The University of Texas at El Paso
Department of Women & Gender Studies
Course Syllabus - WS 3375 Women’s Health
Fall 2019 (August 26th to December 8th) / Online Course

Instructor: Roshanak Jafari, MD.
Office Hours: Virtual Office Hours:
  • Anytime via e-mail or Blackboard Course Discussion Board
  • e-mail: rjafari@utep.edu
Tech support can be reached at https://www.utep.edu/irp/technologysupport/

Course Description:
The purpose of this course is to examine topics related to women’s health in the U.S. and internationally, specifically the programs, services, and policies that affect women’s health. The course content will emphasize the social, economic, environmental, behavioral, and political factors associated with women’s health. This course will focus on the impact of various health issues throughout a woman’s life cycle, paying attention to the existence of health disparities among certain groups of women.

Course Objectives: By the end of this course, students will be able to:

  • Identify the major physical, mental, social, and political issues affecting women’s health today
  • Describe the implications of federal and state policies on women’s health
  • Examine women’s health issues using an intersectional lens, paying attention to the different health needs of sexual/gender and racial/ethnic minority groups
  • Explain health disparities and differences that exist among women based on race, ethnicity, socioeconomic status, disability, etc.
  • Identify the leading causes of death for women in various phases of the life cycle
  • Critically analyze current medical models of women’s health and compare them to models used in other countries
  • Describe how stress, violence, and harassment negatively impact women’s health across the lifespan
Required Readings:


Both books are available via the UTEP bookstore https://www.bkstr.com/texaselpasostore/home/en and via www.amazon.com

Additional reading assignments and review of videos will be required throughout the course and will be made available to students via Blackboard.

Grading and Performance Evaluation:

Grade Distribution – Students can potentially earn 1,000 points in this fall online course based on successful completion of the following assignments:
Assignments to be submitted via Blackboard:

1. Discussion Board: Discussion boards allow you to interact with your classmates as you would in a face to face course. They are essential for critical thinking analysis and connecting the ideas from the text with the wider world in this online course. You are expected to participate in the 9 Discussion Questions at the discussion board on week 1, 2, 3, 5, 6, 9, 10, 13 & 15 as follows:

   A. You must have one initial post of 300-400 words that makes an original statement and follows all discussion prompt guidelines for that week. You must cite two of the readings (or any other media or outside source) each week to receive full credit. You must use both in text citations and include your references at the bottom of the post.

   B. In addition, you must respond to two different classmates' initial postings with a 150-200 minimum word response per post.

   C. Your initial post must be posted each Wednesday by midnight Mountain Time.

   D. Your follow up posts to two peers are due each Friday by midnight (MT).

   E. Late initial posts and/or follow up posts will not be accepted and will not receive credit.

   F. You should respond to direct questions or issues raised by others in response to your initial post, including those raised by your professor.

2. Quizzes: Pertain to Modules 1-4 and will each be worth 50 points. Quizzes will consist of multiple choice, true/false questions, and will be based on the readings, videos, and discussion posts assigned for that module. Quizzes are open book and students are expected to work independently. No “group” quiz taking is permitted, as this constitutes plagiarism. Quizzes will be posted on Wednesdays and are to be completed each Sunday by midnight (Mountain Time).
3. Essays: Students will submit a total of 4 short reflective essays based on videos presented during each module. Response essays must be a minimum of 2 pages (double spaced). Detailed instructions will be posted on the link for the corresponding week on Blackboard. Essays will be due Saturdays by midnight (Mountain Time).

4. Community Research Project: Students will closely examine one area of women's health by going into the community to see what services are available. This assignment will be broken down in four sections, each due on Sundays: identifying the area you want to study and why (one paragraph); short review of your research on your chosen topic (one page); short summary of your observations of the site and interviews with a local agency/provider (one page); and final summary of findings (5 pages, APA format with citations, double spaced). I will ask you to turn in specific components of the project on given dates, with the final paper due Sunday, December 1st by midnight.

Policies and Expectations:

Late Work: No late work will be accepted during the semester. If you have a question about this policy please contact me as soon as possible to discuss your concern.

Work Load: This is an online course. I expect that you will commit at least 6-9 hours per week on the course assignments. As you prepare for the semester, please schedule your time accordingly so that you can be successful in this course.

Drop Policy: The instructor reserves the right to drop a student for lack of participation and/or lack of work submitted. If at any time a student decides to drop the course, it is the student's responsibility to do so. The deadline for dropping this course is November 1, 2019. If you drop before the UTEP deadline, you will receive a "W". If you drop yourself or are dropped by the instructor after the deadline, you will receive an "F".

Class participation: Since our contact for this course is primarily online, I strongly recommend that you check the course page on Blackboard daily. Email messages are sent to your UTEP email address, so make sure you check your UTEP email several times a week. I will be sending at least two announcements weekly, and these will come to your email address. The class has been structured with individual tasks due on separate days, to allow you time to focus on one task at a time. Thus, initial discussion posts will be due Wednesdays, discussion post responses will be due on Fridays, essays are due Saturdays, and quizzes and the community research project components are due on Sundays, all by midnight (Mountain Time).
Software Requirements:

This course is completely online and interacts continually with UTEP’s Blackboard system. You will need the following software to effectively work in this course. In some cases, your computer may already have some of these programs installed:

1. Adobe Acrobat Reader -- to get the program, go to http://www.adobe.com and then click on the icon on the center of the screen that says, “Get Adobe Reader”. Follow the instructions to install this software.
2. Adobe Flash Player – Go to http://www.adobe.com again and click on icon labeled “Get Adobe Flash Player”. Follow the instructions to install it.
3. Apple QuickTime Player – go to http://www.apple.com and click on the “downloads” tab on the top of the page. Next, click on “QuickTime download” and follow the instructions to install this software.
4. Microsoft Office – I recommend that you install this if you do not currently have it in your computer. As currently enrolled UTEP students, you can install Office 365 and its components for free. You can obtain more information by going to http://admin.utep.edu/Default.aspx?tabid=74266 or ask for help installing it from the UTEP IT Help Desk located on the 3rd floor in the library (915) 747-4357.

Disabled Student Statement:

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso. For more information, contact the UTEP Center for Accommodations and Support Services at https://www.utep.edu/student-affairs/cass/ or you can find them in Room 106 in the East Union Building.

Equity Statement:

All persons, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. This includes inappropriate comments about the above mentioned on line, in person, or in confidence. Any problems with or questions about harassment can be discussed confidentially with your instructor.
Resources:

Academic Writing

For help with writing any assignments for this course, please visit the University Writing Center in person located in the UTEP library Room 227, or online at http://academics.utep.edu/Default.aspx?tabid=57766 For further information on the writing centers services and hours please call (915) 747-5486.

Netiquette

In participating in an online course, it is important that you follow the use of proper online etiquette, also known as “netiquette.” At times, this course will present material on emotionally charged topics. Remember that while you can disagree with another’s viewpoint, you must do so respectfully. The online classroom is not the place for insulting comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action. Here is an article that explores this idea a little more in-depth: https://www.utep.edu/extendeduniversity/utepconnect/blog/october-2017/10-rules-of-netiquette-for-students.html

A link to this article will also be available on Blackboard for your week #1 assignments.

Academic Dishonesty:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University’s educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.
Conduct and Grievances:

The Student Handbook covers the proper procedure for addressing student complaints and expected conduct. If you have a question, problem, or concern with this class, please discuss it with your instructor so that a resolution can be reached quickly.

Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at http://www.utsystem.edu/bor/rules.htm.

This syllabus is a LIVING DOCUMENT. All dates and activities listed may change depending on class discussion and other unforeseen events.

- Readings from the “New Dimension’s in Women’s Health” book are listed in the Syllabus as NDWH.
- Readings from the “Our Bodies Ourselves” book are listed as OBO.
- Readings from other sources and videos are indicated by their titles.

WS 3375 Women’s Health - Weekly Schedule
Course is 15 weeks long, from August 26 to December 8, 2019

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Tasks to Complete</th>
<th>Assignment Due Dates</th>
<th>Possible Points</th>
</tr>
</thead>
</table>
| **Week 1**  
8/26 - 9/1  
(Module 1)  
Introduction to Women’s Health | Readings:  
- Syllabus  
- Netiquette article  
- NDWH Chapter 1  
- OBO pgs 758-770  
TED Video:  
- Confessions of a bad feminist |  
- 1 Discussion Board Post (due **Wednesday**)  
- 2 DB Responses (due **Friday**) | **DB = 50** |
| **Week 2**  
9/2 - 9/8  
(Module 1)  
Economics of Women’s Health | Readings:  
- NDWH chapter 2  
- OBO chapter 23  
- Medicaid expansion in Texas  
- Healthcare access & barriers |  
- 1 Discussion Board Post (due **Wednesday**)  
- 2 DB Responses (due **Friday**)  
- Essay re: video #1 (due **Saturday**) | **DB = 50**  
**Essay = 25** |
<table>
<thead>
<tr>
<th>Week 3</th>
<th>9/9 - 9/15 (Module 1)</th>
<th>Health Promotion &amp; Disease Prevention</th>
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</thead>
<tbody>
<tr>
<td>Video:</td>
<td>I am a Girl</td>
<td></td>
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<tr>
<td>Readings:</td>
<td>NDWH chapter 3</td>
<td>1 Discussion Board Post (due Wednesday)</td>
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<td></td>
<td>Intersectionality in Public Health</td>
<td>2 DB Responses (due Friday)</td>
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<tr>
<td></td>
<td></td>
<td>Community Research Project (CRP): initial idea (due Sunday)</td>
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<tr>
<td>DB = 50</td>
<td></td>
<td>CRP = 50</td>
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<tr>
<th>Week 4</th>
<th>9/16 – 9/22 (Module 2)</th>
<th>Sexual Health</th>
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<tbody>
<tr>
<td>Readings:</td>
<td>NDWH chapter 4</td>
<td>Quiz #1 (due Sunday)</td>
</tr>
<tr>
<td></td>
<td>OBO ch. 2 &amp; 4</td>
<td>Quiz = 50</td>
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<tr>
<td></td>
<td>Sexual, gender minority health</td>
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<tr>
<th>Week 5</th>
<th>9/23 – 9/29 (Module 2)</th>
<th>Reproductive Health</th>
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<tbody>
<tr>
<td>Readings:</td>
<td>NDWH chapter 5</td>
<td>1 Discussion Board Post (due Wednesday)</td>
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<tr>
<td></td>
<td>OBO ch. 9 &amp; 13</td>
<td>2 DB Responses (due Friday)</td>
</tr>
<tr>
<td></td>
<td>Reproductive rights and adverse birth outcomes</td>
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<td></td>
<td>Reproductive health surveillance in the U.S.-Mexico border</td>
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<td>DB = 50</td>
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<tr>
<th>Week 6</th>
<th>9/30 – 10/6 (Module 2)</th>
<th>Pregnancy &amp; Childbirth</th>
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<tbody>
<tr>
<td>Readings:</td>
<td>NDWH chapter 6</td>
<td>1 Discussion Board Post (due Wednesday)</td>
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<tr>
<td></td>
<td>OBO ch. 15 &amp; 16</td>
<td>2 DB Responses (due Friday)</td>
</tr>
<tr>
<td></td>
<td>NYT article (maternal mortality among African Americans</td>
<td>Essay re: video #2 (due Saturday)</td>
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<tr>
<td>Video (choose one):</td>
<td>Sister</td>
<td>DB = 50</td>
</tr>
<tr>
<td></td>
<td>Every Mother Counts</td>
<td>Essay = 25</td>
</tr>
<tr>
<td>Week 7</td>
<td>Readings:</td>
<td>Community Research Project: initial research (due Sunday)</td>
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| 10/7 – 10/13 (Module 2) | • NDWH chapter 7  
• OBO chapter 11 | | |
| Sexually Transmitted Infections | | | |

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<tr>
<th>Week 8</th>
<th>Readings:</th>
<th>Quiz #2 (due Sunday)</th>
<th>Quiz = 50</th>
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</table>
| 10/14 – 10/20 (Module 2) | • NDWH chapter 8  
• OBO chapter 20 | | |
| Menopause & Hormone Therapy | | | |

| Week 9  | Readings: | 1 Discussion Board Post (due Wednesday)  
2 DB Responses (due Friday) | DB = 50 |
|---------|-----------|-------------------------------------------------|---------|
| 10/21 – 10/27 (Module 3) | • NDWH chapter 9  
• OBO chapter 3 | | |
| Nutrition, Exercise & Weight Mgmt | | | |

| Week 10 | Readings: | 1 Discussion Board Post (due Wednesday)  
2 DB Responses (due Friday)  
Essay re: video #3 (due Saturday) | DB = 50  
Essay = 25 |
|---------|-----------|-------------------------------------------------|---------|
| 10/28 – 11/3 (Module 3) | • NDWH chapter 10  
• Breast/cervical cancer screening & disability  
• Diagnostic delays in low-income women  
**Video (choose one):**  
• Precious  
• Girl, Interrupted | | |
| Cardiovascular Disease & Cancer | | | |

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Readings:</th>
<th>Community Research Project: interview summary (due Sunday)</th>
<th>CRP = 50</th>
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</table>
| 11/4 – 11/10 (Module 3) | • NDWH chapter 11  
• Fibromyalgia article | | |
| Chronic Diseases | | | |

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<tr>
<th>Week 12</th>
<th>Readings:</th>
<th>Quiz #3 (due Sunday)</th>
<th>Quiz = 50</th>
</tr>
</thead>
</table>
| 11/11 – 11/17 (Module 3) | • NDWH chapter 12  
• Disparities in postpartum depression care | | |
<p>| Mental Health | | | |</p>
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<thead>
<tr>
<th>Week 13</th>
<th>Readings:</th>
<th>1 Discussion Board Post (due Wednesday)</th>
</tr>
</thead>
</table>
| 11/18 – 11/24 (Module 4) Substance Abuse | - NDWH chapter 13  
- Homeless women and substance abuse treatment | - 2 DB Responses (due Friday)  
- Essay re: video #4 (due Saturday) |
| Video (choose one):  | North Country  
Speaking Truth to Power | | DB = 50  
Essay = 25 |

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Readings:</th>
<th>CRP Final Paper (due Sunday)</th>
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</thead>
</table>
| 11/25 – 12/1 (Module 4) Violence/Abuse & Harassment | - NDWH chapter 14  
- OBO chapter 24  
- Not just another woman/Femicide  
- Attitudes of violence towards women | | CRP = 100 |
| Video:  | Urgency of Intersectionality | | |

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<tr>
<th>Week 15</th>
<th>Readings:</th>
<th>1 Discussion Board Post (due Wednesday)</th>
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</table>
| 12/2 – 12/8 (Module 4) Women in the Workforce | - NDWH chapter 15  
- More caregiving, less working | - 2 DB Responses (due Friday)  
- Quiz #4 (due Sunday) |
| | | | DB = 50  
Quiz = 50 |

Total points to be earned for semester: 1,000

- Format and reading suggestions obtained from syllabi developed by Naomi Fertman, MPH/MSW, Gina Nunez-Mchiri, PhD, Michelle Stransky, PhD, Wendy Hellerstedt, MPH/PhD & Irma Torres-Catanach, MS