

GENDER, BODIES, & HEALTH

Women's Studies 3323.09BH
Fall 2019
Mondays, 12:50 – 3:50 p.m. (periods 6-8)
Turlington 2336
Syllabus last updated 8/22/19

This class fulfills a Social Science or Gender & Science requirement for Women's Studies majors. It also counts as a Tier 1 elective (old system) or Category B elective (new system) for the minor in Health Disparities in Society.

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"I cannot wear a prosthesis right now because it feels like a lie more than merely a costume, and I have already placed this, my body under threat, seeking new ways of strength and trying to find the courage to tell the truth." – Audre Lorde

In this class we will examine how gender is "worn" on the female body. Adopting a feminist interdisciplinary approach, we will explore four major themes: the social construction of bodies and health, reproductive bodies, bodily modification practices, and bodies under threat (because of disease, disability, and difference), primarily in the United States. Throughout, we will examine how these topics are shaped by intersections of gender, race, class, and disability. We will also focus on the role of activism and policy changes in improving health for all people.

LEARNING OBJECTIVES

By the end of the course, students will be able to

- explain distinctions between sex and gender
- describe ways in which bodies, health, and illness are gendered
- critically examine health issues to show how bodies are medicalized
- articulate how multiple identity statuses (e.g., gender, race, etc.) relate to bodily experiences and health outcomes via the concept of intersectionality
- apply knowledge to the "real world" (e.g., critically analyze images in the media)

REQUIRED READINGS

Books

Lorde, A. (1997). *The Cancer Journals*. San Francisco: Aunt Lute Books. [You will need to purchase or borrow a copy of this book. It is available on 2-hour hold at Library West.]

McHugh, M. C. & Chrisler, J. C. (2015). *The Wrong Prescription For Women: How Medicine and Media Create a "Need" for Treatments, Drugs, and Surgery*. Santa Barbara: Praeger. (Referred to below as TWPFW.) [This book is available as an e-book through Canvas, so you don't need a personal copy.]

Articles and Chapters (available on Canvas)

Abdul-Jabbar, K. (2015, July 20). Body shaming black female athletes is not just about race. *Time*. <http://time.com/3964758/body-shaming-black-female-athletes/>

Adritti, R. & Schreiber, T. (1992). Breast Cancer: The Environmental Connection. *Sojourner: The Women's Forum*.

Amnesty International. (2011). *Deadly Delivery: The Maternal Health Care Crisis in the USA*. Retrieved from <http://www.amnestyusa.org/sites/default/files/deadlydeliveryoneyear.pdf>

Angier, N. (1999). Cheap meat: Learning to make a muscle. In *Woman: An intimate geography* (pp. 311-327). New York: Anchor books.

Avery, B. Y. (1990). Breathing life into ourselves: The evolution of the National Black Women's Health Project. In E. C. White (Ed.), *The Black women's health book* (pp. 4-10). Seattle: Seal Press.

Balasubramanian, J. (2014, February 17). #EatingDisordersAreForWhiteWomen [Web log post]. Retrieved from <http://www.blackgirldangerous.org/2014/02/eatingdisordersareforwhitewomen/>

Bebinger, M. (2016, August 11). 'A National Embarrassment': Maternal Mortality Rate Rises in the U.S. *Common Health*. Retrieved from <http://www.wbur.org/commonhealth/2016/08/11/maternal-mortality-rate-rises>

Beckman, L. J. (2017). Abortion in the United States: The continuing controversy. *Feminism & Psychology*, 27, 101-113.

Breast Cancer Action. (2012). Think Before You Pink Toolkit. Retrieved from <http://bcaction.org/site-content/uploads/2012/02/2012-Think-Before-You-Pink-Toolkit.pdf>

Clare, E. (2015). The Mountain. In *Exile and Pride: Disability, Queerness, and Liberation* (pp. 1-14). Durham: Duke University Press.

Clare, E. (2001). Stolen Bodies, Reclaimed Bodies: Disability and Queerness. *Public Culture* 13(3), 359-365.

Chatelain, M. & Asoka, K. (2015). Women and Black Lives Matter: An Interview with Marcia Chatelain. *Dissent*. Retrieved from <https://www.dissentmagazine.org/article/women-black-lives-matter-interview-marcia-chatelain>

Etehad, M. & Lin, J. C. F. (2016, August 13). The world is getting better at paid maternity leave. The U.S. is not. *The Washington Post*. Retrieved from <https://www.washingtonpost.com/news/worldviews/wp/2016/08/13/the-world-is-getting-better-at-paid-maternity-leave-the-u-s-is-not/>

Fahs, B. (2014, August 19). *Two or three things I know for sure (about menstruation)* [Web log post]. Retrieved from

<http://www.menstruationresearch.org/2014/08/19/two-or-three-things-i-know-for-sure-about-menstruation/>

- Fahs, B & Delgado, D. A. (2011). The specter of excess: Race, class, and gender in women's body hair narratives. In C. Bobel & S. Kwan (Eds.), *Embodied resistance: Breaking the rules, challenging the norms* (pp. 13-25). Nashville: Vanderbilt University Press.
- Feinberg, L. (2001). Trans health crisis: For us it's life or death. *American Journal of Public Health*, 91, 897-900.
- Gamble, V. N. (1997). Under the shadow of Tuskegee: African Americans and health care. *American Journal of Public Health*, 87(11), 1773-1778.
- Haywood, S. (2012). How body modification ended the war against my body. *Herizons*, 26(2), 24-26.
- Heise, L., Greene, M. E., Opper, N., et al. (2019). Gender inequality and restrictive gender norms: framing the challenges to health. *Lancet*, 393, 2440-2454.
- Kafer, A. (2002). Letting Justice Flow. In Rivka, S. (Ed.), *That Takes Ovaries!: Bold Females and Their Brazen Acts*. Danvers: Broadway Books.
- Lopez, W. P. (2016, May 17). "Do You Think You're Beautiful?": Navigating A Bearded, Black, Disabled, Fat Womanhood [Web log post]. Retrieved from https://www.philadelphiaprintworks.com/blogs/news/117518085-do-you-think-youre-beautiful-navigating-a-bearded-black-disabled-fat-womanhood?mc_cid=f1478e07f0&mc_eid=53f6211aa3
- Mutrie, N. & Choi, P. Y. L. (2000). Is 'fit' a feminist issue? Dilemmas for exercise psychology. *Feminism & Psychology*, 10, 544-551.
- Norsigian, J. (2019). Our Bodies Ourselves and the Women's Health Movement in the United States: Some reflections. *American Journal of Public Health*, 109, 844-846.
- Ross, L. J. (2006). The Color of Choice: White Supremacy and Reproductive Justice. In *Color of Violence: The INCITE! Anthology*.
- Steinem, G. (1978). If men could menstruate. *Ms. Magazine*.
- Sulik, Gayle A. (2010). What is Pink Ribbon Culture? In *Pink Ribbon Blues* (pp 3-26). Oxford University Press, USA. <<http://www.myilibrary.com?ID=279321>>
- The Society for Menstrual Cycle Research. (2011). *The Menstrual Cycle: A Feminist Lifespan Perspective*. Retrieved from https://www.socwomen.org/wp-content/uploads/2010/05/fact_4-2011-menstruation.pdf
- Thompson, B. W. (1994). Making "A Way Outta No Way". In *A Hunger So Wide and So Deep* (pp. 1-26). Minneapolis: University of Minnesota Press.
- West, I. (2010). PISSAR's Critically Queer and Disabled Politics. *Communication & Critical/Cultural Studies*, 7(2), 156-175.
- Worcester, N. (2004). Hormone replacement therapy (HRT): Getting to the heart of the politics of women's health? *NWSA Journal*, 16(3), 56-69.
doi:10.1353/nwsa.2004.0089

COURSE POLICIES

Course technology

All students are required to access course materials on Canvas via e-learning at <https://elearning.ufl.edu/>. Click on *E-learning in Canvas* and then log in via Gator Link. You can select our class from the *Courses* drop down menu at the top of the page.

E-mail

I use email to communicate with the class as a whole as well as with individuals, and university policy requires that I use your UF email address. It is your responsibility to obtain and use a Gatorlink account.

Attendance and make-up work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late policy

You may not receive extensions on work in the class or take make-up exams, except in the most extraordinary circumstances (in which you will need documentation from the Dean's Office or Student Health). **Work which is turned in late for any other reason will lose five percent of its points for each day that it is late.** The "day late" begins immediately after the time the assignment is due.

Electronics policy

Please turn off all cell phones before the beginning of each class. Even when phones are on vibrate, they disturb you and others around you. Texting, social media use, checking email, or any use of devices other than to access readings, take notes, or conduct approved research during class is not acceptable. If you cannot restrain yourself, keep your devices in your bag or leave them with me.

Academic Etiquette

Please arrive on time for class and remain for the entire class unless you give me advance notice. You may eat or drink in class as long as it is not disruptive to those around you.

I expect members of the class to follow rules of common courtesy in all face-to-face discussions, email messages, and on Canvas. In order to make this an effective course for everyone, I expect all participants to interact with peers and the instructor "professionally," meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. This class may cover material that is distressing or challenging. People in the classroom may say things that you disagree with, don't understand, or even find offensive. Negotiating such tensions means the space of the class may not feel "safe." If we all begin our engagements from a place of good faith, however, we can create the conditions

required to access, evaluate, and work through the new ideas essential to our growth as thinkers, activists, and decent human beings in the world. If you feel that you do not understand or cannot operate under these conditions, you should discuss that with the instructor during the drop/add period.

UF POLICIES

Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Grading Policy

The UF policy for assigning grade points can be accessed at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> . More course specific information is below on p. 8.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Additional Support

If you are in need of additional support (e.g., mental health counseling), please contact the UF Counseling and Wellness center at 352-392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>.

In case of emergency, you can reach the University Police Department at 352-392-1111 or dial 9-1-1.

ASSIGNMENTS

All written work must be submitted through Canvas. Please upload a .doc(x) or .pdf file in which you have typed the assignment double-spaced, with one-inch margins, and a 12 point font.

Personal Essays (4 points each, 8 points total)

You will have the opportunity to write an essay about your personal relationship to/ thoughts about the topic of gender, bodies, and health twice during the semester. The **first essay, due September 2nd**, should be based on your own thoughts, observations, and experiences. It is fine to use the “first person” (i.e., I/we) in your essay. You might want to pick one of the course topics with which you have prior experience (e.g., athletics) to write about. It is also fine to choose a topic that will not be covered in our class (e.g., HIV/AIDS; wanting to be a health care professional), as long as you have thoughts on the subject. Regardless of the topic you choose, I am looking to get a sense of how you write, and am encouraging you to begin/continue your analysis of how gender relates to bodies and health. Your **second essay, due December 2nd**, should revisit the themes of your first essay and reflect on what has changed in your thinking as a result of being in the class. Both essays should be approximately 2 pages long, double spaced.

Take-home Essays (18 points each, 54 points total)

Three take-home essays will be assigned, one each for units 2-4 of the class. More details will be available on Canvas.

In class activities using Team-Based Learning (TBL; 38 points total)

TBL involves a mix of individual and team work, and is something we will engage in throughout the semester. We will create teams on the second day of class and students will remain in the same team all term. In the past I have found that TBL helps keep all students accountable for doing the readings and taking an active role in their learning. It also engages everyone during the class period; rather than relying solely on lecture or on a few students asking all the questions, TBL helps involve all learners on a regular basis. As a bonus, teams often become cohesive and are a place to develop new friendships. TBL relies on a 5 step process to achieve maximum learning:

1. **Preassignment** These consist of readings you complete prior to class time.
2. **Individual Readiness Assessment Test (iRAT)** These consist of short multiple-choice quizzes you take in class focused on the key concepts and ideas in the readings. iRATs are designed both to assess comprehension as well as to maintain accountability for completing the assigned readings on time. You will take the iRAT on Canvas so please bring a laptop, tablet, or smartphone where you can do this during the assigned time in class. If you do not have a device that will allow you to

have access to Canvas during class, please let me know and I will provide a paper copy. Your iRAT scores will be anonymous. There will be 4 iRATs in the course and each one will be worth 5 points.

3. **Team Readiness Assessment Test (tRAT)** Immediately after finishing the iRAT you will take the same test as a team. You are encouraged to discuss the questions as a team and decide on an answer for each question. For the group test you will use a special “scratch-off” answer sheet that immediately tells you whether you have the correct answer. There will be 4 tRATs in the course and each one will be worth 2 points.
4. **Application** Most class meetings (even those that don’t include iRATs and tRATs) will include at least one team-based activity that will allow you to apply the material learned from the readings. Most of the application exercises will pose a question and require that you as a team make a decision. Your team will need to poll each member, listen to each member’s ideas and their explanation for why their idea should be supported, and then reach a team consensus. At the end of your deliberation, all of the teams will simultaneously show their decisions. Then we will discuss the question as a class.
5. **Peer evaluation** One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or “free-ride” off those in the group willing to put in more effort. You will be given a chance to evaluate your team member peers during the course. At midterm and again at the end of the semester, each of you will complete a peer evaluation to assess the contribution of the other members of your team. You will be evaluating each member on his or her participation in team activities. (Did they come to class regularly? Were they prepared for the day’s activity? Did they contribute productively to the team? Respect others’ ideas?) These evaluations are completely anonymous and give you a chance to reward or punish teammates based upon their team efforts. In addition, you will have the opportunity to provide direct feedback with the other members of your team.

GRADING

Please be aware that the level of effort you put into the class may not correspond to the quality of your work (which is the basis of your grades for assignments). To earn a good grade, you will be expected to do the work and meet the expectations for good quality work outlined in course assignment guidelines and discussed in class. There are 100 points possible in the class.

SUMMARY OF GRADING PERCENTAGE POINTS

Assignment	Point value	Number of assignments	Total points accruable
iRATs	5	4	20
tRATs	2	4	8
Peer Evaluation	5	2	10
Personal Essays	4	2	8
Take-home Essays	18	3	54
Total			100

FINAL GRADE

At the end of the semester, final grades will be determined by the following formula:

94 and more points = A	80-83 points = B-	67-69 points = D+
90-93 points = A-	77-79 points = C+	64-66 points = D
87-89 points = B+	74-76 points = C	60-63 points = D-
84-86 points = B	70-73 points = C-	59 and fewer points = E

In cases where the number of points falls in between letter grades, points will be rounded to the nearest whole number.

IMPORTANT GRADE NOTE

A grade of C- will not qualify for credit toward a major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit. For more information, see "Grades and Grading Policies" at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

SCHEDULE

Date	Topic	Reading*	Due**
Part 1: Socially Constructed Bodies			
8/26	Introduction to the course and each other		
9/2	No class—Labor Day		Personal essay 1
9/9	Overview of women's health and the women's health movement	Norsigian and Pearson Avery	
9/16	Systems of oppression and women's health	Heise Gamble Feinberg	RAT 1
Part 2: Reproductive Bodies			
9/23	Menstruation/PMS & PMDD	Steinem Chrisler & Gorman (TWPFWS, ch. 4) Society for Menstrual Cycle Research Fahs (2014)	
9/30	Reproductive technology and rights	Ross Beckman	RAT 2
10/7	Pregnancy, birth, and lactation	Finerman et al. (TWPFWS, ch. 1) Amnesty International (pp. 1-12 only) Bebinger Etehad & Lin	
Part 3: My Body Under Scrutiny			
10/14	Sexism, bodies, and eating	Erchull (TWPFWS, ch. 8) Thompson Balasubramanian	Take-home Essay 1
10/21	Exercise, sports, and athleticism In class film: <i>Heart of the Sea</i>	Mutrie & Choi Angier Abdul-Jabbar	RAT 3
10/28	Body Modification	Haywood Fahs & Delgado (2011) Markey & Markey (TWPFWS, ch. 11)	

***Please note that I expect you to complete all reading *before* class on the day it is assigned.**

****Assignments should be uploaded to Canvas by 11:59 p.m.**

RAT = Readiness Assessment Tests (aka quizzes)

Date	Topic	Reading*	Due**
Part 4: My Body Under Threat			
11/4	Disability	Kafer Lopez Clare (2001) Clare (2015)	RAT 4
11/11	No class—Veteran’s Day		Take-home Essay 2
11/18	Cancer I	Lorde (start reading early)	
11/25	Cancer II	Adritti & Screiber Breast Cancer Action Sulik (Ch. 1)	
12/2	Activism and wrap up	Worcester West Chatelain & Asoka	Personal essay 2
12/11	No class—finals period		Take-home Essay 3

***Please note that I expect you to complete all reading *before* class on the day it is assigned.**

****Assignments should be uploaded to Canvas by 11:59 p.m.**

RAT = Readiness Assessment Tests (aka quizzes)

Consider adding a (second) major in Women’s Studies!

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women’s Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to **studying and transforming gender, race, class, sexualities and other systems of power**. The Women’s Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women’s Studies major consists of four core courses and six electives. It’s simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It’s also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major. Or stop by her Fall 2019 office hours, Tuesdays 1:30-3 p.m. in Ustler 204.

DISCLAIMER

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly in class and via Canvas, are not unusual and should be expected.