

Term Information

Effective Term

Spring 2016

[Previous Value](#)

[Summer 2015](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting GE status in the Diversity (Global Studies) category.

What is the rationale for the proposed change(s)?

This course meets the rationale and learning outcomes for the GE category or categories we are requesting, as outlined in the Curriculum and Assessment handbook.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5602
Course Title	Women's Health in Global Perspective
Transcript Abbreviation	Wom Hlth Gbl Per
Course Description	A cross-cultural comparison of the political, economic, social, and biological issues surrounding women's health.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Prereq: 2200 (200), or permission of instructor.
Not open to students with credit for 601.04.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	26.0102
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral, Professional
<i>Previous Value</i>	<i>Junior, Senior, Masters, Doctoral</i>

Requirement/Elective Designation

General Education course:
Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will gain a greater understanding of the major health issues women face over the life course and how these health challenges vary between geographic regions and cultures.
- Students will gain a solid understanding of how broader political and economic conditions come to shape individual women's health (macro – micro connections).
- Students will gain a firm understanding of how cultural beliefs and values shape women's health.
- Students will gain a better appreciation for the importance of an emic perspective in evaluating women's health challenges and potential solutions.
- Students will gain greater knowledge of the global entities currently addressing issues of women's health, how they work and their successes/failures.

Content Topic List

- Life cycle
- Pregnancy
- Senescence
- Bio-culture
- Sex-selective abortion
- Nutrition
- Education
- Female circumcision
- Body image
- AIDS
- Violence
- Infertility

Attachments

- 5602 GE Rational.docx: 5602 GE Reationale
(GEC Model Curriculum Compliance Stmt. Owner: Freeman, Elizabeth A.)
- Dr Larsen letter 10 07 14.doc: Chair's Letter
(Cover Letter. Owner: Freeman, Elizabeth A.)
- 5602 Syllabus.docx: 5602 Syllabus
(Syllabus. Owner: Freeman, Elizabeth A.)
- 5602 GE Assessment.docx: 5602 GE Assessment
(GEC Course Assessment Plan. Owner: Freeman, Elizabeth A.)

Comments

- 05/13/15: Please change effective term to SP16. *(by Haddad, Deborah Moore on 05/13/2015 04:19 PM)*
- See 12-5-14 feedback e-mail to S McGraw and E Freeman. *(by Vankeerbergen, Bernadette Chantal on 12/05/2014 10:25 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Freeman, Elizabeth A.	10/23/2014 04:18 PM	Submitted for Approval
Approved	McGraw, William Scott	10/23/2014 04:20 PM	Unit Approval
Approved	Haddad, Deborah Moore	10/23/2014 04:38 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/05/2014 10:25 AM	ASCCAO Approval
Submitted	Freeman, Elizabeth A.	05/13/2015 03:19 PM	Submitted for Approval
Approved	McGraw, William Scott	05/13/2015 03:37 PM	Unit Approval
Revision Requested	Haddad, Deborah Moore	05/13/2015 04:19 PM	College Approval
Submitted	Freeman, Elizabeth A.	05/13/2015 04:22 PM	Submitted for Approval
Approved	McGraw, William Scott	05/13/2015 04:24 PM	Unit Approval
Approved	Haddad, Deborah Moore	05/13/2015 04:25 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	05/13/2015 04:25 PM	ASCCAO Approval



Department of Anthropology

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7 October 2014

Dear Curriculum Panel Members,

I am pleased to submit this curricular bundle for your review. This bundle includes a number of new courses, courses for General Education consideration, and several course changes. These submissions reflect the evolving profile of our teaching mission and what we have to offer our students and the institution generally. The Department of Anthropology has taken on one of its biggest curriculum revisions, involving both undergraduate majors (Anthropological Sciences, Anthropology) and graduate program, in its recent history. I am excited to endorse all of these submissions, and look forward to implementing the revisions to the Anthropology curriculum.

Best regards,

A handwritten signature in blue ink, which appears to read "Clark S. Larsen".

Clark Spencer Larsen
Distinguished Professor of Social and Behavioral Sciences and Chair

Women's Health in Global Perspective
Anthropology 5602
Fall XXXX

Dr. Barbara Piperata

Days/Time: TR, 8-9:20
Office Hours:

Classroom:
Office: Smith Lab 4054

Course Description

This course examines critical health issues affecting women around the world. The course takes a life cycle approach, addressing health issues women face over the course of their lives. We begin with issues surrounding the birth of female babies and then continue through the period of growth and development, into adolescence and eventually adulthood, including pregnancy and breastfeeding, and finally into older age. In addition to understanding the biological and social factors that affect women's health over the life course, we will also consider programs, especially those at the grass-roots level, aimed at improving women's health world-wide.

By the end of this course you should have:

- a) a greater understanding of the major health issues women face over the life course and how these health challenges vary between geographic regions and cultures.
- b) a solid understanding of how broader political and economic conditions come to shape individual women's health (macro – micro connections).
- c) a firm understanding of how cultural beliefs and values shape women's health.
- d) a better appreciation for the importance of an emic perspective in evaluating women's health challenges and potential solutions.
- e) greater knowledge of the global entities currently addressing issues of women's health, how they work and their successes/failures.

GE Diversity Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

GE Global Studies Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course is explicitly biocultural in approach and is designed to allow students to explore how macro-level political-economic factors interact with local beliefs and practices and ultimately individual human biology to create health. In this way it emphasizes the need for an interdisciplinary approach in understanding and, equally important, solving health dilemmas and creating well-being. The course also provides students with background on the history of Global Health, including the roles of the United Nations and World Health Organization. Students are challenged to consider the implications of the application of dominant western concepts of health and well-being in diverse cultural contexts, as well as the ways global economic policies have affected women's health cross-culturally. After completion of this course, students should be able to more critically evaluate discourse surrounding health, as well as

the potential effectiveness of proposed solutions to improving health. This course also places significant emphasis on the importance of an emic perspective – or insiders understanding – of what health is and the factors that undermine it and why this is important for developing solutions. Students are challenged to critically analyze how our own cultural beliefs and broader political-economic context shape our health practices and medical system (i.e., use the beliefs and practices of other cultural groups to self-reflect on our own beliefs and practices). In addition, a number of important topics covered in the course that affect millions of women globally such as sex-selective abortion, female genital cutting, and sex trafficking often evoke strong negative responses from students. These issues provide excellent opportunities to explore how our attitudes and values shape our judgments. They also illustrate that only through a more in-depth understanding of the cultural context in which such practices occur can we explain their persistence and identify lasting solutions.

Required Texts:

1. Murray AF, Farmer P. From Outrage to Courage: Women Taking Action for Health and Justice. Monroe: Common Courage Press. (**Murray** on course schedule)
2. Croll E. 2001. Endangered Daughters: Discrimination and Development in Asia. London: Routledge.
3. Gruenbaum E. 2000. The Female Circumcision Controversy: An Anthropological Perspective. Philadelphia: University of Pennsylvania Press.
5. Articles available in pdf format on Carmen. Note: at the end of the syllabus you will find a numbered list of these articles. Under Theme/Readings these articles will be referred to by these same numbers.

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Expectations:

I expect you to attend all classes and to have carefully and thoughtfully read all assigned materials for each class period. I also expect you to be an active participant in class discussion on a regular basis. I expect that you are respectful of others during class by arriving on time, turning off your cell-phones and demonstrating the ability to debate issues in a civil manner – especially when you disagree!

Evaluation:

Mid-term I (25%): October 9. Multiple format (multiple-choice, T/F, short answer, short essay). Covers material from Aug 28 – Oct 7.

Mid-term II (25%): Nov 6. multiple format (multiple-choice, T/F, short answer, short essay). Covers material from Oct 9 – Nov 4.

Final Exam (30%): The final will also be mixed format (multiple-choice, T/F, short answer, short essay). Cumulative with emphasis on material from Nov 11 – Dec 4.

Discussion – (20%): Your discussion grade is based on (a) your regular attendance and participation in class discussions (10%) and (b) your performance assisting class discussion one time during the semester (10%). For (a), it is expected that you attend all classes and that you play an **active role** contributing to the in-class discussion of the topic. Discussion should stem from the readings. The use of personal experience to address the issues should be limited. For part (b) you will work in a group and will be responsible for guiding class discussion on an article or book on **one** occasion. Below are guidelines for leading discussion:

1. Prepare **10** well thought-out and engaging questions that will stimulate class discussion on the article(s) or book you are assigned.
2. Identify an organization currently working on the issue addressed in your assigned article or book. You will then prepare a well-organized hand-out for the class that (1) lists the 10 questions and (2) provides **key information** on the organization and **highlights** the major **achievements or progress** the organization has made in reducing or eliminating the problem raised in your article or book chapter, as well as any critique of the organization you have based on what you learned in class. The more specific you are the better. In other words, choose an organization that specifically focuses on the issue you are covering in a specific location rather than a large organization that addresses many issues around the world.
3. Meet with me the **week before** your scheduled presentation day to: (1) go over the questions and the one-pager you prepared. I will post the questions and the one-pager on Carmen for the class to access at least 2 days prior to the date of presentation. **This meeting is NOT optional.** I expect you to be well-prepared when we meet. This means you (1) critically read the material you will present, (2) prepared the 10 questions and (3) prepared the one-pager on the organization you chose.

If you miss class on the day of your group's presentation you will receive a 0. There are no make-ups.

Grading Scale: Grades will be based on the points you achieve on the exams, quizzes and in-class activities. A ≥ 93, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 60-67, <60 is a failing grade.

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

Weekly Reading Schedule

DATE	Theme / Readings
WEEK 1	
Aug 28	<u>Theme:</u> Introduction to course & critical analysis of readings + Millennium Development Goals (MDGs) <u>Readings:</u> article #1
WEEK 2	
Sept 2	<u>Theme:</u> Gender and the MDGs <u>Readings:</u> article #2
Sept 4	<u>Theme:</u> Poverty and women's health, an overview <u>Readings:</u> Murray: Prologue and Chap 1; article #3
WEEK 3	
Sept 9	<u>Theme:</u> In the beginning, being born female <u>Readings:</u> Murray: Chapter 2
Sept 11	<u>Theme:</u> Being born female, continued <u>Readings:</u> Book: <i>Endangered daughters</i> Part 1 (demography)
WEEK 4	
Sept 16	<u>Theme:</u> Being born female, continued <u>Readings:</u> Book: <i>Endangered daughters</i> Part 2 (ethnography)
Sept 18	<u>Theme:</u> Growing up female: Nutrition, education, marriage <u>Readings:</u> Murray Chapter 3; article #4
WEEK 5	
Sept 23	<u>Theme:</u> Issues of adolescence: Reproduction vs. Growth <u>Readings:</u> Murray: Chapter 4, article #5
Sept 26	<u>Theme:</u> Issues of adolescence: Reproduction vs. Growth (cont'd) <u>Readings:</u> article #6
WEEK 6	
Sept 30	<u>Theme:</u> Issues of adolescence and beyond: Body image in the USA Film: <i>Killing us softly 3</i> (watch at home – avail via Media Library) <u>Readings:</u> article #7 + film discussion
Oct 2	<u>Theme:</u> Issues of adolescence and beyond: Body image in cross-cultural perspective <u>Readings:</u> article #8

WEEK 7	
Oct 7	<u>Theme:</u> Growing up female: Female Circumcision I <u>Readings:</u> Book: <i>The Female Circumcision Controversy</i> (Intro - Chap 3)
Oct 9	-----EXAM 1-----
WEEK 8	
Oct 14	<u>Theme:</u> Growing up female: Female Circumcision II <u>Readings:</u> Book: <i>The Female Circumcision Controversy</i> Part II (Chap 4-8)
Oct 16	<u>Theme:</u> Women and HIV/AIDS <u>Readings:</u> articles #9, #10 + film discussion <u>Film:</u> <i>Sowing the seeds of hunger</i> (watch at home – Avail via Media Library)
WEEK 9	
Oct 21	<u>Theme:</u> Pregnancy and childbirth in global and evolutionary perspective <u>Film:</u> <i>A Walk to Beautiful</i> – watch in class
Oct 23	<u>Theme:</u> Pregnancy and childbirth in global and evolutionary perspective <u>Readings:</u> Murray: Chapter 5; article #11 + film discussion
WEEK 10	
Oct 28	<u>Theme:</u> Childbirth practices in cross-cultural perspective <u>Film:</u> <i>The Business of Being Born</i> – watch in class
Oct 30	<u>Theme:</u> Childbirth practices in cross-cultural perspective <u>Readings:</u> articles #12, #13 + film discussion
WEEK 11	
Nov 4	<u>Theme:</u> Cost of reproduction and women's health <u>Readings:</u> articles #14 & 15
Nov 6	-----Exam 2-----
WEEK 12	
Nov 11	NO CLASS – Veteran's Day Observed
Nov 13	<u>Theme:</u> Biocultural & Evolutionary perspectives on the postpartum <u>Readings:</u> article #16 & 17
WEEK 13	
Nov 18	<u>Theme:</u> Violence and war – focus on women and war <u>Readings:</u> Murray: Chapters 6 & 7; article #18
Nov 20	<u>Theme:</u> Women at work – global perspective <u>Readings:</u> Murray: Chapters 6 & 7; article #19

WEEK 14	
Nov 25	<u>Theme:</u> Violence and war – focus on domestic violence <u>Readings:</u> Murray: chapter 8; article #20
Nov 27	THANKSGIVING – NO CLASS
WEEK 15	
Dec 2	<u>Theme:</u> Women at work – case studies <u>Readings:</u> article #21, #22
Dec 4	<u>Theme:</u> Woman and Aging <u>Readings:</u> Murray: Chapter 9
WEEK 16	
Dec 9	FINAL EXAM: 11:10 – 12:30, Smith Lab 4025

Bibliography (all articles can be found on CARMEN)

1. United Nations. 2013. The millennium development goals report. New York: United Nations.
2. World Health Organization. 2003. En-gendering the millennium development goals on health. Geneva: World health Organization.
3. Jacobson JL. 1993. Women's Health: The price of poverty. In Koblinsky M, Timyan J, Gay J editors. The Health of Women, a Global Perspective. Boulder: Westview Press. p 3-31.
4. Merchant KM, Kurz KM. 1993. Women's nutrition through the life cycle: social and biological vulnerabilities. In Koblinsky M, Timyan J, Gay J editors. The Health of Women, a Global Perspective. Boulder: Westview Press. p 63-90.
5. Raj A. 2010. When the mother is a child: the impact of child marriage on the health and human rights of girls. Archives of Disease in Childhood 95:931-935.
6. Geronimus AT, Bound J, Waidmann TA. 1999. Health inequality and population variation in fertility timing. Social Science and Medicine 49:1623-1636.
7. Nichter M. and Vuckovic N. 1994. Fat talk, body image among adolescent girls. In Sault N editor. Many Mirrors: Body Image and Social Relations. New Brunswick: Rutgers University Press p. 109-131.
8. Anderson-Fye EP. 2004. A "coca-cola" shape: cultural change, body image, and eating disorders in San Andres, Belize. Culture, Medicine and Psychiatry 28: 561-595.
9. Csete J. 2005. A comfortable home: globalization and changing gender roles in the fight against HIV/AIDS. In Kickbush I, Hartwig KA, List JM. Globalization, Women, and Health in the Twenty-first Century. New York: Palgrave, Macmillan. p 167-182.
10. Farmer P. 2004. An anthropology of structural violence. Current Anthropology 45: 305-325.
11. Rosenberg K, Trevathan W. 2003. Birth, obstetrics and human evolution. International Journal of Obstetrics and Gynaecology 109:1199-1206.
12. Davis-Floyd R. 2001. The technocratic, humanistic, and holistic paradigms of childbirth. International Journal of Gynecology and Obstetrics 75: S5-S23.

13. Jordan B. 1993. The cross-cultural comparison of birthing systems, toward a biosocial analysis. In: Jordan B editor. *Birth in Four Cultures, A Crosscultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States*. Long Grove: Waveland Press. p 45-90.
14. Piperata BA, Dufour DL. 2007. Diet, energy expenditure, and body composition of lactating Ribeirinha women in the Brazilian Amazon. *American Journal of Human Biology* 19:722-734
15. Piperata BA, Gooden-Mattern L. 2011. Longitudinal study of breastfeeding structure and women's work in the Brazilian Amazon. *American Journal of Physical Anthropology* 114:226-237
16. Stern G, Kruckman, L. 1983. Multi-disciplinary perspectives on postpartum depression: an anthropological critique. *Social Science and Medicine* 17:1027-1041.
17. Crouch M. 1999. The evolutionary context of postnatal depression. *Human Nature* 10:163-182.
18. Jansen GG. 2006. Gender and war: the effects of armed conflict on women's health and mental health. *Affilia: Journal of Women and Social Work* 21: 134-145.
19. Ellsberg M, Peña R, Herrera A, Liljestrand J, Winkvist A. 2000. Candies in hell: women's experiences of violence in Nicaragua. *Social Science & Medicine* 51:1595-1610.
20. Mills M. 2003. Gender and inequality in the global labor force. *Annual Reviews in Anthropology* 32: 41-62.
21. Avotri JY, Walters V. 1999. "You just look at our work and see if you have any freedom on earth": Ghanian women's accounts of their work and their health. *Social Science & Medicine* 48:1123-1133.
22. Attanapola CT. 2004. Changing gender roles and health impacts among female workers in export-processing industries in Sri Lanka. *Social Science & Medicine* 58:2301-2312.

Rationale for *Women's Health in Global Perspective* (ANT 5602) as a Diversity (Global Studies) GE course.

Question: Why does this course qualify for GE status in *Diversity: Global Studies*?

The central theme of ANT 5602 (*Women's Health in Global Perspective*) is to deepen understanding of the major health challenges women face globally and how these challenges vary based on context. The course is biocultural in approach in that it emphasizes how sociocultural and biological factors combine to generate health. The core objectives of the class are three-fold: (1) deepen student's understanding of how economic, political, physical and social factors (i.e. women's broader context) shape women's health and thus help explain variation in observed global health patterns; (2) strengthen student's understanding of and an appreciation for diversity in beliefs and practices (i.e. emic perspective) that relate to women's health over the life course and (3) improve student's abilities to apply new knowledge to the development of solutions to the major global health challenges that women face. While the course is heavily focused on the health of women outside the United States (>85%), the course utilizes a comparative approach and challenges students to consider how our own beliefs and practices shape women's health in the United States and what can we learn from other cultures that can help improve women's health here at home.

This course already serves as an elective as part of the **Graduate Interdisciplinary Specialization in Global Health**.

Specific Learning Outcomes of Diversity (Global Studies) courses:

The stated learning outcomes of *Diversity: Global Studies* GE courses are:

- (1) To understand the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S..

Response: This course is explicitly biocultural in approach and is designed to allow students to explore how macro-level political-economic factors interact with local beliefs and practices and ultimately individual human biology to create health. In this way it emphasizes the need for an interdisciplinary approach in understanding and, equally important, solving health dilemmas and creating well-being. The course also provides students with background on the history of Global Health, including the roles of the United Nations and World Health Organization. Students are challenged to consider the implications of the application of dominant western concepts of health and well-being in diverse cultural contexts, as well as the ways global economic policies have affected women's health cross-culturally. After completion of this course, students should be able to more critically evaluate discourse surrounding health, as well as the potential effectiveness of proposed solutions to improving health.

- (2) To recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Response: This course places significant emphasis on the importance of an emic perspective – or insiders understanding – of what health is and the factors that undermine it and why this is important for developing solutions. Students are challenged to critically analyze how our own cultural beliefs and broader political-economic context shape our health practices and medical system (i.e., use the beliefs and practices of other cultural groups to self-reflect on our own beliefs and practices). In addition, a number of important topics covered in the course that affect millions of women globally such as sex-selective abortion, female genital cutting, and sex trafficking often evoke strong negative responses from students.

These issues provide excellent opportunities to explore how our attitudes and values shape our judgments. They also illustrate that only through a more in-depth understanding of the cultural context in which such practices occur can we explain their persistence and identify lasting solutions.

GE Assessment: In the *Women's Health in Global Perspective* (ANT 5602) we will use a pre and post course 15 question test to gauge the body of GE knowledge obtained over the course of the semester as it pertains to the expected learning outcomes of the Diversity (Global Studies) category. The 15 questions will address the two GE expected learning outcomes. The test will be delivered on the first and final day of classes, graded anonymously, and will address students' abilities:

1. To understand the political, economic, cultural, physical, social, and philosophical aspects of women's health, particularly as it pertains to Latin America.
2. To recognize the role of national and international diversity in shaping student's attitudes and values as they pertain to inequalities in women's across the globe.

Pre and post course testing of expected learning outcomes will use 80% as the standard during the first year of administration. If an insufficient number of students achieve this standard, we will revise the course in order to focus more on those areas students find problematic.

All assessment data will be archived electronically on university computer servers.