Women and Health
Sociology R321 (#13576)
Spring Semester - 2013
Thursdays: 6:00pm-8:40pm (TY100)

Instructor: J. Meryl Krieger, Ph.D.
Email: kriegerj@indiana.edu
Office Hours: 4:00pm – 5:30pm Tuesdays and Thursdays or by Appointment
Office: CA 313E

Texts


Loue, Sana. 2006. Assessing Race, Ethnicity and Gender in Health. Selected chapters are posted in the Oncourse Resources folder and are available as an e-book through the IU Library system. (you should NOT purchase this book.)

Connor, Linda H. and Geoffrey Samuel, eds. 2001. Healing Powers and Modernity : Traditional Medicine, Shamanism, and Science in Asian Societies In IUPUI eLibrary. Use this hyperlink or else go through IUCAT and login from the Columbus/IUPUI campus link. Chapters 4, 6 and 11. You can download (I highly recommend this) either the whole eBook for 2 weeks or else download pdfs of the chapters you need. Do NOT purchase this book.

Course Description
This course is designed to introduce you to sociological perspectives on gender and health. We will review the relationships among cultural values, social structure, disease, and wellness, with special attention focused on the impact of gender role on symptomatology and access to health care. Selected contemporary health problem areas will be examined in depth. Alternative models of health care delivery will be identified and discussed and a contextual discussion of cross-cultural models of health and healing with be part of our discussion.

Course Policies

Attendance/Participation
Participation in the classroom is important in helping you learn. Attendance is mandatory. Because we only meet face to face once per week, missing class even once is equivalent to missing an entire week, therefore you will have two absences to use as you see fit – every absence after this will lower your final class grade by 3%. Absences will only be excused if
sufficient documentation is provided – verbal assurance of your whereabouts or the circumstances are not sufficient. You are required to notify me if you have documentation and to provide that documentation within one week of your absence. This documentation must be in writing. If you miss class you are responsible for catching up on class materials and completing any in-class assignments, all of which will be posted in the Assignments 2 tab in Oncourse. Please note that regular tardiness without instructor authorization will negatively affect your attendance grade; there is also a professionalism component to the attendance grade. This is primarily a marker of your observance of basic in-class courtesies to the instructor, your classmates and yourself. Thus be aware that regular tardiness, which is a distraction to everyone, will be reflected in this grade, and participation in online activities will be considered part of your weekly attendance. Perfect attendance will be rewarded with extra credit at the end of the semester.

Because we are a hybrid class I find I need to explain to people what this means
1. We will have face to face class sessions every week and attendance at these is mandatory
2. We will use the capabilities of Oncourse to engage in online work and discussion outside of class time to compensate for our lower level of in-class time.
3. Hybrid means that we blend the capabilities of face to face instruction with the flexibility of online teaching/learning tools.
4. We will do select online discussions using the Forums tool. I strongly recommend subscribing to these with the RSS Feed (can be found at the top of the Forums tool page) to notify you when your classmates have posted on that week’s work.

What this means for you:
• We will meet once a week, on Thursdays, for discussion of article concepts and to do exercises and workshops.
• All testing and most of our film viewings will be done outside of class time. This means you should plan to view any assigned video clips or films outside of class. We will generally watch a short segment in class so that I can teach you what to be looking for, but the rest will be up to you. You will find these easiest to do if you have a stable, dependable broadband internet connection. If you do not have one at home or have regular (not you can in a pinch – someplace you will be every week at dependable times) online access that is not dial-up or ISDN – be careful if you have DSL that it is fast enough to view video. If you do not, please see me after the first class. Your best option will be to view required films on IUPUI campus computers.
• If you have technology issues (these can be anything from having problems reading powerpoint slides to a bad internet connection) you should plan to contact UITS for assistance and not wait until class to tell me about this – at that point it will be too late for you to complete your assignment. UITS contact information can be found here: http://uits.iu.edu/page/apgt

In-class behavior and Instructor expectations: I have a few basic rules for in-class interactions that focus on courtesy. Violate these rules and I will ask you to stop. If this behavior continues I will ask you to leave the class for the remainder of the day and to meet with me afterwards to discuss the incident.
• No eating in class. First, this is a campus policy, second, it’s rude to your instructor and classmates. If you have a health condition that requires that you eat at regular intervals that coincide with our class-time please notify me as early as possible. This is the only possible exception. Drinks in class are fine but please dispose of your trash properly before you leave the classroom. We will have a discussion on the first day of class to decide on appropriate policy for the below three points as a group.

• No cell phone activity during class. This includes: leaving your ringer on, texting and/or responding to texts that have been sent to you, IMing during class-time. Again, this is a courtesy issue. If for some reason you have a family emergency situation that requires you be available via cellphone, please notify me before class and be sure to sit near enough to one of our classroom doors that you can go outside to accept/make your call. If you forget to turn your ringer off the world won’t come to an end, but I will ask you to turn it off and put your phone away.

• Laptops, tablets or iPads in class: similar considerations as cell phones. If you are someone with particular needs to use a laptop, tablet or iPad to take notes in class your activities must be appropriate to the class and approved by the instructor. Laptops are distracting not only to the person using them but also to the people sitting around him/her. It is consequently a class issue and your participation grade will be negatively affected by this.

• Exceptions to this: there will be class activities where doing research on the Net on your phone is a great idea. I will be very clear about when such a situation occurs at the beginning of the class exercise.

Dealing with course materials in class: Because this class can take on topics that are deemed controversial, the primary rule we will observe in class is that of courtesy and respect. The one exception to continued discussion of a topic is if we will run out of time in class to cover a topic in a way that is appropriate and comprehensive. I will consider requests for in-class work that addresses such topics, so please let me know if one arises.

Reading Presentation and Discussion Questions

Presentation
On the first day of class we will be setting a schedule where each student will present on one reading that is relevant to his/her interests during the course of the semester. This presentation will consist of a summary of key issues in the reading and a discussion of major points in the article. Please feel free in your presentation to connect to outside readings or examples. You will be expected to have either visual aids or an outline to hand out to the class to help them follow your presentation. We will have approximately one student presentation per week beginning week 3.

Discussion Questions and Reading Discussions
For each set of readings, two students will come prepared with a presentation on key points of the reading and an outside example to set up our class discussion of the readings. You will, in effect, be partnering with the presenter that day (Dr. K). All students will be expected to have read the article and participate in discussion. Our class will be reasonably small (we have 15 enrolled as of 1/8/2013) so your participation in these discussions will count as a substantial portion of your grade. You will know by the second week which readings you will be
responsible for writing questions for, and we will be working on discussion questions during the
first week so that you feel adequately prepared to take both this and the presentation task on for
the semester. You will be graded individually on:
• Completing your work in a timely way
• Delivering thoughtful contributions that move the discussion of your topic forward
• You will not be graded on:
• What the other people responsible for questions or presentation have done

Class discussions and dissection of readings will constitute a major component of our class so it
is extremely important you keep up with course readings.

Final Paper Project

As an upper division course, you will write a final paper that draws together your own interests
in the sociological arena of gender studies that is due at the end of the semester. Your paper will
be approximately 10 pages in length and comprise an in-depth research project that is the
culmination of your work in this course. Specific guidelines will be posted in the Assignment tab
but this is NOT a reflection paper on your readings. There will be a formal presentation of your
research during the last session of class which is part of this grade – see the breakdown of your
course grade below.

The paper is the major graded project for the semester. There will be smaller grades and
opportunities for feedback built into the semester to help guide you through the paper writing
process. You will see that this makes up a substantial proportion of your course grade –
hopefully this tells you how important it will be to the structure and focus of our class.
1. A proposal will be required that identifies the main topic, issues you will address in your
   project. This is subject to change as you go further in the semester. This assignment is P/F
but must be (a) completed on time and (b) respond thoughtfully to the assignment. It is
intended to give you early feedback and guidance on your project. Completion is worth full
points and it is valued at 5% of your course grade.
2. An annotated bibliography assignment that presents your primary research question, lays out
   a preliminary bibliography and a final discussion that evaluates both your initial ideas and
   how you intend to proceed in your research. This is a graded assignment.
3. We will do two different workshops to help you work towards your research project. This is
   a graded assignment – parts will be credit given for completion (I’m interested in you
   processing your topic, not having everything done yet), and partly graded. These will be
   submitted through the Tests & Surveys tool – I will not accept hard copy of these
   assignments nor emailed assignments.
4. An optional paper outline/draft. This will be an ungraded opportunity for feedback on your
   project. You are not required to submit this but experience has taught me that people who
   complete this step tend to avoid major problems in their research and writing or resolve them
   before it becomes a problem for their grade. This is NOT a graded assignment, simply
   another opportunity for guidance.
5. A presentation of the highlights of your research on the last day of class. This is primarily
designed to give you a chance to publicly share the findings of your research with your
classmates. This is a graded assignment though be aware you will not be graded on your 
presentation skills – the goal here is to learn to share your ideas formally with classmates and 
colleagues in a structured format. You will have specific criteria for final presentations.
6. Your Final Paper will be due during Final Exam week. Specific instructions will be posted in 
the Assignments tab and discussed in class.

Exam

There will be one essay exam for this course that will address basic concepts in the readings. 
This exam will ask you to draw together concepts from readings from that component of the 
course and you will have one week to write it to be due just before Spring Break. These will be 
submitted through Oncourse Tests & Surveys and there will be no late papers or exams accepted 
without proof of a serious emergency (serious to be determined by Dr. K). This exam is designed 
to ensure you are absorbing major content from your course readings and to help you stay on 
track with readings. It will use materials from both the Lorber and Loue texts as well as films we 
have viewed in class. There is NO final exam in this class as you should be focused at that point 
on your research paper.

In-class materials and Study Aids: I will provide power points that will identify and help you 
focus your readings and discussions of major concepts from the Lorber text. These will be 
available before the start of each class and are designed to help us have common definitions and 
points from which we can organize class discussions. Please feel free to print these out and bring 
them to class. Be aware that these are intended as a framework for you to use to help master a 
large amount of material – while this class is 300-level, it is also very much only an introduction 
to a large area of sociological study. You are therefore advised strongly to take good notes in 
class and not to trust in your memories. I strongly encourage study groups though you should be 
advised that you are solely responsible for your quiz preparation the content and quality of your 
final paper.

Academic Integrity

All forms of cheating are prohibited and will result in strict disciplinary action. Cheating or using 
someone else’s words on any class assignment or test will automatically be assigned a grade of F 
for that assignment or test. Furthermore, your case will be reported to the department chair and 
Dean of Students for further disciplinary action which could end in expulsion. Pasting text 
directly from Internet site into a written assignment is a form of plagiarism. Tools may be used 
periodically to guard against such acts. See IUPUI Code of Student Conduct:
www.iupui.edu/code/

Some specifics about what constitutes plagiarism:

1. Plagiarism is the use of the work of others without properly crediting the actual source of the 
ideas, words, sentences, paragraphs, entire articles, music or pictures. Using the work of other 
students, with or without their permission, is plagiarism if there is no indication of the source of
the original work. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When plagiarism is suspected, the instructor will inform the student of the charge; the student has the right to respond to the allegations. Students whose work appears to be plagiarized may be asked to produce earlier drafts of work as well as the books and the articles used in a paper or speech. Students should, for this reason, and as a protection in cases of lost papers, retain rough drafts, notes, and other work products for 2 or 3 weeks after the end of each semester. The penalties for plagiarism include reprimands, receiving a failing grade (for a particular take-home exam, paper, project, or the entire course), disciplinary probation, or dismissal. Faculty, after consulting with their chair and/or the School of Liberal Arts Dean of Students, must notify students in writing of their decision.

Students have the right to appeal such decisions by submitting petitions to the Academic Affairs Committee. Petitions can be obtained in CA 401. For further information, see the IUPUI "Student Rights and Responsibilities," also available in CA 401.

2: Even if two papers are not identical, there may still be plagiarism present. If one student writes a paper, and another student copies that paper, making a few changes, it is still plagiarism.

Disabilities and Accommodations

If you have a documented disability that requires special accommodations for quizzes, tests, etc. Please provide appropriate documentation. The Office of Adaptive Educational Services (AES) helps students with such disabilities to receive appropriate accommodations by the University. For information call (317)274-3241 or www.iupui.edu/~divrsity/aes/.

Other University Course Policies

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at http://registrar.iupui.edu/course_policies.html

Missed Deadlines

If you are not in class to hand in your assignment, you may send the assignment via the Oncourse Dropbox before the beginning of the class period in which the assignment is due. No late homework assignments will be accepted. Make-ups are at the discretion of the professor and dependent of documentation provided for the absence on the day of the assignment/test.

Late final papers will NOT be accepted. The final paper will be due at the beginning of Finals Week, through Oncourse Tests & Surveys. Please use .doc, .docx, or .rtf format for the materials in your packet. There will be no excuses for the tardiness of this project so start early.

You are responsible for ensuring that an online submission of your work has been successfully processed. Oncourse will notify you twice when you are submitting your work and ask you if you are sure you are ready to submit it. It is very rare for this system to have problems. Generally speaking, if an assignment has not been submitted correctly it is because you have saved it as a
draft and not submitted it. You are therefore responsible for making sure that this has happened correctly. Do NOT email me a homework assignment or paper without prior arrangement.

Extra Credit

There will be at least one extra credit opportunity available during the semester. It will be announced by the professor in class and also via Oncourse. It will involve incorporating course concepts in everyday activities and will replace a missed assignment or if no missed assignments will be added to your exam or final paper grade (+3%). More specifically, it will involve participating in a Service Learning activity and writing a reflection paper that applies course concepts to your volunteer activity. More information will come in class and please ask about this.

Course Grading: Note that the assignment listings below are by category: Assignments are graded on a 100% scale and there are multiple assignments per category as indicated below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>Individual Reading Example Presentations</td>
<td>10%</td>
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<tr>
<td>Reading Discussion Questions (weekly)</td>
<td>15%</td>
</tr>
<tr>
<td>In-class and Online Exercises</td>
<td>20%</td>
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<tr>
<td>Exam (1)</td>
<td>15%</td>
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<tr>
<td>Final Paper Project (complete)</td>
<td>40%</td>
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<tr>
<td>• Proposal (5%)</td>
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<tr>
<td>• Annotated Bibliography Assignment (10%)</td>
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<tr>
<td>• Workshops (5%)</td>
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<tr>
<td>• Presentation (5%)</td>
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<tr>
<td>• Research Paper (15%)</td>
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</table>

The following chart provides the letter grade cutoffs for the final course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96.99</td>
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<tr>
<td>A-</td>
<td>90-92.99</td>
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<tr>
<td>B+</td>
<td>87-89.99</td>
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<tr>
<td>B</td>
<td>83-86.99</td>
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<tr>
<td>B-</td>
<td>80-82.99</td>
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<tr>
<td>C+</td>
<td>77-79.99</td>
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<tr>
<td>C</td>
<td>73-76.99</td>
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<tr>
<td>C-</td>
<td>70-72.99</td>
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<tr>
<td>D+</td>
<td>67-69.99</td>
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<tr>
<td>D</td>
<td>63-66.99</td>
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<tr>
<td>D-</td>
<td>60-62.99</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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Class Schedule v.2

Note: Textbook readings are indicated under Readings. Readings from other sources will be announced in class and via Announcements with the exceptions noted below, which are all located in the Assigned Readings folder in the Oncourse Resources folder. You are responsible for completing readings before class on the date it is assigned. This schedule is subject to change at the instructor’s discretion – please check the Syllabus tab in Oncourse for changes. Please note
that this schedule is subject to change but you will **ALWAYS** get at least a week’s notice of a schedule change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics for Class</th>
<th>Reading</th>
<th>Assignment/Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview Overview Introducing Course Concepts</td>
<td>• Syllabus • Miner: Nacirema</td>
<td>• Discuss Syllabus, Course Requirements, Course Themes</td>
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<tr>
<td>1/10</td>
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<td></td>
<td>• Opening Exercise and Writing Discussion Questions and Example Presentations</td>
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<td>• Example Presentations will be assigned by the end of class time tonight and</td>
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<td>posted in Assignments tab.</td>
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<tr>
<td>Week 2</td>
<td>Unit 1: Context and Categories in the investigation of</td>
<td>• Lorber and Moore 1: Gender and the Social Construction of Illness •</td>
<td>• Discussion Questions due In Class</td>
</tr>
<tr>
<td>1/17</td>
<td>health care issues</td>
<td>Loue 1: Constructing Categories - Context and Consequences</td>
<td>• Example Presentations and Discussion</td>
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<td></td>
<td>• In-Class Case Study</td>
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<tr>
<td>Week 3</td>
<td>Systems of Belief Introduce Research paper</td>
<td>• O’Connor 1: Defining and Understanding Health Belief Systems</td>
<td>• Presentation</td>
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<td>1/24</td>
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<td></td>
<td>• Discussion Questions due In Class</td>
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<td></td>
<td></td>
<td>• Example Presentations and Discussion</td>
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<td></td>
<td>• Discuss Research paper and Proposal</td>
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<td></td>
<td>• In-class Case Study</td>
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<tr>
<td>Week 4</td>
<td>Social Epidemiology</td>
<td>• Lorber and Moore 2: Women Get Sicker but Men Die Quicker</td>
<td>• Discussion Questions due In Class</td>
</tr>
<tr>
<td>1/31</td>
<td></td>
<td></td>
<td>• Example Presentations and Discussion</td>
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<tr>
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<td></td>
<td>• In-class Case Study: questions will be available for you to prepare on 1/24.</td>
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<tr>
<td>Week 5</td>
<td>Exploring issues of race, sexuality and ethnicity</td>
<td>• Loue 4: Defining Sex, Gender and Sexual Orientation • Loue 5: Race,</td>
<td>• Discussion Questions due In Class</td>
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<tr>
<td>2/7</td>
<td></td>
<td>Ethnictiy and Sexual Orientation in Health</td>
<td>• Example Presentations and Discussion</td>
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<td>Week 6</td>
<td>Unit 2: Cultural and Social Models of</td>
<td>• Lorber and Moore 3: Hierarchies in Health Care:</td>
<td>• Discussion Questions due In Class</td>
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<td>2/14</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
<td>Discussions</td>
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<tr>
<td>7 2/21</td>
<td>Cross Cultural Approaches to Illness and Healing</td>
<td>O’Connor 3: Hmong Cultural Values, Biomedicine, and Chronic Liver Disease&lt;br&gt;O’Connor 4: Vernacular Health Care Responses to HIV and AIDS</td>
<td>Discussion Questions due <strong>In Class</strong>&lt;br&gt;Example Presentations and Discussion&lt;br&gt;Research paper proposal due (2/21)&lt;br&gt;Hand out Essay exam, due 2/28 BEFORE class time through Tests &amp; Surveys</td>
</tr>
<tr>
<td>8 2/28</td>
<td></td>
<td>No readings this week and Online Class&lt;br&gt;Discuss research proposals – in-class workshop with paper topics and resources Parts 1 and 2 – Online exercise through Oncourse</td>
<td>Discuss Research Proposals&lt;br&gt;Final Paper Project Workshop 1 in-class&lt;br&gt;Submit through Tests &amp; Surveys by 3/1 midnight for credit</td>
</tr>
<tr>
<td>9 3/7</td>
<td>Unit 3: Living in a Gendered Body</td>
<td>Lorber and Moore 7: A Modern Plague: Gender and AIDS</td>
<td>Discussion Questions due <strong>In Class</strong>&lt;br&gt;Example Presentations and Discussion&lt;br&gt;In-class Case Study</td>
</tr>
<tr>
<td>10 NO CLASS</td>
<td>SPRING BREAK</td>
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<tr>
<td>11 3/21</td>
<td>NO CLASS</td>
<td>Lorber and Moore 5: If a Situation is Defined as Real: Premenstrual Syndrome and Menopause</td>
<td>Discussion Questions due <strong>In Class</strong>&lt;br&gt;Example Presentations and Discussion&lt;br&gt;In-class Case Study</td>
</tr>
<tr>
<td>12 3/28</td>
<td>NO CLASS</td>
<td>Bieselee and Davis-Floyd: Dying as Medical Performance&lt;br&gt;Hoskins: From Diagnosis to Performance</td>
<td>Discussion Questions due <strong>In Class</strong>&lt;br&gt;Example Presentations and Discussion</td>
</tr>
<tr>
<td>13 4/4</td>
<td>Gender and Disability</td>
<td>Online Class: Lorber and Moore 4: Gender and Disability: Contradictions and Status Dilemmas</td>
<td>Discussion Questions due to <strong>Forum</strong> by class time&lt;br&gt;Example Presentations and Discussion via Forum</td>
</tr>
</tbody>
</table>
| Week 14 4/11 | Wellness and Alternative Health Models | • Barrett et al 2004: “What Complementary and Alternative Medicine Practitioners Say About Health and Health Care” | • Discussion Questions due In Class  
• Example Presentations and Discussion  
• Guest Speaker: Dave Lewis |
| Week 15 4/18 | Feminism and Social Care Research Workshop | • Lorber and Moore 8: Healing Bodies in Social Worlds: Feminist Health Care | • Discussion Questions due In Class  
• Example Presentations and Discussion  
• In-class Exercise – Developing Outlines and Organizing Sources |
| Week 16 4/25 | Research Project Presentations and Course Wrap-Up | • Presentations and Course Wrap-Up | • Presentations submitted to Assignments tool by 4/24 midnight |
| Finals Week | No Exams | • Research Paper/Project due by Tuesday 4/30 at 11:59pm |