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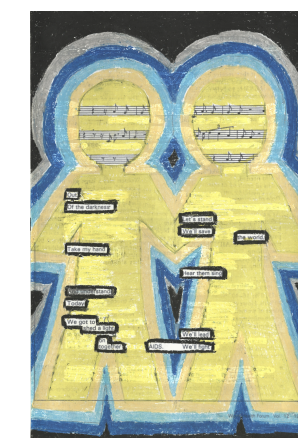
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We acknowledge and thank the women living with and affected by HIV who have generously participated in the work we report here.

Background

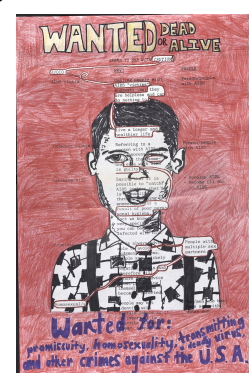


The Giver
Carolyn Im, 2016

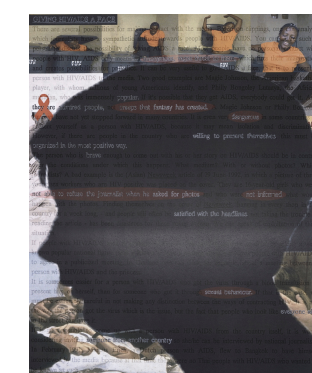


**Out of the Darkness,
Into the Future**
Brooke Whitfield, 2016

Since 2000, critiques of international clinical research have emphasized the need to prevent unnecessary duplication, reduce wastage of results and learn from the past. This also applies to global health research and work. A university course trains global health students to use materials from a sexual and reproductive health and rights (SRHR) archive to avoid “re-inventing the wheel”, while applying lessons on what works and identifying coverage gaps. Published and grey literature can help identify how HIV and AIDS, gender, sexual orientation and reproductive rights have been tackled through behavior communication, education, training, activism. Insights gained can lead to re-use and updating of successful approaches, inform new approaches and take into account the needs and desires of the people affected. The course has evolved to involve students in separate projects combining archival research, narrative and artwork to reflect on issues related to gender, human rights, HIV and other aspects of SRHR in new and engaging ways.

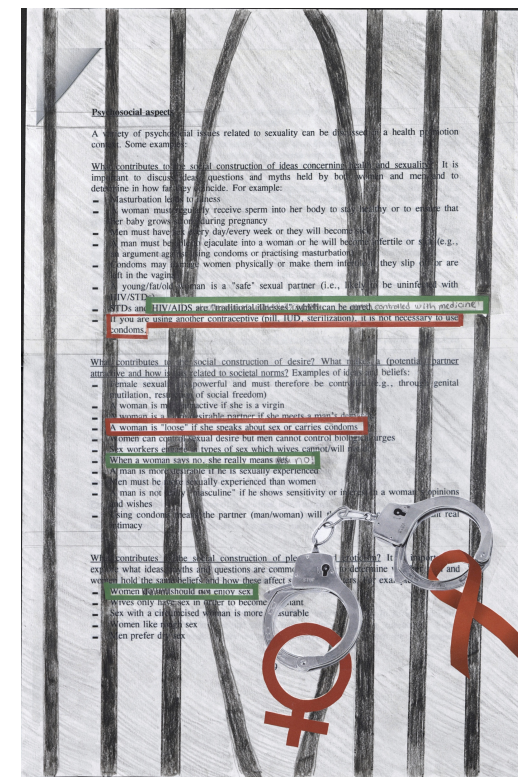


Wanted
Evi Alexopoulos, 2017



Giving HIV/AIDS a Face
Matthew Brague, 2017

“The face...serves to demonstrate that no person with HIV/AIDS, no matter how young or innocent, is safe from judgement and stigma that pervade in modern thought.” – Evi Alexopoulos



**Behind the Bars of Gender Inequality
Behind HIV/AIDS Transmission**
Kerry Mallinson, 2017

“By leaving the original text visible and highlighting certain sentences, [my artwork] creates a powerful contrast between the common stereotypes 20 years ago and today.” – Kerry Mallinson

Description

In a university course, students use an art technique (*A Humument* by Tom Phillips) to process materials from the archive, culminating in reflective writing and an art piece on a topic of their choice. After choosing a page from archival materials, they “treat” it, effacing most of the text using color media, markers, crochet, glitter, stickers, ephemera, etc. They leave words, phrases, and letters to create a new story and artwork. They also write an “art critic” third-person review of their piece, reflecting on its meaning and what they learned.

In 2016, the students’ artwork was displayed at the Rubenstein Library and three students spoke about their creative process at a public World AIDS Day event. The presentations were posted online as well. In 2017, the students created small projects along with their Humument pieces, ranging from zines to videos.

In 2018, a grant from the Franklin Humanities Institute enabled a graduate student mentor and three undergraduates to create a zine as a team. The donor of the archive enabled the students to interview women living with and affected by HIV in The Netherlands and South Africa; she and faculty mentors helped orient the team towards secondary literature to complement the archival materials used in producing the zine.

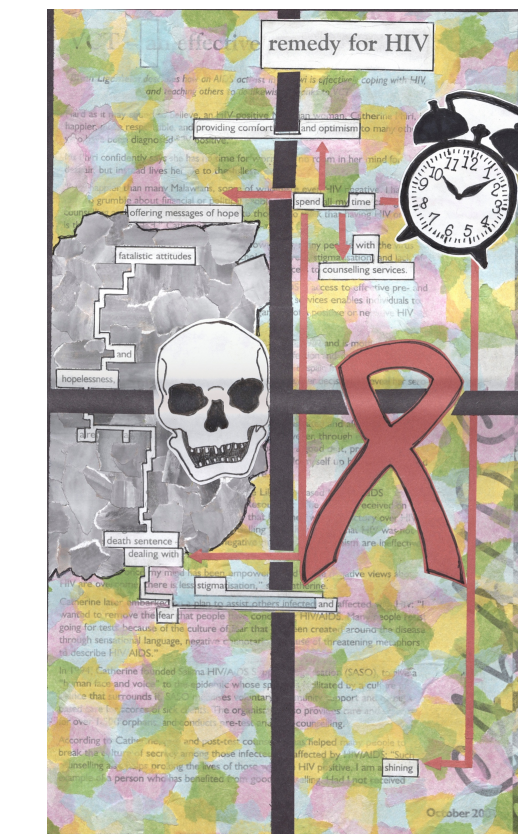
Lessons Learned

- ❖ The course helps students learn the importance of archival material for the future of global health and SRHR.
- ❖ The assignments show the importance of assessing archival materials in relation to more recent secondary resources on the same subject matter.
- ❖ Students learn the importance of learning the perspectives of people affected by a health condition in addition to scientific research related to that condition.
- ❖ A common theme in student artwork has been transforming negative narratives associated with challenges related to HIV, violence and stigma into messages of hope and increased agency on the part of affected persons.
- ❖ Students also reflect on how the evolution of global health approaches can be seen through both successes and failures in different geographical and cultural areas.
- ❖ The graphic novel project has enabled students to combine interests in medical and scientific issues with a desire to work in an artistic way.



My Favorite Things
Jesse Mangold, 2017

“[This piece] builds tension and visual metaphor by restricting the colorful self-expression of the young boy on all fronts with darker and airtight expectations for men.” – Jesse Mangold



**Remedy for HIV: Confronting
HIV/AIDS Fatalism Through Art**
Chandler Moore, 2017

“[I use] stained glass in [my] depiction to illustrate that even life with HIV/AIDS can be a beautiful mosaic.” – Chandler Moore

Conclusions/Next Steps

We hope that future workers in SRHR will incorporate successful past approaches into their programs, giving ample space to the perspectives of people affected. The course will continue for the next few years and consideration will be given to a theater production emanating from the students’ work thus far. Mentoring on use of archival materials for similar projects elsewhere could help disseminate the approach to other institutions.

The work created has been disseminated in presentations, writing, videos and online websites (2017 Oxford Global Health and Bioethics International Conference, chapter in Oxford University Press textbook, journal articles).

URL online access to 2018 graphic novel (zine) project:
<http://bit.ly/debruynpaperspeak>

URL online access to archival collection guide:
<https://library.duke.edu/rubenstein/findingaids/debruyanmaria>

URL online access to learn more about the course:
<https://sites.duke.edu/ghlth302/>