

INTL 410/510: Health and Development in Africa

University of Oregon—Winter 2013

Professor: Melissa Graboyes, Ph.D., MPH

Class Time: M/W, 12-1.20 pm, 176 Education

Office/Hours: 348 PLC. Wednesdays, 1:30-2:45

Email: graboyes@uoregon.edu

Course Description

There are connections between health, wealth, and development, but they are not always clear or well defined. Depending on what you read (and who it is written by), those connections can be described as causal or correlative, or can be contested outright. This course will give students a chance to delve deep into discussions about health and development by focusing on a series of development projects and their health effects in sub-Saharan Africa. We will start by interrogating what is meant by “development” and “health” and then exploring different ways they affect each other. There will be a discussion of how development projects are similar/different from charity, gifts, or humanitarian interventions, and what it meant by “sustainable” development.

This is an inter-disciplinary class with writings by anthropologists, public health specialists, medical doctors, economists and historians. Students will become familiar with the different types of data used in discussions about health and development, including historical sources, interview and survey data, field diaries, epidemiological data, GIS-mapping, and economic indicators and regression analysis. Since I am a historian, we will also pay close attention to the history of development interventions in Africa and examine the effects of Western intervention from early missionary contact in the 19th century, through 20th century colonization, and the neo-liberal economic policies of the 21st century.

The course is divided into three sections. The first weeks of class are spent reading about the history of development in Africa, and becoming familiar with the myriad definitions of both “health” and “development.” After two weeks of reading and discussion, we will conclude this section by entering a very contentious debate about the connections between malaria presence (geography), individual health, and national economic growth. The second part of the class focuses on medical research in Eastern Africa, exploring how medical research can/is linked to health developments and larger development discourses. It will give us a chance to discuss health and development from a local perspective and see cases of conflict when “Western” and local moral worlds collide. In our final three weeks of class we discuss the HIV/AIDS epidemic in Africa. Although we will spend plenty of class time discussing the current scale of the crisis and its larger ripple effects (changing gender norms, labor patterns, urbanization, land tenure, etc), our readings will focus on the disease’s origins. We will also grapple with a provocative question: whether the scale of the HIV/AIDS epidemic in Africa is fully or partially a result of earlier development initiatives.

This class will count toward the curricular concentration in Global Health & Development OR fulfill the Africa geography component in the Department of International Studies at UO. For History Majors/Minors, this course counts as the equivalent of a 400-level History course.

Required Texts

Jacques Pepin. The Origins of AIDS. Cambridge University Press: Cambridge. 2011.

Assignments and Grades

Students will be assessed based on four criteria: class participation, a midterm, an essay, and a final exam. Class participation will be a combination of attendance and preparedness and will be based on

INTL 410/510: Health and Development in Africa

University of Oregon—Winter 2013

a student being present and on time, with readings completed, notes taken, and ready to discuss materials. Merely being present assures you an attendance grade of "C-." The exams will include a map portion, and short answers based on readings and class lectures. Students will generate the questions for both exams, and will be allowed to use one page of hand written notes. The essay will be 6-7 pages long, and is due in hard copy at the beginning of class.

Late work will lose 10% for each day it is late.

Class Participation	15%
Mid-Term Exam	25%
Essay	30%
Final Exam	30%

Extra Credit

There will be three extra credit opportunities during the quarter. Students may choose to attend an African Studies Lecture Series event, and their attendance will excuse one absence.

Attendance

To each class, you should bring whatever texts we are reading in addition to your notes. You are allowed two absences without penalty. Each additional absence will result in a deduction of a third of letter grade from your final grade. More than five absences will result in a failing grade.

Technology

I do not permit the use of laptop computers or other electronic devices (i.e., recording equipment) in the classroom without specific permission from me.

Plagiarism

All cases of plagiarism will be reported to the Dean's Office. You are responsible for knowing what plagiarism is, and avoiding it. <http://libweb.uoregon.edu/guides/plagiarism/students/>.

Writing Assistance

This is an upper-division course, and I expect all essays to be thesis-driven, well edited and grammatically correct. If you have writing questions, you can always discuss a draft with me or the GTF. There is one-on-one assistance available at the Writing Lab (68 Prince Lucien Campbell).

Disability

If you require accommodations for a disability, please let me know as soon as possible. Disability Services is available to assist you, and you can find more information at: <http://ds.uoregon.edu/>. They can be contacted at disabsrv@uoregon.edu or 541-346-1155.

Graduate Student Requirements

Graduate students will have additional reading and writing responsibilities and extra class meetings. Students will select an additional book to read and will write a journal-quality book review which will be due part way through the quarter. Graduate students will also be responsible for writing a longer final paper and for leading part of a class session. A meeting at the beginning of the quarter will determine the precise assignment and due dates.

INTL 410/510: Health and Development in Africa

University of Oregon—Winter 2013

I. Africa, Health, and Development: Definitions, Connections, Disagreements

[1] Monday, January 7

[2] Wednesday, January 9

Excerpts from: James C. McCann, Green Land, Brown Land, Black Land: An Environmental History of Africa, 1890-1990 (Portsmouth, NH: Heinemann) 1999. Chs. 1, 2. Pages 1-20.

[3] Monday, January 14

Excerpts from: J.R. McNeill, Something New Under the Sun: An Environmental History of the Twentieth-Century World. (New York: W.W. Norton and Company: New York) 2000. Chs. 7, 9. Pages 192-227, 269-295.

[4] Wednesday, January 16

Excerpts from: William Easterly, The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics. (Cambridge, MA: MIT Press) 2001. Chs. 1, 2. Pages 1-45.

[5] Monday, January 21

HOLIDAY—Martin Luther King, Jr. Day

[6] Wednesday, January 23

Excerpts from: Abhijit Banerjee and Esther Duflo, Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty. (New York: Public Affairs) 2011. Chs. 1, 2, Conclusion. Pages 1-18, 41-70, 267-274.

[7] Monday, January 28

Excerpts from: James Ferguson, The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho. (Minneapolis: University of Minnesota Press) 1994. Chs. Preface, 1, 2, Epilogue. Pages xiii-xvi, 3-73, 279-288.

Extra Credit Opportunity—African Studies Lecture Series

Tuesday, January 29, 2013. 4-5.30 pm @ Knight Library Browsing Room

Dr. Mokaya Bosire.

"Swahili Nation: Language and Development in East Africa"

[8] Wednesday, January 30

Jeffrey Sachs and Pia Malaney, "The Economic and Social Burden of Malaria," Nature. February 2002. 680-685.

Randall M. Packard, "'Roll Back Malaria, Roll in Development'? Reassessing the Economic Burden of Malaria," Population and Development Review. March 2009. 53-87.

- Generate Questions for Midterm Exam

II: Medical Research in Africa

Film: The Constant Gardener

[9] Monday, February 4

Excerpts from: Graboyes manuscript. Chs. Prologue, 1.

INTL 410/510: Health and Development in Africa
University of Oregon—Winter 2013

[10] Wednesday, February 6
MIDTERM

[11] Monday, February 11
Excerpts from: Graboyes manuscript. Ch 2.

[12] Wednesday, February 13
Excerpts from: David J. Rothman and Sheila M. Rothman, Trust is Not Enough: Bringing Human Rights to Medicine. (New York: New York Review of Books) 2006. Ch. 3, Pgs. 53-88.

[13] Monday, February 18
Excerpts from: Graboyes manuscript. Chs. 3-4

III: HIV/AIDS

Film: Disability and HIV in Zimbabwe

[14] Wednesday, February 20
Pepin, chs 1-3. Pgs 1-42

Extra Credit Opportunity—African Studies Lecture Series
Wednesday, February 20, 2013. 4-5.30 pm @ Knight Library Browsing Room
Dr. Candice Goucher.
"Iron Sails the Seas: Technology and Gender in the African Diaspora"

[15] Monday, February 25
Pepin, chs 4-6. Pgs 43-102

[16] Wednesday, February 27
Essay Draft DUE

Extra Credit Opportunity—African Studies Lecture Series
Wednesday, February 27, 2013. 4-5.30 pm. Knight Library Browsing Room
Dr. Amadou Fofana.
"The Representations of Women in the Films of Ousmane Sembene"

[17] Monday, March 4
Pepin, chs 7-9. Pgs 103-167
ESSAY DUE

[18] Wednesday, March 6
Pepin, chs 10-11. Pgs 168-196

[19] Monday, March 11
Pepin, chs 12-15. Pgs 197-237

[20] Wednesday, March 13
Generate Questions for the Final
*****FINAL EXAM—10.15 am, Tuesday, March 19*****