



AN378: Gender, Sex and Medicine

1. *How does our sex or gender influence our relationships to health and illness?*
2. *How do cultural concepts of gender shape our interaction with medical systems?*
3. *How do cultural constructs of gender frame ideals and norms regarding health and well-being?*

Spring 2020

Class time/location: MW 8:30-9:50 Howard Hall 342

Instructor: Dr. Heidi Bludau

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Office Hours: Wednesdays 12:00-1:30 pm; Thursdays 3:00-4:30;
or by appointment

Biological sex and gender influence our experiences with health and medicine. In some cases, such as reproductive health, differences between sexes is obvious. In other cases, it is not. Our relationships to health and illness are shaped and influenced by our social and cultural approaches to gender. Gender operates so naturally, that we often do not notice it. For example, are women more prone to some illnesses than men? Are men and women expected to play the sick role differently? Cultural concepts of gender also shape our interaction with medical systems, often defining who is an appropriate healer. This course will explore intersections of biological sex with cultural constructs of gender and medicine.

Using cross-cultural examples, the course will employ an anthropological approach to explore how health, well-being and even medical belief systems operate in relation to different genders. Together as a class, we will examine how cultural constructs of gender frame ideals and norms regarding health, explore ways that biological sex is used to support gendered constructs, and demonstrate how these constructs eventually frame how healing takes place. Although much of this course centers on reproductive health, drawing on the rich body of literature in the anthropology of reproduction, the overall course draws on a diverse range of ethnographic work focusing on different genders, not just male or female. Through the progression of the semester, students will learn that what is outwardly biological approaches to health and well-being are often framed in cultural understandings of gender.

Learning Objectives: At the end of the semester, you will be able to

- differentiate between culturally relative and universal belief systems of health, sex and gender.
- recognize and define links between cultural constructs of gender and perceptions of health.
- apply common methodological tools used in (medical) anthropology to collect and analyze data on course topics.
- demonstrate an understanding of gender theories through course writing assignments.
- explain the main approaches to medical anthropology and apply them to appropriate research topics.
- apply analytical skills to reflect upon and articulate sound opinions about course themes.
- use comparative and holistic approaches to examine their own positions in relation to gender and health.

And don't worry if you're not anthropology major or have never even taken a class in the field – we'll catch you up!

Course types: WT (prerequisite of English 101 and 102), CD, GS, HE.EL

Cultural Diversity Learning Objectives (CD LO):

1. Students will demonstrate a critical awareness of the ways in which asymmetries of power result in barriers for some and opportunities for others. [Met by Response Paper – Asymmetries of Power.]
2. Students will analyze how diverse groups have contributed to and/or been marginalized within educational, social, cultural, political, and/or economic institutions. [Met by Response Paper – Gendered Social Norms.]
3. Students will demonstrate an understanding of the ways in which cultural diversity is socially and historically constructed. [Met through Ethnographic Research Paper.]
4. Students will reflect on how they are personally situated within hierarchies such as race, class, and gender. [Met by Self-Reflection of Position Narrative.]
5. Students will explore the ethical constraints and personal responsibilities involved in issues related to diversity. [Met by Response Paper – Gendered Social Norms.]

Writing Intensive (WT):

In order to improve your writing skills, the semester you will have the opportunity to

1. incorporate instructor-driven feedback into final drafts of writing assignments:
 - a. you will have the opportunity to make revisions on the first response paper submitted for re-grading;
 - b. you will submit a draft of the research paper for review and revise for the final submission;
2. produce source-based writing that demonstrates the synthesis of a discipline-specific, scholarly perspective; response papers and the research paper will be based on academic sources, as well as your own analysis of the materials and your experiences.

All student writing is evaluated for grammar, style, and content. Our focus as a WT course is to improve your expository writing by focusing on your construction of arguments, paper organization, stylistic elegance, and grammar. This also includes understanding basic elements of using and employing a citation and formatting system.

Other skills:

The following soft skills that you will gain or improve in this class are some of the same that LinkedIn determined companies need most in 2019.

- ✓ Creativity – having the option to do an interactive paper;
- ✓ Persuasion – making sound arguments in your papers and class discussions;
- ✓ Collaboration – working in small groups to solve problems in class activities;
- ✓ Adaptability – learning and trying new approaches to problems in class papers, discussions and activities;
- ✓ Time management – getting multiple assignments done, as well as a long-term project;

We will include multiple writing workshop activities in class in order to build your skills in these different areas.

Class structure:

Learning is a collaborative effort and all of you bring unique and valuable perspectives to discussions based on your life experiences and understanding and interpretation of **assigned readings**. This class uses one required book supplemented by electronic readings. Readings in this course include narratives that provide relational and contextual examples and we will use them as shared experiences through which to examine the various course themes. Anthropological theories and concepts will be explained and discussed in class and supported by the readings; class lectures and discussions will not summarize readings but will be based on the expectations that students have read them. Although each reading assignment refers to the day's theme, you should continue to draw on previous readings as the class progresses.

I teach this course as a combination lecture, group discussion and seminar making **student participation** an essential component to a successful learning environment. This means that you are expected to fully contribute to the classroom environment in positive ways. The learning atmosphere is dependent on everyone's willingness to share experiences and readiness to listen to others.

The best formula for success is completing class elements including: attending all classes and arriving ready for the day's activities and discussion, with the assigned readings prepared through structured homework; writing three (3) response papers; writing an ethnographic book review; writing an ethnographic research paper; reviewing a peer's paper; presenting their own paper; and, participating in class. Requirements are described in more detail later; all instructions can be found on eCampus.

In order to create an environment conducive to learning, I expect that we will **respect** each other and our views. This includes listening to each other in large group discussion and not engaging in activities that would distract or hinder student learning. Creating a respectful environment also includes refraining from the use of cell phones, computers, tablets or other electronics in the class for non-course-related work. *Texting, emailing or doing work not related to this class during our class is extremely distracting and I ask that you suspend this activity during class time.* If you are caught in these alternative activities on a continual basis, I will ask that you leave the classroom. If you are unable to

refrain from doing non-class related work, the punishment will be determined by me on a case-by-case basis. Finally, I ask that you **arrive to class meetings on time**.

Required Books:

There is 1 required books for this course.

Ehrenreich, Barbara, and Deirdre English. 2010. *Witches, Midwives, & Nurses: A history of women healers*. New York City: Feminist Press at the City University of New York.

*Note that this is the **2nd Edition**.

Other readings will be available for student download on eCampus.

You will also be responsible for gaining access to the book you are reviewing. You may find it in the MU library or through Interlibrary Loan; you may choose to purchase the book that you will be reviewing.

Assignments and Grading Structure:

Final grades will be based on the following scale of a total of 100%:

	87-89=B+	77-79=C+	67-69=D+	59 or below=F
93-100= A	83-86=B	73-76=C	63-66=D	
90-92= A-	80-82=B-	70-72=C-	60-62=D-	

Response Papers (2 x 10% each =20%): Twice during the semester you will submit a 2-3 page reflection and analysis based on a prompt. Response papers should be based on your own opinions and interpretations of class material.

Additionally, students *must* use class material to support their statements. Each paper will focus on one element of the course such as asymmetries of power, hierarchy and authority, ways of knowing, or political economy of health care. **Due:**

Mar 4 & Apr 22

Self-Reflection of Position Narrative (10%): You will write a response paper in two parts based on how you are positioned in the broader context of health due to your gender, sex and sexuality. I will assign the first part (1-3 pages) during the second week of class; this part will be worth 30% of the assignment. At the end of the semester, I will assign the follow-up portion (2-3 pages) which will be an analysis of the original paper in light of new perceptions gained through the semester, including your own position in society; this portion will be worth 70% of the assignment. Like the response papers, this assignment will be based on your own opinions and interpretations of class material. Additionally, you must

BRINGING IT ALL TOGETHER

“Ethnography...is both systematic and exploratory...Ethnographers seek to find answers to research questions in everyday social life (Coleman 2014, 3).”

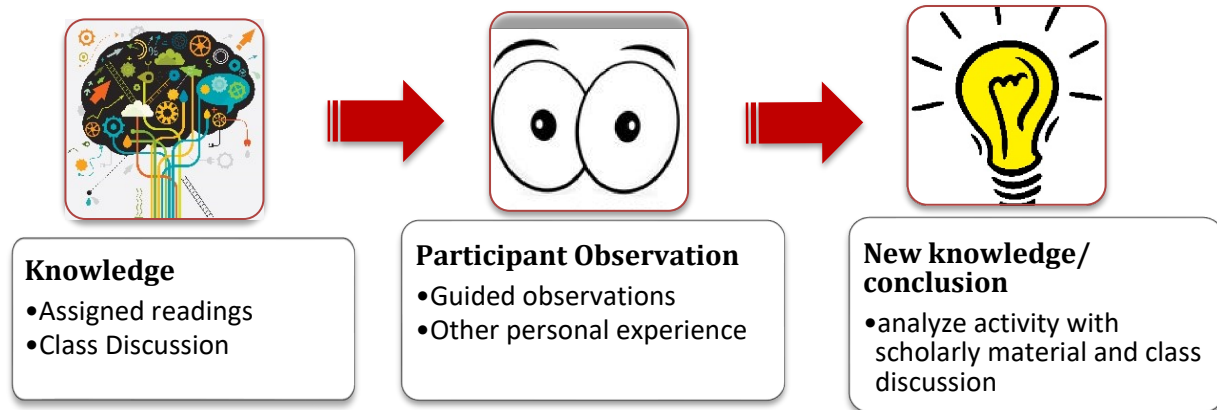
It is practical work conducted by a researcher in the natural environment, rather than in a laboratory or office – this is your personal observations/experiences.

As a science, anthropology uses theories to explain what it is we are observing in that immersion – that is your reading assignments.

For more...

use class material to support your statements. The second part serves as a form of cumulative assessment for your growth in knowledge over the semester. **Due: Feb 5 & Apr 29**

Ethnographic research is...



Ethnographic Book Review (15%): Each of you will review a book (2-3 pages) on the topic of medical anthropology, specifically related to gender/sex. I will provide a list from which to choose. You may select other books with my approval. Book reviews are not mere summaries but critiques of the book. I will provide more information and guidelines separately. You may select a book that will be useful for your ethnographic paper. **Due: Feb 12 (book choice); Mar 23**

Ethnographic Project (30%): You will select a research topic of your own choosing for a research project. I encourage you to do original research, using primary sources if possible, but it is not required. I will evaluate you on how well you state your arguments and support them with evidence and analysis, cohesiveness of the project, and the strength of the conclusion.

You will have the option of writing a traditional research paper (7-9 pages) or you may choose an alternative form such as a 45-minute podcast, a 10-to-15-minute video, a website, or an interactive, digital essay (on a blog or a Word document) that uses embedded videos, photos, and audio to help the reader understand your topics. I will provide you with more detailed criteria and a grading rubric later in the semester.

You must select a topic related to sex/gender and medicine/health. Knowing that some students will come to the class interested in a specific issue related to the class topic, you are not required to select a topic that is specifically part of the course readings and I encourage you to select outside topics that add to class knowledge. There are a wide number of topics that are not represented on the syllabus. *Use the book review assignment to help you find a topic of interest or see a list of suggested topics on the detailed assignment.* When relevant to class discussion, I invite you to add information from your research topics to class discussion in order to broaden class knowledge and experience. Regardless of the topic, I expect you to draw on course readings and theories for your arguments and position your research projects into the larger body of literature. **Due: May 4.**

- ***Project Topic Statement (5% of project grade):***

You will submit a topic statement for your research project for me to review. I encourage you to discuss your ideas for a research topic with me before this time. The topic statement should be a paragraph or two describing the topic of the project or the question for examination. It should include research method, planned format, and expected findings. Finally, the Topic Statement should have a working title for the project. **Due: Feb 10**

- ***IRB certification (5% of project grade):***

You will complete the IRB certification via the CITI Program training and provide me with the certificate. I will provide specific details separately. If you have completed the training for another class within the last three years, you do not have to retake the module but you must provide proof of passing grade. **Due: Feb 26.**

- ***Project Draft Introduction and Key Bibliography (10% of project grade):***

You will submit a draft of the introduction, including methodology and proposed format, to your research project for my review; you may choose to submit a storyboard if that better fits your project format. You will also submit an annotated bibliography of at least five (5) scholarly resources used in your research project. Annotations should include the citation, a brief summary of the resource, and how it reflects the research topic.* See the resources on eCampus for information on how to write an annotated bibliography. No more than one web resource on this list.** You must use *Chicago Manual of Style, 17th ed.* guidelines for citations; see eCampus for Paper Formatting Guidelines and link to Manual. **Due: Mar 11.**

**Note: Annotations are a research tool. They should not be included in the final bibliography of the project.*

***Note: "Web resource" means website, blog, etc not journals from an on-line academic database.*

- ***Review Draft (5% of project grade):***

The review draft that you submit for peer review must be at least 75% complete. This will mean different things for different formats but it must include a coherent argument and sensible organization. Your review draft should include citations and proper formatting. This draft will be read by both an unknown classmate and me; I will provide comments to you from your reviewer and me. You will then use the critique to edit the final draft. Students who do not submit a final draft will receive a grade based on the review draft. **Due: Apr 8**

Peer Review (5%):

You will do a blind review of another's project in which your identity will be unknown to the author. *If you do not submit a review draft, you will not receive a project to review and will forfeit the 5% of your class grade.* You will receive your draft to review on Apr 9.

Review draft of project due: Apr 8.

Review comments due: Apr 15.

Final Exam Period (5%):

During the Final Exam Period, the class will take part in an in-class activity and writing assignment. The writing assignment will be based on the in-class activity. **Due: May 4 (Final exam period, 8:30-11:20)**

Preparation and Participation (P&P) (15%):

You will be expected to prepare for class and to take part in class discussions, both large and small group. Participation will be based on your preparation for class. Preparation for class is a form of **guided notetaking**, called “Capture,” through which you will seek specific types of information in each assigned reading. You will submit your **1-page** preparation each class period, preferably typed.

Capture: we will be reading scholarly articles based on a theme for the day. For each assigned reading, you will prepare a “Capture,” or five deliberate observations: Summary (including methodology), Thesis statement, Keywords, Connection, and Discussion questions. You will complete a 6th component at the end of class, the wrap-up. Each observation will be worth 3 points for a total of 18 points per Capture. The lowest 3 Captures will be dropped from the gradebook. The first assigned Capture (1/29) will be bonus points. I suggest you do it as a practice rather than skip the work.

Other class information and policies:

The last day to withdraw with an automatic assignment of “W” grade is Monday, March 23, 2020.

Attendance: Due to the structure of the course, attendance is vital for student success, as well as the success of in-class discussions and activities. Students who have more than three (3) absences will lose **2% from their final overall grade** for each additional absence. Excessive absences, excused or not, will affect your preparation and participation grade. If you show up to class late three (3) times, they will add up to one (1) absence. This will only affect habitual tardiness. For students with serious medical or family emergencies, I will consider adjusting this policy. *It is your responsibility to provide appropriate documentation for this to happen. Additionally, stay in dialogue with me if you have extenuating circumstances.*



As this class has an **8:30am start time**, please adjust your commute time to meet that time. I understand occasional, unexpected causes for tardiness but do not make it a habit.

Attendance is more than merely being present in class. From the moment class begins until I release you at the end, you are expected to **participate** fully in class activities. At times, this may mean simply paying close attention to the person speaking. During the entire 80 minutes of class, I ask that you not check personal devices, use your computer for non-course-related activities, wear headphones, etc.

A note on absences: regardless if your absence is excused or not, I expect that you view the syllabus to see what was assigned or due on the day(s) you miss and to contact me if you have any questions or concerns. Since you will submit major assignments electronically, you should be able to complete and submit your work on time unless you are incapacitated in some way. You can also find any assignments on eCampus if you miss the day I hand-out the hard copy. While I have over 100 students, you only have a handful of classes. Help me, help you keep on track. Please see below for my policy regarding late assignments and extensions.

Paper formatting: All assignments must be readable in a PC: .docx, .pdf, or .rtf format.

Policy on late or missed assignments:

Late assignments: All assignments, unless otherwise stated, are due by 11pm in their dropbox on the due date. Late assignments will lose 10% of the assignment value for every calendar day late. Although

a seemingly small number, within a few days a student will have lost an entire letter grade on the given assignment. No assignment will be accepted a week after the deadline without permission from me given ahead of time.

Extenuating circumstances: Students who have extenuating circumstances (including university-excused reasons) must tell me immediately. The best way is to talk to me or email me about the situation.

Extensions: If you have extenuating circumstances and need an extension on an assignment, you must ask me ***before the deadline.*** I will then choose whether or not to grant an extension and for how long.

Sometimes life happens Clause: I just outlined deadlines, extensions and attendance policies. These are in the interest of your learning (e.g. 3 absences are over 10% of the class!) and to facilitate my ability to give you timely feedback. That said, sometimes, life happens, and you may not be able to meet the deadlines, expectations or have the time to ask for an extension. Some students blame themselves in these circumstances and stress can snowball as you get further and further behind. This situation is in no one's interest. Let me help you in this situation. If "life happens" in ways that are impeding your ability to show up in class, complete work, etc, you must contact me ASAP and we'll work together on a strategy to help you get back on track.



A note on weather: if the weather is your excuse for missed work or absences, inform me of this as soon as you can. This is especially important for commuters who may have to deal with weather-related road conditions or power outages.

Assignments/Dropbox: All major assignments are due via eCampus Assignments *unless otherwise indicated*; Captures are due as hard copy in class. Please track your confirmation emails. ***IF*** you do not receive a confirmation email and the deadline has passed, try submitting the assignment to its dropbox again. It is your responsibility to ensure that your papers are properly uploaded.



Assignment Feedback: For each of your electronic assignments, I provide feedback via eCampus. I encourage you to read the comments, even if you are happy with your grade. After grading your electronic documents, I will provide general comments in Assignments feedback area which is then published for you to read. Also, on the document itself, I will use comments and other forms of editing tools available for the type of file submitted. You may access this by downloading the attachment in your Assignments evaluation area.

Citation Style: In concordance with the American Anthropological Association (AAA) this course follows the ***Chicago Manual of Style, 17th edition, in-text citations***, particularly in regard to reference citations. Please see the Paper Writing Guidelines or the link to Chicago Manual of Style on eCampus for details.

All readings in the course schedule are listed in their correct bibliographic formatting. You may copy and paste when needed in bibliographies for class papers. Any page numbers listed at the end of a citation in brackets, ex. [Pp. 78-80], should not be included in a bibliography.

We will be doing lessons on understanding when and how to properly cite your sources.

Why is it important to properly cite your sources?

1. To show your reader (me) that you've done proper research by listing sources you used to get your information;
2. To be a responsible and ethical scholar by giving credit to other researchers and acknowledging their ideas;
3. To avoid plagiarism when quoting words *and ideas* used by other authors;
4. To allow the reader (me) to track down the sources you used by citing them accurately in your paper by way of footnotes, a bibliography or reference list



Learning to properly cite your sources also teaches you the proper elements of a resource so that you can properly vet and understand them and **helps develop attention to detail.**

Failing to cite your references and/or include a works cited is plagiarism. Any paper submitted without references cited in-text and/or without a works cited will earn the following consequences:



- 1st time in the semester: a warning and 20% (Mechanics) deducted from the paper;
- 2nd time in the semester: the paper will receive a 0 for the grade;
- 3rd time in the semester: Students who do this a third time will be reported for academic dishonesty and will receive a 0 for the paper.

This is why it is important to read your feedback!

Extra credit:

Throughout the semester, I may post events or activities that I encourage you to attend and for which you will receive extra credit. Credit for these additional activities will be linked to lowest response paper. Please remember that extra credit is supplementary to your required coursework (assignments) and not to be used in place of these. To be accepted, all extra credit must be submitted: 1) on time; 2) and, in the appropriate Assignments dropbox unless otherwise stated. As bonus points, please remember that this is a courtesy I offer you for grade and educational improvement. It is not mandatory for me to provide or for you to complete. If you have suggestions for extra credit, you may ask me.

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources. As a faculty member, I must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

- 1) Cheating: considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
- 2) Plagiarism: defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

Please see Monmouth University's Student Handbook

(http://www.monmouth.edu/student_handbook/) for more information on student policies.

Turnitin: Assignments in this course may be checked for plagiarism using Turnitin (<http://www.turnitin.com>), a Web-based resource that compares the text of student papers to an extensive electronic database. All assignments submitted via dropbox, except for small components of the Research Paper and Cookbook will be checked for originality using Turnitin.

Students agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Special accommodations: If you have a disability or a personal circumstance that will affect your learning in this course, whether **apparent or non-apparent, learning, emotional, physical, or cognitive**, and you need some accommodations or alternatives to assigned classwork, please feel free to contact me to discuss reasonable accommodations for your access needs. (Any student who needs accommodation for disabilities should also contact the Department of Disability Services (DDS) on the first floor of the Student Center or call Voice: 732571-3460; TTY Relay: 732-263-5795 to obtain an official letter of accommodation for all their courses.). Please remember that it is your responsibility to communicate your needs to us - provide documentation, request accommodations, contact faculty members, and follow-through on deadlines, assignments, testing schedules. In return, I will work to accommodate your needs. Students will not receive any special accommodations for academic work prior to disclosure of the disability nor prior to the completion of the documentation process with the DDS if required. *If your need is one that is not recognized by DDS, and you need accommodation, please speak to me – we should be able to find a reasonable alternative.*

Religious Holidays: I agree with and adhere to Monmouth University policy to grant students excused absences that are due to observation of religious holidays. Students will not be penalized for these absences, but it is your responsibility to inform me in *advance* of your upcoming absence. If these absences fall on days on which assignments are due, we will discuss how in *advance* of the due date and when to turn in the assignment. If you are seeking accommodation for religious observances, you must submit a request in writing (email) to me by the end of the 2nd week of the semester. No adverse or prejudicial effects will result to students because they have made use of these provisions. However, failure to make these arrangements *prior to the due date* may result in a late penalty. Please note that observance of religious holidays means absences on the actual day of observance.



If you never taken an anthropology course, you may want to check out *A Student's Guide to Reading and Writing in Anthropology* (Harvard Univ. 2010). It provides some good ideas about ways to approach reading anthropological literature. I have posted this on eCampus under the module titled "Resources for Success." **Pages 7-11** are the most pertinent.

As the instructor, I reserve the right to make *minor* adjustments to this syllabus during the semester. Any changes will be announced in class, via email, and on eCampus. I am available to discuss questions and concerns with students concerning the course during office hours, appointments and often immediately before or after class.



--COURSE SCHEDULE--

See personal schedule for instructions on which readings you are supposed to READ or CAPTURE starting 2/19.

Asymmetries
of Power

Date	Topic	Readings due	Assignments
Jan 22	Course Introduction	None	
Jan 27	What is (medical) anthropology?	[READ] Wiley, Andrea S. Allen John S. 2009. <i>Medical Anthropology: A Biocultural Approach</i> . New York; Oxford: Oxford University Press. [Ch. 1]	Assign: Capture
Jan 29	Ethnographic approach	[CAPTURE] Inhorn, Marcia C. 2006. "Defining Women's Health: A Dozen Messages from More Than 150 Ethnographies." <i>Medical Anthropology Quarterly</i> 20 (3):345-378. doi: 10.1525/maq.2006.20.3.345.	Assign: Response Paper – Self-Reflection of Position (Pt 1)
Feb 3	Gender and Anthropology	[CAPTURE] Shapiro, Judith. 1981. "Anthropology and the Study of Gender." <i>Soundings: An Interdisciplinary Journal</i> 64 (4):446-465.	Assign: Book Review; Research Paper
Feb 5	Doing Research – Meet in TBD for library instruction	Suggested: Lavenda, Robert H., and Emily A. Schultz. 2017. <i>Core Concepts in Cultural Anthropology</i> . 6th ed. Oxford: Oxford University Press. [Pp. 189-196]	Due: Response Paper – Self-Reflection of Position (Pt 1)
Feb 10	ASYMMETRIES OF POWER Controlling medicine	[CAPTURE] Ehrenreich, Barbara, and Deirdre English. 2010. <i>Witches, Midwives, and Nurses: A History of Women Healers</i> . 2d ed. New York: The Feminist Press at the City University of New York.	Assign: Response Paper – Asymmetries of Power Due: Research Paper – Topic Statement
Feb 12	Gendered professions	[CAPTURE] McDonald, James. 2013. "Conforming to and Resisting Dominant Gender Norms: How Male and Female Nursing Students Do and Undo Gender." <i>Gender, Work & Organization</i> 20 (5):561-579. doi: 10.1111/j.1468-0432.2012.00604.x. [READ] Cassell, Joan. 1997. "Doing Gender, Doing Surgery: Women Surgeons in a Man's Profession." <i>Human Organization</i> 56 (1):47-52.	Due: Book Review choice

Asymmetries of Power

Feb 17	Reproduction	<p>[CAPTURE] Rapp, Rayna. 2001. "Gender, Body, Biomedicine: How Some Feminist Concerns Dragged Reproduction to the Center of Social Theory." <i>Medical Anthropology Quarterly</i> 15 (4):466-477. doi: 10.1525/maq.2001.15.4.466.</p> <p>[READ] Gawande, Atul. 2006. "The Score: How Childbirth Went Industrial." <i>The New Yorker</i>, October 9, 2006, 59.</p>	
Feb 19	Controlling Labor	<p>See Personal Schedule for Read/Capture.</p> <p>Kuan, Chen- I. 2014. "'Suffering Twice': The Gender Politics of Cesarean Sections in Taiwan." <i>Medical Anthropology Quarterly</i> 28 (3):399-418. doi: 10.1111/maq.12103.</p> <p>Béhague, Dominique P. 2002. "Beyond the Simple Economics of Cesarean Section Birthing: Women's Resistance to Social Inequality." <i>Culture, Medicine and Psychiatry</i> 26 (4):473-507. doi: 10.1023/A:1021730318217.</p>	
Feb 24	Controlling pregnancy (Male)	<p>[CAPTURE] Pomales, Tony O. 2013. "Men's Narratives of Vasectomy: Rearticulating Masculinity and Contraceptive Responsibility in San Jose, Costa Rica." <i>Medical Anthropology Quarterly</i> 27 (1):23-42. doi: 10.1111/maq.12014.</p> <p>[READ] Mitra, Siuli, and Gautam Kumar Kshatriya. 2014. "Failure of Male Contraception: An Insight." <i>Anthropology</i> 2 (2):119.</p>	
Feb 26	Controlling pregnancy (Female)	<p>See Personal Schedule for Read/Capture.</p> <p>Abrejo, Farina Gul, Babar Tasneem Shaikh, and Narjis Rizvi. 2009. "'And They Kill Me, Only Because I Am a Girl'...A Review of Sex-Selective Abortions in South Asia." <i>European Journal of Contraception & Reproductive Health Care</i> 14 (1):10-16. doi: 10.1080/13625180802518231.</p> <p>Gammeltoft, Tine M. 2007. "Prenatal Diagnosis in Postwar Vietnam: Power, Subjectivity, and Citizenship." <i>American Anthropologist</i> 109 (1):153-163. doi: 10.1525/aa.2007.109.1.153.</p>	<p><i>Bring draft of Asymmetries of Power paper to class</i> Due: IRB Certificate</p>
Mar 2	(In)fertility	<p>See Personal Schedule for Read/Capture.</p> <p>Allison, Jill. 2010. "Contested Change and Choice: Infertility in Ireland." <i>Journal of the Society for the Anthropology of Europe</i> 10 (2):4-17.</p> <p>Inhorn, Marcia C. 2013. "Why Me? Male Infertility and Responsibility in the Middle East." <i>Men and Masculinities</i> 16 (1):49-70. doi: 10.1177/1097184x12468098.</p>	<p>Due: draft of Asymmetries of Power (hard copy in class)</p>

Gendered-Normal Bodies

Mar 4	GENDERED-NORMAL BODIES Physical ability (Male)	See Personal Schedule for Read/Capture. Lindemann, Kurt. 2010. "Masculinity, Disability, and Access-Ability: Ethnography as Alternative Practice in the Study of Disabled Sexualities." <i>Southern Communication Journal</i> 75 (4):433-451. doi: 10.1080/1041794x.2010.504454. Manderson, Lenore, and Susan Peake. 2005. "Men in Motion: Disability and the Performance of Masculinity." In <i>Bodies in Commotion : Disability & Performance</i> , edited by Carrie Sandahl and Philip Auslander, 230-242. Ann Arbor, Mich.: The University of Michigan Press.	Due: Response Paper – Asymmetries of Power <i>Assign: Response Paper – Gendered-normal bodies; bring hard copy of introduction/bibliography</i>
Mar 9	Physical ability (Female)	See Personal Schedule for Read/Capture. Malacrida, Claudia. 2009. "Performing Motherhood in a Disablist World: Dilemmas of Motherhood, Femininity and Disability." <i>International Journal of Qualitative Studies in Education</i> 22 (1):99-117. doi: 10.1080/09518390802581927. Schell, "Beez" Lea Ann, and Stephanie Rodriguez. 2001. "Subverting Bodies/Ambivalent Representations: Media Analysis of Paralympian, Hope Lewellen." <i>Sociology of Sport Journal</i> 18 (1):127-135.	<i>Assign: Response Paper – Gendered Social Norms</i> Due: draft introduction/Annotated Bibliography
Mar 11	Aging Bodies (Female)	See Personal Schedule for Read/Capture. Agee, Eve. 2000. "Menopause and the Transmission of Women's Knowledge: African American and White Women's Perspectives." <i>Medical Anthropology Quarterly</i> 14 (1):73-95. doi: 10.1525/maq.2000.14.1.73. Kagawa-Singer, Marjorie, Katherine Wu, Yuko Kawanishi, Gail A. Greendale, Sue Kim, Shelley R. Adler, and Nancy Wongvipat. 2002. "Comparison of the Menopause and Midlife Transition between Japanese American and European American Women." <i>Medical Anthropology Quarterly</i> 16 (1):64-91. doi: 10.1525/maq.2002.16.1.64.	Due: Introduction/Annotated Bibliography
Mar 16-18 – SPRING BREAK – NO CLASSES			
Mar 23	Aging Bodies (Male)	[CAPTURE] Loe, Meika. 2001. "Fixing Broken Masculinity: Viagra as a Technology for the Production of Gender and Sexuality." <i>Sexuality & Culture</i> 5 (3):97-125. [READ] Wentzell, Emily, and Jorge Salmerón. 2009. "You'll "Get Viagraed:" Mexican Men's Preference for Alternative Erectile Dysfunction Treatment." <i>Social Science & Medicine</i> 68 (10):1759-1765. doi: http://dx.doi.org/10.1016/j.socscimed.2009.03.016 .	Due: Book Review

Gendered-Normal Bodies

<p>Mar 25</p>	<p>Homosexuality</p>	<p>See Personal Schedule for Read/Capture. Conrad, Peter, and Alison Angell. 2004. "Homosexuality and Remedicalization." <i>Society</i> 41 (5):32-39. doi: 10.1007/BF02688215. Baker, Kelly, and Brenda Beagan. 2014. "Making Assumptions, Making Space: An Anthropological Critique of Cultural Competency and Its Relevance to Queer Patients." <i>Medical Anthropology Quarterly</i> 28 (4):578-598. doi: 10.1111/maq.12129. Robertson, William J. 2017. "The Irrelevance Narrative: Queer (in)Visibility in Medical Education and Practice." <i>Medical Anthropology Quarterly</i> 31 (2):159-176. doi: 10.1111/maq.12289.</p>	<p>Due: Book Review</p>
<p>Mar 30</p>	<p>Transgendered</p>	<p>[CAPTURE] Aizura, Aren Z. 2010. "Feminine Transformations: Gender Reassignment Surgical Tourism in Thailand." <i>Medical Anthropology: Cross-Cultural Studies in Health and Illness</i> 29 (4):424 - 443. [READ] Poteat, Tonia, Danielle German, and Deanna Kerrigan. 2013. "Managing Uncertainty: A Grounded Theory of Stigma in Transgender Health Care Encounters." <i>Social Science & Medicine</i> 84:22-29. doi: http://dx.doi.org/10.1016/j.socscimed.2013.02.019.</p>	
<p>Apr 1</p>	<p>Genital Cutting</p>	<p>[CAPTURE] Darby, Robert, and J. Steven Svoboda. 2007. "A Rose by Any Other Name? Rethinking the Similarities and Differences between Male and Female Genital Cutting." <i>Medical Anthropology Quarterly</i> 21 (3):301-323. doi: 10.1525/maq.2007.21.3.301. [READ] Essén, Birgitta, and Sara Johnsdotter. 2004. "Female Genital Mutilation in the West: Traditional Circumcision Versus Genital Cosmetic Surgery." <i>Acta Obstetrica et Gynecologica Scandinavica</i> 83 (7):611-613. doi: 10.1111/j.0001-6349.2004.00590.x.</p>	
<p>Apr 6</p>	<p>Genital Cutting (culture change)</p>	<p>See Personal Schedule for Read/Capture. Christoffersen-Deb, Astrid. 2005. "'Taming Tradition': Medicalized Female Genital Practices in Western Kenya." <i>Medical Anthropology Quarterly</i> 19 (4):402-418. doi: 10.1525/maq.2005.19.4.402. Vincent, Louise. 2008. "'Boys Will Be Boys': Traditional Xhosa Male Circumcision, Hiv and Sexual Socialisation in Contemporary South Africa." <i>Culture, Health & Sexuality</i> 10 (5):431-446. doi: 10.1080/13691050701861447.</p>	

Gendered-Normal Bodies

Apr 8	Ideals through surgery	<p>[CAPTURE] Ahmadi, Azal. 2016. "Recreating Virginity in Iran: Hymenoplasty as a Form of Resistance." <i>Medical Anthropology Quarterly</i> 30 (2):222-237. doi: 10.1111/maq.12202.</p>	<p><i>Assign: Peer Review</i> Due: Review Draft</p>
Apr 13	Ideals through surgery (cont'd)	<p>See Personal Schedule for Read/Capture. Greco, Cinzia. 2016. "Shining a Light on the Grey Zones of Gender Construction: Breast Surgery in France and Italy." <i>Journal of Gender Studies</i> 25 (3):303-317. doi: 10.1080/09589236.2014.987653. Holliday, Ruth, and Joanna Elfving-Hwang. 2012. "Gender, Globalization and Aesthetic Surgery in South Korea." <i>Body & Society</i> 18 (2):58-81. doi: 10.1177/1357034x12440828.</p>	<p><i>Assign: Response Paper – Self-Reflection of Position (Pt 2)</i></p>
Apr 15	Mental illness (introduction)	<p>[CAPTURE] Afifi, Mustafa. 2007. "Gender Differences in Mental Health." <i>Singapore Medical Journal</i> 48 (5):385-391.</p>	<p>Due: Peer Review <i>Assign: draft Gendered-normal bodies response paper</i></p>
Apr 20	Mental Illness (children)	<p>See Personal Schedule for Read/Capture. Brewis, Alexandra, and Karen L. Schmidt. 2003. "Gender Variation in the Identification of Mexican Children's Psychiatric Symptoms." <i>Medical Anthropology Quarterly</i> 17 (3):376-393. doi: 10.1525/maq.2003.17.3.376. Sweis, Rania Kassab. 2017. "Security and the Traumatized Street Child: How Gender Shapes International Psychiatric Aid in Cairo." <i>Medical Anthropology Quarterly</i> 32 (1):5-21. doi: 10.1111/maq.12392.</p>	<p>Due: draft Gendered-normal bodies response paper</p>
Apr 22	Cancer	<p>See Personal Schedule for Read/Capture. Maliski, Sally L., Steve Rivera, Sarah Connor, Griselda Lopez, and Mark S. Litwin. 2008. "Renegotiating Masculine Identity after Prostrate Cancer Treatment." <i>Qualitative Health Research</i> October 27, 2008:1609-1620. doi: 10.1177/1049732308326813. Stansbury, James P., Marianne Mathewson-Chapman, and Kathryn E. Grant. 2003. "Gender Schema and Prostate Cancer: Veterans' Cultural Model of Masculinity." <i>Medical Anthropology</i> 22 (2):175-204. doi: 10.1080/01459740306765.</p>	<p>Due: Response Paper – Gendered Social Norms <i>Assign: draft Self-Reflection of Position pt 2</i></p>

Apr 27	Cancer	<p>See Personal Schedule for Read/Capture.</p> <p>Jain, S. Lochlann. 2007. "Cancer Butch." <i>Cultural Anthropology</i> 22 (4):501-538. doi: 10.1525/can.2007.22.4.501.</p> <p>Samson, Judith, Willy Jansen, and Catrien Notermans. 2015. "Restoring femininity through religious symbols after breast cancer. The case of the Polish Amazonki." <i>Journal of Gender Studies</i> 24 (6):660-676. doi: 10.1080/09589236.2013.870463.</p>	Due: draft Response Paper – Self-Reflection of Position (Pt 2)
Apr 29	Finals week		Due: Response Paper – Self-Reflection of Position (Pt 2)
May 1	Final Exam Period: 8:30-11:20		Due: Research Paper 11pm