COURSE DESCRIPTION
What is “development?” How does this relate to health, healing, and sickness in Southern Africa? What are the responses of Africans to colonial and post-colonial development projects that target their bodies as sites for clinical intervention and regulation? How do they make sense of their involvement with these processes – as subjects, citizens, practitioners, and patients? In answering these questions, this course is designed to offer students a broad range of theoretical perspectives and disciplinary approaches that examine the intersections of development and health in Southern Africa. Topics for discussion include: ethno-medicine vs. biomedicine, colonial epidemics, environmental change and disease, malnutrition and famine, reproductive health and sexuality, witchcraft and the postcolonial state, modern pandemics, clinical tourism, and the effects of neo-liberalism on African healthcare systems. In grappling with each of these topics, students will gain a critical perspective for understanding the political-economy of health in Southern Africa and the global inequities that make some populations more vulnerable to illness, affliction, and suffering than others.

COURSE OBJECTIVES
- To discuss the ways in which ideas and practices of health, illness, and healing are culturally and historically constructed
- To analyze connections between colonial and postcolonial responses to health behavior and disease outcomes
- To critically reflect on the political and economic dimensions of health and development in Southern Africa
- To write a research paper and present on the topic of health and development in Southern Africa

REQUIRED TEXTS

These texts have not been decided on yet but some possible examples are:


ASSESSMENT
Exams, Papers, Discussion, and Presentations

ACM POLICY ON ACADEMICS
A complete listing of ACM policies can be found in your student handbook.

Class attendance and participation: You are expected to attend and participate fully in all classroom sessions, site visits, and field trips.

Academic honesty: Actions of dishonesty are destructive to the well-being of the academic community, and ACM staff respond to them vigorously. Cheating, plagiarism, and other forms of academic theft will result in a failing grade for that assignment and may result in failure for the course.

ACM POLICY ON NON-DISCRIMINATION
The Associated Colleges of the Midwest does not discriminate in the operation of its educational programs, activities, or employment on the basis of sex, sexual orientation, gender identity, race, color, religion, national origin, age, veteran status, marital status, or disability.