# Course Syllabus

Jump to Today ✎ Edit

# ANG 4482 Anthropology of Mental Health

## Department of Anthropology

## College of Sciences, University of Central Florida

# Instructor Information

- Instructor: Beatriz Reyes-Foster
- Office Location: Howard Phillips Hall Room 409I
- Office Hours: Thursdays 10:00 am-12:00 PM
- Phone: (407) 823-2206
- Digital Contact: beatriz.reyes-Foster@ucf.edu

## Teaching Assistants

- GTA(s): Name of teaching assistants (if applicable)
- Email: Knights email addresses or Webcourses@UCF messaging

# Course Information

- Term: 2020
- Course Number & Section: ANG 4482 01
- Course Name: Anthropology of Mental Health
- Credit Hours: 3
- Class Meeting Days: Tuesday and Thursday
- Class Meeting Time: 12:00 PM-1:15 PM
- Class Location: BA01, 121
- Course Modality: Face to Face

# Enrollment Requirements

Course Prerequisites (if applicable): Junior standing and at least one course in anthropology or a related social science (sociology, psychology, or social work).
Course Co-requisites (if applicable): None

Other Enrollment Requirements (if applicable): None

# Course Description

This course introduces anthropological approaches to mental health and examines mental health and healing in cross-cultural perspective.

# Course Materials and Resources

## Required Materials/Resources

- Kohrt, Brandon A. and Emily Mendenhall. *Global Mental Health: Anthropological Perspectives.*
- Watters, Ethan. 2010. *Crazy Like Us: The Globalization of the American Psyche.* New York: The Free Press.
- Duncan, Whitney. 2018. *Transforming Therapy: Mental Health Practice and Cultural Change in Mexico.* Nashville: Vanderbilt University Press.

*Other readings will be available through Webcourses.*

## Optional Materials/Resources

None

# Student Learning Outcomes

Students will accomplish the following learning outcomes:

1. Become familiar with the most important literature in psychological and psychiatric anthropology.
2. Explain what an anthropology of mental health is.
3. Understand the social construction of mental health, mental illness, and treatment.
4. Develop knowledge in the epistemology, philosophical underpinnings, and science of mental health and mental illness in cross-cultural perspective.

# Course Activities

*Reading Responses*

Beginning in week 2 of the course, students will write a brief (500 word) response to the readings for each week and post it to a canvas discussion board. The response can take the form of question or comment about the assigned readings OR a response to another person's post. If you choose to comment on another person's response, be sure to **clearly reference and engage** the assigned texts. All reading responses are

due **Wednesdays before 8 PM**. Please note that due to the timely nature of the reading responses **there is no grace period** for this assignment. Late reading responses will not be accepted.

### *Scaffolded Individual Paper*

All Students have the following options for a final paper:

1. An illness narrative based on 1) an interview with a family member or friend who has experienced mental illness; **OR** 2) an interview with a family member or friend who has witnessed or been a caregiver for a friend or relative struggling with mental illness and undergoing treatment.
2. A review of a full-length ethnography which links the book to course readings and situates in the context of concepts learned in class.

### *Proposal & Annotated Outline*

A scaffolded assignment is one in which students turn in earlier versions or stages of their work throughout the semester. In lieu of exams, a paper proposal and an annotated outline will be due approximately in Week 5 and Week 11 of the term. Detailed guidelines are available in Webcourses.

### *Group Research Paper and Poster*

In addition to the final paper, students will collaboratively (in groups of 3-4) research a diagnostic category from the DSM-V and create a poster examining how this category has been researched anthropologically and how the illness presents cross-culturally.

## Activity Submissions

All student work shall be submitted through Webcourses.

## Attendance/Participation

Attendance is mandatory. Absences may be excused due to illness, death, childcare problems, or other unforeseeable emergencies. Per the Undergraduate Catalog, excused absences include "illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays)." Anything outside of the scope of these circumstances will not be considered an excused absence and will result in a reduction of your grade.

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

# Assessment and Grading Procedures

| Assignment | Percentage of Grade |
|---|---|
| Attendance and participation | 10% |
| Reading Responses | 15% |
| Paper Proposal | 15% |
| Annotated Outline | 15% |
| Final Paper | 25% |
| Group Poster Presentation | 20% |
| Total | 100% |

| Letter Grade | Points |
|---|---|
| A | 93 – 100 points |
| A- | 90 – 92 points |
| B+ | 87 – 89 points |
| B | 83 – 86 points |
| B- | 80 – 82 points |
| C+ | 77 – 79 points |
| C | 70 – 76 points |
| D | 60 – 69 points |
| F | 59 and below |

Consult the latest Undergraduate or Graduate **catalog** **(http://catalog.ucf.edu/)** for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

# Course Schedule

You may view the course schedule for the semester **by following this link**.

# University Services and Resources

## Academic Services and Resources

A list of available academic support and learning services is available at **UCF Student Services** **(https://www.ucf.edu/services/)**. Click on "Academic Support and Learning Services" on the right-hand side to filter.

## Non-Academic Services and Resources

A list of non-academic support and services is also available at **UCF Student Services (https://www.ucf.edu/services/)**. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the **UCF Online Student Guidelines (https://www.ucf.edu/online/resources/guidelines/)** for more information about your access to non-academic services.

# Policy Statements

## Inclusive Classroom Statement

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that I can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

## Academic Integrity

Students should familiarize themselves with **UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc)**. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult **The Center for Academic Integrity** (https://academicintegrity.org/) .

For more information about plagiarism and misuse of sources, see "**Defining and Avoiding Plagiarism: The WPA Statement on Best Practices** (http://wpacouncil.org/node/9) ".

### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, **The Golden Rule.** (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade** (http://goldenrule.sdes.ucf.edu/zgrade) .

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services** (http://sas.sdes.ucf.edu/) (Ferrell Commons 185, **sas@ucf.edu** (mailto:sas@ucf.edu) , phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**http://emergency.ucf.edu/emergency_guide.html** **(http://emergency.ucf.edu/emergency_guide.html)** >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**http://www.ehs.ucf.edu/AEDlocations-UCF** **(http://www.ehs.ucf.edu/AEDlocations-UCF)** > (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**https://my.ucf.edu** **(https://my.ucf.edu/)** > and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
  **You CAN Survive an Active Shooter** **(https://youtu.be/NlKYajEx4pk)**

  **(https://youtu.be/NlKYajEx4pk)**
  >).

## Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## Third-Party Accessibility and Privacy Statements

### Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit **http://www.turnitin.com** **(http://www.turnitin.com)** .

## Important Dates to Remember

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|---|---|
| Drop/Swap Deadline | **Thursday, January 9** |
| Withdrawal Deadline | **Friday, March 20** |
| Spring Break | **Monday, March 9-Saturday, March 14** |
| Grade Forgiveness Deadline | **Monday, April 20** |
| Research Presentation/Final Exam | **Thursday, April 23, 10:00 AM-12:50 PM** |

# Course Summary:

| Date | Details | |
|---|---|---|
| Mon Jan 13, 2020 | **Academic Activity Assignment (https://webcourses.ucf.edu/courses/1344366/assignments/6443883)** | due by 11:59pm |

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| Wed Jan 15, 2020 | Week 2 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443896) | due by 11:59pm |
| Wed Jan 22, 2020 | Week 3 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443895) | due by 11:59pm |
| Tue Jan 28, 2020 | Proposal (https://webcourses.ucf.edu/courses/1344366/assignments/6443904) | due by 11:59pm |
| Wed Jan 29, 2020 | Week 4 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443894) | due by 11:59pm |
| Wed Feb 5, 2020 | Week 5 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443893) | due by 11:59pm |
| Wed Feb 12, 2020 | Group Poster Topic (https://webcourses.ucf.edu/courses/1344366/assignments/6443902) | due by 11:59pm |
| | Week 6 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443892) | due by 11:59pm |
| Wed Feb 19, 2020 | Week 7 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443891) | due by 11:59pm |
| Wed Feb 26, 2020 | Week 8 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443890) | due by 11:59pm |
| Wed Mar 4, 2020 | Week 9 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443889) | due by 11:59pm |
| Tue Mar 17, 2020 | Annotated Outline (https://webcourses.ucf.edu/courses/1344366/assignments/6443898) | due by 11:59pm |
| Wed Mar 18, 2020 | Week 11 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443888) | due by 11:59am |
| Wed Mar 25, 2020 | Week 12 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443887) | due by 11:59am |
| Wed Apr 1, 2020 | Week 13 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443886) | due by 11:59pm |
| | Week 14 Reading Response | |

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| Wed Apr 8, 2020 | (https://webcourses.ucf.edu/courses/1344366/assignments/6443885) | due by 11:59pm |
| Wed Apr 15, 2020 | Week 15 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443884) | due by 11:59pm |
| Mon Apr 20, 2020 | Final Paper: Illness Narrative (https://webcourses.ucf.edu/courses/1344366/assignments/6443900) | due by 11:59pm |
| Wed Apr 22, 2020 | Group Poster Presentation (https://webcourses.ucf.edu/courses/1344366/assignments/6443901) | due by 11:59pm |
| | Attendance (https://webcourses.ucf.edu/courses/1344366/assignments/6443899) | |
| | Roll Call Attendance (https://webcourses.ucf.edu/courses/1344366/assignments/6443905) | |

# Course Schedule (Spring 2020)

(https://secure.flickr.com/photos/42769910@N00/6698086037)

Spring 2020

| Week | Finish This Reading Before Thursday | Topics to be Discussed in Class |
|---|---|---|
| 1 | • First day of class; no homework is due<br>• Class 2: Kohrt and Mendenhall, Chapter 1, 2 | Introduction to the course, syllabus review |
| 2 | • Watters, Ethan. *Crazy Like Us*. Introduction and Chapter 1.<br>• Frances, Allen. “What’s Normal and What’s Not?” *Saving Normal.*<br>• Kleinman, Arthur. “Do Psychiatric Disorders Differ in Different Cultures? –Methodological Questions”<br>• Benedict, Ruth. “Anthropology and the Abnormal.” *An Anthropologist at Work* | Normal and Abnormal |

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| | Abnormal." *An Anthropologist at Work*. | |
| 3 | • Watters, Ethan. *Crazy Like Us.* Chapter 3.<br>• Good, Byron, and MA Subandi. "Experiences of psychosis in Javanese culture: Reflections on a case of acute, recurrent psychosis in contemporary Yogyakarta, Indonesia. *Schizophrenia, Culture, and Subjectivity.*<br>• Luhrmann, Tanya. "Introduction." *Our Most Troubling Madness: Case Studies in Schizophrenia Across Cultures.*<br>• Luhrmann, Tanya, and R. Padmavati. "Voices that are more benign: The experience of auditory hallucinations in Chennai." *Our Most Troubling Madness: Case Studies in Schizophrenia Across Cultures.* | The Social Life of Mental Disorders: Schizophrenia |
| 4 | • Rose, Nikolas. 1996. "How should one do the history of the self?" *Inventing Our Selves.*<br>• Rose, Nikolas. 2013. "How should one do the history of the Neurosciences?" *Neuro: The New Brain Sciences and the Management of the Mind.*<br>• Luhrmann, Tanya. 2012. "Living with Voices." *American Scholar*. Summer. | Selves and Brains<br>**Individual Paper Proposal Due** |
| 5 | • Watters, Ethan. *Crazy Like Us.* Chapter 4<br>• Kohrt and Mendenhall, Chapter 12<br>• Cabassa LJ, Hansen MC, Palinkas LA, Ell K. 2008. "Azúcar y nervios: explanatory models and treatment experiences of Hispanics with diabetes and depression." *Social Science and Medicine* 66(12): 2413-24.<br>• Kleinman, A. "Depression, Somatization, and the New Cross-Cultural Psychiatry." | The Social Life of Mental Disorders:<br>Depression |
| | • Brodwin, Paul. 2011. "Futility in the Practice of Community Psychiatry." *Medical Anthropology Quarterly.*<br>• Anderson-Fye & Floersch. 2011. ""I'm Not Your Typical 'Homework Stresses Me Out' Kind of | |

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| 6 | Girl": Psychological Anthropology in Research on College Student Usage of Psychiatric Medications and Mental Health Services." *Ethos*.<br>• Carpenter-Song, Elizabeth. 2009. "Caught in the Psychiatric Net: Meanings and Experiences of ADHD, Pediatric Bipolar Disorder and Mental Health Treatment Among a Diverse Group of Families in the United States." *Culture, Medicine, and Psychiatry*.<br>• Lester, Rebecca. 2009. "Brokering Authenticity: Borderline Personality Disorder and the Ethics of Care in an American Eating Disorder Clinic." *Current Anthropology* 50 (3): 281-302. | Treatment I: Treatment in the Global North<br>**Submit Group Project Topic This Week** |
| 7 | • Watters, Introduction, Ch. 1<br>• Lester, Rebecca. 2019. *FAMISHED. Selections.*<br>• Lee, Sing. 1996. "Reconsidering the Status of Anorexia Nervosa as a Western Culture-Bound Syndrome." Social Science & Medicine 42(1), 21-34.<br>• Becker, Anne. 2004. "Television, Disordered Eating, and Young Women in Fiji: Negotiating Body Image and Identity During Rapid Social Change." *Culture, Medicine and Psychiatry* 28(4)533-559. | The Social Life of Mental Disorders:<br>Eating Disorders |
| 8 | • Jervis, L.J. 2003. Boredom, 'trouble,' and the realities of postcolonial reservation life. *Ethos* 31, 38-58.<br>• Kral, M. 1998. Suicide and the internalization of culture: Three questions. *Transcultural Psychiatry* 35(2): 221-233.<br>• Dinges, N.G., Duong-Tran, Q. 1993. Stressful life events and co-occurring depression, substance abuse, and suicidality among American Indian and Alaska Native | Social Structure I |

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| | American Indian and Alaska Native adolescents. *Culture, Medicine and Psychiatry* 16, 487-502.<br>• Gone, Joseph. 2014. Colonial Genocide and Historical Trauma in Native North America: Complicating Contemporary Attributions." | |
| 9 | • Watters, Chapter 2<br>• Kohrt & Mendenhall, Ch. 4, 13<br>• Abramowits, Sharon. "Trauma and Humanitarian Translation in Liberia: The Tale of Open Mole." *Culture, Medicine, & Psychiatry* 34(2):353-379 | The Social Life of Mental Disorders:<br>Trauma |
| 10 | **SPRING BREAK** | **SPRING BREAK** |
| 11 | • Kohrt & Mendenhall, Ch. 3, 5, 6<br>• Rhodes, Lorna. 2002. Psychopathy and the Face of Control in the Supermax. *Ethnography* 3(4): 442-466. | Social Structure II<br>**Annotated Outline/Paper Draft Due** |
| 12 | • Kohrt & Mendenhall, Ch. 8<br>• Agar, M. & HS Reisinger. "A Tale of Two Policies: The French Connection, Methadone, and Heroin Epidemics. *Culture, Medicine, and Psychiatry* 26: 371-396.<br>• Quintero, G. 2000. "'The Lizard in the Green Bottle': 'Aging out' of problem drinking among Navajo Men." *Social Science & Medicine* 51: 1031-1045.<br>• Harris, S. 2015. "To be free and normal: Addiction, Governance, and the Therapeutics of Buprenorphine." *Medical Anthropology Quarterly* 29(4): 512-530. | The Social Life of Mental Disorders: Substance Abuse and Addiction |
| | • Kohrt & Mendenhall, Ch. 11, 12<br>• Read, Ursula. 2019. "Rights as Relationships: Collaborating with Faith Healers in Community Mental Health in Ghana." *Culture, Medicine* | Treatment II: Treatment in the Global |

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| 13 | Mental Health in Ghana." *Culture, Medicine, and Psychiatry.*<br>• Chua, Jocelyn. 2012. "The Register of 'Complaint': Psychiatric Diagnosis and the Discourse of Grievance in the South Indian Mental Health Encounter." | South |
| 14 | • Jenkins, Janis. 1988. "Ethnopsychiatric Interpretations of Schizophrenic Illness: The Problem of *Nervios* within Mexican-American Families." *Culture, Medicine and Psychiatry* 12:301-329.<br>• Kohrt, B., Maharjan, S., Timsina, D. & J. Griffith. "Applying Nepali Ethnopsychology to Psychotherapy for the treatment of mental illness and prevention of suicide among Bhutanese refugees." *Annals of Anthropological Practice* 36(1): 88-112.<br>• Brooks, B. "Chucaque and Social Stress among Peruvian Highlanders." *Medical Anthropology Quarterly* 28(3): 419-439.<br>• Nichter, M. 1981. "Idioms of Distress: Alternatives in the Expression of Psychosocial Distress: A Case Study from South India." *Culture, Medicine, & Psychiatry* 5: 379-408. | The Social Life of Mental Disorders: Culturally Bound Syndromes |
| 15 | • Watters, Conclusion<br>• Kohrt & Mendenhall, Conclusion<br>• Duncan, Whitney. 2018. *Transforming Therapy*. ENTIRE BOOK. | The Globalization of the Western Psyche<br>**Final Paper Due** |
| **16** | **No reading assigned** | **Student Poster Presentations During Scheduled Final Time**<br>**THURSDAY APRIL** |

* Note: The Schedule is subject to revision