WOMEN AND HEALTH (CH-104)
Syllabus Spring 2017

Instructor: Michelle Stransky, Ph.D.
E-mail: michelle.stransky@tufts.edu
Office Hours: Wednesday 1-2:30p in 574 Boston Ave., Room 210 or by appointment

Class Schedule
Lecture: Monday/Wednesday 4:30-5:45p Eaton Hall, Room 204

Course Description
This course examines women and facets of women’s health through an interdisciplinary perspective. We set the stage for the rest of the semester by first examining why we need to examine women’s health. Next, we describe the women’s movement and the implications of public health and research policy on women and their health and health care. We then examine contemporary movements of women’s health to investigate the strengths and weaknesses of such movements for promoting health and survivorship. During the middle of the semester, we examine women’s bodies as objects of beauty and sexuality/pregnancy. Finally, the end of the semester focuses on LGBTQ health and the status of women internationally. Throughout the course, special attention is given to populations of minority women, including women who are racial/ethnic minorities and women with disabilities.

Course Objectives
At the conclusion of the class, students will be able to:
1. Describe the importance of examining health among women and sexual/gender minority groups
2. Discuss the implications of the women’s movement for the study of women’s health
3. Explain health disparities and differences that exist among women based on race, disability, etc.
4. Describe the implications of federal health and research policies on women’s health.
5. Discuss a variety of facets of women’s health, including menstruation and pregnancy, mental health, chronic illnesses, and fitness and beauty.
6. Assess the quality of information so that students are able to participate critically evaluate health care and policy proposals for women’s health.

Required Course Materials

Other required readings are on Trunk. Additional readings may be assigned during the semester (i.e. may not appear on the course schedule) and will appear on exams.

Course Policies
Office Hours: You may attend office hours as many times as you like; feel free to come as a group, with a friend, or by yourself to ask questions about the class. I recommend emailing ahead of time to make an appointment during office hours because they are often busy, but this is not required. I am also available to meet outside of office hours via phone or Skype; please email me to set up an appointment.

NOTE: This syllabus is not a contract. The instructor reserves the right to alter the course content or requirements based on new evidence, class discussions, or other pedagogical objectives.
Grading Questions: Please review your grades early and often. If you have any questions about grading policies or would like to discuss a grade with me, please wait until 24 hours have passed between receiving the grade and asking questions about it. If you do have questions about a grade, please email me with your question within two weeks of the grade’s posting.

Late Work: In general, I accept late work with a grade penalty. A 5% letter-grade penalty will be applied for each day that an assignment is late. Assignments are considered late if they are submitted after 11:55p on the day that they are due. In general, computer and printer problems and deadlines for other classes are not acceptable reasons for requesting a deadline extension. Save your work regularly, including copying it to somewhere other than your computer (ex. a flash drive, an external hard drive, Dropbox.com, etc.).

Make-Up Exams: I do not allow make-up exams unless students have medical documentation from Health Services, explicitly stating that you are too ill to take an exam on the date of the exam. Short-term illness reports are not considered medical documentation. Notes from Alpha Deans for other serious reasons will be considered.

Exam Etiquette: Please do not bring unauthorized materials, information, or any electronic equipment with you on the day that an exam is being given. Do not engage in behavior that gives the appearance of cheating, such as passing a note to a friend, whispering to another student while the test is in progress, or looking in the direction of another student’s work. Do not bring your cell phone, tablet, music device, programmable calculator, or any other electronic device to an exam. If I see you handling an electronic device even to silence a phone if it rings or vibrates in the middle of the exam, the Judicial Affairs Administrator will treat it as an academic integrity violation. DO turn off your cell phone and put it out of reach, out of sight, or as instructed before tests begin.

Classroom Etiquette: Health, health care, and gender are value-laden topics. This means that we must all be respectful of diverse opinions throughout our discussions. I do not tolerate rude, insensitive, demeaning, or offensive behavior or language. This does not mean that you cannot disagree with your classmates – in fact, I welcome that kind of discussion in order to clarify what you think you have learned. However, disagreement does not include name-calling or any other sort of remark that would potentially hurt (physically or psychically) another student. We must all be especially careful about sarcastic remarks.

To foster active and engaged learning, I also expect the following:

- Please do not use laptops, tablets, phones, or other types of technology during class. These tend to be distracting to other students and do not create a positive learning environment. Please let me know via email if this policy presents any type of hardship for you.
- If you need to leave early, please let me know ahead of time and sit near the door so that you do not disturb your fellow students when you leave. Similarly, if you are late to class, please enter quietly and sit near the door.
- Please participate in discussion (but do not take it over). While I understand that people do not participate for a variety of reasons, please know that part of the learning process is through the discussion of ideas with others. You have important things to say and your way of understanding a concept may be especially helpful to another student. Alternately, please do not dominate the conversation. This is also not useful to class and can make others feel that their participation is not valued or fear that they will be ridiculed.
- Do not pack up your belongings before I officially dismiss you. While you may think that you are being quiet and that no one will notice, you are actually disturbing your classmates and I can see you. This practice detracts from class time.
Submitting Assignments: All assignments must be submitted via Trunk and will be reviewed for plagiarism by Turnitin.com. Assignments must be submitted as Word, PDF, RTF, or plain text per Turnitin.com’s requirements. Unless otherwise noted, assignments are due by 11:55p on the date they are due. However, with advanced notice, I may request that you submit certain assignments in paper form.

When you submit assignments, please use the following naming convention: 
YourLastName_AssignmentName (for example, Stransky_CurrentEvents). Please do not email me assignments unless you have been directed to do so: I will not accept them. This is a safety practice for you and for me because we will have an online record that your assignment has been submitted and it will stay in Trunk.

Academic Integrity: Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts’ Academic Integrity Handbook. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If cheating or plagiarism (see details below on what constitutes plagiarism) is suspected, this must be reported to the Dean. More information is available at: https://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy.

Plagiarism: Plagiarism is using someone else’s words, ideas, or phrases in your work and representing it as your own or not properly attributing the work. Please be aware that copying a phrase or sentence and listing a citation at the end without using quotation marks is plagiarism. Plagiarism is more fully discussed in the Academic Integrity Handbook, issued by the Dean of Students. For this course, you will need to upload your work to Trunk, where it will be reviewed for plagiarism by Turnitin.com. If you plagiarize, you may get a zero on the assignment and you will be reported to the dean. Do not plagiarize. If you use a source, cite it. This applies to all information either directly quoted or paraphrased. If you copy words directly, they must be in quotation marks (“ ”).

Available Academic Supports: Tufts University has assistance available for students in need of academic help. The Academic Resource Center (https://students.tufts.edu/academic-advice-and-support/academic-resource-center) provides writing support and advice on avoiding plagiarism, among other supports, to ensure students’ successful undergraduate careers.

Students with Disabilities: If you require an accommodation as a result of a documented disability, please register with the Disability Services Office at the beginning of the semester. If you have not already done so, call the Student Services Desk at 617-2000 to arrange an appointment with the Program Director of Disability Services. More information can be found at the Tufts University Student Accessibility Services website: https://students.tufts.edu/student-accessibility-services. Please also contact the me early in the semester so that your learning needs may appropriately be met. All discussions will remain confidential.

Description of Course Activities and Requirements
Exams (3 exams, 20% each): Exams will be composed of short answer questions. All information covered in class and/or in assigned readings (that is not covered in class) is considered fair game for exam test questions. Exams are not cumulative.

Current Event Paper (10%): A change in the Presidential administration of the US is a rare and interesting opportunity to watch history occur. In this spirit, students are tasked to write a brief (two page) paper on the current politics, policies, and general goings-on related to women and health in America. Details of this assignment are available online but please note, these papers are not a simple summary of all of the things that have occurred regarding the health care system and health policy. While they should
include a brief summary of the current events, the bulk of the paper should include an application of current course concepts and analysis of the implications of such changes for women and their health and health care. A rubric is provided to guide your efforts.

Paper (5% paper topic, 5% reference list and PDFs of paper references, 10% paper outline, 15% paper): This course cannot delve into all topics relevant to women and health. As such, students are tasked with selecting a topic of interest to them and writing a 5-page paper. In doing so, students are first asked to submit a description of their paper topic and list of references; they must also submit a PDF of all paper references. Next, students will submit a paper outline. Finally, students will submit their final papers. Rubrics are provided to guide your efforts.

Grading
Exams (3 exams; 20% each) 60%
Current Events Paper 5%
Paper 35%
  Paper Topic 5%
  Reference List and PDFs of Paper References 5%
  Paper Outline 10%
  Paper 15%
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>DAY</th>
<th>CLASS TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/23</td>
<td>M</td>
<td>Course Overview, Syllabus</td>
<td>Please Review the Syllabus!</td>
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| 1/25 | W     |     | Introduction, Why Study Women and Health?; Health Disparities; Gender vs. Sex vs. Sexuality; Defining “Health” | **Watch:**  
- Johnson. Leaving Women’s Health to Chance/TED TALK  
**Read:**  
| 1/30 | M     |     | Women’s Movement                                                            | **Read:**  
| 2    | 2/1   | W   | Women and the Patient Protection and Affordable Care Act                    | **Review:**  
- Women’s Health Policy page on Kaiser Family Foundation.  
**Read:**  
**Reference List and PDFs of Paper Resources Due by 11:55p** |
| 2/6  | M     |     | What do We Really Know about Women, Diseases, and Medications?              | **Review:**  
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<th>Date</th>
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<th>Read</th>
<th>Current Events Paper Due by 11:55p</th>
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<tr>
<td>2/20</td>
<td>M</td>
<td>PRESIDENTS’ DAY – UNIVERSITY HOLIDAY NO CLASSES</td>
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<tr>
<td>Date</td>
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<td>Topic</td>
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<tr>
<td>2/27</td>
<td>M</td>
<td>Women and Mental Health</td>
<td><strong>Read:</strong></td>
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<tr>
<td>3/1</td>
<td>W</td>
<td>Women and Substance Use</td>
<td><strong>Read:</strong></td>
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<tr>
<td>3/6</td>
<td>M</td>
<td>Women and Access to Health Care</td>
<td><strong>Read:</strong></td>
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<td>3/8</td>
<td>W</td>
<td>Gender and the Body as an Object</td>
<td><strong>Review:</strong></td>
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<td>• Title IX § 106.41 Athletics</td>
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<td><strong>Read:</strong></td>
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<td>3/13</td>
<td>M</td>
<td>The Body as an Object: Beauty Ideals</td>
<td><strong>Read:</strong></td>
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<td>3/15</td>
<td>W</td>
<td>Exam #2</td>
<td><strong>Exam #2</strong></td>
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<tr>
<td>3/20</td>
<td>M</td>
<td>SPRING BREAK – NO CLASSES</td>
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<tr>
<td>3/22</td>
<td>W</td>
<td>SPRING BREAK – NO CLASSES</td>
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<tr>
<td>3/27</td>
<td>M</td>
<td>Women and Sex</td>
<td><strong>Read:</strong></td>
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<td></td>
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<td>• Pfaus et al. (2016). The Whole Versus the Sum</td>
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### Reading Assignments:

#### 3/29

**Women and Reproduction**

**Review:**
- Healthy People 2020, objectives for Maternal, Infant, and Child Health

**Read:**

#### 4/3

**Women and Reproduction, continued**

**Read:**

#### 4/5

**Women and Childlessness**

**Read:**

#### 4/10

**Women, Birthing Experiences, and Nursing**

**Read:**

#### 4/12

**Sex and Reproduction among Disadvantaged Women**

**Read:**

#### 4/17

**Patriots’ Day – University Holiday – No Classes**

#### 4/19

**Women and Menopause**

**Read:**
<table>
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<th>Topic</th>
<th>Review</th>
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<tr>
<td>4/24</td>
<td>M</td>
<td>LGBTQ Health</td>
<td><strong>Final Paper Due by 11:55p</strong></td>
<td>Healthy People 2020, objectives for Lesbian, Gay, Bisexual, and Transgender Health</td>
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15  5/1  M  **LAST DAY OF CLASSES**  

*The course schedule may change at the instructor’s discretion.*