This class fulfills a Social Science or Gender & Science requirement for Women’s Studies majors. It also counts as a Tier 1 elective (old system) or Category B elective (new system) for the minor in Health Disparities in Society.

**PROFESSOR:** Alyssa N. Zucker, Ph.D.
**OFFICE:** Ustler Hall 204
**PHONE:** 352-273-0384
**E-MAIL:** azucker@ufl.edu
**OFFICE HOURS:** Tuesdays 1 – 3:30 p.m., and by appointment

**GRADING ASSISTANT:** Sky Martin, skymartin@ufl.edu

“I cannot wear a prosthesis right now because it feels like a lie more than merely a costume, and I have already placed this, my body under threat, seeking new ways of strength and trying to find the courage to tell the truth.” – Audre Lorde

In this class we will examine how gender is “worn” on the female body. Adopting a feminist interdisciplinary approach, we will explore four major themes: the social construction of bodies and health, reproductive bodies, bodily modification practices, and bodies under threat (because of disease, disability, and difference), primarily in the United States. 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
- critically examine health issues to show how bodies are medicalized
- 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)

**REQUIRED READINGS**

**Books**

**Articles and Chapters** (available on Canvas)


Fahs, B. (2014, August 19). *Two or three things I know for sure (about menstruation)* [Web log post]. Retrieved from


COURSE POLICIES

Course technology
All students are required to access course materials on Canvas via e-learning at https://elearning.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 Student Health). 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. In order to make this an effective course for everyone, I expect all participants to interact with peers and the instructor “professionally,” meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. This class may cover material that is distressing or challenging. People in the classroom may say things that you disagree with, don’t understand, or even find offensive. Negotiating such tensions means the space of the class may not feel “safe.” If we all begin our engagements from a place of good faith, however, we can create the conditions
required to access, evaluate, and work through the new ideas essential to our growth as thinkers, activists, and decent human beings in the world. If you feel that you do not understand or cannot operate under these conditions, you should discuss that with the instructor during the drop/add period.

**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/sscr/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. 8.

**Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevaluations.aa.ufl.edu/public-results/.

**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.

Personal Essays (4 points each, 8 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 September 2nd, 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 2nd, 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, double spaced.

Take-home Essays (18 points each, 54 points total)
Three take-home essays will be assigned, one each for units 2-4 of the class. More details will be available on Canvas.

In class activities using Team-Based Learning (TBL; 38 points total)
TBL involves a mix of individual and team work, and is something we will engage in throughout the semester. We will create teams on the second day of class and students will remain in the same team all term. In the past I have found that TBL helps keep all students accountable for doing the readings and taking an active role in their learning. It also engages everyone during the class period; rather than relying solely on lecture or on a few students asking all the questions, TBL helps involve all learners on a regular basis. As a bonus, teams often become cohesive and are a place to develop new friendships. TBL relies on a 5 step process to achieve maximum learning:

1. Preassignment These consist of readings you complete prior to class time.
2. Individual Readiness Assessment Test (iRAT) These consist of short multiple-choice quizzes you take in class focused on the key concepts and ideas in the readings. iRATs are designed both to assess comprehension as well as to maintain accountability for completing the assigned readings on time. You will take the iRAT on Canvas so please bring a laptop, tablet, or smartphone where you can do this during the assigned time in class. If you do not have a device that will allow you to
have access to Canvas during class, please let me know and I will provide a paper copy. Your iRAT scores will be anonymous. There will be 4 iRATs in the course and each one will be worth 5 points.

3. **Team Readiness Assessment Test (tRAT)** Immediately after finishing the iRAT you will take the same test as a team. You are encouraged to discuss the questions as a team and decide on an answer for each question. For the group test you will use a special “scratch-off” answer sheet that immediately tells you whether you have the correct answer. There will be 4 tRATs in the course and each one will be worth 2 points.

4. **Application** Most class meetings (even those that don’t include iRATs and tRATs) will include at least one team-based activity that will allow you to apply the material learned from the readings. Most of the application exercises will pose a question and require that you as a team make a decision. Your team will need to poll each member, listen to each member’s ideas and their explanation for why their idea should be supported, and then reach a team consensus. At the end of your deliberation, all of the teams will simultaneously show their decisions. Then we will discuss the question as a class.

5. **Peer evaluation** One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or “free-ride” off those in the group willing to put in more effort. You will be given a chance to evaluate your team member peers during the course. At midterm and again at the end of the semester, each of you will complete a peer evaluation to assess the contribution of the other members of your team. You will be evaluating each member on his or her participation in team activities. (Did they come to class regularly? Were they prepared for the day’s activity? Did they contribute productively to the team? Respect others’ ideas?) These evaluations are completely anonymous and give you a chance to reward or punish teammates based upon their team efforts. In addition, you will have the opportunity to provide direct feedback with the other members of your team.
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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point value</th>
<th>Number of assignments</th>
<th>Total points accruable</th>
</tr>
</thead>
<tbody>
<tr>
<td>iRATs</td>
<td>5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>tRATs</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Personal Essays</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Take-home Essays</td>
<td>18</td>
<td>3</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**FINAL GRADE**

At the end of the semester, final grades will be determined by the following formula:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 and more points</td>
<td>A</td>
</tr>
<tr>
<td>80-83 points</td>
<td>B-</td>
</tr>
<tr>
<td>77-79 points</td>
<td>C+</td>
</tr>
<tr>
<td>74-76 points</td>
<td>C</td>
</tr>
<tr>
<td>70-73 points</td>
<td>C-</td>
</tr>
<tr>
<td>67-69 points</td>
<td>D+</td>
</tr>
<tr>
<td>64-66 points</td>
<td>D</td>
</tr>
<tr>
<td>60-63 points</td>
<td>D-</td>
</tr>
<tr>
<td>59 and fewer points</td>
<td>E</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading*</th>
<th>Due**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Socially Constructed Bodies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/26</td>
<td>Introduction to the course and each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/2</td>
<td>No class—Labor Day</td>
<td></td>
<td>Personal essay 1</td>
</tr>
<tr>
<td>9/9</td>
<td>Overview of women’s health and the women’s health movement</td>
<td>Norsigian and Pearson Avery</td>
<td></td>
</tr>
<tr>
<td>9/16</td>
<td>Systems of oppression and women’s health</td>
<td>Heise Gamble Feinberg</td>
<td>RAT 1</td>
</tr>
<tr>
<td><strong>Part 2: Reproductive Bodies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/23</td>
<td>Menstruation/PMS &amp; PMDD</td>
<td>Steinem Chrisler &amp; Gorman (TWPFW, ch. 4) Society for Menstrual Cycle Research Fahs (2014)</td>
<td></td>
</tr>
<tr>
<td>9/30</td>
<td>Reproductive technology and rights</td>
<td>Ross Beckman</td>
<td>RAT 2</td>
</tr>
<tr>
<td>10/7</td>
<td>Pregnancy, birth, and lactation</td>
<td>Finerman et al. (TWPFW, ch. 1) Amnesty International (pp. 1-12 only) Bebinger Etehad &amp; Lin</td>
<td></td>
</tr>
<tr>
<td><strong>Part 3: My Body Under Scrutiny</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/14</td>
<td>Sexism, bodies, and eating</td>
<td>Erchull (TWPFW, ch. 8) Thompson Balasubramanian</td>
<td>Take-home Essay 1</td>
</tr>
<tr>
<td>10/21</td>
<td>Exercise, sports, and athleticism In class film: <em>Heart of the Sea</em></td>
<td>Mutrie &amp; Choi Angier Abdul-Jabbar</td>
<td>RAT 3</td>
</tr>
</tbody>
</table>

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

**Assignments should be uploaded to Canvas by 11:59 p.m.

RAT = Readiness Assessment Tests (aka quizzes)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading*</th>
<th>Due**</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/11</td>
<td>No class—Veteran’s Day</td>
<td></td>
<td>Take-home Essay 2</td>
</tr>
<tr>
<td>11/18</td>
<td>Cancer I</td>
<td>Lorde (start reading early)</td>
<td></td>
</tr>
<tr>
<td>11/25</td>
<td>Cancer II</td>
<td>Adritti &amp; Screiber Breast Cancer Action Sulik (Ch. 1)</td>
<td></td>
</tr>
<tr>
<td>12/2</td>
<td>Activism and wrap up</td>
<td>Worcester West Chatelain &amp; Asoka</td>
<td>Personal essay 2</td>
</tr>
<tr>
<td>12/11</td>
<td>No class—finals period</td>
<td></td>
<td>Take-home Essay 3</td>
</tr>
</tbody>
</table>

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

**Assignments should be uploaded to Canvas by 11:59 p.m.

RAT = Readiness Assessment Tests (aka quizzes)

**Consider adding a (second) major in Women’s Studies!**

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women’s Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to **studying and transforming gender, race, class, sexualities and other systems of power**. The Women’s Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women’s Studies major consists of four core courses and six electives. It’s simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It’s also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major. Or stop by her Fall 2019 office hours, Tuesdays 1:30-3 p.m. in Ustler 204.

**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.