

**MASCULINITY AND MEN'S HEALTH:  
ETHNOGRAPHIC PERSPECTIVES  
ANTH 455/655 & WGSS 459/659**

**Monday 2-5 pm**

**Spring 2012**

**Prof. Marcia C. Inhorn**

**marcia.inhorn@yale.edu**

**Course Description**

This interdisciplinary seminar, designed for students in Anthropology, Women's Gender and Sexuality Studies, and Global Health at Yale, is designed to explore in an in-depth fashion ethnographic approaches to masculinity and men's health around the globe. The course will begin with two theoretical texts on masculinity, followed by eleven anthropological ethnographies on various dimensions of men's health and well-being. Students in this course will gain broad exposure to a number of exigent global men's health issues, issues of ethnographic research design and methodology, and the interdisciplinary theorizing of masculinity scholars in Anthropology, Sociology, and Cultural Studies. In particular, this course will demonstrate how anthropologists studying men's health issues in a variety of Western and non-Western sites, including the Middle East, Africa, Latin America, and Asia, have contributed to both social theory and ethnographic scholarship of importance to health policy. Through humanistic engagement in men's lives, anthropologists have contributed considerably to theoretical debates about men's embodiment, agency, desire, identity, suffering, and resistance to (dis)ease-producing social relations and conditions. Topics highlighted in their work include the social construction and "disciplining" of the male body and men's sexuality in the era of HIV/AIDS; men's changing health needs and concerns throughout the male life cycle; the medicalization and technologization of men's reproductive health; the health-demoting effects of racism, poverty, patriarchy, and inhumane conditions of labor; men's engagements with unhealthy substances and toxic exposures in the workplace; and, ultimately, how men narrativize and make meaning of their suffering.

**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, 15-page (double-spaced) paper, comparing one of the ethnographies read in class with an edited volume additional from the list of suggested readings below. Graduate students in the course will read two of these books for a 3-book comparative essay. 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. Hegemonic Masculinity Theory
  - Jan. 9 Introduction to the Course
  - Jan. 13 Connell, *Masculinities*
  - Jan. 23 Watson, *Male Bodies: Health, Culture, and Identity*

II. Sex in the Era of HIV/AIDS

- Jan. 30 Parker, *Beneath the Equator: Cultures of Desire, Male Homosexuality and Emerging Gay Communities in Brazil*
- Feb. 6 Padilla, *Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the Dominican Republic*
- Feb. 13 Simpson, *Boys to Men in the Shadow of AIDS: Masculinities and HIV Risk in Zambia*
- Feb. 20 Wentzell, *Maturing Machos: Aging, Chronic Illness, and Viagra in Mexico*

III. Substances that Harm

- Feb. 27 Bourgois and Schonberg, *Righteous Dopefiend*
- Mar. 19 Liu, *Passage to Manhood: Youth Migration, Heroin, and AIDS in Southwest China*
- Mar. 28 McCoy, *Holding Men: Kanyirninpa and the Health of Aboriginal Men*
- Apr. 5 Petryna, *Life Exposed: Biological Citizens after Chernobyl*
- Apr. 12 Kilshaw, *Impotent Warriors: Perspectives on Gulf War Syndrome, Vulnerability, and Masculinity*

IV. Fatherhood and Emergent Masculinities

- Apr. 19 Inhorn, *The New Arab Man: Emergent Masculinities and Islam in the Middle East*
- Apr. 28 Reed, *Birthing Fathers: The Transformation of Men in American Rites of Birth*, followed by class party and film viewing of “The Business of Being Born”

**Reading List for Comparative Essay**

Aguirre-Molina et al., *Health Issues in Latino Males: A Social and Structural Approach*

Feldman, *AIDS, Culture, and Gay Men*

Gutmann, *Changing Men and Masculinities in Latin America*

Inhorn et al., *Reconceiving the Second Sex: Men, Masculinity, and Reproduction*

Lindsay and Miescher, *Men and Masculinities in Modern Africa*

Ouzgane, *Islamic Masculinities*

Ouzgane and Morrell, *African Masculinities: Men in Africa from the Late Nineteenth Century to the Present*

Rosenfeld and Faircloth, *Medicalized Masculinities*