

Bodies, Sex & Health (3 credits)

WMST 488---1001

Class Description

An examination of the impact of socioeconomic, political and scientific issues on women's mental and physical health. Particularly recommended for students contemplating a career in medicine, counseling, social work or public health.

Learning Outcomes

Students who complete WMST 488 should be able to:

1. develop respect for and engage in constructive discussion about significant social and ethical issues concerning women and healthcare systems;
2. demonstrate knowledge of how race, class and gender impact the type of healthcare that people do or do not receive;
3. interpret and debate multidisciplinary perspectives when it comes to healthcare issues;
4. evaluate cultural and structural analyses of healthcare policy and practices; interpret evidence from a feminist perspective; investigate instances of local healthcare activism; deepen existing critical thinking skills in order to analyze and interpret data and recognize bias and faulty reasoning;
5. develop confidence in expressing ideas both orally and in writing;
6. integrate personal experience into the theoretical and analytical frameworks studied and discussed in class.

Required Texts

The following books are available for purchase from the UNLV bookstore:

- Lorber, Judith and Lisa Jean Moore. 2002. *Gender and the Social Construction of Illness*. Altamira Press. ISBN: 978---0759102385.
- Schulz, Amy J. and Leith Mullings. 2006. *Gender, Race, Class & Health: Intersectional Approaches*. ISBN: 978---0787976637.

Suggested Texts

- Boston Women's Health Collective. 2011. *Our Bodies, Ourselves*. 40th Edition. Touchstone. ISBN: 9781439190661.
- Erickson---Schroth, Laura, ed. 2014. *Trans Bodies, Trans Selves: A Resource for the Transgender Community*. Oxford University Press. ISBN: 978---0199325351.
- July, Sam. 1979. *Men's Bodies, Men's Selves*. Dell Publishing Co. ISBN: 978---0440549758.

Students will be required to view all videos and DVDs shown during class. If you happen to be absent on a day that a video or DVD is shown, you are still responsible for viewing those particular films on your own time.

Grades

Your final grade will be calculated as a composite of grades earned for each component of the class requirements, based on the following percentages:

Activity	Percentage of Final Grade
Critical Autobiography and Your Experience(s) with a Physician	10%
Analyze a Research Article About Gender & Health	20%
Cofacilitation of One Class	20%
Book Presentation	20%
4500---word research paper (Final project--- counts as final exam)	20%
Class participation	10%

Grading System

Letter Grade	Range
A	91---100
A---	90
B+	89
B	81---88
B---	80
C+	79
C	71---78
C---	70
D+	69
D	61---68
D---	60
F	<59

Critical Autobiography and Your Experience with a Physician (minimum 1500 words)

Your paper will be evaluated both on the quality of your content, the quality of your writing and your ability to follow the instructions given for each assignment. Papers should be written using APA format. More details about this particular essay will be given in class and on Web Campus. General writing guidelines are also available on Web Campus under "Essential Information." (10% of your final grade)

Analyze a Research Article About Gender & Health (minimum 1500 words)

Your paper will be evaluated both on the quality of your content, the quality of your writing and your ability to follow the instructions given for each assignment. Papers should be written using APA format. More details about this particular essay will be given in class and on Web Campus. General writing guidelines are also available on Web Campus under "Essential Information." (20% of your final grade)

Cofacilitation of One Class

Assigned times for individual students; dates to be determined in consultation with the instructor. (20% of your final grade --- dates TBD)

Participants in the course will prepare and cofacilitate one class session (all eligible class sessions are indicated in red print in the "Readings by Section" portion of this syllabus). Cofacilitators will review, analyze, and synthesize the content of the assigned readings for the day in order to lead the class in a critical discussion about the assigned materials. This discussion/cofacilitation will take place during the first half of the class (the first 35 minutes). Guidelines for this assignment are also available on Web Campus under "Essential Information." (Students may volunteer for the particular readings they're interested in before Thursday, September 8; after that date, the instructor will randomly assign particular sections to individual students and inform them of the days they are to present.) More guidelines and grading criteria for this assignment will be given in class and on WebCampus.

Book presentation

Assigned times for individual students; dates to be determined in consultation with the instructor. (20% of final grade – dates TBD)

Participants in the course orally present an analysis and critique of a book focused on gender and health or on health disparities. (All eligible class sessions are indicated in red print in the "Readings by Section" portion of this syllabus.) The book should be chosen in consultation with and approved by the instructor. Books may be chosen from the list compiled by the instructor or the student may suggest books for analysis. This presentation will take place during the second half of the class (the second 35 minutes). Guidelines for this assignment are also available on Web Campus under "Essential Information." (Students may volunteer for the particular readings they're interested in before Thursday, September 8; after that date, the instructor will randomly assign particular sections to individual students and inform them of the days they are to present.) More guidelines and grading criteria for this assignment will be given in class and on WebCampus.

Research paper

In consultation with the instructor, students will write a research paper (4500 words minimum) on a topic relevant to the course that they would like to learn more about. This paper will serve as your final project/exam for the course. More details about this activity will be given in class. The guidelines will also be available on Web Campus under "Assignments." (20% of your final grade)

Attendance and Participation (10% of your final grade)

I expect you to attend class regularly and to read the day's assigned materials prior to class. The success of this class depends on very active student participation. Attendance is required and an attendance sheet will be passed around at the beginning of each class to keep an ongoing tally for your final participation grade. It is your responsibility to make sure that you sign it. If you arrive in class after the sheet has already been passed

around, you must ask the instructor for permission to sign it.

N.B. The instructor does not give attendance credit to students who simply sign the attendance sheet and leave the classroom shortly thereafter.

Good attendance means more than simply being physically present. It also means arriving on time, staying for the entire class, and actively contributing to class discussions or group work. Above all, it means you are not text messaging or doing something on your laptop computer not related to what is going on in class, unauthorized activities that may lead to your eventual expulsion from the classroom.

Since your preparedness will affect the quality of class interaction and the degree of learning taking place, you should also come ready to discuss, question and argue your interpretation of the readings. During every class session, students will be called on at random to answer questions about the readings and will be graded on their preparedness or lack thereof. So you may participate fully in these discussions, I suggest you write down your thoughts and reactions to the readings before class. Class discussions will include portions of the reading assignments with a variety of in---class exercises and structured group discussions. More guidelines for this component of your grade can be found on Web Campus in the document entitled "On Class Discussion."

Note: Exceptions to this policy are classes missed due to the observation of a religious holiday or an officially sanctioned extracurricular activity, as stipulated by university policy (please see the university policy on religious holidays at the end of the syllabus). Provided you follow UNLV policy and notify me of anticipated absences, you will be provided with an opportunity to make up missed work in this case. Similarly, those of you who miss class because you had to represent UNLV at an official extracurricular activity will have an opportunity to make up missed work provided you give me official written notification no less than one week in advance. In both cases, I will work out a new set of deadlines with you – these new deadlines will be binding and subject to all the same policies about late or missed work, discussed above and below.

For further information about course policies, please see the following PDF files, located under "Essential Information" on the Web Campus site for your section of the course:

- Classroom Etiquette and Academic Tips
- On Class Discussion: Tips and Guidelines
- Tips for Writing Essays and Short---Answer Responses on Exams
- Grading Criteria for Written Assignments

Protocol When Web Campus is Not Working:

If Web Campus doesn't allow you to attach your assignment or doesn't show your assignment or assessment has been submitted, you should:

1. Send me an attached copy of your work via Web Campus mail in a .doc or .rtf file **(1st preference); or**
2. Send me an attached copy of your work in a .doc or .rtf file via to my e---mail address **(2nd preference).**
3. Any time there's a problem with the Web Campus system, you should contact Web Campus support immediately to inform them of the problem. Web Campus should then give you a ticket number for the issue. You should also contact me within 24 hours of the problem via Web Campus mail to inform me of the issue and give me the ticket number so I may contact Web Campus support for more information.

IMPORTANT: Students who assert they are turning in work late due to technical problems with Web Campus who have failed to adhere to the procedures detailed in this document will receive no credit for that particular assignment/assessment.

WMST 488: Bodies, Sex and Health
Course Calendar and Presentation Schedule
Fall 2016

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	8/29 Classes Begin	8/30 Session 1 Introduction	8/31	9/1 Session 2 School/ Life 101	9/2	9/3	9/4
2	9/5 Labor Day Recess	9/6 Session 3	9/7	9/8 Session 4 Critical Autobiography and Your Experience(s) with a Physician Essay Due	9/9	9/10	9/11
3	9/12	9/13 Session 5	9/14	9/15 Session 6	9/16	9/17	9/18
4	9/19	9/20 Session 7	9/21	9/22 Session 8	9/23	9/24	9/25
5	9/26	9/27 Session 9	9/28	9/29 Session 10	9/30	10/1	10/2
6	10/3	10/4 Session 11	10/5	10/6 Session 12	10/7	10/8	10/9
7	10/10	10/11 Session 13	10/12	10/13 Session 14 Out---of---Class Assignment	10/14	10/15	10/16
8	10/17	10/18 Session 15 Out---of--- Class Assignment	10/19	10/20 Session 16 Analysis of a Research Article About Gender & Health Due	10/21	10/22 Midsemester	10/23
9	10/24	10/25 Session 17	10/26	10/27 Session 18	10/28 Nevada Day Recess	10/29	10/30
10	10/31	11/1 Session 19	11/2	11/3 Session 20	11/4	11/5	11/6
11	11/7	11/8 Session 21	11/9	11/10 Session 22 Out---of---Class Assignment	11/11 Veterans Day Recess	11/12	11/13
12	11/14	11/15 Session 23	11/16	11/17 Session 24	11/18	11/19	11/20

13	11/21	11/22 Session 25	11/23	11/24 Thanksgiving Recess	11/25 Thanksgiving Recess	11/26	11/27
14	11/28	11/29 Session 26	11/30	12/1	12/2 Session 27	12/3	12/4
15	12/5 Study Week Begins	12/6 Session 28	12/7	12/8 Session 29	12/9	12/10 Instruction Ends	12/11
16	12/12 Final Exams Week	12/13	12/14	12/15 4500---word research paper (Final project --- counts as final exam) due by 12:10 p.m.	12/16	12/17	12/18
17	12/19	12/20 Grades Due					

Class Sessions and Readings --- Fall, 2016

Key:

Lorber: Lorber, Judith and Lisa Jean Moore. 2002. *Gender and the Social Construction of Illness*. Altamira Press. ISBN: 978---0759102385.

Schulz: Schulz, Amy J. and Leith Mullings. 2006. *Gender, Race, Class & Health: Intersectional Approaches*. ISBN: 978---0787976637.

Session 1 (T, 8/30): Introduction

Session 2 (Th, 9/1): School/Life 101

Part I: Intersectionality and Health

Session 3 (T, 9/6): Schulz, 1. Intersectionality and Health: An Introduction (Leith Mullings, Amy J. Schulz).

Session 4 (Th, 9/8): Lorber, Chapter 1: Gender and the Social Construction of Illness: Overview

Critical Autobiography and Your Experience(s) with a Physician Essay Due

Session 5 (T, 9/13): Lorber, Chapter 2: Women Get Sicker, but Men Die Quicker: Social Epidemiology

Part II: Race, Class, Gender and Knowledge Production

Session 6 (Th, 9/16): Film: *Pink Ribbons, Inc.*

Session 7 (T, 9/20): Schulz, 2. Reconstructing the Landscape of Health Disparities Research: Promoting Dialogue and Collaboration Between Feminist Intersectional and Biomedical Paradigms (Lynn Weber).

Session 8 (Th, 9/22): Schulz, 3. Moods and Representations of Social Inequality (Emily Martin).

Session 9 (T, 9/27): Schulz, 4. Constructing Whiteness in Health Disparities Research

(Jessie Daniels, Amy J. Schulz).

Session 10 (Th, 9/29): Lorber, Chapter 3: Hierarchies in Health Care: Patients, Professionals, and Gender

Part III: The Social Context of Health and Illness

Session 11 (T, 10/4) : Film: *Google Baby*

Session 12 (Th, 10/6): Schulz, 5. The Intersection of Race, Gender, and SES: Health Paradoxes(Pamela Braboy Jackson, David R. Williams).

Session 13 (T, 10/11): Schulz, 6. Identity Development, Discrimination, and Psychological Well---Being Among African American and Caribbean Black Adolescents (Cleopatra Howard Caldwell, Barbara J. Guthrie, James S. Jackson).

Session 14 (Th, 10/13): **Out---of---Class Assignment**

View the following and write up a short review of the segments below to turn in at the beginning of the next class:

"Loretta Ross, Feminist Organizer": <http://www.makers.com/loretta---ross>

"Long History of Fighting to Control Our Bodies": <http://www.makers.com/moments/long---history---fighting---control---our---bodies>

"Few Choices for a Pregnant Teen": <http://www.makers.com/moments/few---choices---pregnant---teen>

"Expelled for Being Pregnant": <http://www.makers.com/moments/expelled---being---pregnant>

"A New Paradigm: Reproductive Justice": <http://www.makers.com/moments/new---paradigm---reproductive---justice>

"Reproductive Justice Went International":

<http://www.makers.com/moments/reproductive---justice---went---international>

"No más bebés": <http://www.nomasbebesmovie.com>

Session 16 (Th, 10/20): Schulz, 7. Disparities in Latina Health: An Intersectional Analysis (Ruth E. Zambrana, Bonnie Thornton Dill); Schulz, 8. Immigrant Workers: Do They Fear Workplace Injuries More Than They Fear Their Employers? (Marianne P. Brown).

Analysis of a Research Article About Gender & Health Due

Session 17 (T, 10/25): Lorber, Chapter 5: If a Situation is Defined as Real: Premenstrual Syndrome and Menopause

Session 18 (Th, 10/27): Lorber, Chapter 6: Genital Surgeries: Gendering Bodies

Session 19 (T, 11/1): Lorber, Chapter 7: A Modern Plague: Gender and AIDS

Part IV: Structuring Health Care: Access, Quality and Inequality

Session 20 (Th, 11/3): Schulz, 9. Health Disparities: What Do We Know? What Do We Need to Know? What Should We Do? (H. Jack Geiger).

Session 21 (T, 11/8): Schulz, 10. From Conspiracy Theories to Clinical Trials: Questioning the Role of Race and Culture versus Racism and Poverty in Medical Decision Making (Cheryl Mwaria).

Session 22 (Th, 11/10): **Out---of---Class Assignment**

View the following and write up a short review of the segments below to turn in at

the beginning of the next class:

"Health Disparities: Part 1": [http://www.discovery.com/tv---](http://www.discovery.com/tv---shows/discovery---presents/videos/health---disparities---part---1/)

[shows/discovery--- presents/videos/health---disparities---part---1/](http://www.discovery.com/tv---shows/discovery---presents/videos/health---disparities---part---1/)

"Health Disparities: Part 2": [http://www.discovery.com/tv---](http://www.discovery.com/tv---shows/discovery---presents/videos/health---disparities---part---2/)

[shows/discovery--- presents/videos/health---disparities---part---2/](http://www.discovery.com/tv---shows/discovery---presents/videos/health---disparities---part---2/)

"Health Disparities: Part 3": [http://www.discovery.com/tv---](http://www.discovery.com/tv---shows/discovery---presents/videos/health---disparities---part---3/)

[shows/discovery--- presents/videos/health---disparities---part---3/](http://www.discovery.com/tv---shows/discovery---presents/videos/health---disparities---part---3/)

"Tackling Ethnic Health Disparities: Lisa Cooper at TEDxBaltimore"

<https://www.youtube.com/watch?v=CBNwaQM2JrE>

Session 23 (T, 11/15): Schulz, 11. Whose Health? Whose Justice? Examining Quality of Care and Forms of Advocacy for Women Diagnosed with Breast Cancer (Mary K. Anglin).

Part V: Disrupting Inequality

Session 24 (Th, 11/17): Film: *Pills, Profit, Protest: Chronicle of the Global AIDS Movement*

Session 25 (T, 11/22): Schulz, 12. Resistance and Resilience The Sojourner Syndrome and the Social Context of Reproduction in Central Harlem (Leith Mullings).

Session 26 (T, 11/29): Schulz, 13. Intersections of Race, Class, and Gender in Public Health Interventions (Amy J. Schulz, Nicholas Freudenberg, Jessie Daniels).

Session 27 (Th, 12/2): Schulz, 14. Movement---Grounded Theory: Intersectional Analysis of Health Inequities in the United States (Sandi Morgen).

Session 28 (T, 12/6): Lorber, Chapter 4: Gender and Disability: Contradictions and Status Dilemma

Session 29 (Th, 12/8): Lorber, Chapter 8: Healing Social Bodies in Social Worlds: Feminist Healthcare

IMPORTANT: The final research paper is due during the time scheduled for the final exam for this class.

University Memos

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at:

<https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>
<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library: Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.