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Building Bodies, Building Minds

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Title: **Building Bodies, Building Minds**

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Abstract: Majors level Human Anatomy has long been taught as a gatekeeping class for medical schools of graduate schools, and has been highly professionalized due to this. It has also been constructed historically in a very hierarchical paradigm that has multiple oppressions supporting both the study of anatomy and the anatomy classroom. Besides these social issues around the human anatomy discipline, there are the pedagogical issues of treating this material as something to just memorize and not understand that can cause problems for a student of anatomy. “As we know better, we do better” is an idea whose weight must be felt in anatomy classrooms if we are to address some major concerns today and improve the field of medicine. In improving medicine in this way, we can disrupt some of the ways in which assumptions and old systemic biases continue to be passed down to new generations of doctors, nurses, and researchers. Disrupting these processes has the potential to be a very powerful force for anti-racism, anti-sexism, and hopefully even close some of the health out-comes gaps between cis, straight, able-bodied and middle class men and other people in society. This talk will present ways to bring in social justice, the arts, and physical activity to teach anatomy better and to also help students learn anatomy at a level more consistent with Bloom’s analysis/critical thinking rung on the taxonomic ladder than historic rote memorization.