

Cover Sheet: Request 10419

WST3xxx Gender, Bodies and Health

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Moradi, Bonnie moradib@ufl.edu
Created	9/15/2015 5:26:58 PM
Updated	11/5/2015 9:37:12 AM
Description	Examines how gender is "worn" on the female body. Adopting a feminist interdisciplinary approach, explores three themes: cisgender female biology in social context, bodily practices concerning food and exercise, and disease (i.e., cancer). Examines intersections of gender, race, class, and disability, and role of activism and policy changes in improving people's health.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Womens Studies 011657006	Moradi, Bonnie		9/15/2015
Added ucc_consult.genderbodieshealth.pdf					9/15/2015
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	conditionally approved – There seems to be a mismatch between the title and the description. Is the course only about women? Typo in rationale: "tools to translates"	10/20/2015
Replaced WST 3xxx_Gender Bodies & Health.docx					9/15/2015
Added syllabus_WST 3xxx_Gender Bodies & Health.docx					9/15/2015
Department	Approved	CLAS - Womens Studies 011657006	Moradi, Bonnie		10/29/2015
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		11/5/2015
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/5/2015
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10419

Info

Request: WST3xxx Gender, Bodies and Health

Submitter: Moradi, Bonnie moradib@ufl.edu

Created: 10/29/2015 1:13:31 PM

Form version: 3

Responses

Recommended Prefix: WST

Course Level : 3

Number : xxx

Lab Code : None

Course Title: Gender, Bodies and Health

Transcript Title: Gender Bodies &Health

Effective Term : Earliest Available

Effective Year: Earliest Available

Rotating Topic?: No

Amount of Credit: 3

Repeatable Credit?: No

S/U Only?: No

Contact Type : Regularly Scheduled

Degree Type: Baccalaureate

Weekly Contact Hours : 3

Category of Instruction : Intermediate

Delivery Method(s): On-Campus

Course Description : Examines how gender is "worn" on the female body. Adopting a feminist interdisciplinary approach, explores three themes: cisgender female biology in social context, bodily practices concerning food and exercise, and disease (i.e., cancer). Examines intersections of gender, race, class, and disability, and role of activism/policy changes in improving people's health.

Prerequisites : Sophomore standing

Co-requisites : none

Rationale and Placement in Curriculum : This course addresses the important domain of gender, bodies, and health informed by gender, women's studies, and intersectionality scholarship. It provides students tools to translate key concepts from this scholarship into analysis of various domains. The course addresses how all people (regardless of gender) enact gender through women's bodies. While the current iteration of the course focuses on women's bodies, the course and scholarship in this area can evolve to address transgender bodies and men's bodies.

Course Objectives : -explain distinctions between sex and gender
-describe ways in which bodies, health, and illness are gendered
-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)

Course Textbook(s) and/or Other Assigned Reading: Books:

-Skloot, R. (2010). The immortal life of Henrietta Lacks. New York: Crown Publishers.

-Worcester, N., & Whatley, M. H. (2009). Women's health: Readings on social, economic, and political issues (5th edition). Dubuque, IA: Kendall/Hunt Publishing company.

[Referred to below as "WH."]

Articles and Chapters:

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

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.

The Boston Women's Health Book Collective (2011). *Our bodies, ourselves* (ch. 26). New York: Simon & Schuster.

Devesa, S. S. (2000). Cancers in women. In M. B. Goldman & M. C. Hatch (Eds.), *Women and health* (pp. 863-870). San Diego: Academic Press.

Fredrickson, B. L., Roberts, T., Noll, S. M., Quinn, D. M., & Twenge, J. M. (1998). That swimsuit becomes you: Sex differences in self-objectification, restrained eating, and math performance. *Journal of Personality and Social Psychology*, 75, 269-284.

Herman, J. L. (2013). Gendered restrooms and minority stress: The public regulation of gender and its impact on transgender people's lives. *Journal of Public Management & Social Policy*, 19, 65-80.

Lorber, J., & Moore, L. J. (2002). *Gender and the social construction of illness*, 2nd edition (ch. 2). Walnut Creek, CA: AltaMira.

Milden, R. S. (2005). Pink ribbons and bad girls of breast cancer. *Psychoanalysis, Culture, & Society*, 10, 98-104.

Mutrie, N. & Choi, P. Y. L. (2000). Is 'fit' a feminist issue? Dilemmas for exercise psychology. *Feminism & Psychology*, 10, 544-551.

National Cancer Institute. What is cancer? <http://www.cancer.gov/about-cancer/what-is-cancer>

Salario, A. (2015, August 11). Netflix just made parenting a lot easier for some of its employees. *The Washington Post*.
www.washingtonpost.com/posteverything/wp/2015/08/11/netflix-just-made-parenting-a-lot-easier-for-some-of-its-employees-it-also-exposed-a-flaw-in-how-we-view-paid-leave/

Weekly Schedule of Topics : See syllabus for reader-friendly formatted outline of topics

Date	Topic	Reading*	Assignment
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Part 1: Getting Grounded

8/24	Introduction to the course and each other		
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8/31	Overview of women's health and the women's health movement		
	Lorber & Moore, ch. 2		

Avery

Johnson, Harrison (WH 10-20)	Personal essay 1
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9/7	No Class—Labor Day		
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9/14	Systems of oppression and women's health	Krieger (WH 97-101)
	Atchison (WH 108-110)	
	Gamble (WH 111-116)	
	Feinberg (WH 127-130)	

Part 2: Female Biology in Social Context

9/21	Menstruation/PMS & PMDD	Steinem (WH 262-263)
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Teen Voices (WH 270-274)

Moynihan & Cassels (WH 230-237)

9/28 Sexuality
Tolman & Higgins (WH 456-466)
Advocates for Youth (WH 452-453)
Finger (WH 495-497)
Jordan (WH 484-486)

10/5 Reproductive technology and rights
Boykie, Resnevic (WH 536-537)
Abortion access project (WH 549-551)
Ross (WH 509-516)

10/12 Pregnancy, birth, & lactation
In class film: Latching On Hyder, Keefe, Citizens, Maine (WH 589-597)
Silliman et al. (WH 610-617)
SalarioPaper
Part 3: Bodily Practices—Eating and Exercise
10/19 Sexism, bodies, and eating
Fredrickson et al.
Thompson (WH 401-414)

10/26 Exercise, sports, and athleticism
In class film: A Hero for Daisy Mutrie & Choi
Angier
Abdul-Jabar

Part 4: Disease—Cancer
11/2 Cancer I (definitions, prevalence, environment)
In class film: Living Downstream NCI
Devesa
Arditti & Schreiber (WH 665-671) Take-home
mid-term

Grading Scheme : Class Participation (5 points)

This class is discussion-based, so your active participation is necessary to make things go well. In order to participate you must be in regular attendance and contribute thoughtfully to class discussion and activities.

Pop Quizzes (2 points each, 10 points total)

There will be 5 pop quizzes distributed over the semester. These short, in-class, multiple-choice quizzes will examine your knowledge of the reading assigned for the day. The purpose of these quizzes is to ensure that you arrive to class on-time, prepared by having read and thought about the assigned work.

Personal Essays (5 points each, 10 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 August 31st, 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 7th, 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.

Paper (25 points)

Your paper (3-5 pages) is due on October 12th. You do not need to do any additional reading for your paper, but are expected to use at least three readings from class in your analysis. I will be evaluating your papers based on the learning objectives stated in the syllabus. I will distribute a detailed grading rubric before the assignment is due.

Find an advertisement, magazine story, or website that is related to one of the class topics from Part 2 of the class (9/21-10/12). Briefly describe the image/story and provide a critical analysis of how it portrays gender and health. Please include a copy of the ad/story/webpage with your paper.

Take-home Mid-term (25 points)

A take-home mid-term exam will be distributed on October 19th. The completed exam will be due on November 2nd.

Take-home Final (25 points)

Your take-home final will be distributed on November 23rd, and will be due on December 7th.

Instructor(s) : Dr. Alyssa N. Zucker

GENDER, BODIES, & HEALTH

Women's Studies 3930.2233
Fall 2015
Mondays, 12:50 – 3:50 p.m. (periods 6-8)
Matherly Hall 0016
Syllabus last updated 9/2/15

PROFESSOR: Alyssa N. Zucker, Ph.D.

OFFICE: Ustler Hall 204

PHONE: 352-273-0384

E-MAIL: azucker@ufl.edu

OFFICE HOURS: Tuesdays and Thursdays 2 – 3 p.m., and by appointment

Course Description: In this class we will examine how gender is “worn” on the female body. Adopting a feminist interdisciplinary approach, we will explore three major themes: cisgender female biology in a social context, bodily practices concerning food and exercise, and disease (i.e., cancer). 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
- 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)

MODES OF INSTRUCTION

Lecture, discussion, small group activities, films, and guest speakers

REQUIRED READINGS

Books

Skloot, R. (2010). *The immortal life of Henrietta Lacks*. New York: Crown Publishers.

Worcester, N., & Whatley, M. H. (2009). *Women's health: Readings on social, economic, and political issues* (5th edition). Dubuque, IA: Kendall/Hunt Publishing company. [Referred to below as “WH.”]

Articles and Chapters (available on Canvas)

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

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.

- The Boston Women's Health Book Collective (2011). *Our bodies, ourselves* (ch. 26). New York: Simon & Schuster.
- Devesa, S. S. (2000). Cancers in women. In M. B. Goldman & M. C. Hatch (Eds.), *Women and health* (pp. 863-870). San Diego: Academic Press.
- Fredrickson, B. L., Roberts, T., Noll, S. M., Quinn, D. M., & Twenge, J. M. (1998). That swimsuit becomes you: Sex differences in self-objectification, restrained eating, and math performance. *Journal of Personality and Social Psychology, 75*, 269-284.
- Herman, J. L. (2013). Gendered restrooms and minority stress: The public regulation of gender and its impact on transgender people's lives. *Journal of Public Management & Social Policy, 19*, 65-80.
- Lorber, J., & Moore, L. J. (2002). *Gender and the social construction of illness, 2nd edition* (ch. 2). Walnut Creek, CA: AltaMira.
- Milden, R. S. (2005). Pink ribbons and bad girls of breast cancer. *Psychoanalysis, Culture, & Society, 10*, 98-104.
- Mutrie, N. & Choi, P. Y. L. (2000). Is 'fit' a feminist issue? Dilemmas for exercise psychology. *Feminism & Psychology, 10*, 544-551.
- National Cancer Institute. What is cancer? <http://www.cancer.gov/about-cancer/what-is-cancer>
- Salario, A. (2015, August 11). Netflix just made parenting a lot easier for some of its employees. *The Washington Post*. www.washingtonpost.com/posteverything/wp/2015/08/11/netflix-just-made-parenting-a-lot-easier-for-some-of-its-employees-it-also-exposed-a-flaw-in-how-we-view-paid-leave/

COURSE POLICIES

Course technology

All students are required to access course materials on Canvas via e-learning at <https://lss.at.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 Health Services). **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.

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 5.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

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.

Class Participation (5 points)

This class is discussion-based, so your active participation is necessary to make things go well. In order to participate you must be in regular attendance and contribute thoughtfully to class discussion and activities.

Pop Quizzes (2 points each, 10 points total)

There will be 5 pop quizzes distributed over the semester. These short, in-class, multiple-choice quizzes will examine your knowledge of the reading assigned for the day. The purpose of these quizzes is to ensure that you arrive to class on-time, prepared by having read and thought about the assigned work.

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Paper (25 points)

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Find an advertisement, magazine story, or website that is related to one of the class topics from Part 2 of the class (9/21-10/12). Briefly describe the image/story and provide a critical analysis of how it portrays gender and health. Please include a copy of the ad/story/webpage with your paper.

Take-home Mid-term (25 points)

A take-home mid-term exam will be distributed on October 19th. The completed exam will be due on November 2nd.

Take-home Final (25 points)

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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
Participation	5	1	5
Pop Quizzes	2	5	10
Personal Essays	5	2	10
Paper	25	1	25
Mid-term	25	1	25
Final	25	1	25
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*	Assignment
Part 1: Getting Grounded			
8/24	Introduction to the course and each other		
8/31	Overview of women's health and the women's health movement	Lorber & Moore, ch. 2 Avery Johnson, Harrison (WH 10-20)	Personal essay 1
9/7	No Class—Labor Day		
9/14	Systems of oppression and women's health	Krieger (WH 97-101) Atchison (WH 108-110) Gamble (WH 111-116) Feinberg (WH 127-130)	
Part 2: Female Biology in Social Context			
9/21	Menstruation/PMS & PMDD	Steinem (WH 262-263) Teen Voices (WH 270-274) Moynihan & Cassels (WH 230-237)	
9/28	Sexuality	Tolman & Higgins (WH 456-466) Advocates for Youth (WH 452-453) Finger (WH 495-497) Jordan (WH 484-486)	
10/5	Reproductive technology and rights	Boykie, Resnevic (WH 536-537) Abortion access project (WH 549-551) Ross (WH 509-516)	
10/12	Pregnancy, birth, & lactation In class film: <i>Latching On</i>	Hyder, Keefe, Citizens, Maine (WH 589-597) Silliman et al. (WH 610-617) Salario	Paper
Part 3: Bodily Practices—Eating and Exercise			
10/19	Sexism, bodies, and eating	Fredrickson et al. Thompson (WH 401-414)	
10/26	Exercise, sports, and athleticism In class film: <i>A Hero for Daisy</i>	Mutrie & Choi Angier Abdul-Jabar	
Part 4: Disease—Cancer			
11/2	Cancer I (definitions, prevalence, environment) In class film: <i>Living Downstream</i>	NCI Devesa Arditti & Schreiber (WH 665-671)	Take-home mid-term

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

11/9	Cancer II (social constructions)	Lorde (WH 660-664) Milden	
11/16	Cancer III (Henrietta Lacks' story)	Skloot book (start reading early...it's long!)	
Part 5: Activism and Closure			
11/23	Activism I In class film: <i>Heart of the Sea</i>	OBOS, ch. 27 Worcester (WH 637-644)	
11/30	Activism II	Kafer (WH 141-142) Herman	
12/7	Wrap up		Take-home final Personal essay 2

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

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.

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	