

**GLOBAL HEALTH:
ETHNOGRAPHIC PERSPECTIVES
ANTH 640 & INRL 624a
Monday 2-5 pm
Fall 2011
Prof. Marcia C. Inhorn
marcia.inhorn@yale.edu**

Course Description

This interdisciplinary seminar, designed for graduate students in Anthropology and Global Health at Yale, is designed to explore in an in-depth fashion anthropological ethnographies on many of the serious health problems facing populations in resource-poor societies around the globe. The course will focus on three major issues: (1) Poverty, Structural Violence, and Health as a Human Right; (2) Struggles with Infectious Disease; and (3) The Health of Women and Children (and Men, Too). Within these three themes, many major issues of global health concern will be addressed, including the health-demoting effects of poverty, racism, patriarchy, and inhumane conditions of life and labor in many countries; men's and women's sexuality in the era of HIV/AIDS; the politics of epidemic disease control and other disasters, and the role of communities, nation-states, and international organizations in responding to such crises; issues of coercion in population control and the quest for reproductive rights; and how child health is ultimately dependent on the health and well-being of mothers. The underlying purpose of the course is to develop students' awareness of the political, socioeconomic, ecological, and cultural complexity of most health problems in so-called "developing" nations and the consequent need for anthropological sensitivity, contextualization, and activist involvement in the field of global health. The course is also designed to expose students to salient health issues in many parts of the world from the U.S. to China. However, the primary focus of the course is on global health issues facing sub-Saharan Africa and Latin America.

Course Assignments

1) **Keeping Up, Being There, Breaking the Silence**: This seminar is intended to be a respectful reading group, where we engage with each other, courteously and constructively, in a thoughtful and reflexive conversation about the relationship between masculinity and men's health, as exemplified through a series of two theoretical treatises and eleven ethnographies to be read and discussed together in class. Clearly, thirteen books in one semester constitutes a heavy reading load; thus, your major assignment is simply keeping up with these readings, being there each week, and "breaking the silence," individually and collectively, about many important men's health issues that are rarely discussed. Everyone is expected to participate in these conversations, which are intended to be very friendly, informal, but nonetheless thought-provoking and rigorous. You will be evaluated in this course in large part on your classroom engagement over the course of the semester. **30% of the total grade**

2) **Leading a Discussion**: Each participant in this seminar will lead the book discussion during one class period during the semester. We will decide this schedule on the first day of class. As discussion leader, you are expected to *briefly* (no more than 10-15 minutes) summarize the major themes of the book in a structured but informal manner (i.e., no reading of something you have written up). Pedagogically, I want us to find the value in each book, rather than only looking for faults; so please *withhold any critical comments* for the classroom discussion that follows. As part of your role as discussion leader, you should print out for each member of the class a list of what you consider to be the 5-6 key questions raised by the book. One of these questions should deal with methodological issues, and one should deal with policy implications. The other questions should involve the book's major arguments/themes/content. All questions should be indicated with a descriptive subhead. Your job as seminar leader is to systematically cover these questions during the course of the discussion, as well as run the seminar more generally in preparation for future teaching. **20% of the total grade**

3) **Book Reviews**: During the course of the semester, each student will write two, 2-page, single-spaced review/analysis papers, focusing on two books from different sections of the course. The first page should provide a brief, descriptive review of the book's content (much like an abstract). The second page should provide an analysis of the book's major strengths, weaknesses, and intended audiences. An example of a brief book review will be provided. These short book reviews are preparation for the longer comparative book review. Book reviews are due on the morning in which the book is being discussed. Do not review the book for which you are leading the seminar discussion. **20% of the total grade, 10% each**

4) **Comparative Book Review Essay**: Each participant in this seminar will write one final, 12--page (double-spaced) paper, comparing (1) one of the ethnographies read in class with (2) an additional ethnography on HIV/AIDS, and (3) an edited volume on some aspect of global health. Books for (2) and (3) are included on the Supplementary Reading List below. The review should be written in *Reviews in Anthropology* format; instructions and an example will be provided. Your essay should summarize and critically review both books, looking for strengths and weaknesses. But the essay should also be explicitly synthetic, examining similarities and differences and attempting to outline some common theme(s). References to other books are allowed in the essay, but not required. This essay is due on the last day of class. **30% of the total grade**

Schedule of Readings (All books available at Labyrinth and on reserve in Bass Library.)

I. Poverty, Structural Violence, and Health as a Human Right

- Sept. 12 Introduction to the Course
Sept. 19 Foley, *Your Pocket is What Cures You: The Politics of Health in Senegal*
Sept. 26 Smith-Nonini, *Healing the Body Politic: El Salvador's Popular Struggle for Health Rights from Civil War to Neoliberal Peace*

II. Struggles with Infectious Disease

- Oct. 3 Fassin, *When Bodies Remember: Experiences and Politics of AIDS in South Africa*
Oct. 10 White, *An Uncertain Cure: Living with Leprosy in Brazil*
Oct. 17 Renne, *The Politics of Polio in Northern Nigeria*
Oct. 24 Briggs, *Stories in the Time of Cholera: Racial Profiling during a Medical Nightmare*
Oct. 31 Hewlett and Hewlett, *Ebola, Culture and Politics: The Anthropology of an Emerging Disease*

III. The Health of Women and Children (and Men, too)

- Nov. 7 Greenhalgh, *Just One Child: Science and Policy in Deng's China*
Nov. 14 Berry, *Unsafe Motherhood: Mayan Maternal Mortality and Subjectivity in Post-war Guatemala* (with Prof. Kylea Liese, Yale School of Nursing)
Nov. 21 Dalsgaard, *Matters of Life and Longing: Female Sterilisation in Northeast Brazil*
Nov. 28 Einarsdottir, *Tired of Weeping: Mother Love, Child Death, and Poverty in Guinea-Bissau*
Dec. 5 Kilshaw, *Impotent Warriors: Perspectives on Gulf War Syndrome, Vulnerability, and Masculinity*

Supplementary Reading List for Comparative Essay

Edited Volumes

- Castro and Singer**, *Unhealthy Health Policy: A Critical Anthropological Examination*
Farmer, *Partner to the Poor: A Paul Farmer Reader*
Gandy and Zumla, *The Return of the White Plague: Global Poverty and the "New" Tuberculosis*
Hahn and Inhorn, *Anthropology and Public Health: Bridging Differences in Culture and Society*
Inhorn et al., *Reconceiving the Second Sex: Men, Masculinity, and Reproduction*

HIV/AIDS Ethnographies

- Barz**, *Singing for Life: HIV/AIDS and Music in Uganda*
- Bastos**, *Global Responses to AIDS: Science in Emergency*
- Biehl**, *Will to Live: AIDS Therapies and the Politics of Survival*
- Carillo**, *The Night is Young: Sexuality in Mexico in the Time of AIDS*
- Dilger and Luig**, *Morality, Hope and Grief: Anthropologies of AIDS in Africa*
- Farmer**, *AIDS and Accusation: Haiti and the Geography of Blame*
- Fordham**, *A New Look at Thai AIDS: Perspectives from the Margin*
- Green and Ruark**, *AIDS, Behavior, and Culture: Understanding Evidence-Based Prevention*
- Hammar**, *Sin, Sex and Stigma: A Pacific Response to HIV and AIDS*
- Hirsch et al.**, *The Secret: Love, Marriage and HIV*
- Hixon**, *Expectations, Obligations, Goals: An Ethnographic Study of Two HIV/AIDS Support Groups South of Durban, South Africa*
- Hyde**, *Eating Spring Rice: The Cultural Politics of AIDS in Southwest China*
- Inciardi et al.**, *Sex, Drugs and HIV/AIDS in Brazil*
- Klaits**, *Death in a Church of Life: Moral Passion during Botswana's Time of AIDS*
- Liu**, *Passage to Manhood: Youth Migration, Heroin, and AIDS in Southwest China*
- Loffler**, *HIV/AIDS and the Power of Decision Making: A Gender Study in a Rural Township in South Africa*
- Lyttleton**, *Endangered Relations: Negotiating Sex and AIDS in Thailand*
- Nguyen**, *The Republic of Therapy: Triage and Sovereignty in West Africa's Time of AIDS*
- Padilla**, *Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the Dominican Republic*
- Parker**, *Beneath the Equator: Cultures of Desire, Male Homosexuality and Emerging Gay Communities in Brazil*
- Pemunta**, *Health and Cultural Values: Female Circumcision within the Context of HIV/AIDS in Cameroon*
- Renaud**, *Women at the Crossroads: A Prostitute Community's Response to AIDS in Urban Senegal*
- Rodlach**, *Witches, Westerners, and HIV: AIDS and Cultures of Blame in Africa*
- Setel**, *A Plague of Paradoxes: AIDS, Culture, and Demography in Northern Tanzania*
- Simpson**, *Boys to Men in the Shadow of AIDS: Masculinities and HIV Risk in Zambia*
- Susser**, *AIDS, Sex, and Culture: Global Politics and Survival in Southern Africa*
- Tahir**, *Injecting Drug Use and the Risks of HIV Infection: A Case Study of HIV and AIDS Awareness in the Red Light District of Pakistan*
- Thornton**, *Unimagined Communities: Sex, Networks, and AIDS in Uganda and South Africa*
- Whelehan**, *The Anthropology of AIDS: A Global Perspective*
- Zheng**, *Ethnographies of Prostitution in Contemporary China: Gender Relations, HIV/AIDS, and Nationalism*
- Zigon**, *"HIV is God's Blessing": Rehabilitating Morality in Neoliberal Russia*