

Women's Studies/Interdisciplinary Studies 397
LinC: Upper Division (U1), Social Impact of Science

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Hamilton 102
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Course Description

This course resists fragmentation of women's experiences of health into separate disciplines by simultaneously considering models of women's health and health care, with their socio-political implications. Recognizing differences of sexuality, class, race, age, and culture, students will gain foundational knowledge of women's health while considering the political and personal consequences of ideas, practices, and policies. Writing assignments build up to a final research paper in the student's particular area of interest.

Course Objectives

- Identify historical and contemporary frameworks that shape current beliefs and practices for women's health
- Acquire self-knowledge with regard to promoting wellness and making health-related decisions.
- Analyze expressions of women's sexualities and relationships.
- Establish foundational knowledge regarding reproductive choices and concerns.
- Increase awareness about the social construction and politics of women's health.
- Integrate traditional and alternative health care ideas and practices as resources for health information.
- Develop an understanding of factors affecting women's health in a global context

Required Textbooks

Angier, N. (1999). *Women: An intimate geography*. Random House: New York.

Boston Women's Health Book Collective. (2005). *Our bodies, ourselves: A new edition for a new era*. New York: Simon and Schuster.

Selected articles will be on library reserve or available through the course website.

What you need to know about taking Women's Studies 397

1. In light of the high value we place on your engagement in class, we discourage all unnecessary absences. Please contact us regarding documented absences and emergency situations.
2. We invite you to visit our office hours. Please be in touch with any questions and thoughts you may have about our work together. You may also contact us by email, melhm01@moravian.edu or haddad@moravian.edu.
3. Please support a culture of discussion: turn off your phone, do not bring food to class, learn the names of other students, engage others intellectually, and take responsibility for the quality of our collective work.
4. All assignments will be discussed at least two weeks in advance of a given due date. You cannot pass this class without completing all assignments.
5. We do not accept late assignments. Please contact us in case of illness or emergency.
6. Plagiarism will result in failure of the particular assignment. Please see Moravian College Student Handbook for an account of academic honesty. See <http://moravian.edu/studentlife/handbook/academic2.htm>
7. Students with a documented learning disability who desire accommodations for this course must first visit the Office of Learning Services (Extension 1510) and follow College procedures on receiving accommodations.

Methods of Evaluation

Requirement	Date	Description	%/total grade
Engagement	*	Participation in class discussions	25%
Presentation	*	Outline and discussion facilitation	15%
Research Paper Proposal	9/19		10%
Midterm	10/2		20%
Research Paper Draft	10/31		NG
Online presentation of research	Posting: 11/14 Replies: 11/21	Posting of research findings/replies Discussion Board, Blackboard website	10%
Research paper	12/12	Synthesis: Final paper	20%

Course Requirements

I. Engagement Rubric (25%)

Student engagement in class discussions will be graded according to the following rubric:

- A. Critical, innovative and careful reading of all assignments; substantial notes or written preparation for discussion; frequent text-based contributions; contribution of discussion-shaping questions; careful engagement of the arguments of others; support of positive discussion dynamics.
- B. Complete and careful readings; consistent notes or written preparation for discussion; lively, substantial, and argumentative text-based contributions; contribution of independent questions; engagement of the arguments of others.
- C. Incomplete or superficial readings; minimal notes or written preparation for discussion; regular (at least once per meeting) discussion participation.
- D. Incomplete or missing readings; lack of notes or written preparation for discussion; mostly passive presence.
- F. Persistent, vegetative state; low-level trance; slightly elevated body temperature.

II. Presentation (15%)

Students schedule themselves for presentations during the course and will facilitate group discussions based on readings and other related resources. The grade for the presentation will be based on the quality and completeness of the session outline, as well as how effectively students facilitate discussion.

III. Research Paper Proposal (10%)

The Research Paper Proposal is due Sept. 19th. It is to be submitted using the form provided. The proposal should be no longer than 2 pages, single-spaced, and typed.

IV. Midterm (20%)

The midterm exam will include essays as well as objective test items (multiple choice, fill in, matching, etc.) The exam will be given during class time on October 2nd.

V. Research Paper Draft (NG) Final Research Paper (20%)

The research paper is an analysis of an issue in women's health with critique of the literature from health and social sciences. The paper should include an introduction, research discussion, conclusion, and reference page. The final research paper is due Dec. 12th.

A. Introduction

- Provide an overview of the selected topic in women's health
- Discuss why you chose this area of study
- Describe its significance for women and society
- Outline intended approach to study of topic
- State clearly the research problem/thesis to be addressed

B. Review of Literature

- Discuss research findings from relevant literature
- Analyze at least 2 articles from health care or nursing journals and 2 from social science literature
- Include at least 1 additional article from each area in the final paper

C. Conclusion

- Critique the research findings from a feminist perspective
- Compare/contrast research from health and social/political sciences
- Describe personal insights gained through analysis of topic
- Consider policies that will enhance/improve women's well-being
- Recommend how to integrate knowledge into personal and political actions

VI. Research Presentation on Blackboard (10%)

Each student will post a summary of research findings and relevant implications on the topic selected for the research paper. This research presentation will be posted on the Discussion Board section at the course web site: <http://blackboard.moravian.edu>. Entries should be substantive and provide information that is important from personal and sociopolitical perspectives (due Nov. 14).

After reading all presentations by classmates, students will reply to at least one other student's entry (due Nov. 21). The reply should provide information that confirms, refutes, and/or contributes to the women's health topic.

Course Outline

Week 1	Introduction
Tuesday, August 26	Introduction
Thursday, August 28	<p>-<i>Our Bodies Ourselves (OBOS)</i>, pp. ix-xiv -<i>OBOS</i>, Chapter 31 & 32, pp. 719-758, “The Politics of Women’s Health” and “Organizing for Change”</p> <p>Video: Wendy Slick and Emiko Omori, <i>Passion & Power: The Technology of Orgasm</i></p>
Week 2	Conceptualizing Women’s Health
Tuesday, September 2	<p>- Harding, S. [1987]. <i>Feminism and Methodology</i>. Chapter 1, pp. 1-14. -Angiers, N. (2000). <i>Women: An Intimate Geography</i>. Foreword, pp. xiii-xx, “Into the light” -Steinem, G. (1986). “If Men Could Menstruate.” On Blackboard Website) -Sojourner Truth (1851) “<i>Ain’t I a Woman?</i>” from an address given a women’s convention, Akron, Ohio; and, read the related story(On Blackboard Website)</p> <p>- Submit: Self <i>Health</i> Contract</p>
Thursday, September 4 Student Presenters	<p>-Angier, Chapter 1 and 2; pp. 1-38, “Unscrambling the Egg: It Begins with One Perfect Solar Cell” and “The Mosaic Imagination: Understanding the ‘Female’ Chromosome” 1) Jared Hanna 2) Matt Hartman</p>
Week 3	Media and Culture
Tuesday, September 9	<p>Guest Lecturer: Dr. Angela Corbo, Assistant Professor of Communication, DeSales University -<i>OBOS</i>, Chapter 1, pp. 3-18, “Body image” - <i>OBOS</i>, Chapter 30, pp. 701-718, “Navigating the Health Care System”</p>
Thursday, September 11 Student Presenters	<p>- Angier, Chapter 3, pp. 39-61, “Default Line: Is the Female Body a Passive Construct?” and Chapter 14, pp. 260-286, “Wolf Whistles and Hyena Smiles” 1) Kat Steinly 2) Meredith Kluk</p>

Week 4	Race and Class
Tuesday, September 16	<p>Guest Lecturer: Sharon Brown, Director, Office of Institutional Diversity and Multicultural Affairs, Moravian College</p> <p>-Hickner, et al., (2008, June). Testing Process Errors and their Harms and Consequences from Family Medicine Practice: A Study. <i>Quality and Health Care</i>, pp. 194-200.</p> <p>-Minority Health Brochures from CDC (on Blackboard)</p>
Thursday, September 18 Student Presenters	<p>Readings to be announced</p> <p>1) Mauri Dallago</p> <p>2) Bridget Ryan</p>
Friday, September 19	Proposal due by 4 p.m., 206 Comenius
Week 5	Anatomy and Physiology
Tuesday, September 23	-OBOS, Chapter 13, pp. 227-260, "Sexual Anatomy, Reproduction, and the Menstrual Cycle."
Thursday, September 24 Student Presenters	<p>- Angier, Chapter 4, pp. 62-90, "The Well-Tempered Clavier: On the Evolution of the Clitoris"; Chapter 17, pp. 328-351, "The Chemistry of Human Bondage"</p> <p>1) Liz Festa</p> <p>2) Jaclyn Blazier</p>
Week 6	Sexualities
Tuesday, September 30 Class at 7:00 p.m.	<p>Guest Lecturer, Dr. Karen Hicks, Faculty, Lehigh University</p> <p>-OBOS, Chapter 9-11, pp. 141-224, "Gender Identity and Sexual Orientation", "Relationships with Men", "Relationships with Women", and "Sexuality"</p>
Thursday, October 2	Midterm: Examination during class time
October 4-7	Fall Recess
Week 7	Access, Ability and ADA
Thursday, October 9	<p>Guest Lecturer: Dr. Christie Gilson, Department of Education Faculty, Moravian College</p> <p>Student Presenter: Karissa Bishop</p> <p>-Center for Research for Women with Disabilities: http://www.bcm.edu/crowd/index.cfm</p> <p>-OBOS, "Sex and Disability" pp. 215-224</p> <p>-Parish, S. & Huh, F. (2006) Health Care for Women with Disabilities: Population-Based Evidence of Disparities. <i>Health and Social Work</i>, 31(1), 7-15.</p>

Week 8	Global Health
Wednesday, October 15	<p style="text-align: center;">SPECIAL PROGRAM! 5:30 p.m. in Prosser Auditorium</p> <p style="text-align: center;">Sipple Lecture Dr. Gerard Rudy, "Are You Called?" Perspectives on Global Health: The Mission in Ahuas, Honduras</p>
Thursday, October 16 Student Presenters	<p>-Raymond, S., Greenberg, H., & Leeder, S. (2005). Beyond Reproduction: Women's Health in Today's Developing World. <i>Journal of Epidemiology</i>, 34, 1144-1148.</p> <p>-Mavalankar, D. & Rosenfeld, A. (2005). Maternal Mortality in Resource-Poor Settings: Policy Barriers to Care. <i>American Journal of Public Health</i>, 95, 200-203.</p> <p>1) Maggie Riegel 2) Jaclyn Swope</p>
Week 9	Safety and Violence
Tuesday, October 21	<p>Janet Murray, RN, BSN, SANE Coordinator, St. Luke's Hospital and Health Network</p> <p>-OBOS, Chapter 8, pp. 118-137, "Violence and Abuse"</p>
Thursday, October 23 Student Presenters	<p>-Wilson, K, Silberberg, M, Brown, A, & Yaggy, S. (2007) Health needs and barriers to healthcare of women who experienced intimate partner violence. <i>Journal of Women's Health</i>, 16(10), 1488-1497.</p> <p>-Shange, "With No Immediate Cause" (on Blackboard)</p> <p>-Read on Rape, Abuse and Incest National Network (RAINN) in the section "Get Information" (on Blackboard)</p> <p>1) Danielle DuBois 2) Sarah Lucci</p>
Week 10	Safe Sex vs. Sexually Transmitted Infections
Tuesday, October 28	<p>Guest Lecturer: Mary Sek, RN, CRNP, Coordinator of Health Services</p> <p>-OBOS, Chapters 14-16, pp. 261-306, "Safer Sex", "Sexually Transmitted Infections," "HIV, AIDS, and Women"</p>

Thursday, October 30	<p>-Mantell, J., Stein, Z., & Susser, I. (2008). Women in the Time of AIDS: Barriers, Bargains, and Benefits. <i>AIDS Education and Prevention</i>, 20(2), 91-106.</p> <p>-Luna, Stella, "HIV and Me: The Chicana Version", in <i>Colonize This! Young Women of Color on Today's Feminism</i>, 71-84.</p> <p>-Leonard, Z. (1990). "Safe Sex is Real Sex", in <i>Women, Aids and Activism</i> (Eds.) The Woman and Aids Book Group, 27-30.</p> <p>-Doud, K. (1990). "Demanding a Condom" in <i>Women, Aids and Activism</i> (Eds.) The Woman and Aids Book Group, 27-30.</p>
Student Presenters	<p>1) Kate Mayotte 2)</p>
Friday, October 31	Research paper draft due, 206 Comenius
Week 11	Pregnancy and Birth
Tuesday, November 4 Prior to class, view Ricki Lake's film: <i>The Business of Being Born</i> (Available on Blackboard Website)	<p>-Class Discussion: Sandy Mesics, RN, MSN, Certified Nurse Midwife</p> <p>-OBOS, Chapters 21& 22, pp. 417-471, "Pregnancy", "Childbirth"</p> <p>-OBOS, Chapter 25, pp. 506-524, "Infertility and Assisted Reproduction"</p>
Thursday, November 6	<p>-Meisha Rosenberg, "The Scarlet I: Has the Advent of Assisted Reproductive Technology Lessened the Stigma of Infertility –or Added to it?" in <i>Bitch-Feminist Response to Pop Culture</i>, Summer 08, Issue No.40, pp. 53-57</p> <p>-Angier, Chapters 5 and 6, pp. 90-133, "Suckers and Horns: The Prodigal Uterus" and "Losing the Uterus"</p>
Student Presenters	<p>1) Veronica Nicklaus 2) Jessica Allen</p>
Week 12	Reproductive Choices/ Contraception
Tuesday, November 11	<p>-OBOS, Chapters 17-20, pp. 307-415, "Considering Parenting", "Birth control", "Unexpected Pregnancy," and "Abortion"</p> <p>-Hess, R. (2004). Dimensions of Women's Long-Term Postabortion Experience. <i>Maternal Child Nursing</i>, 29(3), 193-198.</p>
Thursday, November 13	<p>-Angier, Chapters 9 and 10, pp. 176-210, "A Gray and Yellow Basket: The Bounteous Ovary" and "A Brief History of the Hormones"</p>
Student Presenters	<p>1) Katelyn Gudknecht 2) Erin Mosch</p>

Friday, November 14	Online Presentation of Research Due
Week 13	Midlife and Menopause
Tuesday, November 18	Guest Lecturer: Dr. Alma Miles, Visiting Professor, St. Luke's School of Nursing at Moravian College -OBOS, Chapter 26-29, pp. 527-698, "Midlife and Menopause," "Our Later Years," Unique to Women," and "Special Concerns for Women"
Thursday, November 20 Student Presenters	-Angier, Chapter 12 and 13, pp. 226-259, "Mindful Menopause: Can we Live Without Estrogen?" and "Mothers, Grandmothers and Other Dames" 1) Jenna Famularo 2) Alison Dobrowolsky
Week 14	
Tuesday, November 25	Taking stock, taking care: Discussion meeting at Granny McCarthy's tea house, regular class time
November 26-30	Thanksgiving Recess
Week 15	Mental Health
Tuesday, December 2	Guest Lecturer: Betsey Roethke, Licensed Psychologist -OBOS, Chapter 6, pp. 82-95, "Emotional Well-Being"
Thursday, December 4 Student Presenters	Angier, Chapter 15, pp. 287-310, "Spiking the Punch: In Defense of Female Aggression" and Chapter 19, pp. 389-402, "A Call for Revolutionary Psychology" 1) Katie Schaffer 2) Peggy Brownell
Week 16	Into the Future
Tuesday, December 9	Moving From Study to Practice
Friday December, 12	Research paper due, 206 Comenius

Women's Studies 397/Interdisciplinary Studies 397:

Research Paper Proposal for Women's Health

Please complete the following form and supply the requested information. If additional explanation is required, add it after the last question. The proposal should be no longer than two pages, single spaced.

Name: _____

1. Proposed research topic:

2. Research question or hypothesis:

3. Preliminary paper title:

4. Define population or group of women affected:

5. List two sample sources from your research:

6. Identify contrasting viewpoints or connections:

7. Explain the personal relevance of this topic:

8. Explain the political relevance of this topic:

9. Outline your approach. How will you structure your evidence and argument

Women's Studies 397/Interdisciplinary Studies 397:

Instructions for Student Presenters

In advance...

1. Read the text carefully. Take notes.
2. Step back and consider the issues and questions that stand out to you.
3. Select three passages of the text that you find most interesting.
4. When presenting as a team, coordinate your questions and passages as well as your facilitation of the discussion.

Writing the outline...

1. Each student should prepare a separate outline.
2. Formulate three questions for the group discussion of the reading.
3. Prepare an outline: question/passage, question/passage, question/passage. You may also choose to include a brief introductory paragraph.
4. Your outline should include all appropriate information such as your name, the date, the course name, the author's name and the title of the text.

On the day before class...

1. On the day before the discussion, send the outline to the instructors by attachment. The outline must be received by 1 p.m. on the day before class.

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2. One or both of the instructors will respond by 6 p.m. on the day before class.
3. Consider the comments and revision instructions you may receive.
4. Revise and finalize your outline.
5. Bring copies of your outline to class for each student and the instructors.

In class...

1. Be prepared to open the discussion with brief opening comments.
2. Provide the group with an interesting, attractive handout that will allow everyone to participate and also to recall the discussion and the text later on in the semester.
3. Please note that there will not always be time to address every question. What's important is to prepare a good discussion that will engage members of the class in the topic.

Please note:

- Please feel free to contact us with any questions you may have.
- The presentation is a required assignment.
- Outlines must be received on time. As this is an exercise in co-teaching, you must consult with the instructors in order to be able to present in class.
- Please do not miss your assigned presentation date. We are tightly scheduled and have very limited flexibility to reschedule missed presentations.

Self *Health* Contract

WOST/IDIS 397 – Women’s Health: The Science and Politics of Well-being
Fall 2008

I, _____, hereby commit to making specific lifestyle changes that will be healthier for me. I understand that my health behavior related to _____ is not good for me and I will address that health behavior right now, beginning _____, 2008.
month day

These are 5 reasons why it is important for me to change my health behavior:

- 1.
- 2.
- 3.
- 4.
- 5.

These are essential changes in my health behavior that I will make:

- 1.
- 2.
- 3.
- 4.
- 5.

Signature: _____

Date: _____

Witness: _____

Date: _____