

**MASTER SYLLABUS – GLOBAL WOMEN’S HEALTH POLITICS AND ACTIVISM**

**Course Overview:**

An overview of women’s health through an international perspective will be provided in this course. Various women’s health issues such as cancer, fertility, maternal mortality, STI/STD, HIV/AIDS, and violence against women will be researched and analyzed. The investigation of health issues through a feminist political lens is crucial. The relevance and importance of understanding women’s health through a human rights framework will be explored. The aim is to understand how gender inequity impacts women’s health. Socioeconomic status, nation, gender, and race all play a crucial role in women’s health. Most importantly, an investigation into the various political, institutional and activist responses to women’s health issues around the world will be undertaken. The level of political commitment to women’s health will be analyzed by focusing on key strategies implemented by international institutions like the United Nations, and look at particular government strategies in countries such as Haiti, India, China, and Ghana.

**Learning Outcomes:**

WGS 369 Course Specific Learning Outcomes

* Understand the impact gender inequity has on health.
* Identify and analyze the role international institutions and national government’s play in determining women’s health.
* Knowledge of various activist and non-governmental responses to women’s health.
* Identify and list reasons why women’s empowerment is the most effective strategy to eliminating gender based health disparity.
* Critique and analyze gender bias in health care, medical trials and research, and understandings of women’s bodies.
* Understand and reflect on how constructions of gender affect women’s health.
* Articulate and analyze how gender intersects with race, ethnicity, sexuality, and class.
* Articulate the current health issues for women around the world.
* Understand a human rights approach to women’s health.

University Studies Learning Outcomes:

Global Women’s Health Politics and Activism as a course to fulfill a requirement for the University Studies curriculum would fall under *Cluster 4 The Social World: Humanity and Society. C: The Nature of Global Society.*

As such, its learning objectives are as follows:

I.     To introduce students to questions about human knowledge and the human condition, as well as the relationship of the individual to the broader world.

 II.     To foster an understanding of the diversity within US society.

III.     To encourage a deeper understanding of one’s place and role in US society.

IV.     To engage students in critical thinking about humanity and society.

 V.     To foster awareness of global cultural perspectives.

After completing this course, students will be able to:

I. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.

II. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.

III. Evaluate arguments made in support of different perspectives on global society.

**Required Texts:**

1. Women’s Global Health and Human Rights by Padmini Murthy and Clyde Lanford Smith
2. No Family History by Sabrina McCormick

**Example Assignment:**

All WGS 369 courses require an individually written Health Inequity and Gender: Final Essay.

**Assignment Description:** This is a 7-10 page essay that will be due the week of finals.  You will respond to an essay question provided for you below. This essay should be MLA or APA formatted, and follows the guidelines listed in the course resources section for written work. You must locate, analyze, and synthesize 2-3 scholarly sources into your essay and include a works cited page. Remember, your goal is to answer all aspects of the question, provide specific details, and demonstrate to me the knowledge you learned throughout this semester. Your essay should include a claim, along with reasons and evidence that support your claim.

**Question:** How do we reduce health disparities among women? Discuss the way disparities among women’s health are prominent across the globe. Choose two of the major issues discussed in class such as violence against women, medical abuses and population control, or maternal and reproductive health, etc. You should articulate the reasons why health inequality exists, the specific role gender, culture, and socioeconomic status play. In order to do this, you must cite course readings and material “Theorizing Difference from Multiracial Feminism” by Maxine Baca Zinn and Bonnie Thornton Dill and apply knowledge from UNDP’s Gender Inequality Index. Discuss the role of UN agencies; nongovernmental organizations and community leaders might play in reducing health disparities among women. Be sure to provide specific examples and evidence to support your claims.

**Alignment:**

**The assignment meets all three of the learning outcomes for Cluster 4C.**

The assignment clearly aligns with the identified University Studies SLO as demonstrated by the content elements of the assignment description. The learning outcome I is to “explain basic problems faced by societies and cultures outside the US or issues that shape societies globally,” will be fulfilled by the final essay assignment.For example, the assignment requires students to explain health inequalities in at least two nations other than the United States. They are asked to apply the argument from the article “Theorizing Difference from Multiracial Feminism” by Maxine Baca Zinn and Bonnie Thornton Dill and apply knowledge from UNDP’s Gender Inequality Index to formulate an argument demonstrating knowledge of women’s status and health in nations outside of the U.S. As a result, students will be explaining health problems outside the U.S. and they way gender functions globally. Students are also expected to articulate how gender as a social construction and culture will shape women’s experiences of violence or reproductive health by applying arguments put forth in Zinn and Dill’s article.

Therefore this assignment clearly meets learning objective I for Cluster 4C: The Nature of Global Society. Objective III “Evaluate arguments made in support of different perspectives on global society” will be achieved through a peer review where students must evaluate the arguments made by their peers, and effectively evaluate arguments like Zinn and Dill’s in a peers’ early draft of the final essay. The peer review will require students evaluate how well the author has explained health inequities in two nations, and argued that SES, politics, and culture impact women’s health. The peer review will ensure that students are meeting the criteria of the University Studies learning outcome by explicitly asking students to evaluate their peers’ understanding of women’s health from a feminist cross-cultural comparative perspective.

In addition, students are asked to do research and integrate 2-3 scholarly sources into their final essay. This requirement aligns with learning objective II “locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.” In preparation for the final essay assignment, students must attend a mandatory library session with Susan Raidy Klein the WGS library liaison to practice using databases and evaluating scholarly sources. They will also be provided with a library research guide designed by Klein with sources relevant to this essay assignment. For this assignment students are required to cite from 2-3 scholarly sources and must submit a separate annotated bibliography, which will allow students to summarize and paraphrase the scholarly articles they have located.

**Sample of Assessment:**

Peer Review 5%

Class Participation 15%

Reaction Papers (total of 2) 15%

Policy Memos 25%

Health Inequity and Gender: Final Paper 30%

Annotated Bibliography 10%

**Sample Course Assignments:**

**1. Reaction Papers (total of 2):** You are expected to write a reaction paper that analyzes and synthesizes major issues from the readings. Directions will be included on the relevant discussion board.  Keep in mind that you are limited to 2 pages.

**2. Policy Memos (total of 3):** Throughout the semester you will be asked to write three policy memos on specific topics we are covering in this course.  Policy memo writing is a specific writing style.  See the web links tool for information on how to write a policy memo.  These are 2-3 page memos taking a position on a current policy related to women's health.  See the course site for further details.

**3. Annotated Bibliography**

**4. Peer Review of Draft Final Essay**

**Sample Course Outline:**

**WGS 369: Global Women’s Health and Activism**

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**Course Schedule:**

**January 27** **Course Introductions**

* Please review the course syllabus and site information carefully
* "Forward" pg. xi in Women's Global Health and Human Rights

**January 29 Women's Health Movements**

* (Weblink) “Body Politic” by Barbara Ehrenreich        http://www.msmagazine.com/spring2002/ehrenreichandfuntes.asp
* (Ereserve) “Women’s Health” by Kirk and Okazawa-Rey

**January 31 Women's Health Movements**

* (Weblink)  Our Bodies Our Selves http://www.ourbodiesourselves.org/about/jamwa.asp

**February 3 The Social Construction of Gender**

* (Ereserve) Lorber, J. “Night to His Day: The Social Construction of Gender.”

**February 5 Gender Inequality and Health**

* (Weblink) “Gender Inequality Index” by UNDP http://hdr.undp.org/en/statistics/gii/   http://hdr.undp.org/en/media/HDR\_2011\_EN\_Table4.pdf
* (Weblink) “Gender Equality Fact Sheet” by UNFPA <http://www.unfpa.org/swp/2005/presskit/factsheets/facts_gender.htm>

**February 7 Gender Inequality and Health**

* (Ereserve) “SES, Race/Ethnicity, and Health” by Melanie L. Johnston
* (Ereserve) “A Global Health Imperative” by Nancy Fugate Woods

**February 10 Gender Inequality and Health**

* Chapter 32 pgs. 437-440

**February 12 Women’s Rights are Human Rights and Examining Violations**

* Universal Declaration of Human Rights. Available at <http://www.un.org/Overview/rights.html>
* Chapter 1 pgs. 3-9

**February 14** **Women’s Rights are Human Rights and Examining Violations**

* Chapter 41 pgs. 519-532
* Reaction Paper Due

**February 17 Holiday-No Classes**

**February 18 Women’s Rights are Human Rights and Examining Violations**

* Chapter 7 pgs. 73-82

**February 19**  **Theorizing Difference**

* “Theorizing Difference from Multiracial Feminism” by Maxine Baca Zinn and Bonnie Thornton Dill

**February 21 Reproductive Health and Justice**

* Chapter 17 pgs. 237-250

**February 24 Reproductive Health and Justice**

* (Ereserve) “Womb for Rent” by Mina Chang
* (Ereserve) “Google Babies: Race, Class, and Gestational Surrogacy” by France Winddance Twine

**February 26 Reproductive Health and Justice**

* (Ereserve) “Lessons from Punjab’s ‘Missing Girls’: Toward a Global Feminist Perspective on ‘Choice’ in Abortion by Mallika Kaur Sarkaria
* Policy Memo #1 Due by March 11, 9:00 PM EST, via mail.

**February 28 Reproductive Health and Justice**

* (Ereserve) “Constructing Gender from the Inside Out: Sex-Selection Practices in the United States” by R. Bhatia
* (In class film) *Made in India: A Film About Surrogacy*

**March 3 Reproductive Health and Justice**

* (Ereserve) “ Women of Color and their Struggle for Reproductive Justice” by Silliman et al.

**March 5 Women and Disability**

* Chapter 26 pgs. 353-369

**March 7 Human Trafficking and Women’s Health**

* Chapter 6 pgs. 59-72

**March 10 Disease: HIV and AIDS**

* (Ereserve) “HIV/AIDS” by Joni Seager

**March 12 Disease: HIV and AIDS**

* Chapter 12 pgs. 141-159
* Policy Memo #2 Due by 9:00 PM EST

**March 14 Disease: HIV and AIDS**

* Chapter 11 pgs. 129-139

**March 15-23 Spring Break**

**March 24 Disease: Environment and Cancer/ follow Monday schedule**

* *No Family History* Sabrina McCormick

**March 26 Disease: Environment and Cancer**

* *No Family History* Sabrina McCormick

**March 28 Disease: Environment and Cancer**

* *No Family History* Sabrina McCormick

**March 31 Disease: Environment and Cancer**

* *No Family History* Sabrina McCormick
* Policy Memo # 3 due by 9:00 PM EST

**April 2 Environmental Health**

* Chapter 33 pgs. 441-450

**April 4 Environment Health**

* (Ereserve) “Rape of the Land” by Andrea Smith
* (Ereserve) “Who Hears their cry?” by Andrea Simpson

**April 7 Library Research Session**

**April 9 Maternal Health, Mortality, and Politics of Breastfeeding**

* Chapter 31 pgs. 421-436

**April 11 Maternal Health, Mortality, and Politics of Breastfeeding**

* Chapter 21 pgs. 279-286

**April 14 Maternal Health, Mortality, and Politics of Breastfeeding**

* Chapter 22 pgs. 287-297
* Annotated Bibliography Due

**April 16 Maternal Health, Mortality, and Politics of Breastfeeding**

* In class film *Formula for Disaster or Quest for Honor*

**April 18 Peer Review**

* Draft of Final Essay Due in Class. Bring a printed copy
* Peer Review to be completed in class

**April 21 NO CLASS-HOLIDAY**

**April 23 Beauty Practices and Health**

* (Ereserve) “Women’s Bodies and Beauty Ideals” by Kirk and Okazawa-Rey

**April 25 Beauty Practices and Health**

* (Ereserve) "Designer Vaginas" by Weil
* Reaction Paper due by 9:00 PM EST

**April 28 Beauty Practices and Health**

* (EReserve) “Medicalization of Racial Features” by Eugenai Kaw
* (Ereserve) “Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners” by Evelyn Nakano Glenn
* (Ereserve) “Historical Advertisement: ‘Black Skin Remover’

**April 30 Gender Based Violence**

* Chapter 2 pgs. 11-24

**May 2 Gender Based Violence**

* Chapter 35 pgs. 461-471
* *Saving Face*

**May 5 Gender Based Violence**

* Chapter 36 pgs. 473-481
* End of Semester Evaluations
* Final essay is due **May 8 by 9:00 PM EST**.