**Epidemics, Pandemics, and Syndemics: Experiments in Medical Anthropology Anthropology 1826**

**Spring 2021**

Seminar: Tuesdays 9:00AM-11:45AM

Undergraduate sections: Mondays, 9:00AM & 3:00PM

**Instructor**:

Arthur Kleinman (he/him/his)

**Teaching Fellow:**

Annikki Herranen-Tabibi (she/her/hers)

**NB!** Drop-in office hours with Professor Kleinman and Ms. Herranen-Tabibi will take place weekly immediately following the seminar meeting, **11:45AM-12:15PM**.

**Description:**

As the COVID-19 pandemic continues to unfold, this seminar brings together a diverse array of ethnographies, alongside selected literary, cinematographic, and historical perspectives, to examine the contributions of medical anthropology to understanding and addressing epidemics, pandemics, and syndemics across the globe. Centered on a close, critical reading of each week’s monographs, the seminar will cultivate direct conversation with a number of the assigned authors and other experts who will visit our virtual classroom to discuss their work. Final projects in the seminar will foster collaboration, creativity, and the development of students’ individual research interests.

**Eligibility**:

Open to advanced undergraduates with some background in social sciences or humanities (regardless of concentration), and to graduate and professional students. Because of the extent of the readings and the intensity of the analysis, the course will be limited to 30 students.

**Format:**

The course consists of a weekly synchronous seminar meeting with an additional undergraduate section meeting. The first section meeting will take place on **2/1/2021.**

1

**Course Objectives:**

• To review ethnographies of epidemics and the social theories they illustrate. • To review one novel and one social history for alternative perspectives on epidemics. • To examine how both ethnographies and the other works we read contribute more

broadly to medical anthropology, medical humanities, and social medicine. • To come to an understanding of the strengths and limitations of ethnographic research in medical anthropology, medical humanities, and social medicine. • To assess the current condition of medical anthropology through our readings. • To consider how medical anthropology, medical humanities, and social medicine can contribute to understanding, engagement, and action in the context of the COVID 19 pandemic, especially in terms of care and prevention.

• To foster the opportunity for students’ final projects to explore novel approaches to research and theory in medical anthropology and medical humanities.

**Section Objectives:**

• Strengthening your foundations in medical anthropology through engagement with the central arguments, concepts, ethical questions, and methodological approaches in each week’s readings.

• Preparing you for active participation in the seminar through in-depth, small-group discussions.

• Developing your individual interests and projects, and connecting them to the broader field of medical anthropology.

**Requirements and Important Deadlines**:

Weekly attendance at seminar meetings and active participation in seminar meetings. For undergraduates, attendance and active participation in weekly section meetings is also required. 

Each student will sign up to help lead one seminar discussion by offering initial remarks and co-facilitating the discussion. The initial remarks should be centered on notes of appreciation and critique, and on offering analytical questions for discussion. Brief (max. 2 paragraphs) weekly reading reflections submitted on the Canvas discussion board by **3pm on Mondays before class**. 

o You may skip **up to two** reading reflections assignments without penalty. o We will **share** your reading reflections with each week’s visiting

authors/experts before the seminar meeting. If you don’t want us to share yours, please send us an email to let us know!

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Brief (max. 2 paragraphs) summaries of key insights from seminar discussion submitted on the Canvas discussion board by **5pm on Thursdays after class**. o You may skip **up to two** discussion reflections without penalty. 

Final assignment: research paper or alternative project, due **5/10/21 at 2pm**. Proposals for final assignments are due on **3/12/21 at 11:59pm**. See below for more details. 

**Course Grade Composition**

Attendance + Participation 20% 

o For undergraduates, 10% is based on attendance and participation

in the weekly seminar, and a further 10% reflects attendance and

participation in the weekly section meetings.

Weekly reading reflections and discussion summaries 20%

Leading class discussion 10% 

Proposal for final assignment 10%

Final assignment 40%

**Final Assignment:**

*Option 1*

Research paper:

o Graduate students: 25-30 pages of text (references/bibliography additional); o Undergraduates: 20-25 pages of text (references/bibliography additional).

*Option 2*

Given the importance of multiple modes of communication highlighted by the pandemic, and our emphasis on experiments in medical anthropology, students in the course have the option of producing a creative project instead of a traditional research paper as the final assignment.

To ensure that the final project options are comparable in terms of the scholarly work that goes into producing them, we require students embarking on creative final projects to also produce a 5-page (double-spaced) essay critically reflecting on relevant scholarly literature.

The deadline for all final projects is **5/10/21 at 2pm.**

3

Students will have the opportunity to workshop their final project proposals halfway through the semester. The final seminar meeting will be devoted to student presentations of final projects.

**Proposal for Final Assignment**

Prior to the workshop session on final paper projects (to be scheduled for the week of **3/22/2021**), you will complete a two-part preliminary assignment, due **3/12/21 at 11:59pm**:

1. a **final paper proposal**. In 500–800 words, it should briefly:

• outline the topic you are interested in working on;

• state 1-3 questions through which you wish to investigate the topic. 2. an **annotated bibliography** with five key sources from your preliminary research. For each source, kindly:

• include full citation information;

• indicate why the source is important for your paper topic;

• note which question(s) in your proposal the source relates to, and how.

**Course Policies and Expectations**

*We are committed to teaching with attention to equity and to our students’ mental and physical health.* Attendance and Participation:

Students are expected to participate weekly in seminar discussions and undergraduate section meetings synchronously. Active participation in seminar and section discussions is crucial for everyone’s learning experience. In recognition of different ways to participate, we encourage students to use the asynchronous text features (Zoom chat and Canvas discussion boards) alongside speaking and active listening.

Thorough preparation, including careful reading of the assigned material, is indispensable. Each week, the assigned monograph will be the main focus of our discussions, though in certain weeks we have included additional, short required readings. We realize that in any given week, students may have difficulty mastering aspects of the reading material. We are therefore very supportive of students’ questions and uncertainties being aired in the seminar. We will not record seminar or section discussions.

4

Zoom Expectations:

To ensure focused and engaged discussions, we ask you to turn your cameras on during Zoom sessions whenever possible. If you wish to be exempted from this expectation, please contact Professor Kleinman and Ms. Herranen-Tabibi to discuss. We also ask that you mute yourself when you are not speaking. We understand that internet connectivity issues and other vagaries of remote learning may at times necessitate turning cameras off; please let us know promptly if this is the case.

If there is a Zoom outage, you will receive an email with instructions from the teaching staff within 10 minutes.

If you need assistance with internet connectivity issues or additional guidance regarding Zoom, please contact the HUIT help desk at: https://atg.fas.harvard.edu/contact\_us.

Citation Practices:

Please cite any sources that you use in the preparation of assignments for this course. We recommend using the American Anthropological Association’s citation format (the Chicago Manual of Style author-date system for parenthetical citations. You can access the CMS guide here: https://www-chicagomanualofstyle-org.ezp

prod1.hul.harvard.edu/tools\_citationguide/citation-guide-2.html). Other citation formats are acceptable as long as used consistently.

The Harvard College Honor Code:

Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs. All individual assignments submitted for this course are expected to be your own, including your own research and writing.

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**Core Readings**

Online access to all readings is available via the Canvas site (library reserves tab and course readings folder); copies of monographs have also been ordered for purchase from the Coop.

1. Benton, Adia. *HIV Exceptionalism: Development through Disease in Sierra Leone*. University of Minnesota Press, 2015.

2. Biehl, João. *Will to Live: AIDS Therapies and the Politics of Survival*. Princeton University Press, 2009.

3. Brandt, Allan. *No Magic Bullet: Social History of Venereal Disease in the United States since 1880.* 35 year anniversary edition. Oxford University Press. 2020

4. Briggs, Charles, & Mantini-Briggs, Clara. *Tell Me Why My Children Died: Rabies, Indigenous Knowledge, and Communicative Justice*. Duke University Press, 2016.

*5.* Farmer, Paul. *Fevers, Feuds, and Diamonds: Ebola and the Ravages of History*. Farrar, Straus and Giroux. 2020.

6. Fearnley, Lyle. *Virulent Zones: Animal Disease and Global Health at China’s Pandemic Epicenter.* Duke University Press. 2020.

7. Fisher, Jill A. *Adverse Events: Race, Inequality, and the Testing of New Pharmaceuticals*. NYU Press, 2020.

8. Maxwell, William. *They Came Like Swallows.* Vintage International, 1937.

9. Richardson, Eugene. *Epidemic Illusions: On the Coloniality of Global Public Health.* MIT Press. 2020.

10.Stevenson, Lisa. *Life Beside Itself: Imagining Care in the Canadian Arctic.* University of California Press, 2014.

11.Sue, Kimberly. *Getting Wrecked: Women, Incarceration, and the American Opioid Crisis*. University of California Press, 2019.

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**Seminar Schedule**

NB: To account for the unusual circumstances resulting from the COVID-19 pandemic, the seminar schedule is subject to change.

**Session 1 1/26/2021 Introduction to the course**

In the initial session, we will introduce the course and its objectives, and devote time to community-building. The assigned short readings are intended to frame the semester’s exploration of epidemics, pandemics, and syndemics (past and present), and to introduce an array of approaches to medical anthropology and medical humanities that are central to the course. Not all of these readings need to be done before the first seminar meeting, though they should all have been read by the end of the semester. Consider them important approaches to the course that you can return to at any time.

**NB!** Although there is no assigned ethnography for this week, we **strongly** encourage you to begin reading Paul Farmer’s *Fevers, Feuds, and Diamonds: Ebola and the Ravages of History* ahead of the following week’s seminar due to its length.

Readings:

Willen, Sarah S., Michael Knipper, César E. Abadía-Barrero, and Nadav Davidovitch. "Syndemic vulnerability and the right to health." *The Lancet* 389, no. 10072 (2017): 964-977.

Jones, David S. "History in a crisis—lessons for Covid-19." *New England Journal of Medicine* 382, no. 18 (2020): 1681-1683.

Kolata Gina. “How pandemics end.” *The New York Times.* May 10 (2020). Anderson, Warwick. "Epidemic philosophy." *Somatosphere,* April 8 (2020).

Kleinman, Arthur. "Varieties of Experiences of Care." *Perspectives in Biology and Medicine* 63, no. 3 (2020): 458-465.

Wald, Priscilla. *Contagious: cultures, carriers, and the outbreak narrative*. Duke University Press. 2008. Introduction.

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**First undergraduate section meeting: 2/1/2021**

**Session 2 2/2/2021 Structural Violence, Colonialism, and Clinical Deserts**

***Visiting author: Paul Farmer, MD, PhD***

Required reading:

Farmer, Paul. *Fevers, Feuds, and Diamonds: Ebola and the Ravages of History*. Farrar, Straus and Giroux. 2020.

**Session 3 2/9/2021**

**The Case of Sexually Transmitted Diseases and the Limits of Technological Solutions**

***Visiting author: Allan Brandt, PhD***

Required reading:

Brandt, Allan. *No Magic Bullet: Social History of Venereal Disease in the United States since 1880.* 35 year anniversary edition. Oxford University Press. 2020

Brandt, Allan M., and Alyssa Botelho. "Not a Perfect Storm—Covid-19 and the Importance of Language." *New England Journal of Medicine* 382, no. 16 (2020): 1493- 1495.

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**Session 4 2/16/2021 Racialized Inequalities and the Consequences of Interventions *Visiting author: Adia Benton, PhD***

Required reading:

Benton, Adia. *HIV Exceptionalism: Development through Disease in Sierra Leone*. University of Minnesota Press, 2015.

Benton, Adia. Border Promiscuity, Illicit Intimacies and Origin Stories: Or what Contagion’s Bookends Tell Us about New Infectious Diseases and a Racialized Geography of Blame, *Somatosphere,* March 6, 2020.

Benton, Adia. What’s the Matter Boss, We Sick?, *The New Inquiry*, December 11, 2014.

Benton, Adia. The Not-So-Secret Serum, *Dissent,* August 16, 2014.

**Session 5 2/23/2021 Knowledge Production and the Coloniality of Global Public Health *Visiting author: Gene Richardson, MD, PhD***

Required reading:

Richardson, Eugene. *Epidemic Illusions: On the Coloniality of Global Public Health.* MIT Press. 2020.

Bassett, Mary T., and Sandro Galea. "Reparations as a Public Health Priority—A Strategy for Ending Black–White Health Disparities." *New England Journal of Medicine* 383, no. 22 (2020): 2101-2103.

Mbembe, Achille. 2006. "What is Postcolonial Thinking?”

Supplemental reading:

Rhodes, Tim, Kari Lancaster, Shelley Lees, and Melissa Parker. 2020. "Modelling the pandemic: attuning models to their contexts." *British Medical Journal Global Health.* e002914.

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Jumbam, Desmond T. 2020. "How (not) to write about global health." *British Medical Journal Global Health*. e003164.

**Session 6 3/2/2021 HIV/AIDS and the Political Economy of Therapeutics**

***Visiting author: João Biehl, PhD***

Required reading:

Biehl, João. *Will to Live: AIDS Therapies and the Politics of Survival*. Princeton University Press, 2009.

Biehl, João. “Ethnography in the Way of Theory.” *Cultural Anthropology* 28, no.4 (2013), 573-597.

Biehl, João and Onur Günay. “How to teach anthropology in a

pandemic?” *Somatosphere,* May 25, 2020.

Krenak, Ailton. “Introduction: Tomorrow Is Not for Sale.” *Ideas to Postpone the End of the World*. Toronto: Anansi Press, 2020, pp. 1-7.

Supplemental reading:

“Medical Anthropology in the time of COVID-19”

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**Session 7 3/9/2021 Children, Families, and Intergenerational Relations in Epidemics *Visiting expert: Katherine Ratzan Peeler, MD***

Required reading:

Maxwell, William. *They Came Like Swallows.* Vintage International, 1937.

Katherine R. Peeler and Scott H. Podolsky*.* “COVID-19, Asylum, and False Binaries of Detention.” *Health and Human Rights,* June 9, 2020*.*

Katie Peeler. “Thousands Of Immigrant Kids Are Detained, Far From Their Parents. They Need Protection From COVID-19, Too.” WBUR, March 29, 2020.

Katie Peeler. “545 Children May Never See Their Parents Again. That Symbolizes Everything Wrong With Our Country.” WBUR, October 23, 2020.

Oberg, Charles, Coleen Kivlahan, Ranit Mishori, William Martinez, Juan Raul Gutierrez, Zarin Noor, and Jeffrey Goldhagen. "Treatment of Migrant Children on the US Southern Border Is Consistent With Torture." *Pediatrics* 147, no. 1 (2020).

Supplemental reading:

Physicians for Human Rights. “Praying for Hand Soap and Masks: Health and Human Rights Violations in U.S. Immigration Detention during the COVID-19 Pandemic.” January 2021.

**Proposals for final assignments due 3/12/21 at 11:59pm**

**3/16/2021 WELLNESS DAY - NO CLASS**

**Workshop on final paper projects to be scheduled for the week of 3/22/2021**

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**Session 8 3/23/2021 Southern China as a Source of Zoonoses**

Required reading:

Fearnley, Lyle. *Virulent Zones: Animal Disease and Global Health at China’s Pandemic Epicenter.* Duke University Press. 2020.

Supplemental readings:

Christakis, Nicholas. *Apollo’s Arrow: The Profound and Enduring Impact of the Coronavirus on the Way We Live.* Little, Brown. 2020. Chapter 1 (pp. 3-33).

Irfan, Ans, Ashley Bieniek-Tobasco, and Cynthia Golembeski. "Pandemic of Racism: Public Health Implications of Political Misinformation.” *Harvard Public Health Review.* 2020: 26.

Kleinman, Arthur and James L. Watson (eds.) *SARS in China.* Stanford University Press. 2006.

Mason, Katherine A. "H1N1 is not a Chinese virus: the racialization of people and viruses in post-SARS China." *Studies in Comparative International Development* 50(4) (2015): 500-518.

Zhou, April. “A Lost ‘Little Africa’: How China, Too, Blames Foreigners for the Virus.” *New York Review of Books.* May 5, 2020.

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**Session 9**

**The Opioid Epidemic in the US 3/30/2020 *Visiting author: Kim Sue, MD, PhD***

Required reading:

Sue, Kimberly. *Getting Wrecked: Women, Incarceration, and the American Opioid Crisis*. California Public Anthropology, 2019.

Sue, Kimberly, and Nick Iacobelli. 2020. "Our COVID Museum: Notes from Physician-Anthropologists on the Frontlines of an Evolving Pandemic in Seattle and New York City." Somatoshpere.

Supplemental reading:

Hansen, H., Bourgois, P., & Drucker, E. 2014. “Pathologizing poverty: New forms of diagnosis, disability, and structural stigma under welfare reform.” *Social Science & Medicine*, *103*, 76-83.

Mendoza, S., Rivera, A. S., & Hansen, H. B. 2019. “Re‐racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic.” *Medical anthropology quarterly*, *33*(2), 242-262.

**Session 10 4/6/2021 Suicide Epidemics and Indigenous/First Nations Peoples**

***Visiting experts: Teressa Unaliin Baldwin, LMSW, CDC-I; Lucas Jacob Trout, MA*** Required reading:

Stevenson, Lisa. *Life Beside Itself: Imagining Care in the Canadian Arctic.* University of California Press, 2014. (Selections TBA)

Trout, Lucas, and Lisa Wexler. "Arctic suicide, social medicine, and the purview of care in global mental health." *Health and human rights* 22, no. 1 (2020): 77.

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Wexler, Lisa M., and Joseph P. Gone. "Culturally responsive suicide prevention in indigenous communities: Unexamined assumptions and new possibilities." *American Journal of Public Health* 102, no. 5 (2012): 800-806.

Supplemental reading:

Annikki Herranen-Tabibi: “Suicide and Resurgent Care in Deanuleahki, Sápmi”

Tuck, Eve. 2009. "Suspending damage: A letter to communities." *Harvard Educational Review* 79(3): 409-428.

**Session 11 4/13/2021 Epidemics, Ecologies, and Indigenous Knowledge**

Required reading:

Briggs, C. L., & Mantini-Briggs, C. *Tell Me Why My Children Died: Rabies, Indigenous Knowledge, and Communicative Justice*. Duke University Press. 2016.

Watch one of the following:

*The Milk of Sorrow* (Dir. Claudia Llosa, 2009):

https://canvas.harvard.edu/courses/81987/external\_tools/38806

*How to Survive a Plague* (Dir. David France, 2012):

https://login.ezp-prod1.hul.harvard.edu/Shibboleth.sso/SAML2/POST

*We Breathe Again* (Dir. Marsh Chamberlain, 2017):

https://harvard.kanopy.com/video/we-breathe-again

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**Session 12 4/20/2021 Race and the Unequal Development of Pharmaceuticals**

***Visiting expert: Bisola O. Ojikutu, MD, MPH***

Required reading:

Fisher, Jill A. *Adverse Events: Race, Inequality, and the Testing of New Pharmaceuticals*. NYU Press, 2020. Read Introduction and Chapters 2, 4, and 7.

Ojikutu, Bisola O., Kathryn E. Stephenson, Kenneth H. Mayer, and Karen M. Emmons. "Building Trust in COVID-19 Vaccines and Beyond Through Authentic Community Investment." *American Journal of Public Health* (2020): e1-e3.

Supplemental reading:

Vyas, Darshali A., Leo G. Eisenstein, and David S. Jones. "Hidden in Plain Sight Reconsidering the Use of Race Correction in Clinical Algorithms." *The New England Journal of Medicine* 383, no. 9 (2020): 874-882.

Krieger, N., G. Gonsalves, M. T. Bassett, W. Hanage, and H. M. Krumholz. 2020. "The fierce urgency of now: closing glaring gaps in US surveillance data on COVID 19." *Health Affairs Blog,* April 14.

**Session 13 4/27/2021 Presentations of Students’ Final Assignments**

**FINAL ASSIGNMENT DEADLINE: 5/10/2021**

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**Bibliography of Additional Works of Interest**

The below is a preliminary list of further readings related to the themes of the seminar, crafted collaboratively over the course of the semester.

---

Adams, Vincanne, and Alex Nading. "Medical Anthropology in the Time of COVID‐19." *Medical Anthropology Quarterly* (2020)

Anderson, Joe. “We need to talk about gun violence: reflections on terminology and contexts of violence.” *Somatosphere,* 2018. http://somatosphere.net/2018/we-need-to-talk about-gun-violence-reflections-on-terminology-and-contexts-of-violence.html/

Benton, Adia, Thurka Sangaramoorthy, and Ippolytos Kalofonos. "Temporality and Positive Living in the Age of HIV/AIDS--A Multi-Sited Ethnography." *Current anthropology*58, no. 4

Biehl, João, and Peter Locke, eds. *Unfinished: The anthropology of becoming*. Duke University Press, 2017.

Biruk, Crystal. *Cooking Data*. Duke University Press, 2018.

Bourgois, Philippe and Jeffrey Schonberg. *Righteous Dopefiend*. University of California Press, 2009

Bridges, Khiara. *Reproducing race: An ethnography of pregnancy as a site of racialization*. University of California Press, 2011.

Briggs, Charles L., and Clara Mantini-Briggs. *Stories in the time of cholera: Racial profiling during a medical nightmare*. University of California Press, 2003.

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Csordas, Thomas J. "Embodiment as a Paradigm for Anthropology." *Ethos* 18, no. 1 (1990): 5-47.

De León, Jason. *The land of open graves: Living and dying on the migrant trail*. University of California Press, 2015.

Farmer, Paul. *AIDS and accusation: Haiti and the geography of blame, updated with a new preface*. Univ of California Press, 2006.

Farmer, Paul. *Infections and inequalities: The modern plagues*. Univ of California Press, 2001.

Garcia, Angela. *The pastoral clinic: Addiction and dispossession along the Rio Grande*. Univ of California Press, 2010.

Gupta, Akhil and James Ferguson. “Discipline and Practice: ‘The Field’ as Site, Method, and Location in Anthropology.” In Gupta, Akhil, and James Ferguson, eds. *Anthropological locations: Boundaries and grounds of a field science,* pp. 1-46. University of California Press, 1977.

Hammonds, Evelynn M. "Toward a genealogy of black female sexuality: The problematic of silence." In *Feminist theory and the body,* pp. 93-104. Routledge, 2017.

Herdt, Gilbert. "Stigma and the ethnographic study of HIV: Problems and prospects." *AIDS and Behavior* 5, no. 2 (2001): 141-149.

Inhorn, Marcia C. *Quest for conception: gender, infertility and Egyptian medical traditions*. University of Pennsylvania Press, 1994

Inhorn, Marcia C. *Infertility and patriarchy: The cultural politics of gender and family life in Egypt*. University of Pennsylvania Press, 1996.

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Jones, David S. *Rationalizing Epidemics*. Harvard University Press, 2004.

Keyes, D., Rabkin, E., & Powers, R. (1995). *Flowers for Algernon* (Collector's ed.). Norwalk, Connecticut: Easton Press.

Kleinman, Arthur. *Patients and healers in the context of culture: An exploration of the borderland between anthropology, medicine, and psychiatry*. University of California Press, 1980.

Kleinman, Arthur and Joan Kleinman. 1996. “The appeal of experience; the dismay of images: Cultural appropriations of suffering in our times.” *Daedalus*, *125*(1), pp.1-23.

Knight, Kelly Ray. *Addicted. pregnant. poor*. Duke University Press, 2015.

Kretzmann, Martin J. (1992). *BAD BLOOD*. Journal of Contemporary Ethnography, 20(4), 416-441.

MacPhail, Theresa. *The viral network: a pathography of the H1N1 influenza pandemic*. Cornell University Press, 2015.

Maher, Lisa. "Don't leave us this way: ethnography and injecting drug use in the age of AIDS." *International journal of drug policy* 13, no. 4 (2002): 311-325

McDowell, Andrew James. "Troubling Breath: Tuberculosis, care and subjectivity at the margins of Rajasthan." PhD diss., 2014.

Metzl, Jonathan M., and Kenneth T. MacLeish. "Mental illness, mass shootings, and the politics of American firearms." *American journal of public health* 105, no. 2 (2015): 240-249.

Nguyen, Vinh-Kim. *The republic of therapy: Triage and sovereignty in West Africa’s time of AIDS*. Duke University Press, 2010

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Nguyen, Vinh-Kim. "An epidemic of suspicion—Ebola and violence in the DRC." *New England journal of medicine* 380, no. 14 (2019): 1298-1299.

O’Neil, John, Treena Orchard, R. C. Swarankar, James F. Blanchard, Kaveri Gurav, and Stephen Moses. "Dhandha, dharma and disease: traditional sex work and HIV/AIDS in rural India." *Social science & medicine* 59, no. 4 (2004): 851-860.

Osborn, Tom L., Akash R. Wasil, John R. Weisz, Arthur Kleinman, and David M. Ndetei. "Where is the global in global mental health? A call for inclusive multicultural collaboration." *General psychiatry* 33, no. 6 (2020).

Padilla, Mark, Daniel Castellanos, Vincent Guilamo-Ramos, Armando Matiz Reyes, Leonardo E. Sánchez Marte, and Martha Arredondo Soriano. "Stigma, social inequality, and HIV risk disclosure among Dominican male sex workers." *Social science & medicine* 67, no. 3 (2008): 380-388.

Ralph, Laurence. *Renegade dreams: Living through injury in gangland Chicago*. University of Chicago Press, 2014.

Ralph, Laurence. "Torture without torturers: violence and racialization in black Chicago." *Current Anthropology* 61, no. S21 (2020): S87-S96.

Ralph, Laurence. *The Torture Letters: Reckoning with Police Violence*. University of Chicago Press, 2020.

Rosenberg, Charles E. *The Cholera Years: The United States in 1832, 1849, and 1866*. University of Chicago Press, 2009.

Rothman, Sheila M. *Living in the shadow of death: tuberculosis and the social experience of illness in American history.* Basic Books, 1994.

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Singer, Merrill. *Introduction to syndemics: A critical systems approach to public and community health*. John Wiley & Sons, 2009.

Shkilnyk, Anastasia M. *A poison stronger than love: The destruction of an Ojibwa community*. Yale University Press, 1985.

Sobo, Elisa. J., Helen Lambert, and Corliss D. Heath. "More than a teachable moment: Black lives matter." Anthropology & Medicine (2020): 243-248.

Tigchelaar, Alex. "Sex worker resistance in the neoliberal creative city: An auto/ethnography." *Anti-Trafficking Review* 12 (2019): 15-36.

Unuigbe, Ngozi Finette. *Traditional Ecological Knowledge and Global Pandemics: Biodiversity and Planetary Health Beyond Covid-19*. Routledge. 2021.

Wilkinson, Iain, and Arthur Kleinman. *A passion for society: How we think about human suffering*. University of California Press, 2016.

Zhang, Everett Yuehong. *Impotence Epidemic*. Duke University Press, 2015.

Zheng, Tiantian. *Ethnographies of prostitution in contemporary China: Gender relations, HIV/AIDS, and nationalism*. Springer, 2009.

**Special issues of Journals**

Article series on Syndemics in Lancet issue -- see introduction (Sharma, A. "Syndemics: health in context." *Lancet* 389, no. 10072 (2017): 881) and articles by Hart and Horton; Mendenhall; Singer et al; Mendenhall et al; Willen et al; and Tsai et al.

“Pandemic Perspectives: Responding to COVID-19”*Open Anthropology*

https://www.americananthro.org/StayInformed/OAIssueTOC.aspx?ItemNumber=25609 &utm\_source=informz&utm\_medium=email&utm\_campaign=cta

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“Fieldsights Editors’ Forum: Covid-19” *Cultural Anthropology*

https://culanth.org/fieldsights/editors-forum/covid-19

Sallie Han and Jason Antrosio. “Enough: Anthropologists Take on Gun Violence.” Volume 6, Number 1, March 2018. *Open Anthropology.*

https://www.americananthro.org/StayInformed/OAArticleDetail.aspx?ItemNumber=226 01

**Resources for trauma-informed ethnographic research (via Dana Vigue, HMS/GSAS):**

Linda Alcoff. (1991). "The Problem of Speaking for Others." *Cultural Critique*, (20), 5-32. Beckett, Greg. (2019). “Staying with the Feeling: Trauma, Humility, and Care in Ethnographic Fieldwork.”*anthro{dendum}.*

Bloom, Allison. (2018). “‘Practicing’ Social Services And ‘Practicing’ Anthropology: a Dual Perspective on Trauma-Informed Domestic Violence Care.” *Practicing Anthropology* 40 (1): 22–25.

Herman, J. (1992). *Trauma and recovery*. New York, N.Y.: BasicBooks. Moore, S. (2018). “Trauma-Informed Anthropology and the #Me Too Movement: Bringing Marginalized Voices into Mainstream Discourse.” *CAS Culture* 12(2).

Thwaites, R. (2017). “(Re)Examining the Feminist Interview: Rapport, Gender “Matching,” and Emotional Labour” *Frontiers in Sociology*.

https://www.frontiersin.org/articles/10.3389/fsoc.2017.00018/full

**Multimedia:**

Fault Line - Outsourcing Clinical Trials (25 min),

https://www.youtube.com/watch?v=g\_p0kmrFi\_o

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**Additional Resources**

Academic Resource Center: https://academicresourcecenter.harvard.edu/ Harvard College Writing Center: https://writingcenter.fas.harvard.edu/ Harvard Accessible Education Office: https://aeo.fas.harvard.edu/

Harvard Counseling and Mental Health Services: https://camhs.huhs.harvard.edu/ Harvard Title IX Office: https://titleix.harvard.edu/

Office of Sexual Assault Prevention & Response: https://osapr.harvard.edu/

Resource Guide to Remote Learning: https://docs.google.com/document/d/1JL6ulHQx MzrV-FNL6EqOgt-YfF5LrwvV4zZ7y3nkkc/edit

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