

UNIVERSITY OF LOUISVILLE

ANTHROPOLOGY 351-01, Spring 2017

MEDICAL ANTHROPOLOGY

Instructor: Emily J. Noonan

Email: emily.noonan@louisville.edu (email is the best way to reach me; please include "ANTH 351" and your last name in the subject line)

Class Meeting Day and time: Tuesday & Thursday, 9:30am-10:45am

Class Meeting location: DA 104

Office hours: Thursdays, after class, in classroom

Department website: <http://louisville.edu/anthropology/>

Department Facebook page: <http://www.facebook.com/AnthropologyUofL>

Prerequisites: ANTH 201 is suggested but is not required.

Course Description

Medical anthropology is the study of health in cultural and environmental context, and cultural diversity in beliefs and behavior relating to health and healing.

Learning Objectives

After completing this course, students will be able to:

- understand and describe approaches to medical anthropology
- articulate how medical anthropology can be applied to current problems in health and health care
- identify and apply major themes and concepts such as health, illness, disease, ethnomedicine, critical medical anthropology, and bioculturalism
- understand the interplay of environment, biology, and culture in human health and apply these ideas to select case studies
- think critically about medical technology, complementary and alternative medicine, social inequality, disability, and medicalization
- use field-specific research to prepare tools such as an annotated bibliography

Texts and Other Material

Required:

Fadiman, Anne

2012 [1997] The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York: Farrar, Strauss and Giroux.

Joralemon, Donald

2009 Exploring Medical Anthropology. 3rd edition. New York: Routledge.

Livingston, Julie

2012 Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic. Durham: Duke University Press.

In addition to the Belknap bookstore and the store's website, these texts are available at various online sites, including www.alibris.com, www.half.com, www.amazon.com, and www.addall.com. **Make sure you get the correct edition of each book.**

Articles and book chapters from various sources are available via Blackboard (under Course Materials/Readings, marked on syllabus as BBCM for Blackboard Course Material).

Grading and assignments

Assigning grades is a necessary tool in the educational process; it is not the professor's primary goal. The student's primary goal should be acquiring knowledge, an understanding of anthropology, and critical thinking skills, not a particular grade in the course. **If you need a particular grade in this course to maintain your academic eligibility or a scholarship, or to graduate, start making wise decisions and taking appropriate actions from the very first day of the course.** After grading exams and papers, I will review all grades for accuracy and fairness. If at the end of the semester, you feel as if your performance over the entire semester has not been accurately assessed, I am happy to review **all** your work **with** you and reconsider your final grade, which could then go up, go down or stay the same. If you wish to meet with me about your grade, let me know **before** the final exam. Once final grades have been submitted to the registrar, I cannot change grades.

Your final grade will be determined by the following:

Attendance, participation, & in-class activities (includes field trip)	20%
Medicine cabinet paper	5%
Annotated bibliography and review project	15%
Exam 1	20%
Exam 2	20%
Exam 3 (final)	20%

The grading scale for this course is:

100-90=A; 89-80=B; 79-70=C; 69-60=D; Below 60=F.

Grades will NOT be rounded up in this class. Any decimal grade below a cut-off point equals the lower grade. For example, 89.99 is a "B," not an "A." There will be no + or - grades.

Attendance, participation, & in-class activities (20%):

Attendance is required. Each class session will be worth 1, 2, or 3 points, depending on our activities for the day.

Showing up gets you 1 point. Completing the **in-class activity/writing exercise** gets you 1 point. **Participating** in the discussion gets you 1 point.

This class is set up to be a mix of lecture, small group discussion, and large group discussion. I will begin most classes with a brief in-class writing exercise about the day's reading. I will collect these. These exercises are part of your attendance grade. If you show up for class but do not or cannot complete the in-class assignment, you will get 1 point for showing up, but no points for the in-class assignment. If you are late for class and miss the in-class assignment, get 1 point for showing up, but no points for the in-class assignment. In-class activities cannot be made up. Arriving significantly late or leaving early means no point for showing up.

I am more lenient regarding points for participating in discussion. I know that not everyone loves to talk. And I know that some people talk too much. If you are someone who has difficulty speaking aloud in class, let me know. I will give you

pointers and ask you to challenge yourself to participate. If you are someone who dominates the class discussion, I will ask you to step back so that others can participate. Most classes, I'm not going to deduct a point just because you didn't speak in a single class. But if you never speak, I will start deducting the point.

I also believe that participation is more than just talking in class. Being an active listener is vital. What does this mean? This means that you look at others when they are speaking and that you are not engaged in other activities during a discussion. This means that you are not reading the newspaper, on FB, or texting during class. And it really means that you are not sleeping. If you do any of these things, no participation point for you.

I will drop your four lowest participation grades. **There are no excused absences.** Save your free absences for illness, flat tires, sick kids, days you wish were snow days but aren't, or days when you haven't done the reading.

If you know that you will not attend class regularly, be advised that it will be difficult to do well in this course if you do not attend most classes. Do not forget that attendance and participation make up 20% of your grade.

Why am I requiring attendance and in-class activities? If many students skip the readings, it is unfair to the students who do the reading because they have to carry the classroom discussion themselves (while getting no credit for it) while everybody else free-rides, so to speak. Reading the material, studying it carefully, and discussing it with the class is critical to succeeding in this class. You might as well get some points for it.

Fieldtrip:

This class includes one required field trip. On Thursday, March 2, class will convene at a local non-profit, Supplies Over Seas (SOS) (<http://www.suppliesoverseas.org>) at 1500 Arlington Avenue in Louisville. SOS collects and distributes surplus medical supplies for use in impoverished communities.

The SOS staff will give us a tour. You must be at SOS promptly at 9:30am. Class will conclude at the regular time, 10:45am. Additional details will be made available so that we can coordinate carpooling.

A brief written reflection on the field trip is required.

Participation in the field trip and completion of the written reflection will make up 20% of your attendance and participation grade.

About reading for this course:

I understand that the reading load for a college course can be challenge, but it is critical that you remain on top of the reading.

YOUR PRIMARY JOB IN THIS CLASS IS TO STAY ON TOP OF THE READINGS. THIS MEANS COMPLETING AND COMPREHENDING THE READING.

Plan your schedule so that you read the assignments carefully and critically before the appropriate class period. You will not get the full benefit of class lecture and discussion if you have not read the assignments. If you are having difficulty with the reading, please see various documents on critical and effective reading (on BB under Course Materials/Study Resources), or come and talk with me. REACH is also a useful resource for those who have difficulty with reading.

I encourage you to use the Critical Reading Template (on BB under Course Materials/Study Resources).

To prepare for class, you should take notes and answer the following questions about all readings:

1. What is the author's argument? What are they getting at?
2. What intellectual conversation is the author entering/what argument is she putting forth?
3. What do you find interesting? Puzzling? Obscure? Intriguing?

Note that you do not have to necessarily get these things right in class discussion. You just need to be able to discuss them.

Medicine cabinet essay (5%)

This short paper is 5% of your grade. You will write a 2-3 page paper on an object that is used to improve or maintain health and wellbeing. A prompt is available under Assignments on Blackboard.

Annotated bibliography and review (15%):

The research review annotated bibliography is worth 15% of your final grade. An annotated bibliography is a list of citations to books and articles on a given topic. Each citation is followed by a brief (usually about 200-250 words) descriptive and evaluative paragraph, the annotation. It summarizes the central theme and scope of the book or article. Your annotated bibliography consists of will include 8 or more references (with annotations) and a general review (about 1-2 pages). The review will include a summary of what you found in the literature and how this relates to your chosen topic. A prompt, with grading details, will be available under Assignments on Blackboard. Due dates are on course schedule.

There are four steps to this assignment:

1. Select a topic you want to read more about. A list of possible topics will be available on Blackboard. (Assignments/Annotated Bibliography). If you want to read and write about a topic that is not on the list, email me for approval. Once you've selected a topic, email me with your topic. Only five people can select a given topic, so decide early. First come, first served.
2. Find your articles. You will send me a list of the articles (with full citations) for approval.
3. Prepare a preliminary draft of the annotated bibliography and review. I will return this draft so that you can make improvements for the final version.
4. Prepare a final version of the annotated bibliography and review.

Exams (60%):

Each of the three exams are worth 20% of your grade. Exams may include short answer, short essay, and multiple choice questions. Make-up exams will not be given, except in dire and unexpected circumstances (a serious illness, a death in the family). Documentation of said circumstances (hospital admission form, obituary, etc.) is required. You must notify me as soon as possible before the exam.

The final is scheduled in advance by the UofL powers-that-be. I cannot change it. It is your responsibility to make sure you are available for the final. Do not plan a vacation, buy a plane ticket, or plan to leave campus for break prior to the prearranged final exam date. I cannot give the exam at any other time.

During exams, only your exam materials and a pen will be allowed on your desk. Do not bring your laptop, phone, iPad, or any other electronic devices with you. You will be required to close your backpack or bag and place it under your desk. I will ask to see a photo ID during each exam period. All students will be asked to sign a pledge that they have not cheated.

Course Policies

Classroom etiquette:

- Turn off your cell phone. If your phone rings, you will be asked to leave. If you are waiting for an emergency call (e.g. your kid is ill), set your phone to vibrate and sit near the door. **DO NOT ANSWER YOUR PHONE DURING CLASS.**
- Generally, I will allow you to take notes on your laptops during lecture. However, if I notice you using your computer for anything other than taking notes—for example, reading unrelated websites, sending email, doing work for other classes, you will be asked to leave the room immediately. Likewise, if I see you reading the newspaper, sending a text message, or using any other personal electronics gadget, you will be asked to leave the room immediately and will not get credit for attendance. Some students think that this is ok to do, and it is not.
- I reserve the right to ask everyone to close their laptops during classroom discussions, as I find it facilitates a better interaction for everyone.
- Sleeping in class is also unacceptable. If you're sleeping in class I will ask you to leave and you will not get credit for attendance.
- Food & drink: It's fine with me if you eat and drink in class, so long as you take your trash with you and clean up any messes.
- Be respectful of others. Don't interrupt. If you disagree, attack the idea, not the person.

Exceptional circumstances:

If you have something going on in your life (severe illness, chronic illness, death or severe illness in your family, you're a single parent, etc.) that **could** affect your participation in this class, please let me know. I will try to work with you.

Otherwise, the only exceptions to the rules about attendance and make-up quizzes and exams are (1) students who observe work-restricted religious holy days and (2) students who are participating in university-sanctioned activities (such as athletics). Students who need accommodations for work restricted religious holy days must make a written request during the first two weeks of the semester. Students who miss an exam while participating in a university-sanctioned activity must present me a letter from the University unit sponsoring the activity before the exam per the policies of the College of Arts & Sciences and UofL.

Academic Integrity:

The University's Code of Student Rights and Responsibilities states:

"Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty."

Academic dishonesty includes, but is not limited to, the following: cheating, fabrication, falsification, plagiarism, multiple submission, and complicity in academic dishonesty.

See <http://louisville.edu/dos/policiesprocedures/student-rights-and-responsibilities-1-1.html> for details.

Any student suspected of academic dishonesty will be reported to the Chair of the Anthropology Department and the head of your academic unit.

It is crucial for all scholars to learn how to write **drawing** on the ideas of others, but **without stealing** the ideas of others. The Writing Center can help you learn how to avoid plagiarism and offers virtual workshops on plagiarism: <http://louisville.edu/writingcenter/for-students-1/handouts-and-resources>.

Course Evaluations:

Just as I give students prompt feedback on their work, I expect students give me feedback by completing the online course evaluations at the end of the semester. I take student feedback seriously and frequently use students' critiques and suggestions to tweak and improve this course. In the final weeks of the semester, you will receive emails reminding you to complete your evaluation.

A/V Material:

I will show films and other media material from outside sources. It is the responsibility of the student to attend class in order to view or hear such material. If you miss a viewing, it is your responsibility to locate the material and view it. Not all media material will be available through a UofL library.

Course technology:

It is essential that you check your UofL email account and Blackboard for course updates.

If multiple classes are canceled because of weather or illness, it will generally be made up via an online Tegrity session. That means that if class is canceled, you'll probably have to watch an online recording of the lecture on your own time. REACH regularly has workshops on working with these classroom technologies. Also see University Resources/UofL Helpdesk on Blackboard for more technology help.

About PowerPoint material:

Most of our class time will be spent discussing the texts, but I will also give short lectures. When I give a lecture, any PowerPoint slides used in class will be posted on Blackboard under Course Materials/Lecture slides after class and are provided as a way to help you study. Not everything in the lectures is on the slides. Some of the items on the slides are discussed in greater length, or expanded on, or even criticized during the lectures. Do not rely solely on PowerPoint material to prepare for exams.

Other University resources

Writing Center

Writing is a difficult and time-consuming process. No one writes well without practice, practice, practice. The University's Writing Center is available to aid all University members with their writing efforts. If I notice that you could benefit from working with Writing Center staff, I'll refer you to their offices. You can find out more about the Writing Center at <http://louisville.edu/writingcenter>. See University Resources/Virtual Writing Center on Blackboard for more information. You can also view helpful resources on writing and avoiding plagiarism at Course Materials/Study Resources.

REACH

Resources for Academic Achievement (REACH) is a service that helps University students with academic development. If you are having trouble with reading, test-taking, and studying, you should contact REACH. REACH also offers Computer Skills Seminars. If I notice that you are having difficulties that REACH might be able to help you with, I will refer you to the REACH offices. You can find out more about REACH at <http://www.reach.louisville.edu/>. In addition to live seminars, REACH offers some online seminars. See University Resources/Resources for Academic Achievement on Blackboard for more information.

Student Advocate

The University employs a Student Advocate, Dr. Kathy Pendleton, who helps students navigate educational, personal, and other campus obstacles that impact their time at UofL. If you have difficulty navigating university systems or personal problems and don't know who can help you, contact the Student Advocate at advocate@louisville.edu or by phone at 502-852-5787. See <http://louisville.edu/dos/help/studentadvocate/>.

Disability:

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center for verification of eligibility and determination of specific accommodations (852-6938). See [University Resources/Disability Resource Center](#) on Blackboard for more information.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

Syllabus prepared 1/9/17.

The instructor reserves the right to make changes to the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons.

Medical Anthropology Course Schedule

Abbreviations for readings:

BBCM=Blackboard Course Materials (on BB under Course Materials/Readings)

Joralemon=Joralemon, Donald. Exploring Medical Anthropology.

Fadiman=Fadiman, Anne. The Spirit Catches You and You Fall Down.

Livingston=Livingston, Julie. Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic.

January 13 is the last day to add/drop

March 9 is last day to withdraw

Part 1: Foundations of Medical Anthropology

Week 1

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	10-Jan	Introductions	None	
Th	12-Jan	Overview of medical anthropology	<ul style="list-style-type: none">▶ Joralemon, Prefix (pp. ix-x) & Ch. 1, "What's So Cultural about Disease" (pp. 1-13)▶ BBCM: Brown, Barrett, Padilla & Findley, "Medical Anthropology: An Introduction to the Fields"	

Week 2

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	17-Jan	The work of medical anthropology	<ul style="list-style-type: none"> ▶ Joralemon Ch. 2, "Anthropological Questions and Methods in the Study of Sickness and Healing" (pp. 14-27) ▶ BBCM: Singer et al: "From Street Research to Public Health Intervention: The Hartford Drug Monitoring Project" ▶ BBCM: Bourgois & Schonberg: "Introduction: A Theory of Abuse" from <i>Righteous Dopefiend</i> 	
Th	19-Jan	Human biological variation	<ul style="list-style-type: none"> ▶ BBCM: Jablonski & Chaplin: "Skin Deep" ▶ BBCM: Goodman: "Why Genes Don't Count (for Racial Difference in Health" ▶ BBCM: Fausto-Sterling: "Two Sexes is Not Enough" 	Medicine cabinet essay due

Week 3

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	24-Jan	The body in medical anthropology	<ul style="list-style-type: none"> ▶ BBCM: Scheper-Hughes and Lock: "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology" (pp. 208-224) 	
Th	26-Jan	Ecological and evolutionary approaches to medical anthropology	<ul style="list-style-type: none"> ▶ Joralemon Ch. 3, "Recognizing Biological, Social, and Cultural Interconnections: Evolutionary and Ecological Perspectives on a Cholera Epidemic" (pp. 28-39) ▶ BBCM: Chiou: "Fundamentals of Evolutionary Medicine" ▶ BBCM: McKeown: "Determinants of Health" 	

Week 4

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	31-Jan	Critical and interpretive approaches to medical anthropology	<ul style="list-style-type: none">▶ Joralemon Ch. 4, "Expanding the Vision of Medical Anthropology: Critical and Interpretive Views of the Cholera Epidemic" (pp. 41-54)▶ BBCM: Singer, Valentin, Baer, and Jia: "Why Does Juan Garcia Have a Drinking Problem: The Perspective of Critical Medical Anthropology"▶ BBCM: Koski-Karell: "Flint and Haiti: A Tale of Two Rivers, a Tale of Two Crimes"	
Th	2-Feb	Food, diet, and nutrition	<ul style="list-style-type: none">▶ BBCM: Dettwyler: "The Biocultural Approach in Nutritional Anthropology: Case Studies of Malnutrition in Mali"▶ BBCM: Brewis: "Expanding Bodies in a Shrinking World: Anthropological Perspectives on the Global 'Obesity Epidemic'"	

Week 5

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	7-Feb	Infectious disease	<ul style="list-style-type: none">▶ Joralemon Ch. 5, "The Global Petri Dish" (pp. 55-65)▶ BBCM: Farmer: "Social Inequalities and Emerging Infectious Diseases"	
Th	9-Feb	Exam 1		

Part 2: Health and healing in cross-cultural perspective

Week 6

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	14-Feb	Explaining illness	<ul style="list-style-type: none"> ▶ Fadiman: Ch. 1-6 ▶ BBCM: Erickson: "The Healing Lessons of Ethnomedicine" 	
Th	16-Feb	Belief and healers	<ul style="list-style-type: none"> ▶ Joralemon Ch. 6, "Healers and the Healing Professions" (pp. 66-83) ▶ Fadiman: Ch. 7-9 ▶ BBCM: Hahn: "The Nocebo Phenomenon: Concept, Evidence, and Implications for Public Health" 	Annotated bibliography topic due (complete form under Assignments on BB)

Week 7

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	21-Feb	Biomedicine as ethnomedicine	<ul style="list-style-type: none"> ▶ Fadiman: Ch. 10-15 ▶ BBCM: Taylor: "Confronting 'Culture' in Medicine's 'Culture of No Culture'" ▶ BBCM: Salhi: "Beyond the Doctor's White Coat: Science, Ritual, and Healing in American Biomedicine" 	
Th	23-Feb	Cultural competency/Fadiman debrief	<ul style="list-style-type: none"> ▶ Fadiman: Ch. 16-19, afterward ▶ BBCM: Kleinman and Benson: "Anthropology in the Clinic: The Problem of Cultural Competency and How to Fix It" 	

Week 8

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	28-Feb	Medical Pluralism	▶ Joralemon Ch. 7, "Applying Medical Anthropology" (pp. 85-103) ▶ Livingston: preface-Ch. 1 (pp. xi-28)	List of sources for annotated bibliography due (upload to BB by 9am and bring a print copy to class)
Th	2-Mar	Global health	▶ Livingston Ch. 2-3 (pp. 29-84)	FIELD TRIP!!!!

Week 9

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	7-Mar	Pain and suffering/Ethics	▶ Livingston: Interlude, Ch. 4-5 (pp. 85-151)	Field trip reflection due (upload to BB by 9am and bring a print copy to class)
Th	9-Mar	Livingston debrief	▶ Joralemon Ch. 8, "Anthropology and Medical Ethics" (pp. 104-118) ▶ Livingston: Ch. 6-epilogue (pp. 152-182)	

Week 10

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	14-Mar	Spring break		
Th	16-Mar	Spring break		

Part 3: Power, social inequality, and health

Week 11

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	21-Mar	Health disparities	No new reading	
Th	23-Mar	Exam 2		

Week 12

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	28-Mar	Health disparities, continued	<ul style="list-style-type: none">▶ BBCM: Sapolsky: "Sick of Poverty"▶ BBCM: Farmer et al: "Structural Violence and Clinical Medicine"	
Th	30-Mar	Biopolitics	TBA	Draft of Annotated bibliography due (Upload to BB by 9am and bring a print copy to class)

Week 13

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	4-Apr	Disability and stigma	<ul style="list-style-type: none">▶ BBCM: Murphy: "The Damaged Self"▶ BBCM: Adams, Reiss, and Serlin: "Disability"▶ BBCM: Campbell: "Ability"	
Th	6-Apr	Race, ethnicity, and health	<ul style="list-style-type: none">▶ BBCM: Gamble: "Under the Shadow of Tuskegee: African Americans and Health Care"▶ BBCM: Holmes: "'Oaxacans Like to Work Bent Over': The Naturalization of Social Suffering among Berry Farm Workers"	

Week 14

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	11-Apr	Gender, sexuality, and health	<ul style="list-style-type: none">▶ BBCM: Liburd, Namageyo-Funa, and Jack: "Understanding 'Masculinity' and the Challenges of Managing Type-2 Diabetes among African-American Men"▶ BBCM: Bauer et al: "I Don't Think This Is Theoretical, This is Our Lives: How Erasure Impacts Health Care for Transgender People"	
Th	13-Apr	Reproduction	<ul style="list-style-type: none">▶ BBCM: Tomori: "Embodied Cultural Dilemmas: An Anthropological Approach to the Study of Nighttime Breastfeeding and Sleep"▶ BBCM: Rapp: "Real-Time Fetus: The Role of the Sonogram in the Age of Monitored Reproduction"	

Week 15

<u>Day</u>	<u>Date</u>	<u>Topic/theme</u>	<u>Reading</u>	<u>Assignment/task/notes</u>
Tu	18-Apr	Body and technology	► Joralemon Ch. 9, "Body, Self, and Biotechnologies" (pp. 120-129)	
Th	20-Apr	Last day of class, Wrap-up	► Joralemon Ch. 10, "A Look Back and a Glance Ahead" (pp. 130-136)	

Fri 21-Apr

Final annotated bibliography due (upload to BB by 12 midnight)

Wed 26-Apr Final

Final exam: 8:30am-10:30am (note start time is not the same as the official university calendar)