

# ANTH/WGST 392-001 and H10

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## Global Women's Health

Spring 2022

3 credit hours

**Class Time: T TH 1:15 pm to 2:30 pm**

143 Hamilton College

Face-to-Face mainly discussion seminar format

**Professor:** Dr. Kathryn Luchok  
Department of Anthropology and Women's and Gender Studies  
Program

**Office:** Close-Hipp 505, WGST Office Suite

**Office Hours:** T TH 3:30 to 5:00 pm or by appointment (virtual or in-person)

**Email:** [luchok@mailbox.sc.edu](mailto:luchok@mailbox.sc.edu) (preferred mode of contact)

**TA:** Elizabeth Collins. MA in Anthropology, Grad Certificate in WGST.

**Email:** [COLLINE9@mailbox.sc.edu](mailto:COLLINE9@mailbox.sc.edu)

### Academic Course Description

This course examines health concerns important to the lives of women around the world through an overview of contemporary issues and challenges in the field of global health, broadly construed.

### Course Description:

This course examines health issues important in the lives of women around the world. It will take a life cycle approach beginning with issues surrounding the birth of girl babies, continuing through the period of growth and development, adulthood, including family planning, pregnancy and lactation and ending with old age. Drawing on medical and applied anthropology perspectives, the course will cover the sociocultural landscape of women's lives, including the forces that promote and hinder the health and well-being of women around the globe. Also examined will be programs aimed at improving women's lives world-wide. The goal of this course is to provide students with a clearer understanding of the female life cycle and a greater appreciation for the mental, physical, and social health risks women face on a global scale.

### Prerequisites:

There are no prerequisites for this course.

## Learning Outcomes:

- Analyze the health situation of women in different cultural and national contexts from a life-course, medical anthropology and interdisciplinary perspective;
- Demonstrate understanding of the interactive nature of culture, gender, race, ethnicity, nationality, class, and sexuality as they pertain to beliefs, behaviors, and outcomes of women's health;
- Identify and deconstruct the biases in the historical and contemporary construction of medical knowledge and disciplinary areas of inquiry in connection with women's global health;
- Critically examine the social movements and programs in place to address health needs of girls and women across the globe;
- Demonstrate enhanced critical thinking, reading, writing, and oral presentation skills.

## Required Texts:

- Anne Firth Murray. 2013, 2<sup>nd</sup> edition. *From Outrage to Courage: The Unjust and Unhealthy Situation of Women in Poorer Countries and What They are Doing About it*. Menlo Park, CA: Anne Firth Murray.
- Ida Susser. 2009. *AIDS, Sex, and Culture: Global Politics and Survival in Southern Africa*. Wiley-Blackwell Press.
- Nicolas Kristof and Sheryl WuDunn. 2010. *Half the Sky*, Vintage Books.

Additional articles on Blackboard; referred to in the syllabus by the author's last name.

## Course Introduction:

To succeed in this class, you must read the articles and books on which we base lectures and discussion. You will need to purchase the required books listed by the first day of the course—they were posted on Blackboard prior to our first class. These titles have been around a while so there should be used copies floating around. Other course materials are available via Blackboard. **Sometimes I add new things to Blackboard that are not listed in this syllabus so it is important to check Blackboard regularly. Blackboard will be the most up-to-date source for readings and assignments.** I like to supplement with current materials as they become available. Students are expected to participate actively and respectfully in class discussions and to build critical thinking skills throughout the semester. Since we will have regular class discussions on the reading material, it is essential to keep up with the weekly readings and be prepared to discuss them each session. I hope for a lively interchange where we all learn from each other.

## Overall Structure of the Course:

The typical class structure may include:

- Readings: text books and additional readings posted on Blackboard
- Videos
- Lectures (professor and guest speakers)
- Mainly Group Discussion, including student-led (sign-up sheet will be provided)

### **Course Requirements:**

#### ***Attendance of all lectures/sessions and completion of all reading assignments prior to class is expected of all students.***

- Attendance: Attendance is taken at the beginning of every class. It is each student's responsibility to be on time and to notify the instructor if an absence is anticipated. Following University policy, more than **three (3)** absences will result in points being subtracted from your course grade (2 points off for each absence after 3). This class is a seminar/discussion format so it is really important to attend class regularly and you can easily drop a letter grade if you have too many absences.
- Academic Integrity: Each student is expected to abide by the Carolinian Creed. It is important that we practice respect of others' ideas and viewpoints.
- **No late assignments** will be accepted without prior approval. Points will be deducted for late work.
- Students may be asked to leave class and counted as absent for that day if they read, sleep, do classwork of other classes during our class time, use electronics during class or continuously talk to each other rather than with the whole class. **No electronic device use in class.**
- Syllabus may be subject to change.
- **Overall, be respectful! Be ready to be open-minded!**

### **Course Tips, Expectations and Information:**

1. I recommend taking notes as you read articles, your texts and lectures. Please note that all readings are required unless otherwise noted as optional. Additional readings may be added on Blackboard throughout the semester.
2. Treat one another with respect. We will be debating ideas and issues in class. It will be expected that we will not attack one another personally for holding different opinions. The goal of this course, and of education in general, is to expose you to new and different ideas. You do not have to agree with everything discussed in this class or that we read; I do expect you to keep an open mind and to be respectful of others.
3. Check Blackboard regularly. I will occasionally post information and/or updates. You also need to have a current email address registered with Blackboard that you check daily. I will occasionally send out information through Blackboard to everyone via a group email.

4. Students are required to attend class, read all course readings, be a discussion leader at least once during the semester, participate in group discussions, and complete all activities and assignments.
5. When students are leading discussion, they need to develop a series of questions on which they will base discussion and post their Discussion Questions in DISCUSSIONS by the Sunday (at 11:59 pm) before they lead discussion that week.
6. Students will arrive on time and stay until class is over. Coming in and out during class time is distracting to everyone and will affect your participation grade.
7. Due to COVID restrictions we cannot eat and drink during our class time. Please be sure to eat and hydrate before coming into the classroom. Please notify me if you have issues related to food intake during class time and we can work out an accommodation.
8. Students will be absent from class no more than three times (unexcused absences) during the semester, in accordance with the University's 10% absence policy. Two points will be deducted from the final grade for each additional unexcused absence after 3. We will take attendance daily. Excused absences require documentation. Contact me as soon as possible if you find you will be doing extended absences. Please see more information below under COVID-19.
9. Students will submit all course work in a timely manner—due at 11:59 pm on their respective due dates. These items may be turned in after the deadline, but you will be eligible for fewer points once the deadline has passed. You lose 1 point per day late no matter how many minutes it is late. Note also that extensions will not generally be permitted, but if you think you are subject to an exceptional circumstance, please discuss it with me outside of class (and as soon as possible—preferably before the due date).
10. Students will submit all course work under Assignments in Blackboard. Students will include her/his/their name, date, and the title of the assignment on ALL work.
11. Written assignments should be proofread for errors before submission. **All assignments must be typed and double-spaced and submitted as a WORD document (not PDF).**
12. Certain campus events of relevance scheduled this semester can be extra credit opportunities with written assignments based on attendance of those events. Any points will be added to your total score at the end of the semester.
13. **Electronic Devices:** In our classroom, please be advised that cell phones, I-Pods, Mp3 Players, laptops and other electronic devices should be turned off during class. No earphones should be used during in-person class. If you are joining remotely please only attend to the device that is streaming class content during our class time. We are trying to have an interactive class and need you engaged in interchange with your professor and classmates. Checking e-mail, texting, or reading other material not related to this class is not permitted.
  - a. First offense: You will be asked to stop

- b. Additional offences, you will be asked to leave and will be counted as absent for that class period.
14. If we end up with some Zoom sessions, recordings will be posted to the folder for that date in Blackboard so they can be reviewed later. Students may only record sessions with the permission of the professor. Recordings are the intellectual property of your professor. You may use recordings solely for your personal educational purposes. Dissemination of recordings in or through any medium is forbidden. Violations of the recording policy will be pursued as an honor code violation.

### **COVID-19 Policies**

We all are under increased strain as we try to weather this pandemic. We are also needing to be flexible in this time of uncertainty. We all must do our part to keep each other safe and we may need to alter our way of business during the semester. To keep having classes F2F, these are the current guidelines:

1. **Special absence policy:** All absences due to **documented** COVID illness or quarantine will be excused, and no grade penalty will be assessed for missing classes for this reason. If you experience COVID-19 symptoms, **please stay home**, contact the COVID-19 Student Health Services (SHS) nurse line (803-576-8511), complete the [COVID-19 Student Report Form](https://go.sc.edu/covidstudentreport) (go.sc.edu/covidstudentreport), and select the option allowing the Student Ombuds to contact your professors. When talking with the SHS nurse, be sure to ask for documentation of the consult as you will need this to document why you missed class. You will also use the COVID-19 Student Report Form if you have tested positive for COVID-19 or if you have been ordered to quarantine because of close contact with a person who was COVID-19 positive. In each of these situations you will be provided appropriate documentation that can be shared through the Student Report Form. Other extraordinary circumstances may arise during the semester—please keep me informed if those will affect your progress in this course. Course withdrawals and incompletes can be explored if necessary. I want all of you to be safe and to be successful in this course and I will work with you to help you navigate a way to be successful.
2. **Personal Protective Equipment in the classroom.**
  - a. **Face coverings** protect you and your classmates in case the wearer is unknowingly infected but does not have symptoms. All of us-- faculty, students and staff-- are required to wear an appropriate face covering in all classrooms/campus buildings including ours. Face coverings should be N95 or KN95 type according to CDC, and tightly cover your nose and mouth in a community setting. Cloth masks are insufficient—you can double mask with a surgical disposable mask and cloth mask if necessary, but you can also get KN95 masks from various online sources. Students with conditions that prohibit them from wearing a face covering must register with the Student Disabilities Resource Center (SDRC); appropriate accommodations will be approved by the SDRC, and I will be notified. Failure or refusal to wear the required face coverings in designated areas may result in your immediate

removal from the classroom and corrective action, including referral to the Office of Student Conduct, in accordance with University policies and procedures ([UNIV 3.04](#)).

- b. You should get vaccinated (Garnet and Vaxxed) and get a booster shot. These are available free of charge on campus and several pharmacy locations  
[https://sc.edu/safety/coronavirus/testing\\_and\\_services/vaccine/index.php](https://sc.edu/safety/coronavirus/testing_and_services/vaccine/index.php) If you have not already had your shot and booster, please do so because that will go a long way to keeping you healthy and able to do your coursework. CDC and WHO both recommend mask wearing whenever you are in areas where you do not know the vaccination status of others—inside but also **outside** in crowds

Important Links:

<https://www.cdc.gov/coronavirus/2019-ncov/your-health/effective-masks.html>

<https://www.cnn.com/2021/12/24/health/cloth-mask-omicron-variant-wellness/index.html>

3. I will provide a Zoom link on Blackboard to use to access class if we need to go remote. These discussions will also be recorded and posted as an MP4 for later viewing. Please do not share the Zoom link with anyone outside of this class.

### **Course Communications:**

I will be contacting you via the email address you have in Blackboard. If you primarily use another email account, you should make sure that the Blackboard account is linked to that address. It is your responsibility to ensure that your email accounts work properly in order to receive mail.

If you have personal questions pertaining to this course, please email me ([luchok@mailbox.sc.edu](mailto:luchok@mailbox.sc.edu)). I do not consistently check Blackboard/email on Saturday and Sunday. However, I will respond within 24 hours if contacted Monday–Friday. You can also post class questions (not personal) on the Discussion Board.

All communication should be professional. For emails concise and relevant subject lines should be used and spelling/grammar should be carefully checked. Write in a professional tone. Text message language is not accepted.

When sending an email, please include a detailed subject line. Additionally, make sure you reference the course – **ANTH/WGST 392**- in the message line and sign the email with your name.

## **Course Assignments**

### Submitting Assignments

1. Papers will be submitted through Blackboard's Assignment feature. Papers should be in WORD format. As a back-up you can email a copy to me at [luchok@mailbox.sc.edu](mailto:luchok@mailbox.sc.edu).
2. Papers are due by the date and time (11:59 pm) listed on the **assignment**.
3. All students are required to do a response paper on a set of readings, a midterm fact sheet and PowerPoint about an existing grassroots program, a final paper and presentation.
4. Final extended midterm paper and presentation, building on the midterm assignment, is required for ANTH/WGST 392 01 students.
5. Final research paper on any topic in women's global health and presentation is required for ANTH/WGST 392 H10 students (Honors).

### **Grading Distribution:**

<b>Assignments</b>	<b>Points</b>
Attendance/ Active Class Participation	<b>10</b>
Discussion leading	<b>15</b>
Response Paper	<b>15</b>
Midterm Create a Fact Sheet and PowerPoint about a global women's health program	<b>20</b>
Research Presentation (H10, Honors) or Extended Midterm Presentation	<b>15</b>
Research Paper (H10, Honors) or Extended Midterm Paper	<b>25</b>
<b>TOTAL</b>	<b>100</b>

### **Extra Credit:**

There will be limited options for extra credit when events occur on or off campus that relate to ANTH/WGST and/or our class—you will be required to not only attend but to write a short reflection about the event to receive extra credit.

### **Course Grade Scale:**

Grades will be awarded on an A, B, C, D, or F schedule. Course points are on a 100 point scale, so you will always know where you stand. Grades will be earned by the following scale:

<b>A</b>	90-100	<b>C</b>	70-75
<b>B+</b>	86-89	<b>D+</b>	66-69
<b>B</b>	80-85	<b>D</b>	60-65
<b>C+</b>	76-79	<b>F</b>	<=59

## Academic Success:

If you are having trouble with this course or its material, you should contact **me** via email [luchok@mailbox.sc.edu](mailto:luchok@mailbox.sc.edu) to discuss the issues. As a student in this course you also can get help from:

- The Student Success Center: <http://www.sa.sc.edu/ssc/>
- The Academic Centers for Success: <http://www.housing.sc.edu/ace/>

As a student in this course, you also have access to support from University Technology Services for Blackboard and computer issues.

- Blackboard Support: <http://uts.sc.edu/academic/blackboard/support.shtml>
- Technical Support from University Technology Services: <http://uts.sc.edu/support/helpdesk.shtml> or call 803-777-1800
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If you need to improve your writing skills, the University Writing Center offers free assistance as does a new writing help service through the Student Success Center. There is also a Peer Writing Lab.

- <http://artsandsciences.sc.edu/write/university-writing-center>  
703 Byrnes Building, Columbia, SC 29208 803-777-2078

Peer Writing & Communications Lab in Sims Hall, S109. Drop-in hours: **Sunday:** 4 p.m. – 9 p.m. **Monday - Thursday:** 12 p.m. – 9 p.m. **Friday:** 10 a.m. – 2 p.m.  
[https://www.sc.edu/about/offices\\_and\\_divisions/student\\_success\\_center/study-smart/peer-writing-and-communications/index.php](https://www.sc.edu/about/offices_and_divisions/student_success_center/study-smart/peer-writing-and-communications/index.php)

## Disability Services:

Students should discuss accommodations with me before or during the first week of class (or promptly after a problem arises if it initially occurs during the semester), and they should contact the Office of Student Disability Services at:

1705 College Street  
Close-Hipp, Suite 102  
Columbia, SC 29208  
Phone: 803-777-6142  
Fax: 803-777-6741  
Email: [sasds@mailbox.sc.edu](mailto:sasds@mailbox.sc.edu)  
Web (<http://www.sa.sc.edu/sds/>)



## **Student Well-Being:**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the [Division of Student Affairs and Academic Support](#). If you are comfortable doing so, please notify me as the professor so that we can find resources that may be helpful.

Students do not learn when they do not feel safe. If you feel unsafe on campus at any time in any place, please contact Police Dispatch at 803-777-4215 (in an emergency, please call 911) and reach out to the Division of Student Affairs and Academic Support. Again, if you are comfortable doing so, please notify me as the professor, and I will do my best to make appropriate accommodations.

Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, substance use, concern for a family/friend, or feelings of hopelessness. Pay attention to what is happening in the classroom and in the lives of your fellow students. There are numerous campus resources available to students including University Counseling & Psychiatry Service and University Student Health Services. Help is available 24/7. Students who need immediate help should call 803-777-5223. An outside resource is the National Suicide Prevention Lifeline (800-273-8255).

## **Academic Integrity/Honesty:**

Plagiarism/Cheating, as defined in the Code of Student Academic Responsibility, will result in failure of this course in addition to a penalty exacted by the appropriate Academic Dean and the University Honor Council to whom all offenses will be reported. Consult *Carolina Community* for what constitutes plagiarism. You are responsible for reading and abiding by these rules. Below are some websites for you to visit to learn more about the University policies.

- [Carolina Community \(http://www.sa.sc.edu/carolinacommunity/\)](http://www.sa.sc.edu/carolinacommunity/)
- [Carolina Creed \(http://www.sa.sc.edu/creed\)](http://www.sa.sc.edu/creed)
- [Academic Responsibility \(http://www.sc.edu/policies/staf625.pdf\)](http://www.sc.edu/policies/staf625.pdf)
- [Guidelines for Responsible Computing \(http://www.uts.sc.edu/network/guidelines.shtml\)](http://www.uts.sc.edu/network/guidelines.shtml)

## **Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
Jan 11	Welcome to the course  Introduce Yourself/Meet the Professor/syllabus	Be ready to discuss yourself and your interest in women's global health—No readings for today.
Jan 13	The greatest health divide/ Health Human Rights; Women & Poverty	Murray Forward, Prologue, Ch 1;
Jan 18	Defining Women's Health	Inhorn, M. <a href="#">Med Anthropol Q.</a> 2006 Sep; 20(3):345-78. Defining women's health: a dozen messages from more than 150 ethnographies.  Doyal, L. (2002). Putting gender into health and globalization debates: New perspectives and old challenges. <i>Third World Quarterly</i> (2), 233-250.
Jan 20	Conceptual and Theoretical Frameworks: Medical Discourse and the Construction of Difference	Weasel, L. (2004). Feminist intersections in science: Race, gender and sexuality through the microscope. <i>Hypatia</i> , 19(1),183-193.
Jan 25	Baby Girls: how do girls go missing? The girl effect; child labor	Murray Ch 2, 3 Kristof/WuDunn Introduction
Jan 27	Adolescence—Early Marriage; early childbearing	Murray Ch 4  Scheper-Hughes, Nancy. 1992. "Two Feet Under." <i>Death Without Weeping: The Violence of Everyday Life in Brazil</i> . Berkeley: University of California Press, pp. 268- 339.  Kristoff/WuDunn, 221-229  Clips from <i>Girls Rising</i> —watch on your own.

Date	Topic	Assignments
Feb 1	Reproductive and Sexual Health: Birth control as population control	<p>Komu &amp; Ethelberg (2015) Family Planning and Population Control in Developing Countries</p> <p>Morgan &amp; Roberts (2012) Reproductive governance in Latin America</p> <p>Roberts &amp; Earnest (2014) A Cross-Generational Study of Contraception and Reproductive Health Among Sudanese and Eritrean Women in Brisbane, Australia</p> <p>Kristof/WuDunn 131-148</p>
Feb 3	Reproductive and Sexual Health Feminization of HIV/AIDS; Sexual health and rights	<p>Murray, Ch 5</p> <p>Susser Intro, Ch 1</p> <p>Singer et al (2006): "Syndemics, sex and the city: Understanding sexually transmitted diseases in social and cultural context"</p> <p>Kristoff (2017) Pres. Trump's War on Women Begins</p>
Feb 8	Women, AIDS and Culture	Susser ch 2-3
Feb 10	Discourse and Pain: Infected and Affected	Susser 4-5
Feb 15	Contested sexualities/ AIDS activism	Susser 6-8
Feb 17	Autonomy and action	<p>Susser 9-12</p> <p><b>Response Paper Due</b></p>
Feb 22	Pregnancy and Childbirth	<p>Davis Floyd et al 2010 The International MotherBaby Childbirth Initiative</p> <p>Davis-Floyd 2000 Anthropological Perspectives on Global Issues in Midwifery</p> <p>Spangler (2011) <i>Medical Anthropology Quarterly</i> Inequality and Childbirth Tanzania</p>

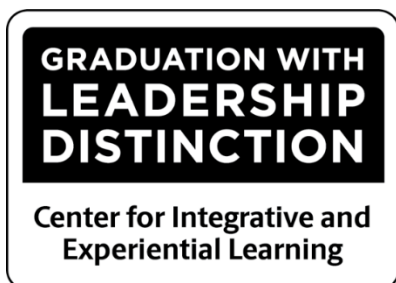
Date	Topics	Assignments
Feb 24	Breastfeeding	<p>Moffat (2002) Breastfeeding, Wage Labor, and insufficient milk in peri-urban Kathmandu, Nepal, <i>Medical Anthropology</i>, 21</p> <p>Cai, Wardlaw &amp; Brown (2012). Global trends in exclusive breastfeeding, <i>Intl. Breastfeeding Journal</i></p> <p>Selections from WHO website: 10 facts about Breastfeeding; Breastfeeding in Viet Nam</p>
Mar 1	Maternal Morbidity/ Mortality	<p>Kristof/WuDunn 93-130</p> <p>Penwell (2010). Hidden Tragedy: Birth as a Human Rights Issue in Developing Countries, <i>Midwifery Today</i></p> <p>Film Clip: Chad and Honduras</p>
Mar 3	<p>Menstruation</p> <p>Global Health issues—LGBTQ+</p>	<p>Sommer M, (2010). Where the education system and women's bodies collide: The social and health impact of girls' experiences of menstruation and schooling in Tanzania, <i>Journal of Adolescence</i> 33 (2010) 521–529</p> <p>Kate (2014). The U.S. Government and Global LGBT Health: Opportunities and Challenges in the Current Era</p> <p><b>Final Paper Topic Due for Honors Students</b></p>
Mar 6-13	Spring Break	Enjoy your break

Date	Topics	Assignments
Mar 15	Reproductive Justice	<p>Asian communities for reproductive justice (2005). A new vision for advancing our movement for reproductive health, reproductive rights, and reproductive justice</p> <p>Andaya &amp; Mishtal (2015). The Erosion of Rights to Abortion Care in the United States: A Call for a Renewed Anthropological Engagement with the Politics of Abortion</p> <p>Palmer, Katerini Storeng (2016). Building the nation's body: The contested role of abortion and family planning in post-war South Sudan</p> <p><b>MIDTERM DUE</b></p>
Mar 17	Women and Violence/Conflict Zones	<p>Murray Ch 6-7</p> <p>Kristof/WuDunn 61-69, 80-87</p> <p>Erdener, E. (2017). The ways of coping with post-war trauma of Yezidi refugee women in Turkey. <i>Women's Studies International Forum</i>.</p> <p>Higgins-Steele, A., et al. (2017) Humanitarian and primary healthcare needs of refugee women and children in Afghanistan. <i>BMC Medicine</i></p> <p>Jops, P et al. (2016). A context of risk: Uncovering the lived experiences of Chin refugee women negotiating a livelihood in Delhi. <i>Refuge</i></p> <p>Hague, G. (2016) Violence against Women in War and Conflict, MERI Policy Brief. vol. 3, no. 1</p>
Mar 22	Women and labor in a globalized world; Trafficking	<p>Murray CH 8</p> <p>Kristof/WuDunn 3-60</p>

Date	Topic	Assignment
Mar 24	Women and chronic diseases across the globe	<p>Peters, Woodward, Jha, Kennedy, Norton (2016). Women's health: a new global agenda. <i>BMJ Global Health</i></p> <p>Weaver, L. (2016). Transactions in Suffering: Mothers, Daughters, and Chronic Disease Co-morbidities in New Delhi, India, <i>Medical Anthropology Quarterly</i></p>
Mar 29	Aging in a Man's World	<p>Murray Ch 9</p> <p>Elliott &amp; Berman (2002), A critical ethnography of Korean Canadian women's menopause experience, <i>Health Care for Women International</i></p> <p>Michela, Mahadya, Velizc , Soejartob, Caceresd (2006) Symptoms, attitudes and treatment choices surrounding menopause among the Q'eqchi Maya of Livingston, Guatemala. <i>Social Science and Medicine</i></p>
Mar 31	Women and infectious disease; emerging diseases	<p>KKF US Gov and Global Infectious Disease Preparedness 2014</p> <p>Infectious Disease in Times of Social and Ecological Change 2014</p> <p>Gerberding (2004) Women and infectious disease.</p> <p>Susser on failed HIV trial</p> <p>COVID pandemic readings</p>
Apr 5	Mental health issues across the globe	<p>WHO Gender and Mental Health</p> <p>WHO Gender Disparities in Mental Health</p> <p>Habib (May, 2016) Afghan Women Hit by Mental Health Crisis</p>

Date	Topic	Assignment
Apr 7	Presentations—7 per day, 10 minutes each	<b>Research Paper Due (Honors) or Extended Midterm (instead of a final exam)</b>
Apr 12	Presentations—7 per day	
Apr 14	Presentations—7 per day	
Apr 19	Presentations—7 per day	
Apr 21	Presentations—7 per day	Last Day of Class

Please note I reserve the right to change this syllabus at any time and will give students ample notification if such changes occur.



Did you know this course is on an approved course list for Graduation with Leadership Distinction? Do you engage in research, study abroad, internships, or community service? If so, you could be eligible to graduate with leadership distinction. Sign up to [meet with a GLD Advisor](#) to learn more and consider ways to get involved throughout your time at UofSC. You'll even have your achievements recognized on

your transcript and diploma. Demonstrate to graduate/professional schools and future employers how you can apply course concepts in real world settings and apply what you learned to make decisions and solve problems! ***Graduation with Leadership Distinction: Your Pathway to Purpose!***

### **INTERESTED IN A WOMEN'S AND GENDER STUDIES MAJOR or DOUBLE MAJOR?**

WGST prepares students to think critically and examine society through the lens of equality and social justice. Our interdisciplinary field offers you the opportunity to explore a wide variety of topics ranging from women's health to globalization. The program looks at gender and its intersections with race, class, sexuality and other important categories of identity to understand people's lives both historically and today.

[https://sc.edu/study/colleges\\_schools/artsandsciences/womens\\_and\\_gender\\_studies/my\\_wgst/current\\_undergraduates.php](https://sc.edu/study/colleges_schools/artsandsciences/womens_and_gender_studies/my_wgst/current_undergraduates.php)

## **INTERESTED IN AN ANTHROPOLOGY MAJOR/Double Major or Medical Anthropology Minor?**

The Anthropology major is designed to provide students with the knowledge and skills necessary to appreciate the cultural and biological diversity of humans and to apply their knowledge to a variety of career endeavors. For more information on becoming an Anthropology major/minor contact the Undergraduate Director.

[https://www.sc.edu/study/colleges\\_schools/artsandsciences/anthropology/index.php](https://www.sc.edu/study/colleges_schools/artsandsciences/anthropology/index.php)

### **ANTHROPOLOGY STUDENT ASSOCIATION:**

Join the Anthropology Student Association (ASA) and learn more about Anthropology. ASA is a student organization that promotes anthropology and cultural awareness through various activities throughout the year. This involves both the university and non-university communities. One of the key goals of ASA is to encourage the interaction between anthropology undergraduate and graduate students, faculty, professionals, and other interested members of the community in both academic and social settings. For more information email ASA at: [anthdept@mailbox.sc.edu](mailto:anthdept@mailbox.sc.edu)

*Have a great summer and congrats to our graduates!*