

GENDER AND HEALTH

Anthropology 40825

Fall 2025 T/Th 9:30 -10:45 am in Corbett Family Hall 378

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248 Corbett Family Hall

Email: ysmithok@nd.edu
Office hours: M 9:00-11:00 am, or by appointment

COURSE DESCRIPTION:

This course examines the intersection of gender, health policy, and health care around the world, by using an integrative anthropological approach. Gender is frequently a central contributing (though sometimes ignored) factor to people's health. People across the gender spectrum experience their biological and social lives (social, economic, political, and biological) in unique ways, and all of these can shape their health. What causes different genders to experience different illnesses? What factors place some genders at greater risk for illness than others? How do different genders across the world experience health policies? Are they affected and constrained by similar factors? How do their work lives affect their experiences with health? How has risk changed through time? How is the body medically produced? How do poverty, race, and discrimination play a role in people's gendered well-being? Through an inquiry-based approach, and through readings from across the sub-disciplines of anthropology, these and other topics will be addressed in this class. In this writing-intensive course you will work on a research project, you will learn to write your results and analysis, and you will receive feedback on your writing to understand the iterative nature of good writing. As such this course will meet the requirements of the writing-intensive core.

COURSE GOALS:

The goals of this class are threefold: 1) to appreciate the ways that anthropologists have studied health and gender in a variety of contexts, 2) to assess the importance of a gendered perspective on health issues and, 3) to critically understand that health and its related issues are shaped by history as well as by broad social, political, and economic forces.

LEARNING GOALS:

At the end of the semester, I expect students to:

1. Apply anthropological perspectives and methods in their assignments
2. Demonstrate the ability to think and write critically and articulate their thoughts in class and written assignments
3. Apply anthropological critique to cultural problems and situations regarding health and illness
4. Appreciate that a central (and fun!) element of learning is to generate questions, not answers

IMPORTANT POLICIES:

Attendance:

The course will be run as a seminar, meaning that your participation in class discussion is essential for the class to be intellectually stimulating. You MUST come to class having done all the readings and be prepared to talk actively about the topic at hand. It is not enough to just appear in class. You also must be alert, awake, and actively listening. Excused absences include sickness or quarantine (email me about these), family emergency (your Dean needs to be aware of this), sports-related (I need notification from the Athletics office), or academic (conference details with your name on it). Unexcused absences do affect your grade; after 3 unexcused absences your class grade drops one grade (from an A to B and so forth). Consistent lateness will also affect your grade.

Classroom Culture: Flexibility, Patience, and Compassion in Hard Times

While this class is a rigorous academic course, it is clear that because of the ongoing effects of the pandemic as well as the state of the world all of us are dealing with anxiety, stress, uncertainty, trauma, and grief to varying extents, and there may be unforeseen disruptions in our lives. The goal is to create a classroom environment that fosters empathy, respect, intellectual stimulation, and allows everyone to participate comfortably. These are difficult times, and the kinder we can be to each other the better. Your health and wellbeing, as well as our community's health and wellbeing, are my priority. I may have to adjust schedules and topics as we go, but we'll work together to ensure that you gain the appropriate knowledge, skills, and competencies. When anything changes, I will communicate with you via email. It is everyone's responsibility to create an environment that fosters respect, intellectual stimulation, and allows everyone to participate comfortably. Let's all continue to give each other patience, support, and grace as we

learn together amid these continuing challenges. In this class we are fully vested in a commitment to protecting the pursuit of free inquiry about the human condition with scholarly rigor, offering the greatest possible opportunity for people to take part in and benefit from that inquiry, and engage the many communities that make up the world in valuing diversity. As participants in this course all can expect to partake as valued stakeholders in an intellectually informed discourse rooted in core values of human dignity, mutual respect, equal rights, freedom of expression, and freedom from discrimination. We endeavor to build bridges of understanding, not walls of exclusion and division. If you are sick with **anything contagious, you need to stay home** and let me know as soon as possible.

Academic Code of Honor:

I expect all students to adhere to academic honesty following the tenets of the Notre Dame Honor Code (<https://honorcode.nd.edu>): “*As a member of the Notre Dame community, I acknowledge that it is my responsibility to learn and abide by principles of intellectual honesty and academic integrity, and therefore I will not participate in or tolerate academic dishonesty.*” Any work in our class, whether graded or ungraded, is expected to conform to the standards articulated within the course syllabi. All assignments should reflect a student’s own effort, unless otherwise approved by the professor. All research papers and assignments must utilize appropriate citation conventions (APA, AAA, Harvard). A violation of this code is serious and could result in a failing grade.

Artificial Intelligence Policy and Practice:

Acknowledging that technology has changed a lot over the past years, especially the creation of Artificial Intelligence, it’s important to discuss the parameters and boundaries of the use of AI technology in class. ChatGPT (and others like it) is a large language model, which generates text from prompts by predicting what sentences should follow prior sentences based on historical correlations of words. It can sometimes write solid essays, write computer code, and solve math problems correctly. It can also confidently give entirely incorrect answers to both essay questions and quantitative problems; it is also possible for it to plagiarize material that already exists online; it does not generally cite the sources it draws from. **What it is basically doing is recycling ideas that have already been created by someone, but without crediting those ideas in any way.**

Before beginning your studies at Notre Dame, you signed the Honor Code pledge, affirming that you would not tolerate or participate in academic dishonesty, and this includes the appropriate use of generative AI tools. For the purposes of this class, **you may not engage in unauthorized collaboration to complete any work for the course, and you may not use any generative AI composition or editing tools, unless it is specifically permitted for the assignment.** You remain responsible for the quality and correctness of the work you submit.

Here are a few things to consider as you face a world with AI:

- Act ethically with AI.
- You are 100% responsible for the output you use.
- Be transparent and document usage of AI (if you use it to brainstorm, ask basic questions, etc.).
- When in doubt, **reach out.**

You should know that AI does not align with Catholic Social Teachings. Both Pope Francis and Pope Leo XIV expressed concern with its effect on the dignity of the human person and the significant environmental issues. This Vatican document explains some of the risks: <https://www.holyseegeneva.org/news/new-vatican-document-examines-potential-and-risks-of-ai/#:~:text=In%20a%20Note%20on%20the,labour%2C%20health%2C%20human%20and%20international>

Disability accommodation:

If you have a documented disability and are authorized by the Sara Bea Center to have special arrangements for assignments, please inform me at the beginning of the course and we can work on what these accommodations will be.

Student mental wellbeing:

I am very cognizant that students might experience mental wellbeing issues such as anxiety, stress, or lack of sleep over the course of the semester. If you are struggling with anything that is affecting your wellbeing please reach out to me, the people at McWell (<https://mcwell.nd.edu>), St. Liam’s, or others who can advocate for you.

Office hours:

I encourage you to come to my office to discuss your queries, progress in class, or any issues that come up. If you cannot come to my office hours you can make an appointment at a time that suits us both. This is an opportunity for you to ask questions outside of class in a less formal setting. The office hours can be in person or over Zoom.

Policy on digital devices (laptops/iPads/phones/etc.):

I am wary of the use of laptops or other communication devices (iPads, phones, etc.) in class as they have a great potential to distract. **They are, thus, not permitted in class.**

ASSIGNMENTS:

I will determine your grade from the following sources to evaluate your progress towards attaining the class goals. Further details about these assignments can be found on Canvas.

ASSIGNMENT	PERCENTAGE	DUE DATE(S)
In Class Writing Reflections	20% (each 5%)	09/23; 10/16; 11/13; 12/04
Leading Discussion	10%	Once in semester
Discussion/Question Creation	15%	Daily
Undergrads: Gender & Health Paper	55%	
Part 1: Topic & Sources	5%	09/09
Part 2: Ethnographic Interviews	10%	09/30
Part 3: Draft	15%	10/14
Part 4: Final Paper	25%	12/09
Grads: Literature Review	55%	
Part 1: Draft	20%	10/14
Part 2: Final	35%	12/09

I have high expectations from the students in my courses, and grade accordingly. The grading scale I use is as follows: **A = 97-100, A- = 90-96, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D = 60-69, F = under 60.** I do not use a grading curve.

Grading Rubric:

A – Excellent: Mastery of course content at the highest level of attainment that can reasonably be expected. Over and above the expected standard. A distinguished result that is excellent regarding the following aspects: theoretical depth, analytical ability, and independent thought. An A is exceptionally strong work with essentially no (or negligible) weaknesses. An A- is very strong with only some minor weaknesses.

B – Good: Strong performance demonstrating a high level of attainment. Meets expectations. A good result regarding the above-mentioned aspects. A B+ is strong work but with numerous minor weaknesses. A B is strong work but with at least one moderate weakness. A B- is work that consists of some strengths but also some moderate weaknesses.

C – Satisfactory: An acceptable performance demonstrating an adequate level of attainment. Just below expectations. The result is of a satisfactory standard regarding the above-mentioned aspects. A C+ consists of work that has some strengths that are outweighed by some moderate weaknesses. A C consists of work that has some strengths but with at least one major weakness. A C- consists of work that where the strengths are outweighed by several major weaknesses.

D – Poor: A marginal performance in the required exercises demonstrating a minimal passing level of attainment. Below expectations. The result satisfies the minimum requirements regarding the above-mentioned aspects, but not more. D work consists of very few strengths and many major weaknesses.

F – Fail: An unacceptable performance. The F grade indicates that performance in the required exercises has revealed almost no understanding of the course content. Well below expectations. The result does not meet the minimum requirements regarding the above-mentioned aspects.

Minor Weakness: An easily addressable weakness that doesn't lessen the impact of the work.

Moderate Weakness: A weakness that lessens the impact of the work.

Major Weakness: A weakness that severely limits the impact of the work.

I am incorporating both handwritten and typed assignments this semester. All the handwritten assignments will take place in class (you will receive a Blue Book for these). The typed assignments should be **submitted as Google Docs**. I will take the writing process into account as part of your grade. You will need to show your work, which is why you need to write and edit everything on Google Docs. In class written assignments are submitted during class; all other assignments must be submitted in **Canvas by 5:00 pm on the listed date**. **The format of these assignments will either be a link to your Google Doc, a photo of your handwritten notes, or your responses in the online class discussion. Make sure that you have a title and name on any assignments.** Late assignments (that are unexcused) will be penalized (they will be reduced one full grade for every day they are late = from an A to a B and so forth). Once an assignment is three days late, I will not accept it. I encourage you to come to my office to discuss any concerns or questions you have with your assignment grades. Due to the short length of the term, however, these concerns or questions can only be addressed within two weeks after I have returned the assignment.

Assignments for all students:

Discussion and Question Creation for Participation:

This is a reading-intensive, critical-thinking course based primarily on readings and discussions; it will be managed in the form of a seminar, where student participation in discussion is vital for the class to function and be stimulating. A major part of your grade will be based on the quality of your participation in class discussion. This means not only speaking, but also active listening and meaningful dialogue with classmates. You must attend every class having read and prepared all the assigned materials. Come prepared—active participation in class, evidence of commitment, enthusiasm, and preparedness will help to make this class enjoyable and challenging. As part of your grade, you need to participate in a Canvas discussion before each class where you will engage with the readings and your classmates. Each discussion should follow the 3C+Q method (described in more detail in Canvas). You should post your TWO discussions/questions in Canvas **no later than 8:00 am** on the day of class (the discussion portal will close at 9:15 am on the due date). Each Canvas page is a shared document, so you can see how people construct their thoughts / questions and think about the material. I expect you to draw from these online discussions (your own or others) in class to actively participate in the discussion and demonstrate that you are engaging the course material. I will grade you on reasoning, listening, evidence of reading, questions, conduct, as well as leadership. I am cognizant that not everyone feels comfortable speaking up in class, which is why I have the written discussion/question component. It is important for you to know that it is the **quality** of your participation, and not the quantity, that counts. Your active participation (written discussion / question generation / speaking in class) will count for 15% of your final grade.

In Class Writing Reflections:

We will have four in class writing assignments that will allow you to reflect upon the readings and discussions we have had in class. These assignments will be **handwritten** in Blue Books (the plan is for you to use the same book—or more as needed—over the whole semester). I will provide a prompt during class, and you will write for about 15 minutes, aiming to bring together and synthesize your thoughts about the prompt by drawing on the readings we have done and the discussions we have had in class. Each of these will be worth 5%, for a total of 20%.

Leading Discussion:

The course will be run as a seminar, meaning that your participation in class discussion is essential for the class to be intellectually stimulating. During one class you, and one or two of your classmates, will lead a discussion to jump-start conversation by providing provoking and incisive questions and ideas. You need to come prepared with questions that allow your classmates to think deeply and critically about the material. You could place these questions in larger context, drawing from daily events or people's lives, or you can divide the class into small groups and have them grapple with an issue. The purpose of this activity is to give you leadership skills as well as to allow the class a different perspective than the one provided by the professor. You should conclude your discussion with questions for broader discussion. The ultimate aim is to help the day's discussion reach a deeper level. It is your responsibility to talk with me at least 1 week before you present so I can guide you through this process. This will be worth 10% of your grade.

Assignments for Undergraduate Students:

Gender and Health Paper:

The purpose of this assignment (55%) is to engage with a topic of gender and health and analyze it based on two lenses: (1) its popular representation and (2) how it is experienced / considered by Notre Dame students. You should aim to choose a topic about gender and health (the narrower the better) and analyze how it is portrayed and

represented in fiction (movies, television, or books) as well as how Notre Dame students perceive and think about it. I will be breaking this assignment into smaller parts, which should hopefully help to make it less daunting.

Part 1: Topic and Main Sources (5%). You need to identify what your topic will be. My suggestion would be to first choose a broad topic (surrogacy, masculinity, caregiving, gender-based violence, medical experimentation, discrimination, reproduction, health and climate change, etc.) and then narrow it down to something more manageable. You also must identify two sources (e.g., two novels; a play and a movie; a couple of TV shows, etc.) that you will use to unpack how the topic is addressed. You could choose contrasting sources or ones that address it in a similar way. You can also use examples from different parts of the world and see how the topic appears in different cultural contexts. For this assignment you will write (in a Google Doc) around 500 words to describe your topic, how you came to choose it and why, what your potential sources will be, and what you expect them to contribute to your research question.

Part 2: Ethnographic Interviews (10%). Do three brief interviews with ND students on this topic and identify the main ideas. Please come and talk with me as you brainstorm ideas. For this assignment you will write (in a Google Doc) the following: (1) The anonymized interviews and (2) around 800 words reflecting on these interviews: what is similar, what is different, why would people think this way, what are the takeaways, how does this compare to the literature

Part 3: Draft of the Paper (15%). Because writing is an iterative process, by October 14 you need to write a draft of the final paper. Your job is to explain the topic you have chosen and how it is addressed / discussed / embodied by both the media (the movies, books, etc.) and the people you have interviewed. In what ways is the topic discussed (or not)? Is it embarrassing, commonplace, stereotyped, hidden? Why would this be the case? Your goals should be to analyze and critically draw out tacit assumptions in the representations of this issue and connect them to course readings and discussions. You will need between 8-10 sources (academic and legitimate non-academic) to support your arguments and ideas; 50% of these sources should be materials from class. The draft (written on a Google Doc) can be between 2000-3000 words. I will give you detailed feedback on the draft. You will edit and incorporate these into your final paper.

Part 4: Final Paper (25%). This paper should be 3000 words (+/- 250 words), written on a Google Doc, and incorporate my feedback into your edits. Alongside the final paper you will also submit a short statement (250 words or so) describing what revisions you did to the draft.

Assignments for Graduate Students:

I expect students taking this class at a graduate level to take on greater leadership roles in class. This leadership will consist of ensuring that grads are paired with undergrads in group projects as well as being active participants (and listeners) in class. Graduate students should not just repeat what is read in the literature, but should aim to synthesize, critique, and evaluate the material, furthering everyone's knowledge.

Literature Review:

An important goal within a graduate career is the production of a final thesis or dissertation. These written products are usually based on empirically collected data and are divided into chapters. One of these chapters is often the literature review. A literature review discusses published information and usually has an organizational pattern, combining both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization of—and a much deeper engagement with—that information. Your literature review should give a new interpretation of old material or combine new with old interpretations. It can trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant. Literature reviews are helpful regardless of what discipline you are in, what stage of your degree you are at, or whether your methods are primarily deductive or inductive. I would suggest that you aim to identify and examine around 45 to 50 scholarly sources in your review. These reviews can serve the twofold goal of focusing your topic/research question and helping your readers (usually your committee members) to understand what the larger point of your research is (the “so what” question). This assignment will be divided into two parts:

Part 1: Draft (20%). I would suggest that you begin the review by first, describing what your topic is: research question, hypotheses (if pertinent), the “so what”, where it will take place, methods, what you expect to find, etc. This should be the first couple of paragraphs, just to situate the project. The remainder of the review should be a synthesis and summary of the sources. These are usually organized around themes, and your job is to connect the sources, identifying where they might agree, where they might disagree, how there might be different schools of thought or approaches to these topics. You want to explain key terms, main arguments, and assumptions. You need to put these sources in “conversation” with each other. The review should not just be a summary of each

piece, but rather organized around topics, arguments in the discipline, etc. For this draft you should write (in a Google Doc) between 3000-5000 words. I will give you detailed feedback on the draft. You will edit and incorporate these into your final literature review.

Part 2: Final (35%). Your goal for this assignment will be to incorporate my feedback into your final paper and write a 5000-word literature review. Alongside this, you will also submit a short statement (250 words or so) describing what revisions you did to the draft.

READINGS:

This course has a significant amount of reading, which includes a variety of articles and chapters from several sources targeting specific elements of the course material. It also includes a short story. A major part of contributing to the discussion is by reading the relevant course material and extracting three major elements from it: what is being said, why is it being said, how it is being said. Through challenging the material, each other, yourselves and, yes, even the professor, the class discussion should bring forth not only the salient points of the reading and topic but also help you to understand gendered facets of health at a deeper level and place them into their relevant social, political, economic, medical, or cultural context.

- Mullings, L. & A. J. Schultz. 2006. Intersectionality and Health. In *Gender, Race, Class, & Health*. Pp. 3-17.
- Cleghorn, E. 2022. Introduction. *Unwell Women: Misdiagnosis and Myth in a Man-Made World*.
- Boshnakova, A.K. and J.K. Ginter. 2020. Introduction to Anthropology. In *Social and Behavioural Sciences: Exploring Human Behavior and the Environment*. Pp.1-29.
- Scheper-Hughes, N., and M.M. Lock. 1987. The Mindful Body. *Medical Anthropology Quarterly* 1(1):6-41.
- DuBois, L.Z. and Shattuck-Heidorn, H., 2021. Challenging the Binary. *American Journal of Human Biology* 33(5), p.e23623.
- Lawrence, S.C., and K. Bendixen. 1992. His and Hers. *Social Science & Medicine* 35(7):925–934
- Lock, M.M. 2017. Recovering the Body. *Annual Review of Anthropology* 46(1).
- Gengo, R.G., Oka, R.C., Vemuru, V., Golitko, M. and Gettler, L.T., 2018. Positive Effects of Refugee Presence on Host Community Nutritional Status in Turkana County, Kenya. *American Journal of Human Biology*, 30(1), p.e23060.
- Pylypa, J. 1998. Power and Bodily Practice. *Arizona Anthropologist* 13:21-36.
- Briggs, L. 2000. The Race of Hysteria: "Overcivilization" and the "Savage" Woman in Late Nineteenth-Century Obstetrics and Gynecology. *American Quarterly* 52(2):246-273.
- Teman, E., 2003. The Medicalization of 'Nature' in the 'Artificial Body'. *Medical Anthropology Quarterly*, 17(1):78-98.
- Stone, P., & Walrath, D. 2006. The Gendered Skeleton: Anthropological Interpretations of the Bony Pelvis, In *The Social Archaeology of Funerary Remains*.
- Humphrey, D.C. 1973. Dissection and Discrimination. *Bulletin of the NY Academy of Medicine* 49:819-827.
- Abdalla, M. 2015. Friendly Skulls, Mechanical Bodies. *Medical Anthropology* 34(5):407-424.
- Storey, R. 1998. The Mothers and Daughters of a Patrilineal Civilization. In *Sex and Gender in Paleopathological Perspective*. Pp. 149-164.
- Williamson, K.E., C. Engel, and H. Fietz, 2023. The Chronicity of Home-Making. *Space and Culture*, 26(3), pp.468-482.
- Gray, S., and M.B. Sundal. 2017. "Milk Has Gone". *American Anthropologist* 119(4):662-683.
- Gutmann, M., 2023. Remarking the Unmarked: An Anthropology of Masculinity Redux. *Annual Review of Anthropology*, 52.
- Morioka, R., 2014. Gender Difference in the Health Risk Perception of Radiation from Fukushima in Japan. *Social Science & Medicine*, 107: 105-112.
- Abadía-Barrero, C.E. 2004. Happy Children with AIDS. In *Unhealthy Health Policy*, Arachu Castro and Merrill Singer, eds. Pp. 163-176. Altamira Press.
- Grauer, A.L., et al. 1998. A History of their Own. In *Sex and Gender in Paleopathological Perspective*. Pp. 149-164.
- Scheper-Hughes, N. 2003. Rotten Trade. *Journal of Human Rights* 2(2):197-226.
- Voss, B.L. 2008. Domesticating Imperialism. *American Anthropologist* 110(2):191-203.
- Martin, D.L. & A.J. Osterholtz. 2016. Broken Bodies and Broken Bones: Biocultural Approaches to Ancient Slavery and Torture. *New Directions in Biocultural Anthropology*. Pp.471-490.
- Sufrin, C. 2017. Introduction. In *Jailcare*. University of California Press.

- Henry, D. 2006. Violence and the Body. *Medical Anthropology Quarterly* 20(3):379-398.
- Parrini R., et al. 2007. Migrant Bodies. *Sexuality Research & Social Policy* 4(3):62-73.
- DuBois, L.Z. and Juster, R.P., 2022. Lived Experience and Allostatic Load among Transmasculine People Living in the United States. *Psychoneuroendocrinology*, 143, p.105849.
- Sadruddin, A.F.A. 2019. The Care of “Small Things”. *Medical Anthropology*, pp.1-13.
- Andaya, E., and M. El Kotni. 2022. The Anthropology of Reproduction. *A Companion to Medical Anthropology*. Pp.213-229.
- Farfán-Santos, E. 2019. Undocumented Motherhood. *Medical Anthropology* 38(6):523-536.
- Davis-Floyd, R. 1994. The Technocratic Body. *Social Science and Medicine* 38(8):1125-140.
- Valdez, N. and Deomampo, D. 2019. Centering Race and Racism in Reproduction. *Medical Anthropology*, 38:7, 551-559.
- Dixon, Lydia Z. 2014. Obstetrics in a Time of Violence. *Medical Anthropology Quarterly*, 29(4):437-454
- Davis, D. 2019. Obstetric Racism. *Medical Anthropology*, 1-14.
- Masvawure, T. 2010. ‘I Just Need to be Flashy on Campus’. *Culture, Health, & Sexuality* 12(8):857–870
- Schmitz, R.M., Sanchez, J. and Lopez, B., 2019. LGBTQ+ Latinx Young Adults’ Health Autonomy in Resisting Cultural Stigma. *Culture, Health & Sexuality*, 21(1):16-30.
- Syme, K.L. and Hagen, E.H., 2020. Mental Health is Biological Health. *American Journal of Physical Anthropology*, 171:87-117.
- Seale-Feldman, A. 2019. Relational Affliction: Reconceptualizing “Mass Hysteria.” *Ethos*, 47(3):307–325
- Singer, M., 2013. Respiratory Health and Ecosyndemics in a Time of Global Warming. *Health Sociology Review*, 22(1):98-111.
- Butaric, L.N., Light, L.E. and Juengst, S.L., 2017. A Call for Action. *American Journal of Human Biology*, 29(4):e23002.
- Robbins Schug, G. 2020. The Long View of Climate Change and Human Health. *Anthro News*.
- Wall Kimmerer, R. 2022. The Serviceberry: An Economy of Abundance. **read or listen at: <https://emergencemagazine.org/essay/the-serviceberry/>

Movies/Shows to Watch for Class:

Over the course of the semester you will be expected to watch a few movies. These are topically connected to the course and should provide good opportunities to discuss the various themes. The movies are listed on the syllabus on the day we will discuss them. **Please watch them a day or two before, so you have them fresh in your mind.** All of these will be available for streaming from Library Reserves.

LECTURE AND READING SCHEDULE:

<u>Week #1</u> 08/26	<u>Introduction to Gender and Health</u> Get acquainted session	<u>Assignments/Activities due</u>
08/28	Cleghorn; Boshnakova & Ginter; Mullings & Schultz	
<u>Week #2</u> 09/02	<u>A Little Bit of Theory</u> Scheper-Hughes & Lock; DuBois & Shattuck-Heidorn	
09/04	Lawrence & Bendixen	
<u>Week #3</u> 09/09	<u>Local Biologies</u> Lock; Gengo et al.; Pylpa	
09/11	<i>No reading</i>	UG: Paper Part 1 <i>Meet at Hesburgh Library</i>

<u>Week #4</u> 09/16	<u>Medicalization</u> Briggs; Teman; Stone & Walrath	
09/18	Humphrey; Abdalla	<i>Student-led discussion</i>
<u>Week #5</u> 09/23	<u>Household Health</u> Storey; Williamson et al.	In class writing reflection 1
09/25	Gray & Sundal	<i>Student-led discussion</i>
<u>Week #6</u> 09/30	<u>Masculinities</u> Gutmann	UG: Paper Part 2
10/02	Morioka	Watch <i>Murderball</i> for today
<u>Week #7</u> 10/07	<u>Poverty</u> Abadía-Barrero; Grauer et al.	
10/09	Scheper-Hughes	<i>Student-led discussion</i>
<u>Week #8</u> 10/14	<u>Violence</u> Voss; Martin & Osterholtz	UG: Paper Part 3 (Draft) G: Lit Review (Draft)
10/16	Sufrin; Henry	In class writing reflection 2
10/18 to 10/26	<u>No class – Mid-Term break!!</u>	
<u>Week #9</u> 10/28	<u>Embodiment</u> Parrini et al.; DuBois & Juster	
10/30	Sadrudin	<i>Student-led discussion</i>
<u>Week #10</u> 11/04	<u>Reproduction</u> Andaya & El Kotni; Davis-Floyd	
11/06	Farfán-Santos	Watch <i>Born in the USA</i> for today
<u>Week #11</u> 11/11	<u>Reproductive Justice</u> Visit by Dr. Becky Wornhoff	
11/13	Valdez & Deomampo; Dixon; Davis	Watch <i>A Doula Story</i> for today In class writing reflection 3
<u>Week #12</u> 11/18	<u>Sexuality</u> Masvawure; Schmitz et al.	<i>Student-led discussion</i>
11/20	No class today	
<u>Week #13</u> 11/25	<u>Mental Health</u> Syme & Hagen; Seale-Feldman	
11/27	No class, Thanksgiving	

<u>Week #14</u> 12/02	<u>Global Health and Climate Change</u> Singer	<i>Student-led discussion</i>
12/04	Robbins-Schug; Butaric et al.	In class writing reflection 4
<u>Week #15</u> 12/09	<u>Wrapping Up</u> Wall Kimmerer	UG: Paper Part 4 (Final) G: Literature Review (Final)
<u>Finals Week</u>	No exam. Enjoy the holidays!	