ETHNOGRAPHIC PERSPECTIVES IN GLOBAL HEALTH

ANTH S462
Summer Session B 2020
July 12 – August 13
TTh 6-9:15 pm EST
Anthropology

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Office Hours: By Email Appointment and Zoom

Accessing Live Discussions

The live discussion sessions will be held through the Zoom virtual classroom tool. To access the live sessions, click "Zoom" on the left side of this page. Once you click the link, you may be prompted to install a small application necessary for Zoom. Once you do so, you will be taken directly into the Zoom meeting room. You can then use the audio and video settings menu (bottom left corner) to ensure the correct input/output sources are chosen. For more detailed information of Zoom operation, refer to the user guide in the Technical Support documents below. Remember: a headset with microphone is recommended in the live sessions, this will help reduce audio feedback from participants. Additionally, be sure you are in a quiet location for the live sessions allowing you to focus on the discussion.

If you are having trouble with Canvas, Zoom, or any other course-related technology, please reference the guide(s) below.

Technical Support Contact Information – YSS Online Learning.pdf

Course Description

This seminar is designed to explore anthropological approaches to global health, with major attention to the current global health crises posed by infectious disease pandemics and political violence. Through reading and discussing nine cutting-edge ethnographies and watching two award-winning films, students will come to understand how anthropologists study, write about, and intervene in global health crises, with implications for understanding the current global COVID-19 epidemic. Recent major pandemics, including SARS and Ebola will be examined, as well as “older killers,” including polio, malaria, and HIV/AIDS. Their disparate impacts on the world’s children, women, and men will be examined, as well as how differences in resources and responses between nations impact the course of epidemics. The course also examines how nation-states produce health crises through violence, asking what states owe to citizens, refugees, and
soldiers whose physical health, reproductive health, mental health, and post-conflict lives are forever changed and affected by war.

Throughout the course, the politics of global health problems and interventions will be examined from the point of view of nation-states, international organizations, non-governmental organizations, and humanitarian actors. Efforts to respond to global health crises, often in the absence of adequate preparedness, medical resources, and political will, will be interrogated. The underlying purpose of this course, then, is to develop students’ awareness of the political, socioeconomic, ecological, cultural, and organizational complexity of most global health crises, and the consequent need for anthropological sensitivity, contextualization, and activist commitment.

Ultimately, as an anthropology seminar, this course is about “people first.” Through reading and discussing ethnographies that show how people themselves grapple with tough global health problems and challenges, students will reflect on issues of social justice and the right to health for people living in resource-poor and post-conflict settings, primarily in Africa, Asia, Latin America, and the Middle East. The role of the United States in both producing and mitigating global health crises will also be critically examined, particularly in the final section on Conflict and Health.

**Learning Objectives and Course Goals**

1) To learn about anthropological and ethnographic research approaches to global health
2) To understand the complexities of recent pandemics and responses to them
3) To become familiar with key thinkers, research themes, and intellectual debates
4) To understand the relevance of medical anthropology for the understanding of global health issues and interventions
5) To read and critically assess award-winning anthropological ethnographies and films
6) To develop and hone seminar leadership skills
7) To master the art of writing an academic book review and a comparative book review essay

**Academic Ethics and Integrity:**

If you have any questions about what does or does not constitute plagiarism, please ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems. You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. In this class, we will be writing book reviews, and your book reviews must be entirely original (i.e. your own descriptions and analysis).

Finally, Yale punishes academic dishonesty severely. This includes suspension from the university, but students caught plagiarizing are also subject to lowered or failing grades, as well as the possibility of expulsion. Please be sure to review the Poorvu Center’s
discussion of plagiarism and academic integrity at: https://poorvucenter.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism/what-plagiarism

Writing Fellow for Our Course:

The Poorvu Center for Teaching and Learning and the Center for Language Study is offering virtual writing tutoring during Summer Session. Supports for students are available on the Poorvu Center website: https://summer.yale.edu/academics/summer-session-tutoring.

Course Assignments

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 anthropology and global health, as exemplified through a series of nine compelling ethnographies to be read and discussed together in an online Zoom seminar. Your major assignment is to keep up with these readings, being there during each class session on Zoom, and “breaking the silence,” individually and collectively, about many important global health issues that are currently changing our world in unprecedented ways. Everyone is expected to participate in these seminar 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 Zoom seminar engagement over the course of the summer session. Attendance at every class is required. 15% of the total grade

Co-Leading a Seminar Discussion: Each participant in this seminar will co-lead one seminar discussion with a partner. We will decide this schedule on the first day of class. As discussion co-leaders, you are expected to briefly (no more than 10 minutes) introduce the author and some of the interesting themes/ideas of the day’s book in a structured but informal manner (i.e., no reading of something you have written up). As part of your role as discussion co-leaders, you should assemble a “question set,” an example of which is posted in the Files section on CANVAS. The first group of questions should deal with methodological issues, and the second and third with the books’ major themes and ethnographic findings. The final group of questions should deal with policy implications. All four sets of questions should be indicated with a descriptive subhead. Your job as seminar co-leaders is to systematically cover these questions during the course of the discussion, as well as run the seminar more generally. Question sets should be sent the morning of class (by 10 am, Word document, emailed) to Dr. Inhorn, who will look over, revise with you, and post the final question set on CANVAS by 4 pm. 15% of the total grade (5% question construction, 10% seminar leadership)

Reading Responses: Marcia will post a question about the forthcoming book in the Assignments section of CANVAS. By 6 pm before the book discussion, please post a one to two paragraph (200-300 word) response in the accompanying textbox in CANVAS. These paragraphs should demonstrate your close reading of the text, in preparation for
class discussion. Five responses are required; you can chose which five books to respond to. But at least one reading response must be submitted by the second week of class. 2% each, for 10% of the total grade

**Book Reviews:** During the course, each student will write two, 2-page, single-spaced book reviews, focusing on books from different sections of the course. The book reviews should provide a) a compelling introductory paragraph, b) a second paragraph describing the book’s setting, research methodology, and time frame, c) two to three paragraphs providing a descriptive summary of the book’s content (major arguments, themes, issues, ethnographic findings), d) one paragraph analyzing the book’s major strengths, e) one analyzing the book’s major weaknesses, and f) a final paragraph describing potential audiences, including which academic disciplines would most benefit. The first page to the top of second page should focus on a) –c). Most of the second page should focus on d) – f). Several examples of good book reviews are posted as Files in CANVAS. These short book reviews are preparation for the longer comparative book review. Book reviews are to be submitted as WORD documents in Assignments in CANVAS at the beginning of class on the day in which the book is being discussed. Please turn in one of these book reviews by the third week of class (Thursday, July 29). 15% each, 30% of the total grade

**Comparative Book Review Essay:** Each participant in this seminar will write one final, double-spaced paper, comparing two of the ethnographies that have not been covered in you solo book reviews. You can write about the book you co-led in the seminar. The review should be written in *Reviews in Anthropology* format; two examples of comparative book reviews are provided as Files in CANVAS. Your essay should summarize and review each book, just as you have done for the individual book reviews. But, as a comparative book review, the essay should also be explicitly synthetic, examining similarities and differences and attempting to outline some common theme(s), as well as major differences in the ethnographies. The final third of the paper should be dedicated to this comparative, synthetic analysis, concluding with the potential audiences for the two books. References to other books are allowed in the essay, but are not required. This essay is due on Sunday, August 15, by 5 pm, uploaded as a WORD document in Assignments in CANVAS. 30% of the total grade

**Schedule of Readings**

(All books are available electronically through Yale Library and are in the CANVAS course reserves. They are also available for purchase through the Yale Bookstore.)

1. **The New Pandemics: Case Studies in Global Health (Un)Preparedness**

   July 13 Introduction to the Course and Class Discussion of the Films “Contagion” and “Bending the Arc” about Paul Farmer and the work of Partners in Health (Please view on your own prior to our first class meeting)
July 15  Nicholas Christakis, Apollo’s Arrow: The Profound and Enduring Impact of Coronavirus on the Way We Live

July 20  Paul Farmer, Fevers, Feuds and Diamonds: Ebola and the Ravages of History

July 22  Katherine Mason, Infectious Change: Reinventing Chinese Public Health After an Epidemic

II. Infections and Inequalities: The Rise and Persistence of Global Killers

July 27  Svea Closser, Chasing Polio in Pakistan: Why the World’s Largest Public Health Initiative May Fail

July 29  Vinay Kamat, Silent Violence: Global Health, Malaria, and Child Survival in Tanzania

Aug. 3  Robert Wyrod, AIDS and Masculinity in the African City: Privilege, Inequality, and Modern Manhood

III. Conflict and Global Health: Reproductive and Mental Health Outcomes

Aug. 5  Nicole Berry, Unsafe Motherhood: Mayan Maternal Mortality and Subjectivity in Post-War Guatemala

Aug. 10 Marcia Inhorn, America’s Arab Refugees: Vulnerability and Health on the Margins

Aug. 12 Erin Finley, Fields of Combat: Understanding PTSD among Veterans of Iraq and Afghanistan

Aug. 15  Final Comparative Book Review Due as a WORD document no later than 5 pm through CANVAS Assignments