

ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9/10/08

1. ACADEMIC UNIT: Women and Gender Studies

2. COURSE PROPOSED: WST 440: Politics of Women's Health

(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Rose Weitz Phone: 965-6579

Mail Code: 4902 E-Mail: rose.weitz@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L []
Mathematical Studies-MA [] CS []
Humanities and Fine Arts-HU []
Social and Behavioral Sciences-SB [x]
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []
(Note: one course per form)

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [] Yes; Please identify courses:

Is this a multisection course?: [x] No [] Yes; Is it governed by a common syllabus?

Mary Margaret Fonow
Chair/Director (Print or Type)

Mary Margaret Fonow
Chair/Director (Signature)

Date: 10/31/08

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:			
<input type="checkbox"/>	<input type="checkbox"/>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 	
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.			
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily fine arts, humanities, literary, or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	Designation
WST	440	Politics of Women's Health	SC

Explain in detail which student activities correspond to the specific designation criteria.
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
advances basic understanding and knowledge about human interaction.	All readings and assignments servie this purpose	Schedule of readings and list of assignments
emphasizes the study of social behavior	All readings and assignments servie this purpose	Schedule of readings and list of assignments
Emphasizes the distinct knowledge base of the social sciences	All readings and assignments servie this purpose	Schedule of readings and list of assignments
illustrates use of social and behavioral science perspectives and data.	All readings and assignments servie this purpose	Schedule of readings and list of assignments

WST 494: Politics of Women's Health (#80495)

Dr. Rose Weitz

Fall 2007

T/Th 9:-00-10:15, BA 201

e-mail: rose.weitz@asu.edu

Phone: 965-6579

Office: West Hall 229

Hours: T/Th 1:30-3, or by appt.

WHAT THIS COURSE OFFERS:

Typically when we think of health differences between men and women, we focus on biology: hormones, muscle strength, reproductive organs... In contrast, this class will help you understand how *gender* –ideas about men and women embedded in culture and social structure – affects both physical health and our *ideas* about health. A gender focus will allow us to explore why in Africa HIV infection is more common among women than among men, why the U.S. media focus so heavily on breast cancer even though lung cancer kills almost twice as many women, and why the U.S. rate of cesarean sections is more than twice that recommended by the World Health Organization.

This class will help you understand how social factors affect women's health, women's health care, and medical attitudes toward the normal female body. It will also give you information and skills needed to understand how social and policy changes can improve women's health. Along the way, you will have numerous opportunities, through written assignments, in-class activities, and class discussions to improve your ability to develop, critique, and communicate a logical argument.

Other than the last two days before a paper is due, I am happy to discuss drafts or questions with you, in person or via email. I am also happy to discuss exams at any time, before or after they are given.

Note: Due to the subject, we will on occasion discuss genitalia, sexuality, body image, and violence, sometimes using slang terms (in intellectually appropriate ways). If you would find this difficult, please see me to discuss reasonable alternatives, or consider taking a different course.

HOW TO GET THE MOST OUT OF THIS COURSE:

To realize the promises of this course, you must take responsibility for your own learning. Because class sessions will be based on discussion and analysis of the readings, you will need to do the assigned readings *before* coming to class. Answering the questions in your study guide before class will help you get the most out of the readings and prepare you to actively participate in the discussions.

Similarly, because so many of your opportunities to gain knowledge and develop skills will occur in the classroom, regular attendance is crucial, as is a commitment to participate in classroom discussion. Be forewarned, however, that this will not always feel comfortable: typically I ask a student a question, wait as long as it takes for the student to answer, and then ask more questions, often ending with "Why should we care?" I do so because I think each of you is worth the time and has the intelligence needed to do think issues through in depth. Feel free to ask me "why should we care?" whenever needed.

Finally, you will get the most from the assignments (and get the highest grades) if you meet internal deadlines for submitting paper proposals and draft references and if you begin your paper early enough to get comments from me on at least one draft.

KEEPING IN TOUCH

You can leave notes/papers for me with the Women and Gender Studies receptionist (West Hall 205).

Please check your ASU email account regularly, or forward that mail to whatever address you typically use. To do so, go to www.asu.edu, then click on ASU interactive (top menu bar). From there, go to University Services (right column), log in, then click on "EPO Update". Under destination address, type in the address you actually use for reading your mail (hotmail, cox, whatever).

Warnings:

- 1) Check your "junk" or "spam" mailbox every day or two. Make sure you add my email address to your email program's contact list or address book, to decrease the chances that notes from me will end up in your junk mailbox.
- 2) Check periodically to make sure your mailbox is not full.
- 3) If you have not received an email from me for a week, probably something is wrong. Check your email system, try sending yourself an email note, then send me an email, then speak with me.

ACADEMIC DISHONESTY:

The ASU "Student Academic Integrity Policy" manual defines plagiarism as "using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions.

Academic dishonesty, including inappropriate collaboration, plagiarizing, or cheating on exams, will not be tolerated. Students who engage in academic dishonesty should expect to receive a grade of "XE" (failed due to academic dishonesty).

Before writing your papers, please read the following web page, listed under "external links" in Blackboard: (<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>). If you use either *ideas*, *sentences*, or *distinctive phrases* from another source, you must identify your source. If you use distinctive phrases or sentences from your source, you must also use quotation marks as well as identifying your source. Taking multiple sentences more or less sequentially from another source is also plagiarism, even if you note your source and change a couple of words in each sentence. I won't excuse you because you "didn't know": if you are unclear, see me or a librarian.

REQUIRED READINGS:

- 1) Diamond, *Making Gray Gold*, 1995. University of Chicago Press
- 2) Karen Messing, *One-Eyed Science*
- 3) Tania Katan, 2005. *My One-Night Stand With Cancer: A Memoir (Paperback)*. Alyson Books
Warning: Katan's book is fabulous, but contains language some would consider vulgar, plus explicit (although more funny than erotic) descriptions of lesbian sexuality. If this is

a problem for you, read *Why I Wore Lipstick to My Mastectomy* or another breast cancer memoir instead.

- 4) Study guide and packet of articles (labeled "A" below) available for purchase from Alphagraphics, 815 W. University Dr., #101. You can order the reader online at agonuniversity.com.

OPTIONAL BOOK:

Boston Women's Health Book Collective. *Our Bodies Ourselves: New edition for a New era* ((Touchstone, 2005, 0743256115). An incredibly useful resource.

NOTES

- Class members are expected to treat each topic and each other with maturity and respect. Discrimination, harassment, intimidation, personal attacks, and disruptive behavior (including "hogging" the discussion) will not be tolerated. Any student who disrespects other students or the instructor may be dropped from class and face disciplinary action.
- No hats: I can't teach effectively if I can't see your faces.
- No extra credit. Ever.
- Paper and exam grades will be posted on Blackboard Announcements (*not* Gradebook). It is your responsibility to check that your grades are recorded accurately and to retain your papers so we can correct any recording errors.
- Please see me before the end of the second week of classes if you need accommodation for a qualified disability. All information is confidential. Disability Resources for Students is located in Matthews Center 143 (965-1234, www.asu.edu/drc.)
- For native English speakers, any papers that do not meet minimum standards for English spelling and grammar will fail. *Warning:* if I find a consistent grammar error in your papers, I will require you to go to the Writing Center to fix it, and will dock your paper by 20 points unless/until you do so. Writing expectations are lower for non-native English speakers; please see me to discuss.
- Although I have tried to make this syllabus comprehensive and accurate, I may have to make some changes as we go along.

EVALUATIONS:

To evaluate your progress in achieving this course's promises and to provide you with feedback on your learning, I will look at the following items. These items total 1000 points, with A=900 points, B=800 points, etc.

1. Midterm exam (350 points): Before your exam, I will give you a list of questions, from which I will later select the questions for your exam--you will have no choices. This should lower your anxiety level but will raise my expectations. I encourage you to study in groups.

2. Participation (150 points)). This will be measured through a series of written assignments. Some of these ("participation points") are noted on the syllabus, must be about one page, typed single-spaced, and turned in at the beginning of class; no late papers accepted. The rest will take various forms and will occur during class sessions at unannounced times. These assignments *cannot* be made up. Note: Participation points noted on syllabus will be worth more than other assignments.

3. Short policy papers (75 points each): 1 page, single spaced, 12 point font. Due *in class only*. Each of the readings, whether explicitly or implicitly, suggests that there is one or more underlying social, cultural, economic, or political cause of a given health problem. Choose a health problem from that week's readings. In less than half the page, summarize an underlying *non-biological* cause of the problem highlighted in the reading. Then outline a policy that would help to alleviate the problem *by attacking the underlying cause*. If, for example, the authors argue that alcoholism is caused by gender roles, your proposed policy must attack gender roles, rather than attacking biological differences in susceptibility to alcoholism. Also, be sure you don't confuse treatment with prevention: lack of mammograms, for example, does not cause breast cancer, and so increasing access to mammograms cannot prevent breast cancer.

A policy is a concrete course of action agreed upon by a government, nonprofit organization, professional association, neighborhood association, religious body, or the like. Examples of policies include AMA guidelines for medical education on cross-cultural communication and laws that punish corporations that cause cancer by polluting the environment. Neither typical doctors' practices nor your personal views on how doctors *should* practice are policies.

Assume you have considerable power and funding. You will be graded on your understanding of the reading, creativity, and logic (i.e., how clear is the link between the reading's analysis and your policy?).

4. Final Policy Papers (350 points): All papers should be double spaced, 12 point font. 5 pages for regular undergrads, 15-20 for honors/grads. Imagine as your reader a smart friend who is a business major. You may use any academic citation style. Papers can be written by 1-3 persons. Group papers should be about 8 pages, solo papers about 5 pages. You are not required to submit a draft for comments, but are certainly encouraged to do so. Final policy paper is in lieu of a final exam.

Papers will address one of two questions: how can we improve our response to a *particular disease* among women *or* how can we improve the health or health care of a *particular group* of women? The paper must focus on one *and only one* of the following: 1) disease prevention, 2) treatment, 3) social response to the disease, or 4) lives of persons with the illness. You *may* discuss a topic covered in your earlier papers.

You must do the following:

- explain why your topic (e.g., diabetes among women) is significant, providing statistics and other information from printed *scholarly* sources identified through Medline and/or *reputable* Internet sources (like WHO or the U.S. Department of Health). This section should comprise no more than 20% of your paper. *A minimum of five citations is required.*
- describe what you regard as the most important underlying problem (e.g., poverty leads to high rates of diabetes), providing evidence for your position.
- describe and critique current policies (e.g., current policies are focused solely on individual behaviors)
- Outline a policy that would attack the underlying problem and thus improve the situation. Be sure to justify your policy plan and to answer objections that others might make to your plan and philosophy.
- Submit a print copy of your paper to me, and a file copy to Safe Assignments.

5) Plagiarism review.

Submit all short and final policy papers as files to “safe assignments” (anti-plagiarism software) on Blackboard. To do so, first go to the blackboard site for this class, and then to assignments. Submit your paper to the appropriate assignment. To check whether your assignment was submitted successfully, go back to the “assignment area” in Blackboard and click on the view/submit link. If you do not see your assignment, you did not successfully upload it.

For information on submitting files, please go to wiki.asu.edu. About halfway down the page you will see “instructional tools,” and below this “safe assignment.” Click on “How do students submit files?” If you have technical questions, such as not knowing how to attach a file, call computer commons (965-6500) or submit a “problem ticket” to <http://asu.edu/alti/ltlab/mailforms/saerror.html>.

GRADING WRITTEN WORK

The primary requirements are that your papers be logical, grounded in evidence, and provide a gender analysis; a paper that solely looks at the biology of disease in women is not appropriate for this class. The following explains the differences between grades:

A: Outstanding: creative, logical, analytical rather than merely descriptive. Shows clear grasp of concepts and demonstrates ability to synthesize material from both inside and outside the classroom. Written at the college level, using appropriate citation style and standard English, with the very minimum of spelling, punctuation, or grammatical errors.

B: Very Good. Clearly above average. Written work is presented at the college level, but might have an occasional confusing spot, sentence or spelling mistake, and a somewhat less developed or less creative analysis.

C: Good. Average. These papers might reveal that the writer probably understand the concepts, but the quality of writing is confusing or underdeveloped so that these essays would not teach concepts to an uneducated audience. These are essays that summarize the readings.

D/E: Below expectations. Below what one would normally expect from a student at their level. Writing marred by mechanical problems. Papers will fail if the level of writing is so confusing, underdeveloped, or error ridden that the reader cannot tell what the writer knows or means.

SCHEDULE

<u>8/26</u>	Introduction
<u>8/28</u>	Riessman, Catherine Kohler. “Women and medicalization” (A)

<u>9/2-4</u>	<p><u>Gender and the Distribution of Illness</u></p> <p>World Health Organization, <i>Sex, Gender and Health: A Technical Paper</i>. 1998. Pp. 18-30 (skip HIV and violence sections). (A)</p> <p>Lillie-Blanton et al. 1993. "Latinas and African American Women: Continuing disparities in health." (A)</p> <p>Office on Women's Health, "Lesbian health fact sheet." (A)</p> <p>"So you want to be a sensitive health care provider." (In study guide)</p>
<u>9/9</u>	<p><u>Politics of Breast Cancer (RW: PPT lecture)</u></p> <p>Zones, Jane. 2000. "Profits from pain: the political economy of breast cancer." Pp. 119-151 in Anne S. Kasper and Susan Ferguson, <i>Breast Cancer: Society shapes an epidemic</i>. New York: St. Martins. (A)</p> <p>*Policy paper 1 due <i>in class only</i> on Zones article</p>
<u>9/11</u>	<p><u>Lecture on US Health care system (Weitz)</u></p> <p>Optional: Blackboard, course documents, on health insurance in the U.S.</p>
<u>9/16</u>	<p><u>Women and AIDS</u></p> <p>1) World Health Organization, "Gender and Health," pp. 30-34. (A)</p> <p>2) Maticka-Tyndall, Eleanor. 1992. "Social construction of HIV transmission and prevention among heterosexual young adults." (A)</p> <p>3) Zierler, Sally and Nancy Krieger. 1997. "Reframing women's risk: Social inequalities and HIV infection." (A)</p>
<u>9/18</u>	<p>Barb Brados speaking on living with AIDS (confirmed)</p>
<u>9/23-25</u>	<p><u>Nursing Aides and Nursing Homes:</u></p> <p>BOOK: Diamond, <i>Making Gray Gold</i> (whole book)</p> <p>Read background data page in study guide.</p> <p>*9/25: Policy paper 2 due, on Diamond.</p>
<u>9/30</u>	<p>Film: <i>Is it a boy or a girl?</i></p> <p>Read background on intersex in study guide</p>
<u>10/2</u>	<p><u>Library session:</u> How to search effectively in academic databases. Meet in Noble Library.</p>
<u>10/7</u>	<p><u>Childbirth</u></p> <p>Armstrong, "Lessons in control: Prenatal education in the hospital." <i>Social Problems</i> 47:583-605 (2000). (A)</p>
<u>10/9</u>	<p>Film: <i>Born in the USA</i></p> <p>*<i>Paper proposal due:</i> send me a paragraph via email. This is just a check, ungraded, to make sure you are on track.</p>
<u>10/14</u>	<p><u>Midterm exam</u></p>

10/16	<p><u>Violence against women</u> Read background data in Study Guide. World Health Organization, "Gender and Health," pp. 34-38. (A). Population Reports. <i>Ending Violence Against Women</i>. Available online at Blackboard (external links). It's about 30 pages, and I recommend printing it.</p> <p>Violence and policy ppt (in class, no reading)</p>
10/21-23	<p><u>Political Economy of Health Research</u> BOOK: Messing, <i>One-Eyed Science</i> (chapter 1-5, 7, 8). For more information on the Triangle Shirtwaist fire, see Blackboard, external links</p> <p>*Participation points: According to Messing, women's work entails somewhat different occupational health risks than does men's work. In one page (single-spaced), compare some of the special occupational health risks that women typically face to the occupational health risks you have faced as a waiter, as a student, or in some other job.</p>
10/28	<p><u>Work session:</u> Open time to meet with me regarding your papers.</p>
10/30	<p><u>Living with disability:</u> Andrea Decker</p> <p>*<i>Submit draft references</i> for your paper to me, via email. This is just a check, ungraded, to make sure you are on track.</p>
11/4	<p><u>Reproductive Control</u> 1) <i>In Brief: Facts on Induced Abortion in the United States</i> (Guttmacher Institute). (A) 2) Council on Scientific Affairs, AMA. 1992. "Induced abortion of pregnancy before and after <i>Roe v. Wade</i>. <i>Journal of the AMA</i> 268:3231-39 (A) 3) Wright, et al., "Roe versus Reality." <i>New England Journal of Medicine</i> (A) Skip section on Plan B: page 4 and first two columns of page 5</p> <p>Optional: Post-Abortion Syndrome (Blackboard, course documents)</p>
11/6	<p>Kissling, Frances. "Is There Life After <i>Roe</i>? How to think about the fetus." <i>Conscience</i> Winter 2004/05. (A)</p> <p>Roberts, Dorothy E., "Future of reproductive choice." (A)</p>
11/11	<p>VETERANS DAY</p>
11/13	<p><u>Obesity myths and realities:</u> 1) Weitz, "Overweight, Obesity and Health" in study guide. 2) Yancy, Antoinette K., Joanne Leslie, and Emily K. Abel. 2006. "Obesity at the Crossroads: Feminist and Public Health Perspectives." <i>Signs</i> 31(2):425-444.</p>
11/18	<p><u>Living with Illness:</u> BOOK: Tania Katan, <i>My One-Night Stand With Cancer: A Memoir</i></p> <p>*Participation points: Identify two strategies Katan uses to deal with her cancer and its treatment. How do these strategies help or hurt her?</p>
11/20	<p>Film: <i>Frida</i> (no, not with Salma Hayek)</p>
11/25	<p>Women and substance abuse Film: <i>Spin the Bottle</i></p>

11/27	No class: Thanksgiving
12/2	Young, Amy M. et al., 2005. "Drinking Like a Guy." <i>Substance use and Misuse</i> 40:241-267.
12/4	<p><u>Female Genital Mutilation, and Social Change</u> Read WHO fact sheet on female genital mutilation in study guide. Film: FGM selections</p> <p>Final paper due. Submit printed copy to me <i>and</i> electronic copy to Blackboard ("safe assignments"), by class time. Put your name in the file name!</p>
12/9	<p><u>Making Changes/Selected student presentations</u> Judy Norsigian, "The Boston Women's Health Book Collective and Our Bodies, Ourselves" Available at Blackboard/ external links.</p>