

**MASCULINITY AND MEN'S HEALTH:
ETHNOGRAPHIC PERSPECTIVES
ANTH 455/655 & WGSS 459/659
Anthropology, 10 Sachem Street, Room 212
Monday 3:30-5:30 pm
Spring 2014**

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**THIS IS A TECHNOLOGY-FREE COURSE,
UNLESS YOU ARE USING A KINDLE EDITION**

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 sociological texts on masculinity, followed by nine anthropological ethnographies on three themes: Fatherhood and Emergent Masculinities, Sexuality in the Era of HIV/AIDS, and Substances and Harm.

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 North America, 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 so-called "hegemonic" masculinity and its alternatives; the social construction and "disciplining" of the male body and sexuality; men's changing health concerns over the life cycle; the medicalization and technologization of men's reproductive health; men's engagements with unhealthy substances and toxic exposures, including to war; the health-demoting effects of racism and poverty on men's health and well-being, including as fathers; and ultimately, how men narrativize and make meaning of their suffering.

Students in this course will be graded on seminar participation, leadership of one seminar discussion, weekly reading responses, two book reviews, and a final comparative book/film essay.

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 sociological treatises, nine anthropological ethnographies to be read and discussed together in class, plus an additional volume, to be read for the final comparative review paper. Clearly, twelve books in one semester constitutes a heavy reading load. Clearly, twelve 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, including at Yale. 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. **20% of total grade**

- 2) **Weekly Responses**: Each week, Marcia will post a question about the forthcoming book in dropbox. Each class member will have an individual dropbox folder. By noon on the day of class, please post a one-paragraph (150-300 word) response to the question in your dropbox folder. These paragraphs should demonstrate your close reading of the text, in preparation for class discussion. The first response is due for the second book, *Masculinities*. **20% of total grade, 2% each**

- 3) **Leading a Discussion**: Each participant in this seminar will lead or co-lead the book discussion during one class period. 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. Also, no chapter-by-chapter summaries. Just highlighting of major arguments, themes, and issues.). 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 construct a list of what you consider to be the 5 key questions raised by the book. The first question should deal with methodological issues, and the last should deal with the book's policy implications. The three middle questions should be thematic, asking about the book's major arguments, thematic tropes, and key findings. All questions should be indicated with a descriptive subhead. Please send your list of questions to marcia.inhorn@yale.edu by 5 pm Sunday evening. We will go over the questions together by email, and Marcia will print out for the class on Monday. Your job as seminar leader is to systematically cover these questions during the course of the two-hour discussion, as well as run the seminar more generally. **15%, including 5% for question construction, 10% for seminar leadership**

- 4) **Two 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 book review *must be turned in before spring break*. The

first page should a) begin with an interesting introduction, which will grab the reader's attention, b) provide a brief description of study sites and methodology, and c) be followed by two to three paragraphs describing the book's major arguments, themes, and findings. This review section should end near the top of the second page. Most of the second page should be devoted to your analysis of a) the book's major strengths, b) the book's major weaknesses, and c) finally, intended audiences—who would benefit from reading the book, including which academic audiences (and possibly lay audiences as well). Please write in the third-person. No personal pronouns (eg, "I think...") are included in professional book reviews. 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 to be printed out and turned in at the beginning of class on the day that the book is being discussed. Do not review the book for which you are leading the seminar discussion. Graduate students will write three reviews, from three different sections of the course. **20% total of grade, 10% each**

5) **Comparative Book/Film Review Essay**: Each participant in this seminar will write one, final 15-page, double-spaced paper, comparing three works: 1) one of the ethnographies read in class (other than those used for previous book reviews), 2) one of the ethnographies from the additional reading list, and 3) *either* one of the films ("Inside Story," "Once Were Warriors"). After a brief introduction, the essay should summarize and critically analyze (i.e., find strengths and weaknesses) each book and movie (about 3 pp each). But the final third of the essay (about 5 pp) should be explicitly comparative, synthetic, and thematic, examining the books'/film's similarities and differences and attempting to outline some common theme(s). The strengths and weaknesses of each book/film can either be included in the individual reviews, or in this comparative section. A brief conclusion is also recommended, and should identify academic and lay audiences for the works. References to other books are allowed in the essay, but are not required. Please cite the works in a brief bibliography at the end. This printed essay is due *on Monday, May 5 by 5 pm*, in my Anthropology department mailbox. Graduate students will have an extra 5 pp, for a 20-page essay. **25% of total grade**

Schedule of Readings

(Available at Yale Bookstore and on 24-hour reserve in Bass Library)

I. Hegemonic Masculinity Theory

- Jan. 13 Introduction to the Course
- Jan. 17 Michael Kimmel, *Guyland*
- Jan. 27 R.W. Connell, *Masculinities*

II. Fatherhood and Emergent Masculinities

- Feb. 3 Marcia C. Inhorn, *The New Arab Man: Emergent Masculinities, Technologies, and Islam in the Middle East*
- Feb. 10 Kathryn Edin and Timothy J. Nelson, *Doing the Best I Can: Fatherhood in the Inner City*

Feb. 17 Emily A. Wentzell, *Maturing Masculinities: Aging, Chronic Illness, and Viagra in Mexico*

III. Sexuality in the Era of HIV/AIDS

Feb. 24 Richard Parker, *Beneath the Equator: Cultures of Desire, Male Homosexuality and Emerging Gay Communities in Brazil*

Mar. 3 Mark Padilla, *Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the Dominican Republic*

Mar. 24 Film, "Inside Story"

Mar. 31 Anthony Simpson, *Boys to Men in the Shadow of AIDS: Masculinities and HIV Risk in Zambia*

IV. Substances and Harm

Apr. 7 Philippe Bourgois, *In Search of Respect: Selling Crack in El Barrio*

Apr. 14 Philippe Bourgois and Jeff Schonberg, *Righteous Dopefiend*

Apr. 21 Erin P. Finley, *Fields of Combat: Understanding PTSD among Veterans of Iraq and Afghanistan*

Apr. 28 Class Party and Film, "Once Were Warriors"

May 5 Comparative Book Review Essay Due, 5 pm

Additional Ethnographies for Final Comparative Essay

- 1) Sallie Han, *Pregnancy in Practice: Expectation and Experience in the Contemporary US*
- 2) Susie Kilshaw, *Impotent Warriors: Perspectives on Gulf War Syndrome, Vulnerability, and Masculinity*
- 3) Liu, *Passage to Manhood: Youth Migration, Heroin, and AIDS in Southwest China*
- 4) McCoy, *Holding Men: Kanyirninpa and the Health of Aboriginal Men*
- 5) Adriana Petryna, *Life Exposed: Biological Citizens after Chernobyl*
- 6) Sarah Phillips, *Disability and Mobile Citizenship in Postsocialist Ukraine*
- 7) Richard Reed, *Birthing Fathers: The Transformation of Men in American Rites of Birth*