

Term Information

Effective Term Autumn 2017
Previous Value [Summer 2012](#)

Course Change Information

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

Adding a Distance Learning offering for this course.

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

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses.

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)?

None.

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	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2325
Course Title	Issues in Women's Health
Transcript Abbreviation	Women's Health
Course Description	An interdisciplinary inquiry into the issues affecting women's health and the politics of gender in the medical health care profession.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
<i>Previous Value</i>	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 325

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

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

- Understand the range of perspectives and develop a basic working knowledge of dominant women's health issues in the United States.
- Demonstrate conceptual understanding of the intersections among oppressions that affect women's health, including sexism, racism, imperialism, homophobia, ableism and classism.
- Recognize the importance of gender in shaping and organizing women's experiences in the U.S.
- Demonstrate conceptual understanding of the history of women's health activism in the United States.
- Apply critical perspectives to contemporary socio-cultural issues of women's health.
- Demonstrate the ability to locate yourself within the complex and shifting network of power relations.
- Use appropriate evidence to develop a strong written argument
- Demonstrate critical thinking skills by evaluating main arguments, evidence, and the chain of reasoning present in a text.

Previous Value

Content Topic List

- Women and the health care system
- Inequalities and health
- Medicalization
- Gender roles and health
- Sexuality and health
- Reproductive justice
- Intimate partner violence and health
- Women and disability
- Women and mental health
- Politics of disease

Attachments

- WGSST 2325 Shchurko Syllabus (DL SP17).docx: Syllabus
(Syllabus. Owner: Stotlar,Jacqueline Nicole)
- WGSST 2325 Shchurko ASC Tech Review.pdf: ASCTech Feasibility Review
(Other Supporting Documentation. Owner: Stotlar,Jacqueline Nicole)

Comments

- The boilerplate language for Academic Misconduct is not in the proposed syllabus. All of the rest of the information about misconduct is good but the boilerplate language has to appear. *(by Heysel,Garett Robert on 03/02/2017 06:18 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar,Jacqueline Nicole	02/22/2017 10:26 AM	Submitted for Approval
Approved	Winnubst,Shannon	02/22/2017 10:29 AM	Unit Approval
Approved	Heysel,Garett Robert	03/02/2017 06:18 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/02/2017 06:18 PM	ASCCAO Approval

SYLLABUS
WGSST 2325 / ONLINE
Issues in Women's Health
Autumn 2017

Instructor: Tatsiana Shchurko

Email: shchurko.1@osu.edu. Email is the best way to reach me

Office Hours: Thursday 11 am – 1 pm, and other days and times by appointment. Office Hours mean that I will be available on-line during certain time period to talk or chat through e-mail or Skype. I am also available for Columbus campus meetings in the GTA office (Dulles Hall 30) if necessary.

Skype name: tshchurko

Accessibility policies and services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Description

This interdisciplinary course explores the relationships between health and gender under political, biological, economic, spiritual, cultural and/or socially constructed influences. We will conduct a comprehensive overview of health literature in public health, feminist cultural studies, sociology, anthropology, medicine, and popular literature. Topics include the social construction of gender/sex, feminist critiques of biomedicine, gender inequities and difference in health epidemiology and the practice of medicine in the United States, 'alternative' approaches and practices in healing, and others. Students will engage in an interactive approach to learning about issues in women's health. Central to the course materials and discussions will be consideration of how race, ethnicity, class, culture, and gender shape women's health outcomes. The course will provide a mixture of reading, discussions, media viewing, and critical thinking assignments.

Course Learning Outcomes:

By the end of this course, students should successfully be able to:

- Understand the range of perspectives and develop a basic working knowledge of dominant women's health issues in the United States.
- Demonstrate conceptual understanding of the intersections among oppressions that affect women's health, including sexism, racism, imperialism, homophobia, ableism and classism.
- Recognize the importance of gender in shaping and organizing women's experiences in the U.S.
- Demonstrate conceptual understanding of the history of women's health activism in the United States.
- Apply critical perspectives to contemporary socio-cultural issues of women's health.
- Demonstrate the ability to locate yourself within the complex and shifting network of power relations.
- Use appropriate evidence to develop a strong written argument.
- Demonstrate critical thinking skills by evaluating main arguments, evidence, and the chain of reasoning present in a text.

Class Cancellation Policy

Because this is an exclusively online course, if the university cancels class for any reason during our course, including for inclement weather, you will still be expected to complete the readings/assignments/submissions on the assigned due date posted on this syllabus.

Required Course materials:

- All course readings are posted on Carmen Canvas under "Files."
- Assigned Films & Videos:

Part of the assigned films & videos will be available through **OSU's Secured Media Library** at <https://drm.osu.edu>. You must log in with your OSU User Name and Password, and click on "Assigned Playlists." Select the assigned film for our course and click on it.

Other videos and films will be available through **YouTube** link or **OSU Library Catalogue**. The links are provided in Course Schedule.

For the videos from the **Library Catalogue**, you should follow the link, log in with your OSU User Name and Password and chose the option "View Now." While you press "View Now," you will be redirected to the "Infobase: Films on Demand"

Infobase is an educational solutions company providing award-winning digital reference content to the school and library markets, with research databases, eBook collections, streaming video, and eLearning Modules spanning a variety of core subject areas and grade levels. Under such well-known brands as Facts On File, The World Almanac®, Learn360, Bloom's, Ferguson's, Chelsea House, and Films Media Group, Infobase provides students, librarians, and educators with a broad range of products that both enhance and enrich the learning experience.

Infobase Accessibility Statement

http://support.infobaselearning.com/index.php?/Tech_Support/Knowledgebase/Article/View/1318/332/ada-usability-statement

Infobase Learning is committed to ensuring that our online products are accessible to everyone. We continue to strive in raising our level of compliancy with the America with Disabilities Act (ADA). Because our product lines can span multiple formats including text-based articles, pdf ebooks, streaming video, and jpeg images - we employ a wide array of web practices and features to assist our users in getting the most out of their service. It is important to us that any user's experience, including those who are visually or hearing impaired, is as streamlined and enjoyable as possible. The On Demand streaming video platform is compliant with Section 508 of the American with Disabilities Act by providing closed captioning and interactive transcripts for all English language video content in our collections. Also, as a general guideline when we develop any online product we consider several aspects of accessibility, including the following where possible:

- Ensure that all Buttons, Navigations, and links can be “tabbed” through, including Header information.
- Include alternate text format for all images, or include as much image description as possible.
- Offer Closed Captioning for all videos that are easily accessible.
- Offer Read Aloud feature for any text based information that is easily accessible.
- Include text details for any image based navigation or site function.

Infobase Technical Support

E-mail: support@infobaselearning.com

E-mail: video.support@infobaselearning.com (Films On Demand)

Phone: 1-800-322-8755 Press (6)

Web-

site: http://support.infobaselearning.com/index.php?/Tech_Support/Knowledgebase/Article/View/800/0/support-hours-and-contact-information

Explicit Content Notice

Please be aware that some of the media that we screen as part of this course may be rated R and NC 17 by the MPAA due to adult language, themes, and sexual content.

Course Technology:

All of your participation in this course will be through our class CARMEN Canvas site. Because **this class is entirely online**, you will need:

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Efficient use of Carmen navigating skills

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- Microsoft Office 365 ProPlus. All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on the platform. Users will also receive 1 TB of OneDrive

for Business storage.

- Office 365 can be installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Recommended software

- Skype is an application that provides video chat and voice call services. Skype is available for Microsoft Windows, Macintosh, or Linux, as well as Android, Blackberry, Apple and Windows smartphones and tablets. The service is free and can be installed through the official website <https://www.skype.com/en/>

Skype Privacy Statement

Skype lets you send and receive voice, video and instant message communications. As part of providing these features, Microsoft collects usage data about your communications that includes the time and date of the communication and the numbers or usernames that are part of the communication. <https://privacy.microsoft.com/en-us/privacystatement/>

Skype technical support

- The Skype Support website contains over 950 FAQs and user guides related to everything Skype, from Skype for Windows to Skype subscriptions. You can search for an answer to your question and then use our filters to make sure you find out about Skype on your device, or you can browse by category and learn everything you need to know. <https://support.skype.com>
- The Skype Community is a forum for everything related to Skype. You can search for an answer from the start page, or if you'd like to ask your own question, simply sign in with your account and complete your profile to get involved. <https://community.skype.com>
- If you can't find an answer to your question, or you'd like to speak to us about a specific problem, you can contact Customer Service. <https://support.skype.com/en/faq/FA1170/how-do-i-contact-skype-customer-service>

Skype Accessibility Statement

<https://support.skype.com/en/faq/FA12371/what-accessibility-features-are-available-for-skype>

Assistive features help people with disabilities navigate and control their device as well as get better access to online content.

The following is a list of devices with supported accessibility features available for Skype:

Skype for Windows desktop (Windows 8)

- Narrator screen reader enables blind people to use their computer or other device as its purpose is to read text on the screen aloud. Skype for Windows desktop and Skype for Windows 8 may also work well with third-party screen readers such as NVDA (free download) and JAWS.
- High-contrast settings benefit low vision users and users with little or no color perception as it makes text easier to read.

- Magnifier is a feature intended for low vision users as it enlarges the screen and makes text easier to read and images easier to see.

Skype for Windows desktop (Windows 7)

- NVDA screen reader (free download) enables blind people to use their computer or other device. Skype for Windows desktop running Windows 7 operating system may also work well with other third-party screen readers such as JAWS.
- High-contrast settings benefit low vision users and users with little or no color perception.
- Magnifier is intended for low vision users.

Skype for Windows RT

- Narrator screen reader enables blind people to use their computer or other device. Skype for Windows RT may also work well with third-party screen readers such as NVDA (free download) and JAWS.
- High-contrast settings benefit low vision users and users with little or no color perception.
- Magnifier is intended for low vision users.
- Speech recognition is a feature that converts speech to text and is intended for users with limited dexterity, limited reach and strength, and prosthetic devices.

Skype for Mac

- VoiceOver built-in screen reader enables blind people to use their computer or other device.
- Invert colors or increase/decrease contrast settings benefit low vision users and users with little or no color perception.
- Zoom content is intended for low vision users.

Skype for iOS

- VoiceOver built-in screen reader enables blind people to use their computer or other device.
- Invert colors or increase/decrease contrast settings benefit low vision users and users with little or no color perception.
- Zoom content is intended for low vision users.

Skype for Android

- TalkBack built-in screen reader enables blind people to use their computer or other device.
- Reverse colors is a platform setting that benefits low vision users and users with little or no color perception.
- Zoom In/Zoom Out is intended for low vision users.

YouTube accessibility statement

Using YouTube with a screen reader

https://support.google.com/youtube/answer/189278?hl=en&ref_topic=6091042

This following information will be helpful for people using screen readers as it explains the steps for using YouTube with screen readers. A screen reader is a software application that identifies and interprets what is being displayed on the computer screen. The experience of using YouTube may not be same with all screen readers due to inconsistency of support of technology by the various screen readers.

Manage caption settings

https://support.google.com/youtube/answer/100078?hl=en&ref_topic=6091042

Captions are available on videos where the owner has added them and on some videos where YouTube automatically provides them. You can change the default settings for captions on your computer or mobile device.

YouTube technical support

- Help center <https://support.google.com/youtube/?hl=en#topic=4355266>

- Community Help
Forum <https://productforums.google.com/forum/?hl=en#!forum/youtube>
- Safety Center https://support.google.com/youtube/topic/2803240?visit_id=1-636226327083497822-497477029&hl=en&rd=1
- Security issues <https://support.google.com/youtube/answer/77402?hl=en>

Course design:

Our workweek begins on Tuesdays at 10 am and ends on Sundays at 11:59 pm. Content and modules for the particular week are made available every Tuesdays by 10 am, if not earlier. Content may contain the following learning activities: lectures, power point presentations and questions for the weekly discussions (ruminations). All the readings for the course will be available at the beginning of the course. You are responsible for completing all learning activities during our workweek/ modules, while meeting the firm deadlines in the Course Schedule and following ALL course policies listed in syllabus.

Structure of the Carmen course

On the Carmen course toolbar you can find the main sections that will be used for our daily communication:

- **Files** – contains the Readings for the course and Syllabus with Guidelines (instructions for the assignments).
- **Discussions** – forum for weekly discussion posts: Introduction, Ruminations, Factsheet posts and Comments.
- **Assignments** – contains tools to upload Critical Reflection Papers, as well as, detailed descriptions of the all course assignments.
- **Quizzes** – contains Syllabus Quiz, Midterm Quiz and Final Quiz.
- **Chat, Announcements** – these forums you can use to post questions, answers or comments about the course, readings or assignments. These forums can be used for emergency questions, clarifications, advice, and tips. Also you can post useful information relevant to the topic of the course, for example, information about interesting events.

Every week I will use the “Announcements” section for introductory posts for each week where you will find the to do list and some comments about the particular workweek.

- **Modules** – collect the assignments, pages, files, etc. that are necessary for each week.

***Please carefully navigate all the sections on Carmen and read instructions in each section!**

Assignments:

- **Syllabus Quiz**
- Introduction Post and **Ruminations (20%)** - due every Sunday by 11:59 pm

Every week I will be posting specific questions to assigned readings in toolbar's section "Discussions" - "week # - Ruminations." You are responsible to write on one question every week. Your post should be **between 300-350 words**. You should complete **1** Introduction Post and **9 ruminations over the course of the semester**.

In these short writing exercises (300-350 words) you will do the following: reply to the one of the questions that I will post for the week and support your answer by citing ideas from at least 2 articles assigned for the week. I also encourage you to offer specific real-world examples or connections to your life experiences.

- **Factsheet post (10%)** - due every Wednesday by 11:59 pm

Each week, a group of students will be assigned to write Factsheet posts, which function as 'discussion starters' for each week of content. Factsheet posts should be posted in the toolbar's section "Discussions" – "week # - Factsheet posts." Factsheet post should be between **500-550 words**. You should complete **1 Factsheet post over the course of the semester**.

At the beginning of the course each student will sign up for the week to do a Factsheet post. During the weeks when you do not sign up for the Factsheet post, you must respond to the Factsheet posts by posting comments.

The factsheet post should be relevant to the main topic of the week. The factsheet post will allow students to educate others about any one of the following broad areas: (1) an **outcome or exposure** in women's health (an information about the situation of a specific women's health issue); (2) a **program or intervention approach** (e.g., prenatal care for incarcerated women; hormone replacement therapy); or (3) a **policy** or initiative that affects the provision of care or attainment of optimal health (e.g., contraceptive insurance coverage; worksite protection policies). This factsheet post should provide critical analysis of the specific problem (outcome, or program, or policy). You should support your argument by citing **at least two readings assigned for that particular week**.

There are two major aims of this project: (1) allow students to explore a single question or topic in women's health, gather a bit of information, and share it with other students; and (2) understand how to create a factsheet or any summary of complex information.

- **Comments on Factsheet posts (5%)** - due every Sunday by 11:59 pm

All students must respond to the Factsheet posts by posting comments, if they are not assigned to do the Factsheet post for that week. You should post your comment as a reply to the particular post in the toolbar's section "Discussions" – "week # - Factsheet Posts." You should complete **5 Comments (at least one comment per week)** on Factsheet posts over the course of the semester. In your comment you should address the particular ideas in Factsheet post, supporting your comment by the readings and other evidence. Your comment should be

between 200-250 words.

- **Critical Reflection Paper 1 “Close Reading” (10%)** – due by September 24, Sunday 11:59 pm

This assignment will consist of **800-900-word paper** where you will be asked to analyze an article that is not assigned for the class. This assignment requires you to do an extra reading. In Critical Reflection Paper 1 “Close Reading,” you will be required to critically analyze an article and to do a concept map of it: to discuss and explain the main argument, importance of the article, evidence and methods, main results and conclusions. You should upload Critical reflection paper through the toolbar’s section “Assignments.” The list of available articles for the Critical Reflection Paper 1, as well as guiding questions or prompts, will be provided by the end of week 1.

- **Critical Reflection Paper 2 “Data Interpretation” (10%)** – due by November 5, Sunday 11:59 pm

This assignment will consist of **800-900-word essay**. For this paper you will need to select one data on women’s health. Clearly identify this data in your paper and provide a detailed description and analysis of that information along with your assessment about the possible effects of such information. Support your answer by using information from class discussion on Carmen and the readings we have carried out so far. You should cite passages or ideas from at least 2 different articles read in class. You should upload Critical reflection paper through the toolbar’s section “Assignments.” Guiding questions or prompts will be provided to you separately by the end of week 2.

- **Critical Reflection Paper 3 “Direct Action” (10%)** – due by December 3, Sunday 11:59 pm

This assignment will consist of **800-900-word essay**. For this paper you will need to develop an idea for a policy, program, or action. You should select a public health issue that affects women and that you are interested in learning more about. Develop a model for a policy or a program to prevent a health issue or promote measures that could solve a problem. Support your answer by using information from class discussion on Carmen and the readings we have carried out so far. You should cite passages or ideas from at least 2 different articles read in class. You should upload Critical reflection paper through the toolbar’s section “Assignments.” Guiding questions or prompts will be provided to you separately by the end of week 3.

- **Midterm (15%)** – due by October 11, Wednesday 11:59 pm

The midterm is designed to help you take stock of what you have learned by the mid-point of the term. Your midterm will be in the form of a timed online CARMEN Quiz (in the toolbar’s section “Quizzes”). Guiding questions or prompts will be provided to you separately before the Midterm.

- **Final Exam (20%) - TBA**

The Final Exam will be in the form of a timed online CARMEN Quiz (in the toolbar’s section “Quizzes”). Guiding questions or prompts will be provided to you separately before the exam.

Grades:

This course is graded using the OSU standard grading scheme:

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+	Below 60: E
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D	
	80–82.9: B-	70 –72.9: C-		

Assignment or category	Percentage of Final Grade
10 Ruminations (including Introductory post)	20%
1 Factsheet post	10%
5 Comments on Factsheet posts	5%
Critical Reflection Paper 1	10%
Critical Reflection Paper 2	10%
Critical Reflection Paper 3	10%
Midterm	15%
Final Exam	20%
Total	100%

Ruminations, Factsheet post and Comments are graded according to the principle **Pass/Failure**. If your assignment meets the requirements you will get 20% for 10 Ruminations (including Introductory post), 10% for 1 Factsheet post and 5% for 5 Comments on Factsheet posts. If you missed something from the assignment your percentage is reduced consequently. The grading rubrics for the Critical reflection papers, midterm and final exam will be provided separately. **If you miss 2 or more assignments** (ruminations, discussion leading post, comments, midterm, final exam), **you will fail the course regardless of your grades for other assignments.**

DUE DATES:

August 27, Sunday 11:59 pm - Syllabus Quiz

September 24, Sunday 11:59 pm - Critical Reflection Paper 1

October 11, Wednesday 11:59 pm - Midterm

November 5, Sunday 11:59 pm - Critical Reflection Paper 2

December 3, Sunday 11:59 pm - Critical Reflection Paper 3

Every week (except the weeks of midterm and final exam, and Spring Break):

Wednesday 11:59 pm - **Factsheet post** (date will be assigned for each student)

Sunday 11:59 pm – **Comments** on Factsheet posts (when you are not doing Factsheet post)

Sunday 11:59 pm – **Rumination**

Late assignments:

You are required to submit ALL assignments by the published deadline, without exception.

Assignments that are posted late (even a minute or two) will NOT be graded and will automatically receive a zero. Please be sure to complete your assignments early, as having technical difficulties is not an excuse for not turning work in on time. Deadlines listed in the Course Schedule are Eastern Standard Time.

Extra Credit

Extra credit is designed to augment your grade, not replace missed assignments. *Students who have not completed their regular class assignments by the due date will not be eligible to receive any extra credit.* Opportunities for extra credit will be provided to you separately.

Faculty feedback and response time

For large weekly assignments, you can generally expect feedback within **7-10 days**. I will reply to e-mails within **24 hours on school days**. Please check your email daily and reply to emails within 24 hours. When emailing me, YOU MUST INCLUDE WGSST 1110 ONLINE in the subject line. Email is the best way to contact me.

Email Etiquette

Emails should always include a subject, a greeting and a signature. When writing to me, please open with a salutation (Dear Tatsiana, Hello Tatsiana, etc.) and end with a closing statement (Sincerely, Best, etc.). No social media acronyms! Emails not addressed in this way will not be answered. Part of your college education involves knowing how to communicate in a professional manner with your teachers and/or peers.

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST THREE TIMES PER WEEK**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours: OPTIONAL OR FLEXIBLE**

If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

- **Participating in discussion: 2+ TIMES PER WEEK**

As participation, each week you can expect to post at least two times (rumination + discussion leading post or comment) as a part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** You should remember to write using good grammar, spelling, and punctuation.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying them into the Carmen discussion.

Time Management

Research indicates that distance education courses require self-disciplined time management skills and that web-based courses require a greater time commitment from students than traditionally structured courses. The university expects that students will spend 3 hours per course credit on a class, including time in class. Because you're not having a lot of "time in class," our class will be more reading and writing based. Therefore, do not underestimate the time commitment that you will have to make to be successful in this class. In addition, it is important to recognize that you may need to be more self-motivated to keep up with the reading and completing assignments, since you will not have the pressures of face-to-face class sessions to motivate you to complete the work.

Other course policies

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Trigger warning

Some contents of this course may involve texts or media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (taking a break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Policies for this online course:

- **Midterm and Final Exam:** You must complete the midterm, without any external help or communication.
- **Written assignments:** Your written assignments (ruminations, discussion post, comments and critical reflections) should be your own original work. In assignments, you should follow **MLA** style to cite the ideas and words of your research sources (<https://style.mla.org/works-cited-a-quick-guide/>). You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** You are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Student Academic Services (Buckeye Link)

CONTACT

Email: buckeyelink@osu.edu

Phone: 614-292-0300

Toll-free: 800-678-6440

Fax: 614-292-5587

<http://ssc.osu.edu>

WALK IN

Student Academic Services Bldg., Lobby

281 W. Lane Ave.

Monday–Thursday: 9 a.m. to 5 p.m.

Friday: 9 a.m. to 4 p.m.

The services housed in this building include Admissions, Registrar, Financial Aid, Enrollment Services, Fees and Deposits, and Student Loan Disbursements.

Student Academic Resources and Services:

❖ ACADEMIC ADVISING AT OHIO STATE

<http://advising.osu.edu/welcome.shtml>

Undergraduate academic advising at Ohio State (Columbus campus) is provided by the colleges and/or the departments that offer the programs—the degree(s), the major(s), the minor(s)—a student is pursuing. Academic advisors are professional staff members who are trained to help undergraduate students navigate the complexities of the University, the academic curriculum in your major, and serve as a resource for you during your time as a student. You can expect your advisor to provide accurate, helpful information in regard to degree planning and curriculum requirements, refer you to appropriate University resources when necessary, and help you understand your role and responsibilities as an undergraduate student at The Ohio State University. Advisors can help plan your academic journey, navigate policies and requirements, identify internships and careers and more.

Since there is not a central advising office at Ohio State's Columbus campus, you will need to select the college(s), school(s), and/or program(s) you are interested in to **schedule an advising appointment**, learn how to **declare a major**, have **transfer credit evaluated**, **apply to graduate**, and more (http://advising.osu.edu/colleges_schools_programs.shtml).

❖ OSU STUDENT ADVOCACY CENTER

Phone: **614-292-1111**

<http://advocacy.osu.edu/>

Helps students navigate campus policies and connect them to important resources if they are facing an academic, financial, health, or personal crisis.

❖ OSU COUNSELING & CONSULTATION SERVICES

Phone: **614-292-5766**

<http://www.ccs.ohio-state.edu/>

Provides counseling and consultation to currently enrolled undergraduate, graduate and professional students through individual & group counseling, psychiatry, nutritional counseling, couple's counseling, outreach and workshops, crisis support and debriefing, and community

referrals.

❖ OSU WRITING CENTER

Phone: **614-688-5633**

E-mail: cstw@osu.edu

<http://cstw.osu.edu/writing-center>

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants can work on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials.

❖ OSU DENNIS LEARNING CENTER

Phone: **614-688-4011**

<http://dennislearningcenter.osu.edu>

Provide assistance in areas that include motivation, academic stress, procrastination, study skills, time management, test taking, learning from text, note taking, and self-regulation.

❖ Ohio State Suicide Prevention

Phone: **614-688-5829**

<http://suicideprevention.osu.edu/>

24-Hour available (services are free and confidential):

Suicide Prevention Services **614-221-5445**

National Suicide Prevention Lifeline **800-273-8255**

Ohio State Suicide Prevention is a free resource. Its REACH training program is a short, easy and free program available to all Ohio State affiliated organizations, units, departments and individuals upon request.

❖ Student Academic Services (Buckeye Link)

CONTACT

Email: buckeyelink@osu.edu

Phone: 614-292-0300

Toll-free: 800-678-6440

Fax: 614-292-5587

<http://ssc.osu.edu>

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Services, Fees and Deposits, and Student Loan Disbursements.

In this building: Enrollment Services; International Undergraduate Admissions; Office of Graduate and Professional Admissions; Office of Military & Veterans Services; Office of Student Financial Aid; Office of Testing; Office of the University Bursar; Office of the University Registrar; Office of the Vice President of Strategic Enrollment Management & Enrollment Services; Student Service Center; Undergraduate Admissions.

COURSE SCHEDULE

Topics	Readings/ Videos	Activity/ Assignments
Week 1 (08.21-27) The Politics of Women's Health: An Introduction	Course Syllabus Assignments Instructions and other guidelines Cynthia Enloe, " <u>Being Curious about Our Lack of Feminist Curiosity</u> ," 1-10 VIDEO: " <u>What's Health Got to Do with It?: Young Women Speak Out</u> ," 52:47 min., OSU Library Catalogue, http://osu.worldcat.org.proxy.lib.ohio-state.edu/oclc/844436762	Complete Syllabus Quiz Write Introduction Post by Sunday 11:59 pm
Week 2 (08.28-09.03) Inequalities and Health	1. Our Bodies, Ourselves, " <u>The Politics of Women's Health Care</u> ," 322-328 VIDEO: " <u>Social Inequalities in Health</u> ," 3:02 min., https://www.youtube.com/watch?v=roAQHn5rEoQ VIDEO: " <u>A Doctor Battles Health Inequality</u> ," 2:47 min., https://www.youtube.com/watch?v=mZc7X4bSqAw 2. Encyclopedia of Race and Racism, " <u>Health Care Gap</u> ," 1-6 3. Felisa Gonzales and Maria Cecilia Zea, " <u>Physical Health of Women of Color</u> ," 101-125 4. Dorothy Allison, " <u>A Question of Class</u> ," 1-12 5. Maria Lopez-Ruiz, Lucia Artazcoz, Jose Miguel Martinez, Marianela Rojas and Fernando G. Benavides, " <u>Informal Employment and Health Status in Central America</u> ," 1- 10	Post Rumination by Sunday 11:59 pm

Week 3 (09.05-10) Historical Dimensions: The Women's Health Movement	<p>1. Karen L. Baird, "<u>The Women's Health Movement of the 1990s</u>," 9-28</p> <p>2. Our Bodies, Ourselves, "<u>Activism in the Twenty-first Century</u>," 808-825</p> <p>3. Christa Craven, "<u>Histories of Struggle. Activism for Reproductive Healthcare since the 1800s</u>," 24-39</p> <p>VIDEO: "<u>May 28 International Day of Action for Women's Health</u>," 4:48 min., https://www.youtube.com/watch?v=RmtW7jEqHPU</p>	Post Factsheet post by Wednesday 11:59 pm Post comment/s for Factsheet post by Sunday 11:59 pm Post Rumination by Sunday 11:59 pm
Week 4 (09.11-17) The Economies of Women's Health	<p>1. Martinez and Garcia, "<u>What is Neoliberalism? A Brief Definition for Activists</u>," 1-2</p> <p>VIDEO: "<u>Neoliberalism as a Water Balloon</u>," 12:34 min., https://www.youtube.com/watch?v=XIUWZnnHz2g</p> <p>2. Nancy Fraser with Kate Bedford, "<u>Social Rights and Gender Justice in the Neoliberal Moment</u>," 225-242</p> <p>3. Rose Rimler, "<u>Should Women Pay More for Healthcare Services?</u>" 1-3</p> <p>4. Kaiser Family Foundation, "<u>Women's Health Insurance Coverage</u>," 1-9</p> <p>VIDEO: Linda Robinson, "<u>Maternal Mortality in America and the Crises for Rural Women</u>," 10:37 min. https://www.youtube.com/watch?v=2v5A3BxU4Uc</p> <p>5. Michael K. Gusmano, "<u>Undocumented Immigrants in the United States: Use of Health Care</u>," 1-3</p> <p>6. Natalia Molina, "<u>Regulating Borders and Bodies: U.S. Immigration and Public health Policy</u>," 173-188</p>	Post Factsheet post by Wednesday 11:59 pm Post comment/s for Factsheet post by Sunday 11:59 pm Post Rumination by Sunday 11:59 pm
Week 5 (09.18-24)	<p>1. Angela Davis, "<u>Racism, Birth Control, and Reproductive Rights</u>," 353-365</p>	Submit Critical Reflection Paper 1 by

Reproductive Health: Contraception, Education and Reproductive Justice	<p>2. Loretta Ross, "<u>What is Reproductive Justice</u>," 350-351</p> <p>3. Mia Mingus, Maria Nakae and Priscilla Huang, "<u>Voice of Reproductive Justice</u>," 351-355</p> <p>4. B. Jessie Hill, "<u>The First Amendment and the Politics of Reproductive Health Care</u>," 103-122</p> <p>VIDEO: "<u>When Abortion was Illegal: Untold Stories</u>," 27:45 min. (Secured Media Library)</p>	September 24, Sunday 11:59 pm Post Factsheet post by Wednesday 11:59 pm Post comment/s for Factsheet post by Sunday 11:59 pm Post Rumination by Sunday 11:59 pm
Week 6 (09.25-10.01) Reproductive Health: Fertility, Pregnancy, and Birth	<p>1. Ruth Hubbard, "<u>Using Pregnancy to Control Women</u>," 368-372</p> <p>2. Moira Weigel, "<u>How Ultrasound Became Political</u>," 1-6</p> <p>3. Claudia Malacrida, "<u>Mothering and Disability: Implications for theory and practice</u>," 390-398</p> <p>4. Christa Craven, "<u>The Birth of Consumer Activism for Midwives: From the Natural Childbirth Legislative Movement to Recent Legislative Efforts</u>," 40-60</p> <p>5. Jennifer M. Denbow, "<u>Abortion as Genocide: Race, Agency, and Nation in Prenatal Nondiscrimination Bans</u>," 603-624</p> <p>VIDEO: "<u>No Más Bebés /No More Babies</u>," 88 min. (Secured Media Library)</p>	Post Factsheet post by Wednesday 11:59 pm Post comment/s for Factsheet post by Sunday 11:59 pm Post Rumination by Sunday 11:59 pm
Week 7 (10.02-08) Sexuality, Gender Identity and Health	<p>1. National Coalition for sexual health, "<u>The Sexual Health of Youth in the United States</u>," 1-21</p> <p>VIDEO: "<u>The Purity Myth</u>," 46 min. (Secured Media Library)</p> <p>2. Suzanne Kessler, "<u>The Medical Construction of Gender</u>," 1-26</p> <p>VIDEO: "<u>What It's Like to Be Intersex</u>," 3:25 min., https://youtu.be/cAUDKEI4QKI</p>	Post Factsheet post by Wednesday 11:59 pm Post comment/s for Factsheet post by Sunday 11:59 pm Post Rumination by Sunday 11:59 pm

	<p>3. Emilia Lombardi and Talia Bettcher, “<u>Lesbian, Gay, Bisexual, and Transgender/Transsexual Individuals</u>” in <i>Social Injustice and Public Health</i>, 1-15</p> <p>4. National Center for Transgender Equality and the National Gay and Lesbian Task Force, “<u>National Transgender Discrimination Survey Report on Health and Health Care</u>,” 1-21</p>	
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Week 8 (10.09-15) Midterm - **October 11, Wednesday 11:59 pm**

Autumn Break

<p>Week 9 (10.16-22)</p> <p>Mental Health</p>	<p>1. Marion Ann Becker, Bruce Lubotsky Levin and Ardis R.M. Hanson, “<u>Public Health and Women’s Mental Health</u>,” 3-8</p> <p>2. Elizabeth J. Donaldson, “<u>Revisiting the Corpus of the Madwoman</u>: Further Notes toward a Feminist Disability Studies Theory of Mental Illness,” 91-107</p> <p>3. Lillian Comas-Diaz and Beverly Greene, “<u>Introduction</u>” in “<u>Psychological Health of Women of Color</u>,” 1-14</p> <p style="text-align: center;">VIDEO: “<u>5 Ways The U.S. Mental Health Care System Is In Crisis</u>,” 3:46 min., https://www.youtube.com/watch?v=XR8zfpUwTrQ</p> <p>4. Pamela L. Mulder, Robert Jackson and Sarah Jarvis, “<u>Services in Rural Areas</u>,” 313-331</p> <p style="text-align: center;">VIDEO: “<u>Recovering: Anorexia Nervosa and Bulimia Nervosa</u>,” 27:13 min., OSU Library Catalogue, http://osu.worldcat.org.proxy.lib.ohio-state.edu/oclc/844436884</p>	<p>Post Factsheet post by Wednesday 11:59 pm</p> <p>Post comment/s for Factsheet post by Sunday 11:59 pm</p> <p>Post Rumination by Sunday 11:59 pm</p>
<p>Week 10 (10.23-29)</p> <p>Health and Disability Studies</p>	<p>1. Susan Wendell, “<u>The Social Construction of Disability</u>,” 101-108</p> <p>2. Elizabeth Ettorre, “<u>Reproductive Genetics, Gender and the Body: ‘Please Doctor, May I Have a Normal Baby?’</u>,” 403-417</p>	<p>Post Factsheet post by Wednesday 11:59 pm</p> <p>Post comment/s for Factsheet post by Sunday 11:59 pm</p>

	<p>3. Heather Dillaway and Catherine Lysack, “<u>Encounters with Inaccessibility: the Contexts Women with Spinal Cord Injury Face when Seeking Gynecological Health Care</u>,” 231- 254</p> <p>4. Nirmala Erevelles, “<u>The Color of Violence: Reflecting on Gender, Race, and Disability in Wartime</u>,” 117-132</p> <p>VIDEO: Stella Young, “<u>I Am Not Your Inspiration, Thank You Very Much</u>,” 9:16 min., https://www.youtube.com/watch?v=8K9Gg164Bsw</p>	Post Rumination by Sunday 11:59 pm
Week 11 (10.30-11.05) Addiction and Narco-politics	<p>1. American Psychiatric Publishing, “<u>Women and Addiction</u>,” 1-7</p> <p>VIDEO: “<u>Mother’s Little Helper: Mom’s Addicted to Adderall</u>,” 5:14, OSU Library Catalogue, http://osu.worldcat.org.proxy.lib.ohio-state.edu/oclc/861416398</p> <p>2. Tamara D. Willis and Lula A. Beatty, “<u>Women of Color and Substance Abuse</u>,” 147-158</p> <p>3. Dorothy Roberts, “<u>Making Reproduction a Crime</u>,” 150-201</p> <p>4. Evelyn Salinas, “<u>The Mexican Drug War’s Collateral Damages on Women</u>,” 31-45</p>	Submit Critical Reflection Paper 2 by November 5, Sunday 11:59 pm Post Factsheet post by Wednesday 11:59 pm Post comment/s for Factsheet post by Sunday 11:59 pm Post Rumination by Sunday 11:59 pm
Week 12 (11.06-09) HIV politics and AIDS	<p>1. Carl Gaines, “<u>Southern Discomfort</u>,” 396-400</p> <p>2. Janet M. Blair, Lynn A. Paxton and Mary L. Kamb, “<u>HIV and AIDS in Women</u>,” 505-518</p> <p>3. Kimberly Christensen, “<u>Vessels, Vectors, and Vulnerability: Women in the U.S. HIV/ AIDS Epidemic</u>,” 54-76</p> <p>4. Yvonne Wesley, “<u>HIV/ AIDS in Adolescent Black Girls</u>,” 3-12</p>	Post Factsheet post by Wednesday 11:59 pm Post comment/s for Factsheet post by Sunday 11:59 pm Post Rumination by Sunday 11:59 pm
Week 13 (11.13-19)	1. Nancy R. Hooyman, “ <u>Social and Health Disparities in Aging: Gender Inequities in Long-</u>	Post Factsheet post by Wednesday 11:59 pm

Aging and older women's issues	<p>Term Care," 1-6</p> <p>2. Report "<u>Aging, Women and Poverty in California,</u>" 36p.</p> <p>3. Carroll L. Estes and Steven P. Wallace, "<u>Older People</u>" in <i>Social Injustice and Public Health</i>, 1-21</p> <p>4. Fran Trotman and Matthew Tirrell, "<u>Elder Women of Color</u>: Considerations for Mental Health Professionals," 81-97</p> <p>VIDEO: "<u>A Mother Never Gives Up Hope</u>: Older Mothers and Abusive Adult Sons," 42:31 min., OSU Library Catalogue, http://osu.worldcat.org.proxy.lib.ohio-state.edu/oclc/764341450</p>	<p>Post comment/s for Factsheet post by Sunday 11:59 pm</p> <p>Post Rumination by Sunday 11:59 pm</p>
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Week 14 (11.20-26) Thanksgiving

<p>Week 15 (11.27-12.03)</p> <p>Environmental Health</p>	<p>VIDEO: "<u>Environmental health</u>," 3:36 min., https://www.youtube.com/watch?v=HcXHxDhpgo</p> <p>1. Our Bodies, Ourselves, "<u>Environmental and Occupational Health</u>," 727-757</p> <p>VIDEO: "<u>Deadly Deception: GE, Nuclear Weapons and Our Environment</u>," 29 min. (Secured Media Library)</p> <p>2. "<u>Why the Dakota Access Pipeline Is a Feminist Priority</u>," 1-2</p> <p>VIDEO: "<u>Broken Rainbow</u>," 79 min., https://www.youtube.com/watch?v=W5z8OgMfxC&feature=youtu.be</p> <p>3. Karen L. Baird, "<u>One in Eight: The Politics of Breast Cancer</u>," 77-92</p> <p>4. Mary Olson, "<u>Gender Matters in the Atomic Age</u>," 187-192</p>	<p>Submit Critical Reflection Paper 3 by December 3, Sunday 11:59 pm</p> <p>Post Factsheet post by Wednesday 11:59 pm</p> <p>Post comment/s for Factsheet post by Sunday 11:59 pm</p> <p>Post Rumination by Sunday 11:59 pm</p>
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Week 16 (12.04-14) Final Exam (TBA)

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Issues in Women's Health (WGSST 2325)

Instructor: Tatsiana Shchurko

Summary: Online Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The tools used in this course support the learning objectives and competencies in the following ways.</p> <ul style="list-style-type: none"> • Weekly discussion board posts in response to a prompt from the readings • Weekly reading assignments • Factsheet posts and responses • Critical Reflection papers (800-900 words) • Film/video viewing
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning.</p> <ul style="list-style-type: none"> • Carmen LMS • OSU secure media library • Microsoft Office 365 • Skype
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. The "Course Technology" section of the syllabus provides the students the needed information to obtain all technologies required for the course.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.</p>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			<p>A link has been provided in the "Course technology" section of the syllabus to the privacy policies for the following external tools being used for this course.</p>

			• Skype
Standard - Learner Support			
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓		Recommend that a link be provided in the "Course Technology" section of the syllabus for the technical support offered for the following tools being used in this course. • Skype
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓		a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓		b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓		c
Standard – Accessibility and Usability			
8.1 Course navigation facilitates ease of use.	✓		Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓		A link has been provided in the "Course technology" section of the syllabus to the accessibility statements for all third-party tools being used in this course. • Skype
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓		Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	✓		Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 2/13/2107
- Reviewed by: Mike Kaylor

Notes: Please remove the RealPlayer statement from the information listed for the OSU Secure Media Library. You do not need to download this application to play films from the secure media library.

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information:slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. Consider putting text for the accessibility statement in **BOLD 16 pt font**.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.