Women’s Studies 325  
“Issues in Women’s Health”  
Winter 2012  
9:30-11:18  
Central Classroom Building 243

Instructor: Ally Day, PhD Coursework, Women’s, Gender and Sexuality Studies  
Graduate Interdisciplinary Specialization: Disability Studies  
MA Gender and Cultural Studies  
BFA Creative Writing/BA Political Science  
Office: University Hall 037 (Basement by the elevators, my desk is all the way in the back of the room so don’t be shy!)  
Office Hours: Wed 9:30-11:30 or by Appt  
Email: day.345@osu.edu (Email is the best way to reach me!)

Accommodations for Students with Disabilities  
Students who have verification from Disability Services are responsible for contacting the instructor as soon as possible to make necessary arrangements. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901) verifies the need for accommodations and assists in the development of accommodation strategies.

Your Mental Health!  
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Course Description  
This interdisciplinary course explores the relationships between health and gender under political, biological, economic, spiritual, cultural and/or socially constructed influences. We will conduct a comprehensive overview of health literature in public health, feminist cultural studies, sociology, anthropology, medicine, and popular literature. Topics include the social construction of gender/sex, feminist critiques of biomedicine, gender inequities and difference in health epidemiology and the practice of medicine in the United State, ‘alternative’ approaches and practices in healing, and others. Students will engage in an interactive approach to learning about issues in women’s health. In this course, we will use lectures, class discussions, readings, popular culture analyses, journaling, group work, and in-class activities.
Required Text(s):
• Required reading is available on Carmen.
• Additional readings will be added throughout the course period.

Course Requirements and Grade Distribution

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>100</td>
</tr>
<tr>
<td>Artifact Presentation and Write-Up</td>
<td>30</td>
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<tr>
<td>7 Weekly Journals (7 @ 10pts Each)</td>
<td>70</td>
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<tr>
<td>Topic/Sources/Peer Review</td>
<td>25</td>
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<tr>
<td>Annotated Bibliography (5 sources/15 pts each)</td>
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<tr>
<td>Memoir Paper</td>
<td>100</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
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Grading Scale:

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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87-89%</td>
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<td>240-267</td>
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<td>E</td>
<td>&lt; 60%</td>
<td>&lt;239</td>
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Course Requirements/Assignments

1. **Class Discussions (Participation & Attendance) and Expectations**
   Active participation is a critical part of the learning experience in this course and takes two forms: in-class dialogue and engaged and respectful listening. If you are not in class, you are obviously unable to participate in class discussions. We will explore a variety of issues, some of them quite controversial and complicated. Thus, it's important that we all respect each other's needs, values, and views. Personal opinions play a role in class dialogues but do not substitute for a concerted effort to grasp the scholarly material in the course. Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, it does require that you read it, think about it, and discuss it. Please keep in mind that we address this class from a perspective that assumes inequality exists.
I will take this time to remind you as adults to respect each other’s opinions and input. If at any time anyone is disrespectful to any other individual in the class, I reserve the right to ask them to leave.

Before entering the classroom, please turn off all cell phones and any other device that may disrupt the class. The use of cell phones for ANY REASON (including text messaging, checking voicemail/email, or browsing the web) will NOT be tolerated; you will be counted absent for the day. **There is no need to use a laptop in class**, unless you have registered with the Office for Disability Services (for note taking). We may use laptops during in-class group work so when this is the case, I will ask for volunteers the class ahead of time to bring in laptops. Otherwise, it is MUCH MORE FUN for me to see your face when we are talking to each other in class.

Please direct all conversations to the class as a whole. Private conversations and comments are not acceptable in the classroom while the class is in session.

**KEEP IN MIND:** Just because you come to all classes, your attendance and participation grade is NOT just the sum of your attendance. Your attendance as a whole may be marked down if you do not participate respectfully and thoughtfully.

**Special H1N1 Note**
In preparation of this year’s flu season, students are strongly encouraged to REMAIN HOME if you are experiencing flu-like symptoms until you are fully recovered. Please notify me as soon as you find that you will be unable to attend class. I will make every reasonable effort to work with you to keep up with class materials. I ask that you submit the “Explanatory Statement for Absence from Class” form located on the university’s Wilce Student Health Center’s website when you are well enough to return to class. This form is found at--  [http://shc.osu.edu/posts/documents/absence-excuse-form.pdf](http://shc.osu.edu/posts/documents/absence-excuse-form.pdf)

**2. Artifact Presentation and Write-Up**
--This is an opportunity for a 10-15 minutes presentation (plan ten minutes with time for discussion questions) where you will bring in some “artifact” from our culture that connects to Women’s Health. This could be a music video, a youtube production, a commercial, a program flier from an event you just attended, a poem, a song, etc. Be creative. Your presentation can be as casual or formal as you would like. **10 pts**

--Before coming to class on your presentation day, post a link to your artifact (or a scanned document or a brief description) on our Carmen site under the discussion forum “Cultural Artifact Archive”. Include discussion questions or themes that you want us to think about in relation to the artifact. **10 pts**

--By the Friday after your presentation, use the Dropbox on our Carmen site to submit a 350-500 word analysis of your artifact using an aspect of our class readings. **15 pts**

--During the first week of class, I will pass around a sign up sheet. EVERYONE is required to sign up for a presentation date; if you miss the class sign-up, it is YOUR RESPONSIBILITY to email me and arrange your presentation date. Presentations dates will be posted on our Carmen site. Presentations begin **WEEK 2**.
3. **7 Journals**

You will be required to turn in 7 journals throughout the semester (see your schedule for due dates). You will notice on the schedule, there are only 6 due dates for these journals. For these 6 journals, I will post directions/questions on Carmen so check our Carmen site. For your seventh journal entry, see below. Length of these six journal entries will depend on the type of assignment/prompt provided for that week but should be between 1-2 pages. Please use the journal assignments to address course readings, whether or not the prompt explicitly states so. I will accept email journals but I will not print them out and will only respond with your grade. You will **lose 2 points** each day an assignment is late.

**Journal Assignment 7**: In addition, you will do one more journal on ANY issue related to women’s health, whether we covered it in class or not. This journal entry can be as long or as short as you see fit and can be written in journal style, poetry, or even sketched or photographed if you are visually-inclined (though you must include a line or two of explanation). The only requirement for journal seven is that it be thoughtful and in reference to a piece of course-reading or an overall course theme. It is also due BY the Tuesday of the last week of class, as noted below.

4. **Topic/Sources/Peer Review for Annotated Bibliography (25 points)**

Refer to your course schedule for specific dates, but roughly, below is how this is going to work:

On the **Monday of Week 2**, you will turn in your Annotated Bibliography topic on a full sheet of paper—this is so I can review the topic and give you hints on where to look for your research (choose this topic as if you were choosing a topic for a research paper, phrasing the topic in the form of a research question such as: What environmental factors increase the rate of breast cancer? What are some kind of therapies that are used to help survivors of domestic violence heal and thrive?) (5pts).

On **Thursday of Week 3**, you will turn in (typed) 2 sources/citations to be used in your final annotated bibliography (10pts). Print a copy to pass in and a copy to exchange with your peer.

On **Monday of Week 5**, you & your peer will return them to one another with feedback (10 points). You will also print for me a copy of your completed feedback sheet. This will be discussed in more detail throughout the quarter.

**LATE ASSIGNMENT POLICY**: All Assignments will lose two points for every day that they are late.

5. **Annotated Bibliography (5 Entries @ 15 points each = 75 points)**

*For your Annotated Bibliography research, you may use one source from the class readings OR one source from a newspaper/internet/blog article. Everything else must come from peer reviewed journals.*

Annotated bibliographies are lists of published works and focused summaries (short abstracts) thereof. The process of writing annotated bibliographies teaches students
several important writing/research skills. 1.) Students learn how to sort through research and select appropriate citations.; 2.) Students learn how to summarize and paraphrase selected literature, especially for particular, focused purposes; and 3.) Students learn how to present summarized material. Annotated bibliographies can help students work toward creating a larger project that requires understanding of secondary sources.

DUE: Pass Assignment into the Carmen Dropbox by the time of class. For every 24 hour period that your assignment is late, you will lose 5 points.

See “Annotated Bibliography Handout” for more/detailed information.

Memoir Project Paper (Your Final Project: 100 points)
It’s really important that we be able to understand women’s health from the point of view of women and their lived experiences. This semester we’ve been able to read short articles and excerpts written by feminists, many of whom have had personal experience with the health issue they are writing about. This assignment is meant to give you the opportunity to delve into one women’s health issue more in depth from one subjective perspective. You will choose a memoir formally by the Wednesday of Week 7, read, analyze, and connect it to course readings in a 5-7 page paper due at the end of the semester. No outside research is required for this paper. See the addendum to this syllabus for more information about the memoir project and its details.

DUE: Pass the assignment into the Carmen dropbox by 9:30 am on March 13 2012. LATE PAPERS WILL NOT BE ACCEPTED.

Academic Misconduct and Plagiarism
As defined in University Rule #3335-31-02, plagiarism is “the representation of another’s works or their ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not her or his own; plagiarism search engines makes documenting the offense very simple.

Always cite your sources (your TA or your professor can help you with this)
Always ask questions before you turn in your assignment if you are uncertain about what constitutes plagiarism
Always see your TA or professor if you are having difficulty with an assignment

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, DO NOT PLAGIARIZE
Schedule of Class Meetings

All readings must be completed by class time on the date listed in the syllabus. The following is a tentative schedule; I might change readings, due dates, or assignments. It is your responsibility to make sure that you are aware of changes, handouts, and any other issues or information related to this course.

Week One

T-January 3rd: Welcome to Issues in Women’s Health
* Introduction to Issues in Women’s Health/Course Requirements
* Handout: Black Women’s Health Project Mission Statement

R-January 5th: Women & the Health Care System
Due: Annotat Bib Topic (5 pts)

* Read “Introduction,” Chapter 1 (pgs. 1-3)
* Read pgs. 4-24, 27-40
* Read pgs. 52-67 (Our Bodies, Our Selves In-Class Activity)

Week Two

T-January 10th: Inequalities and Health
Due: Journal #1

* Read Chapter 2 (pgs. 83-86)
* Read pgs. 87-91, 92-96, 101-103, 111-116, 127-130, 131-136

R-January 12th: Medicalization, Marketing, and the Politics of Information
Due: 2 Sources with Annotation of Bib (10 pts each source) print 2 copies: one to pass in and a copy for your peer to review

* Read Chapter 4 (213-216)
* Read pgs. 228-248, 249-253
* Bring in Ads from magazines
In-Class Annotated Bib Workshop
**Week Three**

T-January 17th: Gender Roles and Health
* Read Chapter 3 (pgs. 145-149)
* Read pgs. 167-204
* Read 1. “Hermaphrodites with Attitude” (Carmen)
  2. “Designer Vaginas” (Carmen)

In-Class Film: *Orgasm, Inc.*

R-January 19th: Puberty: What’s Happening to My Body? Due: Journal #2
* Read Chapter 5 (pgs. 259-261)
* Read pgs. 263-274, 448-453, 531-534
* Read 1. “Introduction” in *What’s Happening to my Body for Girls* (Carmen)
  2. “Puberty” in *What’s Happening to my Body for Girls* (Carmen)
  3. “Changing Bodies Changing Lives” (Carmen)

In Class Activity: ‘Puberty’/Sex Education

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**Week Four**

T-January 24th: Sexuality
* Read Chapter 9 (pgs. 437-439)
* Read pgs 440-446, 454-456, 466-479, 484-492

R- January 26th: Reproductive Justice, Fertility, & Infertility Due: Journal #3
* Read Chapter 10 (pgs. 503-508)
* Read pgs. 509-516, 554-559, 566-571
* **SELECTIONS OF UNDIVIDED RIGHTS** (to be divided in class)

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**Week Five**

T-January 31st: Pregnancy, Birth, & Lactation
* Read Chapter 11 (pgs. 581-582)
* Read pgs. 583-607, 610-617
* Read “Toward A Womanist Analysis of Birth” (Carmen)

In-Class Film: *The Business of Being Born*
Week Six

T-February 7th: Aging, Ageism, & Mid-Life & Older Women’s Health Issues
* Black Midwives and Healthcare (Carmen)
* Read Chapter 12 (pgs. 623-625)
* Read pgs. 628-644

Due: Journal #4

R-February 9th: Women and Disability
*Siebers and Mairs Excerpt (on Carmen)
*Anne Fingers Excerpt through pg 175 (on Carmen)
*Freakery Readings (on Carmen)

In Class Film Selection: (Sex)Abled: Disability Uncensored

Week Seven

T-Feb 14th: AIDS: Rethinking Women’s Health in Global Epidemic
*Pgs 675-676 “Women and the Risks and Burdens of HIV”
*WOC AIDS Overview (on Carmen)
*Cathy Cohen Reading (on Carmen)

Due: In-Class Sign-up for Memoir Project

In-Class Film Excerpt: Frontline and the Age of AIDS

R-February 16th: AIDS Continued
*AIDS Anthology Intro (on Carmen)
*AIDS Anthology Excerpts (on Carmen)
*Marvelyn Brown’s The Naked Truth Excerpts (on Carmen)
*Marvelyn Brown’s Appendix (on Carmen)

Due: Journal #5

Guest Speaker from the AIDS Resource Center
**Week Eight**

T-February 21st: **Intimate Partner Violence & Health**  
Due: Journal #6  
* Read Chapter 7 (pgs. 325-328)  
* Read pgs. 329-331, 337-353  
* Selection from Jaclyn Friedman’s *Yes Means Yes* (on Carmen)  
* Crenshaw “Mapping the Margins” (on Carmen)

R-February 23rd: **Women & Mental Health**

* Lauren Slater Reading (on Carmen)  
* WOC Feminist Therapy Reading (on Carmen)  
* Feminist Therapy Ch 1, 59-76 (Carmen)

**Week Nine**

T-February 28th: **Theorizing Mental Illness: Eating Disorders and Feminist Treatment**

* Selections from *Critical Feminist Approaches to Eating Dis/Orders* (Carmen)  
* Selection from *Hunger So Wide and So Deep* (401-414 in text)  
* Selection from *Lying in Weight* (Carmen)

R-March 1st: **Food, Chemicals, and Women’s Bodies**  Due: Journal 7

* Read Chapter 8 (pg 377-379, 380-391)  
* Read pgs. 422-424, 426-429  
* Read “Power vs. Prosthesis” (660-664)  
* Sistah Vegan Readings (on Carmen)

In-Class Film: *Food, Inc.*

**Week 10**

T-March 6th: **The Politics of Disease, Prevention, and the Environment**

* Read Chapter 13 (pgs 657-659)  
* Read 73-75, 665-685, 698-711,  
* Vandana Shiva Selection (on Carmen)

R-March 8th: **Informal Memoir Project Presentations**

**Finals Week**

**FINAL PAPER DUE Tuesday March 13th by 9:30 am in the Carmen Dropbox.**
Extra Credit for 10 points: on the final day of class, attach to your final paper a one-page typed reflection on your work in the course. At the end of this reflection, tell me what grade you think you deserve based not only on the rubric provided at the beginning of the syllabus, but also on your intellectual growth throughout the course of the semester.