



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	SST	Department	WST
Subject	WST	Number	440
Title	Politics of Women's Health		Units: 3
Is this a cross-listed course? If yes, please identify course(s)	No		
Is this a shared course? Course description:	No	If so, list all academic units offering this course	

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

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.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name	Rose Weitz	Phone	480-319-3167
Mail code	6403	E-mail:	rose.weitz@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Mary Margaret Fonow	Date:	
Chair/Director (Signature):			

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

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

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	syllabus

Cultural Diversity [C]

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Course Prefix	Number	Title	Designation
wst	440	Politics of Women's Health	CULTURAL

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)
Example- See 2b. Compares 2 U.S. cultures	Example- Compares Latino & African American Music	Example- See Syllabus Pg. 5
1	course consistently explores how cultural understandings of health and health care and cultural experiences with health/health care differ based on ethnicity, class and gender.	Cultural diversity is at the core of readings and discussions during all weeks devoted to distribution of illness, occupational health, maternal health, AIDS, intersex, and reproductive justice
2c	Analyzes how social, political, and economic relations between majority and minority group affect the health of different groups of women	Entire course looks at impact of sexism and "male model" of health on women. Specific weeks look at impact on women of color, poor women, and LGBTQ women.

Catalog course description: WST 440: Politics of Women's Health

This class focuses on how *social* factors affect women's health and health care, as well as how social and policy changes can improve –or threaten -- women's health. Among other things, we'll explore the impact of violence on women's health, women's experiences living with breast cancer, and the debate over home birth.

WST 440: Politics of Women's Health

Dr. Rose Weitz

Spring 2014

T/Th 10:30-11:45, SS208, Line #24320

Email: rose.weitz@asu.edu

Hours: T/Th 9:15-10:15 and 3-3:30, or by appt.

Phone: 965-6579

Office: Wilson 316

WHAT THIS COURSE OFFERS:

Typically discussions on women's health focus on the impact of *biological* factors such as hormones or reproductive organs. In contrast, this class focuses on how *social* factors affect women's health and health care, as well as how policies adopted by governments, nonprofits, medical groups, and others can improve –or worsen-- women's health. Successful students will deepen their knowledge about gender and health; strengthen their critical thinking skills; improve their ability to communicate a logical argument; and become more informed, active, and analytical consumers of health care.

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 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 and films, you will need to do all readings and other assignments *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 class.

Because so many of your opportunities to gain knowledge and develop skills will occur in the classroom, both attendance and class participation are crucial. 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. I do this because I have confidence in your ability to think through the issues.

Finally, you will get the most from the assignments (and the highest grades) if you meet all deadlines and submit your draft papers to me for comments.

ACADEMIC DISHONESTY:

Academic dishonesty, including inappropriate collaboration, using the same paper in two classes without permission, cheating on exams, or plagiarism will not be tolerated.

Students who engage in academic dishonesty should expect to receive a grade of XE.

ASU 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 the student code of conduct at http://www.asu.edu/studentaffairs/reslife/outreach/abor_code.htm,

If you use *distinctive phrases or sentences* from another source, you must identify your source *and* use quotation marks. Even if you only use *ideas* from another source but *not* distinctive phrases or sentences, you *still* need to identify 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. For more information on plagiarism, go to Blackboard/external links for this class.

CONTACTING ME: The most efficient ways of contacting me are through e-mail or by leaving notes/papers for me at the front desk in Wilson Hall.

IMPORTANT NOTES

- *Students may not use laptops, smartphones or other electronic devices in class* (except as needed due to disabilities). Using such devices distracts both users and those around them, and typically results in lower grades for everyone.
- 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.
- I will accept late papers only in exceptional circumstances. I am most likely to accept a late paper if you participate regularly in class *and* you explain *before* the due date why an assignment might be late. Late papers will typically be penalized.
- No e-mailed papers, please: hard copies required.
- No hats: I can't teach effectively if I can't see your faces.
- No extra credit.
- If you miss the first three classes, are physically capable of contacting me, and do not do so, you will be dropped from the class.
- Students are responsible for backing up their files regularly and for retaining graded papers (so we can correct any grading errors if needed).
- 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 dock your grade by 20 points unless you meet whatever requirements I set. If English is not your native language, please see me to discuss my writing expectations for you.
- Although I have tried to make this syllabus comprehensive and accurate, I may have to make some changes as we go along.

- Copies of old student papers are available on Blackboard.
- Students may *not* record class sessions in any format without my written permission, and, even with permission, may not distribute those recordings in any way.
- If you are worried about your grade, you should discuss it with me *early*, while there's still time to make changes.
- I do *not* use plus/minus grading.

COURSE REQUIREMENTS

1. Email

Check your ASU email at least twice weekly to avoid missing important information. If you haven't received an email from me in a week, something probably is wrong. For help, go to MyASU. Click on orange help button at top right, then on "Technical Help" to get to the Help Center.

2. Participation (10% of grade): Graded based on attendance, frequency of participation, and *quality* of contributions to class discussions.

3. Midterm and final exams (30% each): I will give you several questions to study before the exam. Your exam will consist of some of those questions, but I will choose which ones; you will have no choice. I encourage you to work in groups, but you must write your own answers. Feel free to discuss the exam with me beforehand.

4. Policy papers (3 papers, 10% each). Dates appear in schedule (below). Each paper should be about one page, single spaced, 12 point font. Graded full credit/half credit/no credit. Sample paper available on Blackboard/documents.

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 cesarean sections and laws that punish corporations for releasing toxic chemicals into the environment. Neither typical doctors' practices nor your personal views on how doctors *should* practice are policies.

Each of the readings, whether explicitly or implicitly, suggests one or more underlying *non*-biological causes of a given health problem. Choose *one* health problem from that week's readings. In less than half a page, summarize an underlying *non*-biological cause of the problem *that the reading emphasizes*. Then outline and justify *one* policy that would help to alleviate the problem *by attacking the underlying cause*. If, for example, the reading argues that alcoholism is caused by gender roles, your proposed policy must attack gender roles, rather than, for example, attacking biological differences in susceptibility to alcoholism. For purposes of this paper, assume you hold an important position (e.g., Surgeon General, medical school dean, hospital administrator.)

You will be graded on your understanding of the reading, creativity, and the extent to which your policy logically follows from the reading. See grading rubric below.

Make sure you:

- 1) Select only one general area: treatment, prevention, or research.

- 2) Select only one target for your policy: doctors, or pharmaceutical industry or some other SINGLE group.
- 3) Select only *one* problem (e.g., drug companies provide misleading information or drug companies have no incentive to study inexpensive drugs BUT NOT BOTH.)
- 4) Don't confuse diagnosis or treatment with prevention: lack of mammograms, for example, does not *cause* breast cancer, and so encouraging women to get mammograms can't *prevent* breast cancer.

5. Safe Assignments: All papers must be submitted both to me (printed copy) and to Safe Assignments on Blackboard. Students will receive *zero* credit for papers that are not submitted to Safe Assignments. Do *not* submit papers to the digital dropbox.

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, it didn't load successfully. For information on submitting files, go to the Help Center web site (see email section above). On the top right you'll see options for phoning, live chat, and submitting a help ticket (via My Help Center).

REQUIRED READINGS: (Books available at Hayden Reserve)

- 1) Diamond, *Making Gray Gold*, 1995. University of Chicago Press ISBN: 978-0226144740
- 2) Tania Katan, 2005. *My One-Night Stand With Cancer: A Memoir (Paperback)*. Alyson Books. ISBN: 9781555838904
- 3) Readings packet available for purchase from Alternative Copy, 1004 S. Mill Ave., 480-829-7992. You can buy it at the store, order it by phone, or order it online at <http://alternativeprintandcopy.com> (see "Order Readers" link at top of page). All readings in reader unless noted otherwise.
- 4) Study guide (download from Blackboard documents)
- 5) A few other articles, available from Blackboard/documents/readings (marked as BDR on schedule below).

OPTIONAL BOOK:

Boston Women's Health Book Collective. *Our Bodies Ourselves*. Touchstone, 9781439190661) An incredibly useful resource.

SCHEDULE

1/14: Introduction and Crucial Tasks

1) If you don't regularly use your ASU email address, forward it to the address you do use. In MyASU, click on orange help button at top right, then on "Technical Help" to get to the Help Center, then type "Reroute Your ASU Email" in the search box and follow the directions.

2) Add my email address to your email program's contact list, "safe sender" list, or address book.

1/16: Gender and the Distribution of Illness

"Perils of multi-tasking," Blackboard/Documents/Tools for Success.

“Successful study habits,” Blackboard/Documents/Tools for Success.
Study guide: The Male Privilege Checklist
In class: Background data on ethnicity, class, and health
World Health Organization, Sex, Gender and Health: A Technical Paper. 1998. Pp. 18-30
(skip HIV and violence sections). (BDR)

1/21: (continued)

Study guide: The White Privilege checklist
Lillie-Blanton et al. 1993. “Latinas and African American Women: Continuing disparities in health.”
Optional: See chapter on sex/race/social class from my textbook, *The Sociology of Health, Illness, and Health Care* (BDR)

1/23: (continued)

Heterosexual Questionnaire
Office on Women’s Health, “Lesbian and bisexual health.”
“So you want to be a sensitive health care provider.” (in study guide)

1/28: Occupational Health

Messing, “Women workers and their working conditions,” pp. 1-11 in *One-Eyed Science*
Ehrenreich, “Scrubbing in Maine,” pp. 70-101 in *Nickel and Dimed*

****Policy paper #1**

1/30: Occupational Health (continued)

“Overexposed and underinformed.” California Healthy Nail Salon collective. (BDR)
(Don’t worry about biological details, just get the drift of it.)
“Poisonous Polish.” Law Students for Reproductive Justice. (BDR)

2/4: Women and AIDS

Kaiser Family Foundation, Women and HIV/AIDS fact sheet (BDR)
World Health Organization, “Gender and Health,” pp. 30-34. (BDR)
Zierler, Sally and Nancy Krieger. 1997. “Reframing women’s risk: Social inequalities and HIV infection.”

2/6: Speaker on living with AIDS

Barb Brados

2/11: Medicalization

Riessman, Catherine Kohler. “Women and medicalization”

2/13: Childbirth

Armstrong, “Lessons in Control.”

2/18:

Film: Born in the USA

2/20: Maternal Health and Women of Color

Deadly Delivery. Pp. 1-27, 35-48. (BDR)

**Policy paper #2

2/25-27: Nursing Aides and Nursing Homes:

Diamond, *Making Gray Gold* (whole book)

Read background data page in study guide.

**Policy paper on Diamond book due 2/14

3/4: Midterm

3/6: Intersex and Medicalization

Read background on intersex in study guide

Film: *Is it a boy or a girl?*

3/11-13: spring break

3/18: Violence against women

Read background data in Study Guide.

World Health Organization, "Gender and Health," pp. 34-38. (BDR)

Population Reports. *Ending Violence Against Women*. Available online at Blackboard (external links). It's about 30 pages, and I recommend printing it.

Violence and policy ppt (in class, no reading)

3/20: Rape and the Military (not in study guide)

Guest lecture by Anne Cook.

View: Rape in the Military: <http://www.pbs.org/now/shows/421/>. (30 min.)

Read (Blackboard/documents/ rape files and links):

SWAN MST fact sheet

VA MST fact sheet

3/25: Reproductive Control

1) Guttmacher Institute. *In Brief: Facts on Induced Abortion in the United States*.

2) Council on Scientific Affairs, AMA. 1992. "Induced abortion of pregnancy before and after *Roe v. Wade*. *Journal of the AMA* 268:3231-39

3) Wright, et al., "Roe versus Reality." *New England Journal of Medicine* Skip section on Plan B: page 4 and first two columns of page 5

Optional: Post-Abortion Syndrome (BDR)

3/27: reproductive control (cont.)

Kissling, Frances. "Is There Life After *Roe*? How to think about the fetus." *Conscience* Winter 2004/05.

Roth, Rachel. "Backlash and Continuity: The Political Trajectory of Fetal Rights," 6 page extract from pp. 17-36, *Making Women Pay: The Hidden Costs of Fetal Rights*. Cornell University Press. 2003.

Lynn Paltrow and Jeanne Flavin. "Are pregnant women persons after 20 weeks gestation?" <http://rhrealitycheck.org/article/2013/11/15/are-pregnant-women-persons-after-20-weeks-gestation/>

4/1: Reproductive justice

From: Asian Communities for Reproductive Justice (study guide)

Women of Color and the Struggle for Reproductive Justice (Blackboard/documents)

4/3: Living with Breast cancer:

Tania Katan, *My One-Night Stand With Cancer: A Memoir*

4/8: Politics of Breast Cancer (RW: PPT lecture)

Zones, Jane. 2000. "Profits from pain: the political economy of breast cancer." Pp. 119-151 in Anne S. Kasper and Susan Ferguson, *Breast Cancer: Society shapes an epidemic*. New York: St. Martins.

**Policy paper on breast cancer due 4/3

4/10: Living with disability: Andrea Decker

4/15: Passover

Film: Spin the Bottle

4/17: Alcohol abuse

Young, Amy M. et al., 2005. "Drinking Like a Guy." *Substance use and Misuse* 40:241-267.

4/22: Lecture on U.S. health care system (no reading)

Optional: See chapter on U.S. health care from my textbook, *The Sociology of Health, Illness, and Health Care* (BDR)

4/24: Obesity myths and realities

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." *Signs* 31(2):425-444.

4/29: Thinking about Health policy

5/1: Pulling It All Together

View at home: Feminism and social transformation (Blackboard/documents/Powerpoint)

Grading Rubric: Short Policy Papers

Note: This scale describes in general terms various common types of papers, but may not exactly describe yours; my mark on the scale denotes roughly where yours falls.

Goal	Exemplary	Satisfactory	Needs Improvement	Comments
Identifies underlying causes of ill health	Clearly and accurately identifies an underlying <i>non-biological</i> cause of ill health that was highlighted in the reading	Identifies an appropriate underlying cause of ill health, but less clearly or logically	No cause of ill health identified <i>or biological</i> cause of ill health identified <i>or</i> identifies a cause not highlighted in the reading <i>or</i> misunderstands article's argument <i>or</i> confuses early diagnosis with treatment <i>or</i> prevention.	
Identifies feasible policy	Identifies and clearly describes a feasible policy for alleviating the problem.	Policy is somewhat less clearly described or somewhat less feasible	Policy is difficult to understand or does not seem feasible	
Identifies logical policy	Policy is logically derived from underlying cause identified earlier	Logical link to policy is less clear, or less clearly explained	Policy is not logically derived from cause you identified.	
Grammar	Essentially free of spelling and grammar errors.	Contains more than one misspelling or a repeated grammatical error	Contains enough grammatical or spelling errors that it is difficult to follow the writer's argument.	
Writing style	Words chosen and sentences structured to clearly and precisely convey the writer's meaning and argument.	Sentences generally structured adequately, although some are wordy or confusing. Word choice generally appropriate	Contains several to many awkward sentences or misused words	
Creativity/ thoughtfulness	Excels in responding to assignment. Sophisticated and creative analysis.	Satisfactory work. Less sophisticated analysis, relatively obvious thesis, or somewhat vague thesis.	Unsatisfactory work. Lacks a clear central thesis, suggests that the writer misunderstands the readings, or does not fit the assignment.	
Stays focused	One problem, one target, one solution	Competent discussion of two problems, targets, or solutions	Tries to cover far too much without fully covering everything	

Required Readings:

Books:

Diamond, *Making Gray Gold*, 1995. University of Chicago Press ISBN: 978-0226144740
Tania Katan, 2005. *My One-Night Stand With Cancer: A Memoir (Paperback)*. Alyson Books.

Articles:

Table of Contents WST 440: Politics of Women's Health (Spring 2012)

Rose Weitz
965-6579
West Hall 205

- Armstrong, "Lessons in control: Prenatal education in the hospital." *Social Problems* 47:583-605 (2000).
- Council on Scientific Affairs, AMA. 1992. "Induced abortion of pregnancy before and after *Roe v. Wade*. *Journal of the American Medical Association* 268:3231-39
- Ehrenreich, "Scrubbing in Maine," pp. 70-101 in *Nickel and Dimed*.
- Guttmacher Institute. *In Brief: Facts on Induced Abortion in the United States*.
- Kissling, Frances. "Is There Life After *Roe*? How to think about the fetus." *Conscience* Winter 2004/05.
- Lillie-Blanton et al. 1993. "Latinas and African American Women: Continuing disparities in health." *International Journal of Health Services*, 23:395-414. 1993.
- Messing, "Women workers and their working conditions," pp. 1-11 in *One-Eyed Science*
- Office on Women's Health, "Lesbian health fact sheet."
- Riessman, Catherine Kohler. "Women and medicalization." *Social Policy*, summer 1983, pp. 3-18.
- Roth, Rachel. "Backlash and Continuity: The Political Trajectory of Fetal Rights," 6 page extract from pp. 17-36, *Making Women Pay: The Hidden Costs of Fetal Rights*. Cornell University Press. 2003.
- World Health Organization, *Sex, Gender and Health: A Technical Paper*. 1998.
- Wright, et al., "Roe versus Reality." *New England Journal of Medicine* 355: 1-9.
- Yancy, Antoinette K., Joanne Leslie, and Emily K. Abel. 2006. "Obesity at the Crossroads: Feminist and Public Health Perspectives." *Signs* 31(2):425-444.
- Young, Amy M. et al., 2005. "Drinking Like a Guy." *Substance use and Misuse* 40:241-267.
- Zierler, Sally and Nancy Krieger. 1997. "Reframing women's risk: Social inequalities and HIV infection." *Annual Review of Public Health* 18:401-36.
- Zones, Jane. 2000. "Profits from pain: the political economy of breast cancer." Pp. 119-151 in Anne S. Kasper and Susan Ferguson, *Breast Cancer: Society shapes an epidemic*. New York: St. Martins.