, MN: Hazelden. (you can buy on amazon used for as little as \$0.01)

Class Assignments:

- 1) **CA Transcription Assignment, due Week Four (September 24, 2014)**
 - a. Find (on YouTube, the internet) or collect about five minutes of audio data and transcribe it according to simplified CA conventions. Data must be naturally-occurring discourse. The audio file will be loaded onto the class website and one copy of the transcription will be emailed to me. Please bring a copy of your transcription to class for discussion in Week Four.
- 2) **Annotated Bibliography (4-5 pages), due Week Eight (October 22, 2014)**
 - a. To help you prepare for your final project, you will prepare an annotated bibliography with 3-5 outside sources (readings that are not from the syllabus) and submit this electronically by the start of class in Week Eight.
- 3) **Final Paper (8-10 pages), due Week Fourteen (December 3, 2014)**
 - a. You have two choices: a research proposal or a final paper. The research proposal should answer the following questions: What is the proposed study? What are the guiding research questions? Which gap in the field is it addressing? What do you hope to find? The final paper is a research paper (using either primary or secondary data), focusing on any themes covered by the readings or class discussions.

In addition to these three assignments, every week you will be expected to email the class discussion leader(s) 2-3 questions per article in an effort to prepare for the next class.

During the first class, students will be able to select which week(s) they would like to run

the session and we will exchange email addresses. And don't forget to cc me on these emails!

The syllabus is subject to (minor) changes based on the interests of the class

Grading:

CA assignment: 20%

Annotated Bibliography: 25%

Final Paper: 30%

Class Participation: 25%

(including weekly submission of questions and leading and participating in discussions)

September 3, 2014

Week One: Introduction

During this class we will discuss the main themes of the semester and the research methods which will primarily be used throughout the course. In particular, we will look at the social and public health problem of heroin and investigate various ways to study the recovery process from an interdisciplinary perspective. One goal of this course is to introduce you to a variety of analytic tools and research frameworks with which you can approach a vast array of social issues. The first half of this course we will read articles which utilize the various research methods to study addiction, recovery and the discursive construction of identity in a more general sense. The second half of the semester will focus specifically on heroin and engaged fieldwork.

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.

September 10, 2014

Week Two: Research Methods

Email my discussion questions to: _____

This class will focus on discussing the articles assigned for this week, including the pros and cons of the different methods, as well as their applicability to different types of research topics. This class discussion will also shed light on how these methods can be used to study addiction and marginality. We will also break into small groups and discuss possible directions for their final paper.

Readings for this class:

- 1) Goodwin, C. & Heritage, J. (1990). Conversation analysis. *Annual Review of Anthropology*, 19, 283-307.
- 2) Ochs, E., & Capps, L. (1996). Narrating the self. *Annual Review of Anthropology*, 25, 19-43.

- 3) Ten Have, P. (2013). Conversation analysis and ethnomethodology (pp. 1-5). In C.A. Chapelle. (Ed.). *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.

September 17, 2014

Week Three: Narratives and Social Experience

Email my discussion questions to: _____

The articles for this week's class focus on social experience and change and how the study of narratives can elucidate various psycho- or social- changes for individuals. We will also break into small groups to discuss the CA transcription conventions and assignment which is due Week Four.

Readings for this class:

- 1) Steffen, V. (1997). Life Stories and shared experience. *Soc. Sci. Med*, 45 (1), 99-111.
- 2) Rappaport, J. (2000). Community narratives: Tales of terror and joy. *American Journal of Community Psychology*, 28 (1), 1-24.

September 24, 2014

Week Four: Narratives and Recovery

CA Assignment due today in class

Email my discussion questions to: _____

The articles for this week focus on the use of narratives to study the recovery process as well as highlight some of the many difficulties faced in clearly identifying an individual's root of addiction. Also, the CA assignment is due today, so we'll spend part of the class discussing your experience of doing a transcription and any interesting phenomenon you found in their data. You will bring their excerpts to class to talk about them.

Readings for this class:

- 1) Hanninen, V. & Koski-Jannes, A. (1999). Narratives of recovery from addictive behaviors. *Addiction*, 94 (12), 1837-1848
- 2) Arminen, I. (2004). Second stories: The salience of interpersonal communication for mutual help in Alcoholics Anonymous. *Journal of Pragmatics*. 36 (2), 319-347.
- 3) Shohet, M. (2007). Narrating anorexia: "Full" and "Struggling" genres of recovery. *Ethos*, 35 (3), 344-382.

October 1, 2014

Week Five: Agency and Ideologies

Email my discussion questions to: _____

The readings for this week focus on the role of agency and how it relates to the study marginalized populations in particular. This discussion of agency will be framed within a

Foucauldian framework. We will discuss what agency is and how it is expressed through language. We will also discuss linguistic ideologies and how this is relevant to the study of marginalized populations.

Readings for this class:

- 1) Ahearn, L.M. (2001). Language and agency. *Annual Review of Anthropology*, 30, 109-137.
- 2) Gal, S., & Irvine, J.T. (1995). The boundaries of language and disciplines: How ideologies construct difference. *Social Research*, 62 (4), 967-1001.
- 3) Foucault, M. (1982). The subject of power. *Critical Inquiry*, 8 (4), 777-795.

October 8, 2014

Week Six: Identity and Recovery

Email my discussion questions to: _____

This week the class will discuss the roles of identity within the recovery process and how the study of various discursive phenomenon can help highlight these roles. Taking an ethnographic approach to the study of addiction and recovery, we will discuss the advantages and disadvantages of the ethnographic approach as they relate to studies of addiction and/or marginality.

Readings for this class:

- 1) Kellogg, S. (1993). Identity and recovery. *Psychotherapy*, 30 (22), 235-244.
- 2) Moonwomon-Baird, B. (2000). What do lesbians do in the day time? Recover. *Journal of Sociolinguistics*, 413, 348-378.

October 15, 2014

Week Seven: Masculinity

Email my discussion questions to: _____

This class will focus on discussions of contemporary masculinity and how masculine schemas are expressed and experienced in everyday interactions. Taking a step back from marginalized or addicted populations, this week will focus on hegemonic, as well as subordinate, cultural themes and ideals. You will be given time in this class to break into small groups and discuss assignment #2 (the annotated bibliography) which is due Week Eight.

Readings for this class:

- 1) Connell, R.W. (1991). Live fast and die young: The construction of masculinity among young working-class men on the margin of the labour market. *Journal of Sociology*, 27 (2), 141-171.
- 2) Kielsing, S.F. (2001). "Now I gotta watch what I say": Shifting constructions of masculine discourse. *Journal of Linguistic Anthropology*, 11 (2), 250-273.

October 22, 2014

Week Eight: Heroin, The Big H, Junk

Annotated bibliography due today in class

Email my discussion questions to: _____

We will do selected readings from the book “Heroin” to gain a better understanding of its history, the addictive experience and the process of recovery. This week’s reading focuses on understanding the allure and the history behind this drug.

Readings for this class:

- 1) Fernandez, H. (1998). *Heroin*. Center City, MN: Hazelden. (sections)

October 29, 2014

Week Nine: Anthropological Approaches to the Study of Heroin Users

Email my discussion questions to: _____

This class continues focusing on ethnographic approaches with a focus on how ethnography can assist in the study of marginalized or addicted populations.

Readings for this class:

- 1) McCoy, K., McGuire, J., Curtis, R., & Spunt, B. (2005). White chicks on dope: Heroin and identity dynamics in New York in the 1990s. *Journal of Drug Issues*, 35, 817-842.
- 2) Garcia, A. (2008). The elegiac addict: History, chronicity, and the melancholic subject. *Cultural Anthropology*, 23 (4), 718-746.

November 5, 2014

Week Ten: What is it like in the Field?

Email my discussion questions to: _____

This class focuses on fieldwork and looks at one researcher’s involvement in the field. We will discuss his particular approach to fieldwork and the advantages and disadvantages of engaged anthropological fieldwork.

Readings for this class:

- 1) Bourgois, P. (1998). The moral economies of homeless heroin addicts: Confronting ethnography, HIV risk, and everyday violence in San Francisco shooting encampments. *Substance Use and Misuse*, 33 (11), 2323-2351.
- 2) Bourgois, P. (1998). Just another night in a shooting gallery. *Theory, Culture & Society*, 15 (2), 37-66.

November 12, 2014

Week Eleven: How involved should a researcher be?

Email my discussion questions to: _____

Continuing with the theme from last week, this class will discuss the use of anecdotes, analysis and photography in anthropological studies of heroin addicts.

Readings for this class:

- 1) Bourgios, P. & Schonberg, J. (2009). *Righteous Dopefiend*. Berkeley & Los Angeles, CA: University of California Press. (sections)

November 19, 2014

Week Twelve: A Researcher's Responsibility

Email my discussion questions to: _____

We will continue with *Righteous Dopefiends* and discuss what critical applied anthropology can offer the study of marginalized and socially vulnerable populations. We will also discuss the politics of representation when dealing with vulnerable populations.

Readings for this class:

- 1) Bourgios, P. & Schonberg, J. (2009). *Righteous Dopefiend*. Berkeley & Los Angeles, CA: University of California Press. (sections)

November 26, 2014

Week Thirteen: No class! Have a nice break!

December 3, 2014

Week Fourteen: Last class

Final paper due today in class

During this class, everyone will present their papers/proposals and receive feedback from the class. 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.