COURSE DESCRIPTION: An examination of social and historical context of health in the U.S., including inequities in health by gender, race, and class and gendered issues in health professions

PREREQUISITES: None

THIS COURSE IS A CORE CURRICULUM SOCIAL AND BEHAVIOR SCIENCE FOUNDATION CONCEPT COURSE. The core objectives for the Social and Behavioral Sciences Foundational Component area are:

- **Critical Thinking:** to include creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
- **Communication:** to include effective development and interpretation and expression of ideas through written, oral, and visual communication
- **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility:** to include intercultural competence; knowledge of civil responsibility; and the ability to engage effectively in regional, national, and global communities

The associated LEARNING OUTCOMES for this course include:

- Critically examine social determinants of health, including the effects of demographic group memberships, neighborhood, community, occupation, and social policy
- Critically assess how health outcomes are gendered in a multitude of ways and why
- Describe concepts, theories, methods, and perspectives used by sociologists in the study of gender and health
- Communicate through written, oral and visual communications the effects of social determinants of health as related to gendered health.
- Use numerical data and historically observable facts to describe issues related to gender and health.
• Use service learning experiences to better understand the social context of health and to learn intercultural competence and civic engagement.

REQUIRED BOOKS:


In addition, other readings are posted on the course eCampus site.

*All readings must be completed by the class period for which they are assigned.* It is recommended that you bring each class period’s readings with you to class in order to assist in discussion of the material.

COURSE GRADES:

**Issue Presentations (20%)**
Groups of two to three students will select a topic related to gender and health and three times over the semester will present how the health topic relates to what we are talking about in class on that date. Students will sign up on-line for presentation dates. Groups decide the best information to use and the best way to present the information. The instructor must be given access to all of the information and presentation materials, and students grades will be based on the information they present and on their presentation.

**Empirical Analysis (10%)**
Students will conduct an empirical examine to learn better about the social determinants of health and how to conduct quantitative empirical research. Students will complete an assignment where they use the GSS Data Explorer to construct bivariate tables on a topic related to gender and health. The GSS has several appropriate questions, such as questions about the respondent’s assessment of their own health, working in health care occupations, or having certain medical conditions. GSS also has demographic questions that measure a respondent’s gender, race, income, and education level. Students write a two-page report on their research question, analysis, and findings.

**Field trip Reflections (10%)**
We will have a few field trips this semester, and two days after the field trip, you should turn in on eCampus a 1-2 page reflection on the field trip. This is flexible. The key is to show that you attended and paid attention while on the field trip and indicate your reactions. Field trip reactions must be submitted to eCampus within two days of the
field trip by 11:59 pm. For example, for a September 1 field trip, the reaction paper would be due on eCampus by September 3 at 11:59 p.m. Late reactions will not be accepted.

Guest Speaker Reactions (10%)
We will have a few guest speakers throughout the semester. You are to write a one page reaction. Questions to consider when writing these reactions: What struck you most about the speaker's talk? Did it leave you with questions? Did it change your perspective? These are just some ideas to get you going. You must include the speaker's name and the date of the talk. **Reflections must be submitted to eCampus within two days of the speaker's talk by 11:59 pm.** For example, if a speaker gives a talk on September 1, the reflection is due on eCampus by September 3 at 11:59 p.m. Late reflections will not be accepted.

Prenatal Clinic-Outreach Project (20%)
As a class, we will research and help the Prenatal Clinic figure out way to reach new patients. We will devote some class time to this endeavor. You will work with your issue group to develop a list of ideas for outreach to the community.

Prenatal Clinic Promotion Videos (20%)
Students will work in their issue groups to make a video that promote the Prenatal Clinic. Students will evaluate each other on their contributions to the topic. On Thursday, April 23rd students will present their videos to the class. Your **video must be submitted to my YouTube channel by Tuesday, May 5th at 10:00 a.m.**

Peer Evaluation (5%)
Students will evaluate the other students in their issue groups.

Attendance and Active Participation (5%): Students are required to attend class on a regular basis. Class attendance will be taken at the beginning of each class. There will be some lecture in this course, but we will also use our time together engaging in discussions, debates, and theoretical and conceptual applications. Thus, it is important to come to every class meeting prepared to discuss the assigned materials. Random quizzes over the readings may be given and will count towards this grade.

In sum, your course grade will be based on:

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<tr>
<td>Attendance &amp; Active Participation</td>
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<td>Prenatal Clinic Video</td>
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<td>Peer Evaluation</td>
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<td>Guest Speaker Reflections</td>
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<td>Field Trip Reflections</td>
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<td>Outreach Report</td>
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<td>Empirical Analysis</td>
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<td>Issue Presentations</td>
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Semester Grades will be based on your course average

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<th>Letter</th>
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<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% and below</td>
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**MAKE-UP POLICY:**
This course follows university rules about make-up work, available at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**OUT OF CLASS HELP:** Students are encouraged to see Dr. Morris or the TA about questions or concerns regarding the course. Please do not hesitate to visit during office hours or contact by telephone or email. Also, please feel free to set up an appointment for a time other than during our office hours.

**ACADEMIC INTEGRITY STATEMENT AND POLICY:**

*An Aggie does not lie, cheat, or steal or tolerate those who do.*

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. CFor more information on the Aggie Honor Code and Honor Council Rules and Procedures, please go to [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) or [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

**ADA POLICY:**
Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit [http://disability.tamu.edu](http://disability.tamu.edu). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

**TITLE IX and STATEMENT on LIMITS to CONFIDENTIALITY:**

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state
laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students and faculty can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

### Schedule of Topics and Readings

**Tuesday, January 14**  
**Introduction to the Course**

**Thursday, January 16**  
**Theories of Gender and Health**

- Gender and Health, Chapter 1

**Tuesday, January 21**  
**Theories of Gender and Health (Continued)**


**Thursday, January 23**  
**Field Trip-Prenatal Clinic**

**Tuesday, January 28**  
**Gender and Health Disparities- Everyday Decisions**

- Gender and Health, Chapter 2
Determinants of Health. Geneva, World Health Organization, Chapters 2, 4-5 (eCampus)

Thursday, January 30  Gender and Health Disparities-Policy Effects

- Gender and Health, Chapter 3

Tuesday, February 4  Gender and Health Disparity-Location and Community

- Gender and Health, Chapter 4

Thursday, February 6  Gender and Health Disparity-Work and Family

- Gender and Health, Chapter 5
- “Nail Salon Worker in NYC Face Hazardous Chemicals, New York Times (eCampus)

Tuesday, February 11

- Guest Speaker, Kathy Camens, Family Physician
- In Class Work Day! Come to class ready to brainstorm about Prenatal Clinic projects!

Thursday, February 13  Gender and Health-Occupations

- Guest Speaker: Courtnay Spradley, RN

Tuesday, February 18  Gender and Health-Occupations

- Boulis and Jacobs, The Changing Face of Medicine, Chapters 1-5 (eCampus)
Thursday, February 20

- Guest Speaker, Maria Pokdula, Doula

Tuesday, February 25  
**Medical Interactions**


Thursday, February 27  
**Creating and Regulating Sex**


Tuesday, March 3  
**Creating and Regulating Sexuality**


Thursday, March 5  
**Field Trip Jubilee Birth Center**

**SPRING BREAK—NO CLASS March 10 and March 12**

Tuesday, March 17  
**Gendering of Diseases**

- Listen Before Class to [How 'Bad Medicine' Dismisses And Misdiagnoses Women's Symptoms](#)

Thursday, March 19  
In Class Work Day! Come to class ready to work on your Prenatal Projects!

Tuesday, March 24  
**Women's Health**

- Everything Below the Waist, Chapters Introduction, Chapters 1-4

Thursday, March 26  
**Women's Health**

- Everything Below the Waist, Chapters 5-7, Conclusion
Tuesday, March 31     Medicalization of Reproduction
                      • Watch in Class: Business of Being Born

Thursday, April 2     In Class Work Day!

Tuesday, April 7     Abortion Access in the U.S.
                      • Obstacle Course, Chapters 1-4

Thursday, April 9    Abortion Access in the U.S.
                      • Watch in Class: After Tiller

Tuesday, April 14    Abortion Access in the U.S.
                      • Obstacle Course, Chapters 5-7

Thursday, April 16   Abortion Access in the U.S.
                      • Guest Speaker: Carole Joffe

Tuesday, April 21    Video Presentations and Outreach Projects

Thursday, April 23   Video Presentations and Outreach Projects