Course description:
This course looks at the intersection of gender, health policy, and health care organization around the world. The factor of gender in health is often ignored by policy makers and researchers alike, yet it is often a contributing factor to people’s health. Men and women have different biologies, and it thus stands to reason that their lives—social, economic, political, and biological—would have an effect on their health. Some of the issues to be discussed in this course include: medicalization of the body; critical medical anthropology; the politics of reproduction; social production of illness and healing; politics, poverty, and health; and national and international health and development policies.

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 international health issues and, 3) to critically understand that health and its related issues are shaped by broad social, political, and economic forces.

Learning Goals:
At the end of the semester I expect students to:
1. Apply anthropological and ethnographic methods in their assignments
2. Demonstrate the ability to think critically and articulate their thoughts in class and assignments
3. Apply anthropological critique to cultural problems and situations regarding health and illness

Readings:
This course has a significant amount of reading, which includes one long ethnography and a variety of articles and chapters from several sources targeting specific elements of the course material. 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.

1. Nancy Scheper-Hughes (NS) – Death without Weeping: The Violence of Everyday Life in Brazil
2. Various readings – on Concourse (VR)

n. Jenkins, Janis H. The Impress of Extremity: Women's Experience of Trauma and Political Violence. In Gender and Health: An International Perspective.
Grading:
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. Come prepared—active participation in class, evidence of commitment, enthusiasm, and preparedness will help to make this class enjoyable and challenging.

I will determine your grade from the following sources in order to evaluate your progress towards attaining the class goals. Further details about these assignments will be announced in class. There is NO final exam for this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Exams (2)</td>
<td>30% (15% each)</td>
<td>03/03, 04/28</td>
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<tr>
<td>Leading Discussion</td>
<td>10%</td>
<td>Variable</td>
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<tr>
<td>Research Project</td>
<td>50% (in 3 parts: 10%, 15%, 25%)</td>
<td>02/17, 03/24, 05/12</td>
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<tr>
<td>Attendance/Participation</td>
<td>10% (5% each)</td>
<td>Daily</td>
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The grading scale I use is as follows: A=96-100, A- = 90-95, 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.
**Assignments:**
Assignments are to be handed in at the beginning of the class period on the date listed in the syllabus. Late assignments will be penalized. I strongly encourage you to meet with me and 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.

If you have a documented learning disability and are authorized to have special arrangements for assignments, please inform me at the beginning of the course.

Below are the descriptions and/or expectations for the class assignments. I encourage you to turn in any typed work **single spaced and double sided**.

**Exams:**
These will require you to demonstrate, appraise, and synthesize your knowledge by being able to apply it to particular situations. The questions will require you to think; hence they will be **short answer and essay** questions.

**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. You MUST come to class having done all the readings and be prepared to talk actively about the topic at hand. A very important part of your grade will be leading a class discussion. To do this, you, and one or two of your classmates, will lead one discussion during the semester using any methods you deem appropriate. This activity will prepare you for public speaking and critical thinking. Some Notre Dame students in the past have chosen to lead these discussions using examples from ND, visual aids, participant observation, additional readings, role playing, debates, etc.

**Research Project:**
A major course requirement will be to carry out an anthropological field investigation, in combination with library research. I would like you to choose a topic of significance that combines issues of gender, health, and structural factors—class, race/ethnicity, or income. You can carry this out on campus or off. If you choose on-campus, you must go beyond simply a topic of convenience located in the dorms and push yourself to explore a topic that exists outside of your comfort zone. Your research must utilize a combination of research techniques—qualitative and quantitative. I especially encourage you to make this research relevant beyond the research question (which is the “so what” factor); this data needs to be significant to the people with whom you will carry out the research. You can carry this out as an individual or as a group (of no more than three members). If you choose to work in a group you must inform me who the members are. The grade obtained for this assignment will thus be for the entire group, not on an individual basis (though your effort and participation in the group will be factored into your final grade). It is up to the group members to assign duties and roles so the final grade is acceptable to all.

This project will require you to begin early on during the semester, where you will present a research question to indicate what topic you will explore. You will then have three graded assignments as part of this larger project: an **annotated bibliography (10%)**, a **mid-way report (15%)**, and the **project itself (25%)**. You can either write up a 3,500 to 4,000-word research paper based on your work or present your work in the form of a poster (and a 1,250 to 2,000-word research paper) at the department of anthropology’s Undergraduate Research Expo in April.
Extra Credits:
I will announce extra credit assignments during the semester, which could take the form of lectures, exhibits, or films. For these assignments you have to write up a brief summary of the main points and then devote the rest of the paper to an analysis of the material from an anthropological perspective. Please write between 600-800 words. Each one you do will be worth 1% of your final course grade; you can carry out up to two extra credits (for a total of 2%). This is a useful enterprise for those of you on the margin between grades.

Important policies:

Attendance:
Attendance is mandatory. More than three unexcused absences will result in the failure of this course.

Honor Code:
I expect all students to adhere to academic honesty following the tenets of the Notre Dame Honor Code (“As a member of the Notre Dame, community I will not participate in or tolerate academic dishonesty”). A violation of this code is serious and could result in a failing grade.

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.

Lecture and Reading Schedule:

<table>
<thead>
<tr>
<th>Week #1</th>
<th>Introduction to Gender and Health</th>
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<tbody>
<tr>
<td>01/18</td>
<td>Get acquainted session</td>
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<tr>
<td>01/20</td>
<td>VR – Brettell &amp; Sargent; Martin</td>
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<tr>
<th>Week #2</th>
<th>A Little Bit of Theory</th>
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<tr>
<td>01/25</td>
<td>VR – Pylypa; Ginsburg and Rapp</td>
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<tr>
<td>01/27</td>
<td>NS – Prologue &amp; Introduction; VR – Scheper-Hughes and Lock</td>
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<tr>
<th>Week #3</th>
<th>Social Construction of Illness</th>
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<tr>
<td>02/01</td>
<td>VR – Clark; Davis</td>
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<tr>
<td>02/03</td>
<td>NS – Ch. 1</td>
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<tr>
<td></td>
<td>Research Question due</td>
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<td></td>
<td>student-led discussion</td>
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<tr>
<th>Week #4</th>
<th>Medicalization and Health Research</th>
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<tr>
<td>02/08</td>
<td>VR – Dressler et al.</td>
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<tr>
<td>02/10</td>
<td>VR – O’Connor &amp; Van Esterik; NS – Ch. 2</td>
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<tr>
<th>Week #5</th>
<th>Men’s Health under Modernization</th>
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<td>02/15</td>
<td>VR – Singer et al.; Hunt et al.</td>
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</table>
02/17  NS – Ch. 3; VR – Singer and Maruach-Rodriguez
Annotated bibliography due
Student-led discussion

Week #6  Politics, Poverty, and Health
02/22  VR – Abadía-Barrero; NS – Ch. 4
02/24  NS – Ch. 5 & 6

Week #7  Structural Violence and Health
03/01  VR – Jenkins; Farmer
03/03  Exam #1

Week #8  Reproduction
03/08  VR – Sargent; Maternowska
03/10  VR – Schuler et al; Castro; Inhorn and Dudgeon
student-led discussion

03/14 to 03/19  No class – Mid-Term break!!

Week #9  Childbirth and Authoritative Knowledge
03/22  VR – Michie & Cahn; Davis-Floyd; NS – Ch. 7
03/24  Film: At Highest Risk
Mid-way report due

Week #10  Parenthood and Personhood
03/29  NS – Ch. 8; VR – Tapias
03/31  VR – Csordas; Henry
student-led discussion

Week #11  Development and Health
04/05  VR – Browner & Leslie; Gutmann
04/07  NS – Ch. 9 & 10
Film: A Doula Story

Week #12  Political economy of health
04/12  VR – Whiteford; O’Daniel; Bourgois and Schonberg
04/14  VR – Whiteford & Tobin
student-led discussion

Week #13  Gender and Health Policy
04/19  VR – Briggs; Hacking
Film: The Changeling
04/21      VR – Desclaux; Smith-Oka

**Week #14**       **International Health Issues**
04/26      VR – Castro & Singer; Manderson & Whiteford

04/28      Exam #2
All extra credit due today at the latest
Undergraduate Research Expo today

**Week #15**       **Summing Up**
05/03      NS – Ch. 11 to Epilogue
Summary and evaluation

**Finals Week**
05/12      Research project due from 10:30-12:30 in my office

Happy summer holidays!