

HUNTER  
COLLEGE

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*The City University of New York*  
**Department of Anthropology**

**THE POLITICS OF REPRODUCTION**

ANTHC 321.65/ANTH 751.65/WGS 300.82  
Spring 2011 : Wed. 7:35-9:35PM : ROOM HN-732

**Professor:**

Amínata Maraesa, Ph.D.  
Office Location: HN-716  
Office Hours: before/after class - by appointment  
Email: amaraesa@hunter.cuny.edu

**Course Description:**

This course provides an in-depth look at reproduction as it intersects with the wider socioeconomic and political contexts in which it occurs. We will explore the increasing medicalization of birth and the reproductive body, the role of technology in reproduction, and how reproductive choices affect sociocultural formations. Situating reproduction in relation to some of the key concepts that have concerned anthropologists such as culture, social structure, religion, kinship, race, gender, consumption, community, and identity, this course provides an opportunity to learn about “intimate” life processes in a variety of social and cultural contexts both within and outside the U.S.

**Course Goals:**

- 1) To understand the socially constructed and power-laden roots of gender (sex and sexuality) as they intersect with ideologies of identity and power.
- 2) To understand, appreciate, and respect gender difference and diversity. The full-length ethnographies we will be reading encompass a broad geographic and cultural range: Brazil, Niger, and the U.S. with articles covering a wider geo-cultural area.
- 3) To develop the ability to question your assumptions and interrogate your commonsensical understandings about the world around us. You will learn to recognize that what we take as given or as “natural” social (and scientific) realities are, in fact, constructed cultural norms that vary according to historical context.
- 4) To gain fluency in ethnographic field methodologies and garner first-hand experience of anthropological analysis based on primary field research.

**Books to Purchase:**

- Lopez, Iris. 2008. *Matters of Choice: Puerto Rican Women’s Struggle for Reproductive Freedom*. New Brunswick: Rutgers University Press. ISBN: 9780813543734
- Block, Jennifer. 2007. *Pushed: The Painful Truth About Childbirth and Modern Maternity Care*. Cambridge: Da Capo Lifelong. ISBN: 9780738211664
- Van Hollen, Cecilia. 2003. *Birth on the Threshold: Childbirth and Modernity in South India*. Berkeley: University of California Press. ISBN: 9780520223592

- Markens, Susan. 2007. *Surrogate Motherhood and the Politics of Reproduction*. Berkeley: University of California Press. ISBN: 9780520252042

### **Articles:**

Required readings listed on the syllabus (other than full-length books) are available through ERES or are directly accessible from links in the syllabus. ERES can be accessed at <http://hunter.docutek.com/eres/>.

### **Films:**

We may not always have time to screen the films on the syllabus. In that they enhance the material presented in the readings, the films can be made available through Dr. Maraesa upon request and/or be screened through a college affiliate at [http://anth.alexanderstreet.com/help/view/about\\_ethnographic\\_video\\_online](http://anth.alexanderstreet.com/help/view/about_ethnographic_video_online).

### **Course requirements:**

- 10% Attendance and Class Participation
- 50% Essay Response papers and in-class presentation of course readings
- 20% Reproductive History Narrative
- 20% Reproductive Controversy Research Findings

### **Attendance and Class Participation:**

#### **Essay Response papers**

Beginning with the readings for Week 2, each student is required to turn in a total of four (4) Essay Response papers. These papers should be 4-5 pages in length (double spaced, 12 point font, 1 inch margins). The Essay Response papers should give an overview of the assigned readings, demonstrate an understanding of the main arguments, and raise questions or comments. You can address the readings together in the allotted 4-5 pages, or you can address one reading at a time. Essay Response papers are to be turned in at the end of each class. Late papers will NOT be accepted. If you are absent, you must write an Essay Response paper for a different week.

**NOTE: Because we will be having a guest appearance by Dr. Iris Lopez, an essay response paper for week 5 is MANDATORY, along with at least 3 questions for our discussion with Dr. Lopez.**

#### **In-class Presentation**

Each week one or two students will be responsible for presenting the readings. This presentation is IN ADDITION to your four Essay Response papers (i.e., you will turn in written work for a total of five (5) weeks' readings). When it is your turn to lead class, you should come prepared with a list of questions to provoke discussion among your classmates and be able to succinctly summarize the major points of the readings. Your presentation notes must be turned in at the end of class; they do not need to be typed.

Presentations should be no more than **15 minutes**. Note that if you were to type up your presentation and read it (which is not the only way to do the presentation), it would be no more than 8 pages double-spaced!!! You may also use Power Point for your presentations and/or notes for a more informal discussion of the readings. However, **you must stick to the 15-minute time limit**.

Please note that both the Essay Response papers and the In-class Presentation should NOT contain extensive or lengthy quotations. Rather, you should paraphrase (and properly cite) the authors' ideas.

**Your Essay Response papers and In-class Presentation will count towards 50% of your final grade.**

**PLEASE NOTE:** You are required to attend all scheduled class meetings and read all the assigned material before class—even if it is not your turn to present! This class is run as a discussion based on professor/student dialogue. The student presenter(s) will begin our discussion; however, each student is expected to contribute to the discussion, so you must be prepared to talk and ask questions. **Your attendance and participation will count towards 10% of your final grade.**

**Written assignments:**

**Reproductive History Narrative – DUE NOV. 2, 2011 – 20% of final grade**

This 6-8 page paper (double-spaced, 12 point font, 1 inch margins) is based on an ethnographic interview you conduct with a person regarding a past event in their reproductive life or an ongoing reproductive situation. Your informant can be a family member, close friend, or a complete stranger. You may conduct the interview in any language, but the final paper must be in English with translated quotations. Your interview questions should inquire about your informant's lived reproductive experiences and their perception of the event/situation vis-à-vis their social networks and their medical care providers (if applicable). Be sure to include reflexive references to your position in relation to your informant including a description of the interview process and any significant interactions beyond the scope of your questioning. You should NOT turn in a transcription of the interview. Rather, you must condense the information gathered into a coherent narrative that tells a situated story of your informant's reproductive experience. **To receive full credit, you must incorporate course readings, films, and discussions into your analyses.**

**BIBLIOGRAPHY REQUIRED**

**Reproductive Controversy Research Findings – DUE DEC. 21, 2011 – 20% of final grade**

This 6-8 page paper (double-spaced, 12 point font, 1 inch margins) outlines a politically charged reproductive topic based on Internet/news/popular culture research. You can use some of the issues we discuss in class or come up with your own reproductive "hot-topic" based on current/recent events that come up in the popular media. **The topic must be pre-approved before undertaking.** Once you have identified the controversy, you should research it from different angles and use sources ranging from academic engagement with the topic to news sources, online forums, and/or other forms of popular and activist media. Note: the topic may be related to your reproductive history narrative; however, you would take the issue one step further by researching it from different angles including, but in addition to, the lived experience of your interviewee. **To receive full credit, you must incorporate course readings, films, and discussions into your analyses.**

**BIBLIOGRAPHY REQUIRED**

**Graduate student requirements:**

Graduate students taking this course (and any undergraduate who is looking for extra credit) must turn in a 6-8 page event narrative (double-spaced, 12 point font, 1 inch margins). As a way to relate theory to practice, students will attend an event, lecture, art exhibit, or volunteer activity related to course topics (on or off campus). **The event must be pre-approved before undertaking.** This paper should give a synopsis of the event in addition to contextualizing information about the event venue, audience attendance, and any information you gained through your own participation. You must also explain how this event has related to the course material you have read throughout the semester or learned through classroom discussions. This paper is due **DEC. 21, 2011**. It will be factored into your grade equally with the other two written assignments (i.e., each of the three papers will be worth 13.3%).

**BIBLIOGRAPHY REQUIRED****Attendance and Class Participation:**

You are required to attend all scheduled class meetings. This class only meets once a week, so your attendance is crucial, as we only have one week to cover one unit from the syllabus. You must read all the assigned material before class.

**LATENESS IS A PROBLEM!** I would rather have you come to class late than not come at all; however, lateness is disruptive for the group as a whole and disrespectful. If you come to class late, I expect you to explain to me after class why you were late. **Chronic lateness will be addressed and may result in dismissal from class.**

**Special accommodations:**

Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me after class or in my office. Also, be prepared to provide a letter from the Office of Accessibility explaining your needs. Office of Accessibility (for students with learning or physical disabilities): East Building, room 1124, tel. 212 772-4857, [AccessABILITY@hunter.cuny.edu](mailto:AccessABILITY@hunter.cuny.edu). More information for students needing extra help can be found at the end of this syllabus.

**Academic integrity:**

All work in this course is entirely individual. Cheating and plagiarism—whether intentional or unintentional—will not be tolerated and the consequences will range from receiving no credit for an assignment or exam to receiving a failing grade in the course, depending on the severity of the act. This is true also of anyone who aids or abets cheating or plagiarism. See [http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf) for a detailed list of proper citation format within text and bibliographic citations.

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

**A note about computers on campus and online book purchases:**

Many readers value independent, “brick-and-mortar,” neighborhood bookstores because they generate local jobs, are pleasant places to browse, and may feature distinctive services (discounts, alternative magazines and books from small publishers, used books, and readings by local authors). **I have ordered books for this course at: Shakespeare & Co., 939 Lexington Ave. @ 69<sup>th</sup> Street.**

Online booksellers may offer other advantages (shopping ease, greater selection, convenience); online book prices (and shipping charges) vary widely. If you order your textbook for this course (or other books) via the Internet, you may do so at Shakespeare’s site <http://www.shakeandco.com/> or you may consult the following sites, which will do an automatic comparison of prices at large numbers of online stores: <http://www.bookfinder4u.com/> , or <http://www.bestbookbuys.com/> . If you order books through Amazon, please consider going to its site through the CUNY Graduate Center’s virtual bookshop <http://www.gc.cuny.edu/bookshop/> . Amazon purchases via this portal generate funds that support the CUNY library system.

Computers for student use are on the 10<sup>th</sup> floor of Hunter North, in the library, and at other locations around the College.

<b>Week 1</b>	<b>Introduction – What Does “The Politics of Reproduction” Mean?</b>
Wednesday Sept. 7, 2011	<b>Course overview</b> <b>FILM:</b> <i>Pregnant in America</i> (2008). Dir. Steve Buonaugurio. (104 min.) <a href="http://www.putlocker.com/file/BSM2ZDC86WOWOS0#">http://www.putlocker.com/file/BSM2ZDC86WOWOS0#</a> • Ginsburg, Faye D. and Rayna Rapp. 1991. The Politics of Reproduction. <i>Annual Review of Anthropology</i> 20:311-43.
<b>Week 2</b>	<b>Political Demography and Reproducing the Nation</b>
Wednesday Sept. 14, 2011	<b>FILM (clip):</b> Chinese police officer breast feeding for the nation (May 2008) <a href="http://www.youtube.com/watch?v=8MLzb8yNYbg&amp;feature=share">http://www.youtube.com/watch?v=8MLzb8yNYbg&amp;feature=share</a> (3 min.) • Jeffrey, Patricia and Roger Jeffrey. 2002. “‘We Five, our twenty-five’: Myths of Population out of Control in Contemporary India.” In <i>New Horizons in Medical Anthropology</i> , eds. Mark Nichter and Margaret Lock. New York: Routledge, pp. 172-99. • Krause, Elizabeth L. 2001. “‘Empty Cradles’ and the Quiet Revolution: Demographic Discourse and Cultural Struggles of Gender, Race, and Class in Italy.” <i>Cultural Anthropology</i> 16(4):576–609. • Weiss, Meira. 2001. “The Children of Yemen: Bodies, Medicalization, and Nation Building.” <i>Medical Anthropology Quarterly</i> 15(2):206-221. • Lan, Pei-Chia. 2008. Migrant Bodies as Boundary Markers: Reproductive Crisis and Sexual Control in the Ethnic Frontiers of Taiwan. <i>Signs</i> 33(4): 833-861.

<b>Week 3</b>	<b>“Family Planning”</b>
Wednesday Sept. 21, 2011	<p><b>FILM:</b> <i>Population Control</i> (Part 3) <a href="http://www.youtube.com/watch?v=u1p-Xxcwx0U&amp;feature=related">http://www.youtube.com/watch?v=u1p-Xxcwx0U&amp;feature=related</a> (10 min.)</p> <ul style="list-style-type: none"> <li>• Richey, Lisa Ann. 2004. Construction, Control and Family Planning in Tanzania: Some Bodies the Same and Some Bodies Different. <i>Feminist Review</i> 78(56-79)</li> <li>• Maternowska, Catherine. 2006. “The Family Planning Center: A Clinic in Conflict.” In <i>Reproducing Inequities: Poverty and the Politics of Population in Haiti</i>. New Brunswick, NJ: Rutgers University Press, pp. 75-102.</li> <li>• Hill Collins, Patricia. 1999. Will the “Real” Mother Please Stand Up? The Logic of Eugenics and American National Family Planning. In <i>Revisioning Women, Health and Healing: Feminist, Cultural, and Technoscience Perspectives</i>, eds. Adele Clarke and Virginia L Olesen. New York: Routledge, pp. 266-82</li> </ul>
<b>Week 4</b>	<b>NO CLASS</b>
Wednesday Sept. 28, 2011	
<b>Week 5</b>	<b><i>Controlling Reproduction</i></b>
Wednesday Oct. 5, 2011	<p><b><u>GUEST LECTURE WITH DR. IRIS LOPEZ</u></b></p> <p><b>FILM:</b> <i>La Operación</i> (1992). Dir. Robert Cohen. (40 min.)</p> <ul style="list-style-type: none"> <li>• Lopez, Iris. 2008. <i>Matters of Choice: Puerto Rican Women’s Struggle for Reproductive Freedom</i>. New Brunswick: Rutgers University Press. ISBN: 9780813543734</li> </ul> <p><b>REQUIRED 4-6 PAGE ESSAY RESPONSE PAPER AND 3 QUESTIONS FOR THE AUTHOR DUE TODAY</b></p>

<b>Week 6</b>	<b><i>Controlled Reproduction</i></b>
Wednesday Oct. 12, 2011	<p><b>FILM:</b> <i>Preventing Pregnancy Losses: Combatting the Criminalization of Stillbirth and Miscarriage. A Conversation with Lynn Paltrow, Esq., Executive Director of National Advocates for Pregnant Women.</i> Dir. Linda Layne. <a href="http://gmutvserver.gmu.edu/sdp/gen/qt/Motherhood_Lost/paltrow.mov">http://gmutvserver.gmu.edu/sdp/gen/qt/Motherhood_Lost/paltrow.mov</a></p> <ul style="list-style-type: none"> <li>• Lowenhaupt Tsing, Anna. 1990. Monster Stories: Women Charged with Perinatal Endangerment. In <i>Uncertain Terms: Negotiating Gender in American Culture</i>, eds. Faye Ginsburg and Anna Lowenhaupt Tsing. Boston: Beacon Press, pp. 282-99.</li> <li>• Roberts, Dorothy. 1997. "Making Reproduction a Crime." In <i>Killing the Black Body: Race, Reproduction, and the Meaning of Liberty</i>. New York: Vintage Books, pp. 150-201.</li> <li>• Roth, Rachel. 2004. Do Prisoners Have Abortion Rights? <i>Feminist Studies</i> 30(2):353-81</li> <li>• Sussman, Dana. 2008-09. Bound by Injustice: Challenging the Use of Shackles on Incarcerated Pregnant Women. <i>Cardozo Journal of Law and Gender</i> 15:477-502.</li> </ul> <p>Optional reading:</p> <ul style="list-style-type: none"> <li>• Paltrow, Lynn. 2005. Governmental Responses to Pregnant Women Who Use Alcohol and Other Drugs. <i>DePaul Journal of Health Care Law</i> 8:461-518</li> </ul>
<b>Week 7</b>	<b><i>Knowledge Systems</i></b>
Wednesday Oct. 19, 2011	<p><b>FILM:</b> <i>Cultural Definitions of Motherhood: The Butterfly Must Find Its Own Way Out of the Cocoon</i> (with Robbie Davis-Floyd) (May 2009) <a href="http://www.youtube.com/watch?v=fViklwmPptw&amp;feature=related">http://www.youtube.com/watch?v=fViklwmPptw&amp;feature=related</a> (5 min.)</p> <ul style="list-style-type: none"> <li>• Jordan, Brigitte. 1997. "Authoritative Knowledge and Its Construction." In <i>Childbirth and Authoritative Knowledge: Cross-Cultural Perspectives</i>, eds. Robbie E. Davis-Floyd and Carolyn F. Sargent, pp. 55-79. Berkeley and Los Angeles: University of California Press.</li> <li>• Browner, Carole H. and Nancy Press. 1997. "The Production of Authoritative Knowledge in American Prenatal Care." In <i>Childbirth and Authoritative Knowledge</i>, eds. Robbie Davis-Floyd and Carolyn Sargent, pp. 113-31. Berkeley and Los Angeles: University of California Press.</li> <li>• Sesia, Paola. 1996. "Women Come Here on Their Own When They Need To": Prenatal Care, Authoritative Knowledge, and Maternal Health in Oaxaca. <i>Medical Anthropology Quarterly</i> 10(2):121-40.</li> <li>• Ellison, Marcia. 2003. Authoritative Knowledge and Single Women's Unintentional Pregnancies, Abortions, Adoption, and Single Motherhood: Social Stigma and Structural Violence. <i>Medical Anthropology Quarterly</i> 17(3):322-47</li> </ul>
<b>Week 8</b>	<b><i>The Medicalization of Reproduction</i></b>
Wednesday Oct. 26, 2011	<ul style="list-style-type: none"> <li>• Block, Jennifer. 2007. <i>Pushed: The Painful Truth About Childbirth and Modern Maternity Care</i>. Cambridge: Da Capo Lifelong. ISBN 9780738211664</li> </ul>

<b>Week 9</b>	<b><i>Reproductive Personhood</i></b>
Wednesday Nov. 2, 2011	<p><b>FILM (segments):</b> <i>National Geographic-In the Womb</i> (2005). Dir. Toby MacDonald (89 min.)</p> <p><b>FILM (segments):</b> <i>The Silent Scream</i> (1984). American Portrait Films. [watch on your own:</p> <p><b>FILM:</b> <i>The Miracle of Life</i> (4 min.) – contemporary anti-abortion media: <a href="http://www.youtube.com/watch?v=APkV40vUhWs">http://www.youtube.com/watch?v=APkV40vUhWs</a></p> <p><b>FILM (clip):</b> Bill Gates re: vaccinations and reproductive services [“abortion”] for population control (Feb. 2010) <a href="http://www.youtube.com/watch?v=EKII34rV-3o">http://www.youtube.com/watch?v=EKII34rV-3o</a> (3 min.)</p> <ul style="list-style-type: none"> <li>• Stormer, Nathan. 2008. Looking in Wonder: Prenatal Sublimity and the Commonplace “Life.” <i>Signs</i> 33(3):647-673.</li> <li>• Pollack Petchesky, Rosalind. 1997. Fetal Images: The Power of Visual culture in the Politics of Reproduction. In <i>The Gender and Sexuality Reader</i>, eds. Roger Lancaster and Micaela di Leonardo. New York: Routledge, pp. 134-50.</li> <li>• Mitchell, Lisa Meryn. 2001. “Reconnections: Women, Ultrasound, and Reproductive Politics.” In <i>Baby’s First Picture: Ultrasound and the Politics of Fetal Subjects</i>. Toronto and Buffalo: University of Toronto Press, pp. 169-200.</li> <li>• Oaks, Laury. 2000. Smoke-Filled Wombs and Fragile Fetuses: The Social Politics of Fetal Representation. <i>Signs</i> 26(1):63-108.</li> <li>• Van der Sijpt, Erica. 2010. “Filling with Force”: Reproductive Loss Reconsidered. <i>Viennese Ethnomedicine Newsletter</i> 12(2-3): 21-27.</li> </ul> <p><b><u>REPRODUCTIVE HISTORY NARRATIVE DUE</u></b></p>
<b>Week 10</b>	<b><i>Risk and Reproduction</i></b>
Wednesday Nov. 9, 2011	<ul style="list-style-type: none"> <li>• Hamilton, Alison. 2012. The Vital Conjunction of Methamphetamine-Involved Pregnancy: Objective Risks and Subjective Realities. In <i>Risk, Reproduction, and Narratives of Experience</i>, eds. Lauren Fordyce and Aminata Maraesa. Nashville: Vanderbilt University Press, pp.</li> <li>• Allen, Denise Roth. 2002. “Motherhood as a Category of Risk.” In <i>Managing Motherhood, Managing Risk: Fertility and Danger in West Central Tanzania</i>. Ann Arbor: University of Michigan Press, pp. 1-18 [only need to read through p. 16].</li> <li>• Denham, Aaron. 2012. Shifting Maternal Responsibilities and the Trajectory of Blame in Northern Ghana. In <i>Risk, Reproduction, and Narratives of Experience</i>, eds. Lauren Fordyce and Aminata Maraesa. Nashville: Vanderbilt University Press, pp.</li> <li>• Maraesa, Aminata. 2012. A Competition over Reproductive Authority: Prenatal Risk Assessment in Southern Belize. In <i>Risk, Reproduction, and Narratives of Experience</i>, eds. Lauren Fordyce and Aminata Maraesa. Nashville: Vanderbilt University Press, pp.</li> </ul>

<b>Week 11</b>	<b>NO CLASS</b>
Wednesday Nov. 16, 2011	AAA annual meeting in Montreal
<b>Week 12</b>	<b>NO CLASS</b>
Wednesday Nov. 23, 2011	Thanksgiving
<b>Week 13</b>	<b><i>Reproduction and Development</i></b>
Wednesday Nov. 30, 2011	<b>FILM:</b> <i>Made in India: A Film about Surrogacy.</i> (2010) Dir. Rebecca Haimowitz and Vaishali Sinha (97 min.) – first half <ul style="list-style-type: none"> <li>• Van Hollen, Cecilia. 2003. <i>Birth on the Threshold: Childbirth and Modernity in South India.</i> Berkeley: University of California Press. ISBN 9780520223592</li> </ul>
<b>Week 14</b>	<b><i>Reproduction and Technology</i></b>
Wednesday Dec. 7, 2011	<b>FILM:</b> <i>Made in India: A Film about Surrogacy.</i> (2010) Dir. Rebecca Haimowitz and Vaishali Sinha (97 min.) – second half <ul style="list-style-type: none"> <li>• Markens, Susan. 2007. <i>Surrogate Motherhood and the Politics of Reproduction.</i> Berkeley: University of California Press. ISBN 9780520252042</li> <li>• Gentleman, Amelia. 2008. India Nurtures Business of Surrogate Motherhood. <i>The New York Times</i> March 10:A  <a href="http://www.nytimes.com/2008/03/10/world/asia/10surrogate.html?pagewanted=all">http://www.nytimes.com/2008/03/10/world/asia/10surrogate.html?pagewanted=all</a> </li> </ul>
<b>Week 15</b>	<b>“Reading Day”</b>
Wednesday Dec. 14, 2011	Review of the semester <b>FILM:</b> <i>Orgasmic Birth</i> (2008). Dir. Debra Pascali-Bonaro (85 min.)
	<b><u>FINAL PAPER(S) DUE WED. DEC. 21, 2011</u></b>

## IF YOU ARE NOT SUCCEEDING IN THIS COURSE

At times students get into serious difficulty during the semester. The reasons may range from taking on too many courses (or courses that are more demanding than anticipated), too many work or family responsibilities, learning or physical disabilities, major illness, emotional crises, language problems, emergencies, poor study habits, or lack of interest.

If, *for any reason*, you think that you might be in academic trouble in this course, it is extremely important that you take the following steps:

1. Consult the instructor immediately about how you are doing and what your options might be. Do not wait to do this. Do not be shy about doing this. Sometimes it is possible to catch up and do well.
2. If necessary, withdraw from the course before Monday, October 26. Otherwise you may receive a WU (withdrawal unauthorized) or an F grade on your transcript. This may cause you problems later in life (for example, when applying for a job or to a graduate or professional school).
3. If the deadline to withdraw has passed and you are not doing well in the course, you may be able to exercise the C/NC (credit/no credit option), if you complete all of the course work. This will give you a grade of either “credit” (passing) or “no credit” on your transcript. “No credit” is better than “F” or “WU.” To exercise the C/NC option you must sign the form and have the instructor sign the form before the date of the final exam.

Hunter College has the following resources available for students who are experiencing academic or other difficulties:

Advising Services: East Building, room 1119, tel. 212 772-4882,  
[AdvisingServices@hunter.cuny.edu](mailto:AdvisingServices@hunter.cuny.edu)

Reading/Writing Center: Thomas Hunter Hall, Room 416, tel. 212 772-4212,  
<http://rwc.hunter.cuny.edu/>

Counseling Services: East Building, room 1123, tel. 212 772-4931,  
[PersonalCounseling@hunter.cuny.edu](mailto:PersonalCounseling@hunter.cuny.edu)

Office of Accessibility (for students with learning or physical disabilities): East Building, room 1124, tel. 212 772-4857, [AccessABILITY@hunter.cuny.edu](mailto:AccessABILITY@hunter.cuny.edu)

These offices are staffed by highly trained professionals who are there to help you. If you are in trouble of any kind, it is imperative that you contact the appropriate office and receive assistance.