

## Term Information

Effective Term Summer 2023  
*Previous Value* Spring 2016

## Course Change Information

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

We would like this course added to the Health and Wellbeing GE

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

This course incorporates the learning objectives for this theme.

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, 12 Week, 8 Week, 7 Week, 6 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, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

---

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

Prereq: 2200, or permission of instructor.

*Previous Value*

*Prereq: 2200 (200), or permission of instructor.*

**Exclusions**

*Previous Value*

Not open to students with credit for 601.04.

**Electronically Enforced**

No

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code**

26.0102

**Subsidy Level**

Doctoral Course

**Intended Rank**

Junior, Senior, Masters, Doctoral, Professional

## **Requirement/Elective Designation**

**General Education course:**

Global Studies (International Issues successors); Health and Well-being

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

*Previous Value*

*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*

## **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.

**COURSE CHANGE REQUEST**  
5602 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/31/2022

**Content Topic List**

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

**Sought Concurrence**

No

**Attachments**

- 5602\_syllabus\_GE\_Health\_Wellbeing.docx: Syllabus  
*(Syllabus. Owner: Healy, Elizabeth Ann)*
- ANTH5602\_GE-Theme-health-wellbeing-Document.pdf: GE Rational  
*(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	04/15/2022 12:31 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	04/15/2022 12:32 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/31/2022 12:26 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/31/2022 12:26 PM	ASCCAO Approval



# **SYLLABUS: ANTH 5602**

## **WOMEN'S HEALTH IN GLOBAL PERSPECTIVE**

### **TERM SPRING 2023**

## **Course overview**

This is a discussion-based course. In a typical week, you will complete assigned readings and associated questions sets. These assignments will help you prepare to engage in meaningful in-class student-led discussions. It is expected that you contribute to discussion on a regular basis. On at least one occasion, you will work with a peer to lead discussion, which will include preparing the question-set we all use to discuss the material. On two occasions you will work with a group of approximately 4 peers to evaluate groups/programs addressing key women's health issues covered in class.

## **Classroom Information**

Format of instruction: Discussion

Meeting Days/Times: Tuesday/Thursday XX:XX - XX:XX

Location: TBD

## **Instructor**

Instructor: Barbara Piperata

Email address: [piperata.1@osu.edu](mailto:piperata.1@osu.edu)

Phone number: 614-292-2766

Office hours: TBD

## Course description

This course examines critical health issues affecting women around the world over the life-course. We begin by reviewing theoretical perspectives from medical anthropology and other social sciences used to explain health disparities. We then combine biological and cultural approaches to build a bio-cultural framework that will allow us to appreciate the complexities of women's health. After solidifying our theoretical grounding, we explore women's health across the life-course beginning with issues surrounding the birth of female babies. We then explore health issues that affect females through the period of childhood, adolescence, and eventually adulthood, including pregnancy and breastfeeding, and, finally, issues that arise in older age. For each health issue covered we will contemplate meaningful approaches to addressing/solving women's health dilemmas.

## Course learning outcomes

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

- Apply evolutionary theory and the social determinants of health to understand variation in women's health across the life course (i.e., biocultural perspective).
- Articulate and critically discuss major health challenges women face over the life-course, how they vary by geographic region and culture.
- Apply cultural relativism and an emic perspective in evaluating women's health challenges and potential solutions.
- Identify and critically evaluate global entities currently addressing issues of women's health (e.g., how they work and the reasons behind their successes/failures).
- Identify and explain the ways that women's biologies, cultural and social contexts interact to affect their health

## General Education

GE Category: Health and Well-being

## GE Expected Learning Outcomes:

<b>Themes: General</b>	
<b><i>GE Goal</i></b>	<b><i>Expected Learning Outcome (ELO)</i></b>
<b>GOAL 1:</b> Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	<p><b>G1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.</p> <p><b>G1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p> <p><b>G1.3</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>
<b>GOAL 2:</b> Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	<b>G2.1</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
<b>Theme: Health and Wellbeing</b>	
<b>HW GOAL 1:</b> Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)	<p><b>HW1.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p> <p><b>HW1.2</b> Identify, reflect on, and apply the skills needed for resiliency and wellbeing.</p>

The course will satisfy these outcomes through: (1) In-depth readings/discussions that apply theory and methods from medical anthropology and related social and health sciences to understanding women's health over the life course (see course schedule). (2) Completion of question sets requires students to critically engage with the material (analyze and evaluate methods, theory), reflect on their views/positions regarding a range of women's health issues, and apply knowledge to their own lived experience and/or culture (as many readings focus on women in other geographic/cultural settings). (3) Leading class discussion on at least one occasion, which also includes preparing a question set. This allows students the opportunity to take a leading role in identifying theory and methods in academic writing, as well as interpret results and evaluate their broader significance. It also provides students the opportunity to practice public speaking. (4) Critical evaluation of programs/policies that address health issues covered in class and oral and written presentation of argument to peers. (5) A final exam that tests students' ability to synthesize data from multiple readings/films and apply that knowledge to understanding women's health over the life course.

## Course materials

### Required

1. Murray AF. 2013. *From Outrage to Courage: The Unjust and Unhealthy Situation of Women in Poorer Countries and What They are Doing About It*. Monroe: Common Courage Press. (Murray on course schedule) – available via the university bookstore.
2. Mojola SA. 2014. *Love, Money, and HIV: Becoming a Modern African Woman in the Age of AIDS*. Berkeley: University of California Press. (Mojola on course schedule) – available via the university bookstore.
3. Davis, DA. 2019. *Reproductive Injustice: Racism, Pregnancy, and Premature Birth*. New York: NYU Press. (Davis on course schedule) – electronic copy available free via the university library.
4. Articles (n=30) available in pdf format on Carmen in the folder "Articles". These will also appear in the modules section of Carmen. Note: at the end of the syllabus, you will find a numbered list of these articles. On the Course Schedule under Theme/Readings, the articles are referred to by these same numbers – electronic available via Carmen
5. Films (n=5) are also noted on the Course Schedule. All are available free via the OSU library system. Make sure you locate these in advance on-line. Sometime the OSU library changes the access site. Waiting until the last minute to discover this is an unnecessary source of stress!

## Grading and instructor response

### Grades

Assignment or category	% Grade
Attendance & Participation	15%
Question sets (n=20)	20%
Leading class discussion	10%
Group program evaluations/policy briefs (n=2)	30%
Final Exam	25%
<b>Total</b>	<b>100</b>

See course schedule, below, for due dates

**Attendance & Participation (15%):** Attendance will be taken during each class period (1 pt per class). Absences will be recorded as 0 pts. Each student is permitted 2 absences without penalty. I also expect you to be an active participant in class discussion on a regular basis. This means sharing your answer to the assigned discussion questions and to thoughtfully respond to answers given by your *colleagues*. Participation is evaluated on a weekly basis, to earn participation points (1 pt week), you must make a substantive contribution at least 1x a week.

**Question-sets (20%):** In-class discussion is an important part of the learning experience. It is critical that you (1) complete the assigned readings and (2) upload answers to the associated question set to Carmen BEFORE the scheduled in-class discussion session (see due dates/times on the Course Schedule below). Most question sets consist of ~8-10 questions. Responses are expected to be thorough and include specific data/information from the readings.

*Academic Integrity: It is expected that the work you submit is your own. However, I have no problem with you meeting up with colleagues to discuss the material and your thoughts/answers.*

**Leading Class Discussion (10%):** This part of your grade is based on your performance leading class discussion during the semester. You will work with a partner. Together, you will be responsible for guiding class discussion on selected articles or a book on one occasion. Below are guidelines for leading discussion:

1. Timeline: Preparing to lead class discussion takes time, effort, and organization.
  - a. Two weeks prior to your presentation date, you should devise a schedule and timeline to work with your partner to prepare ~8 well thought-out and engaging questions that will stimulate class discussion on the article(s)/book/film you are assigned. [Note: during the first week of class you will have the opportunity to select the week/topic you want to lead discussion on].
  - b. One week prior to your presentation date, you will submit to me your typed and carefully edited (no typos, grammatical errors etc.) question-set draft. You will then meet with me,



and I will provide feedback. This meeting is **Not Optional**. You will have time to then make any needed edits.

c. I will post the final version of your question-set on Carmen for the class to use to prepare for discussion. Note: if you are presenting on a Tuesday, your question-set will need to be posted on the prior Friday. If presenting on Thursday, your question-set will need to be posted on Monday.

d. Overall, I expect that you work together as a team in the preparation of your questions rather than “divide and conquer”. In other words, I want to see that you worked together to critically think through the material you will present.

2. Question-set details: Your question-set should be well-organized. It should include (1) the date of your presentation, the name of all team members, and the citations of all materials your question set is based on (2) the ~8 discussion questions.

*Academic Integrity: It is expected that you work as a team and that all team members share the workload evenly. Students who fail to contribute to the group effort will receive a “0” for this assignment. If you miss class on the day of the presentation you will receive a “0.”*

**Group program evaluations/policy briefs (n=2) (30%):** With a small group of peers (~3-5) you will prepare 2 program evaluations. These will be 3-page assignments (1.5 spacing, 12 pt font, 1-inch margins). Each of these assignments will have 3 parts. **Part 1:** you will summarize the program’s goals, target population/reach, approach (i.e., specific initiatives), funding source(s) (approximately 1-page). **Part 2:** Drawing on class readings/discussion, you will evaluate the strengths and weaknesses of the policy/program and make substantive suggestions for improving the policy/program (approximately 2 pages). This will be uploaded to Carmen and shared with the class at least two days prior to your presentation (see part 3). **Part 3:** your group will prepare a PowerPoint that summarizes parts 1 and 2, which you will present to the class. These should be 5-minute presentations followed by a 10-15 minute Q&A that your group will lead and where we will discuss the policy/program as a class. Additional details and guidance will be provided in class and posted to Carmen for reference.

*Academic Integrity: It is expected that you work as a team and that all team members share the workload evenly. Students who fail to contribute to the group effort will receive a “0” for this assignment.*

**Final Exam (25%):** The final exam will consist of short essays. The exam is taken open-line and is open book / open note and will be completed within Carmen. Details on length of individual responses and materials you should draw on to answer each question will be provided on the exam.

*Academic Integrity: It is expected that you work alone on this assignment with no help from others.*

## Late assignments

**Question sets:** in-class question sets turned in within 24-hrs of the due date/time will receive 50% of the total point value. Assignments turned in later than 24-hrs past the due date will not be accepted without prior approval or a formal excuse (e.g., SLDS accommodation, doctor's note).

**Leading Class Discussion:** There will be no make-up opportunities. If you miss class on the day you are leading discussion, your grade will be recorded as a "0."

**Group program evaluations/policy briefs:** evaluation/policy briefs turned in within 24-hrs of the due date/time will receive 50% of the total point value. Assignments turned in later than 24-hrs past the due date will not be accepted. Any student missing the in-class presentation will receive "0" points for part 3 of this assignment.

**Final Exam:** There will be no make-up exams without prior approval or a formal excuse (e.g., doctor's note). Your grade for a missed exam will be recorded as a "0."

## Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course.

### Contact Preference

- **E-mail** is the best way to get in contact with me ([piperata.1@osu.edu](mailto:piperata.1@osu.edu)). I will reply within 24-hrs on weekdays.
- Of course, it would be great to see you in **office hours** as well!

## Grading and feedback

- For all assignments (question sets, leading discussion, group program/policy evaluations, final exam) you can expect feedback within 7 days.
- Carmen Announcements: I will use Carmen Announcements to communicate as schedule changes, alert you to on-campus activities and opportunities related to this course and the anthropology department. It is critical that you check the Carmen page regularly and read all announcements. I also recommend you link Carmen announcements to your email so you can seamlessly receive these alerts.

## E-mail

I will reply to e-mails within **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

### Discussion and communication guidelines

While I do not expect you to make substantive comments every class period, I do expect that you are active in class discussion and make significant contributions on a regular basis. Contributing to discussion is an excellent way to test your knowledge of the subjects covered and share that with your peers.

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **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, use APA style. 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 into the Carmen discussion.

## Course schedule (tentative)

See bibliography immediately following the course schedule for details on each assigned reading. All articles in the bibliography will be available on Carmen as pdfs. ELOs = Expected Learning Outcomes

DATE	Theme / Readings	ELOs
WEEK 1		
Tues	<i>Theme:</i> Introduction to course & critical analysis of readings <i>Readings:</i> syllabus and how to read and article	
Thurs	<i>Theme:</i> Application of evolutionary theory for understanding women's health <i>Readings: #1</i>	G1.1; HW1.1
WEEK 2		
Tues	<i>Theme:</i> Application of evolutionary theory for understanding women's health <i>Readings: #2, #3</i> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
Thurs	<i>Theme:</i> Social determinants of health models for understanding women's health <i>Readings: #4, #5</i> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
WEEK 3		
Tues	<i>Theme:</i> Social determinants of health models for understanding women's health <i>Readings: Murray: Prologue (pp. xv-xxi), #6</i>	G1.1; G1.2; G2.1; HW1.1
Thurs	<i>Theme:</i> Poverty and women's health, an overview <i>Readings: Murray: Chaps 1 (pp. 1-14), #7</i> <i>In prep for next class: watch -- Film: "It's a Girl: The Global War Against Girls" (2012) – watch at home on Kanopy, available via OSU library (<a href="https://library.ohio-state.edu/search~S7?/X{u201C}It{u2019}s+a+Girl%3A+The+Global+War+Against+Girls{u201D}+&amp;searchscope=7&amp;SORT=D/X{u201C}It{u2019}s+a+Girl%3A+The+Global+War+Against+Girls{u201D}+&amp;searchscope=7&amp;SORT=D&amp;SUBKEY=%E2%80%9CIt%E2%80%99s+a+Girl%3A+The+Global+War+Against+Girls%E2%80%9D+/1%2C6%2C6%2CB/frameset&amp;FF=X{u201C}It{u2019}s+a+Girl%3A+The+Global+War+Against+Girls{u201D}+&amp;searchscope=7&amp;SORT=D&amp;2%2C2%2C">https://library.ohio-state.edu/search~S7?/X{u201C}It{u2019}s+a+Girl%3A+The+Global+War+Against+Girls{u201D}+&amp;searchscope=7&amp;SORT=D/X{u201C}It{u2019}s+a+Girl%3A+The+Global+War+Against+Girls{u201D}+&amp;searchscope=7&amp;SORT=D&amp;SUBKEY=%E2%80%9CIt%E2%80%99s+a+Girl%3A+The+Global+War+Against+Girls%E2%80%9D+/1%2C6%2C6%2CB/frameset&amp;FF=X{u201C}It{u2019}s+a+Girl%3A+The+Global+War+Against+Girls{u201D}+&amp;searchscope=7&amp;SORT=D&amp;2%2C2%2C</a>)</i> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
WEEK 4		
Tues	<i>Theme:</i> In the beginning: being born female <i>Readings: Murray Chap 2 (pp. 25-35), #8, #9, Discussion of film "It's a Girl"</i> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G1.3; G2.1; HW1.1
Thurs	<i>Theme:</i> Growing up female: nutrition, education, and marriage <i>Readings: Murray: Chapter 3 (pp. 39-48), #10, #11</i> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
WEEK 5		
Tues	<i>Theme:</i> Growing up female: early marriage and teen pregnancy <i>Readings: Murray Chap 4 (pp. 75-79), #12, #13</i> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1

Thurs	<i>Theme:</i> Issues of adolescence: gender, economics, and disease risk <b><u>Readings:</u> Mojola: (Chapters 1-4; pp. 1-124)</b> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
WEEK 6		
Tues	<i>Theme:</i> Issues of adolescence: gender, economics, and disease risk <b><u>Readings:</u> Mojola: (Chapters 5-epilogue; pp. 125-215)</b> <b><u>In prep for next class:</u> Watch -- Film: Film: Killing us Softly 4 (2010) – watch at home on Kanopy available via OSU (<a href="https://library.ohio-state.edu/search~S7?/Xkilling+us+softly+4&amp;searchscope=7&amp;SORT=D/Xkilling+us+softly+4&amp;searchscope=7&amp;SORT=D&amp;SUBKEY=killing+us+softly+4/1%2C5%2C5%2CB/frameset&amp;FF=Xkilling+us+softly+4&amp;searchscope=7&amp;SORT=D&amp;2%2C2%2C">https://library.ohio-state.edu/search~S7?/Xkilling+us+softly+4&amp;searchscope=7&amp;SORT=D/Xkilling+us+softly+4&amp;searchscope=7&amp;SORT=D&amp;SUBKEY=killing+us+softly+4/1%2C5%2C5%2CB/frameset&amp;FF=Xkilling+us+softly+4&amp;searchscope=7&amp;SORT=D&amp;2%2C2%2C</a>)</b> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
Thurs	<i>Theme:</i> Issues of adolescence: body image <b><u>Readings:</u> #14, Discussion of film “Killing us Softly 4”</b> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G1.3; G2.1; HW1.1; HW1.2
WEEK 7		
	<b>Policy/Program Evaluation Presentations (Groups 1, 2, 3)</b>	G1.1; G1.2; G1.3; G2.1; HW1.1; HW1.2
Thurs	<b>Policy/Program Evaluation Presentations (Groups 4, 5, 6)</b> <b><u>In prep for next class:</u> Watch -- Film: A Walk to Beautiful (2007) – watch at home on YouTube (<a href="https://www.youtube.com/watch?v=ZUe5QChQyvg">https://www.youtube.com/watch?v=ZUe5QChQyvg</a>) or via OSU library (via PBS)</b>	G1.1; G1.2; G2.1; G1.3; HW1.1; HW1.2
WEEK 8		
Tues	<i>Theme:</i> Social and evolutionary perspectives on pregnancy and childbirth <b><u>Readings:</u> Murray: Chapter 5 (pp. 103-124), #15, Discussion of film “A Walk to Beautiful”</b> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G1.3; G2.1; HW1.1; HW1.2
Thurs	<b>Fall Break – No Class</b>	
WEEK 9		
Tues	<i>Theme:</i> Cultural models: pregnancy and childbirth <b><u>Readings:</u> #16, #17</b> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
Thurs	<i>Theme:</i> Health disparities: pregnancy and childbirth in the USA <b><u>Readings:</u> Davis: (Chapters: Intro, Premature Predicaments, Intro to the NICU, Pregnancy and Prematurity in the Afterlife of Slavery, Witnessing birth) pp. 1-86.</b> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
WEEK 10		
Tues	<i>Theme:</i> Health disparities: pregnancy and childbirth in the USA <b><u>Readings:</u> Davis: (Chapters: Saving the Babies, Narrowing the Gap of Black Women’s Burden, Radical Black Birth Workers, Conclusion) pp. 87-143.</b> <b><u>In prep for next class:</u> Watch -- Film: The Business of Being Born – watch at home on You Tube (<a href="https://www.youtube.com/watch?v=sCp9tiEIQEU">https://www.youtube.com/watch?v=sCp9tiEIQEU</a>)</b>	G1.1; G1.2; G2.1; HW1.1

	<b>DUE: Question Set (upload to Carmen)</b>	
Thurs	<i>Theme:</i> Childbirth practices in cross-cultural perspective <i>Readings:</i> #18, Discussion of film <i>The Business of Being Born</i> <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G1.3; G2.1; HW1.1, HW1.2
WEEK 11		
Tues	<i>Theme:</i> Violence and war – focus on domestic violence <i>Readings:</i> Murray: Chapter 6 (pp. 133-147), #19 <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
Thurs	<i>Theme:</i> Violence and war – focus on war <i>Readings:</i> Murray: Chapter 7 (pp. 161-184), #20 <i>In prep for next class:</i> Watch -- Videos on Sex Trafficking (Ted Talk and Sex Trafficking in America 2019) ( <a href="https://www.ted.com/talks/sunitha_krishnan_tedindia">https://www.ted.com/talks/sunitha_krishnan_tedindia</a> ) and ( <a href="https://library.ohio-state.edu/record=b8707003">https://library.ohio-state.edu/record=b8707003</a> ) <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
WEEK 12		
Tues	<i>Theme:</i> Sex Trafficking and women’s health <i>Readings:</i> Murray: Chapter 3 (pp.59-62), Chap 8 (pp. 206-215), #21, Discussion of videos on sex trafficking <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G1.3; G2.1; HW1.1; HW1.2
Thurs	<b>Veteran’s Day – NO CLASS</b>	
WEEK 13		
Tues	<i>Theme:</i> Women’s labor and health <i>Readings:</i> Murray: Chapter 8 (pp. 193-204), #22 <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
Thurs	<i>Theme:</i> Resource insecurity and women’s health <i>Readings:</i> Murray: Chap 8 (pp. 218-221), #23, #24, #25 <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
WEEK 14		
Tues	<b>THANKSGIVING/INDIGENOUS PEOPLE’S DAY – NO CLASS</b>	
Thurs	<b>THANKSGIVING/INDIGENOUS PEOPLE’S DAY – NO CLASS</b>	
WEEK 15		
Tues	<i>Theme:</i> Aging in a man’s world <i>Readings:</i> Murray: Chapter 9 (pp. 233-249), #26 <b>DUE: Question Set (upload to Carmen)</b>	G1.1; G1.2; G2.1; HW1.1
Thurs	<b>Policy/Program Evaluation Presentations (Groups 1, 2, 3)</b>	
		G1.1; G1.2; G1.3; G2.1; HW1.1; HW1.2
WEEK 16		
Tues	<b>Policy/Program Evaluation Presentations (Groups 4, 5, 6)</b>	
		G1.1; G1.2; G1.3; G2.1; HW1.1; HW1.2
TBD	<b>----- Final Exam: Take Home / On-line ----- Timed, open for 24 hours</b>	
		G1.1, G1.2, G1.3; HW1.1

### Bibliography (all articles can be found on CARMEN)

1. Trevathan WR. 2007. Evolutionary medicine. *Annual Review of Anthropology*. 36:139-154.
2. Trevathan, W. 2010. Introduction. In “*Ancient bodies, modern lives: how evolution has shaped women's health*”. Oxford: Oxford University Press. pp. 3-22.
3. Trevathan, W. 2010. Vicious cycles. In “*Ancient bodies, modern lives: how evolution has shaped women's health*”. Oxford: Oxford University Press. pp. 41-61.
4. Marmot M. 2005. Social determinants of health inequalities. *Lancet* 365:1099-1104.
5. Braveman, P., Egerter, S. and Williams, D.R., 2011. The social determinants of health: coming of age. *Annual Review of Public Health*, 32, pp.381-398.
6. Basilico M, Weigel J, Motgi A, Bor J, Keshavejee S. 2013. Health for all? Competing theories and geopolitics. In Farmer, P., Kim, J.Y., Kleinman, A. and Basilico, M., In “*Reimagining Global Health: an Introduction (Vol. 26)*”. Berkeley: University of California Press. pp. 74-1110.
7. Sicchia, S.R. and Maclean, H., 2006. Globalization, Poverty and Women's Health. *Canadian Journal of Public Health*, 97(1), pp.69-71.
8. Puri, S., Adams, V., Ivey, S. and Nachtigall, R.D., 2011. “There is such a thing as too many daughters, but not too many sons”: A qualitative study of son preference and fetal sex selection among Indian immigrants in the United States. *Social Science & Medicine*, 72(7), pp.1169-1176.
9. Jha, P., Kesler, M.A., Kumar, R., Ram, F., Ram, U., Aleksandrowicz, L., Bassani, D.G., Chandra, S. and Banthia, J.K., 2011. Trends in selective abortions of girls in India: analysis of nationally representative birth histories from 1990 to 2005 and census data from 1991 to 2011. *Lancet*, 377(9781), pp.1921-1928.
10. Khera, R., Jain, S., Lodha, R. and Ramakrishnan, S., 2014. Gender bias in child care and child health: global patterns. *Archives of Disease in Childhood*, 99(4), pp.369-374.
11. Fledderjohann, J., Agrawal, S., Vellakkal, S., Basu, S., Campbell, O., Doyle, P., Ebrahim, S. and Stuckler, D., 2014. Do girls have a nutritional disadvantage compared with boys? Statistical models of breastfeeding and food consumption inequalities among Indian siblings. *PLoS ONE*, 9(9), pp. e107172.
12. 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, pp.931-935.
13. Geronimus, A.T., Bound, J. and Waidmann, T.A., 1999. Health inequality and population variation in fertility-timing. *Social Science & Medicine*, 49(12), pp. 1623-1636.
14. Anderson-Fye, E.P., 2004. A “Coca-Cola” shape: Cultural change, body image, and eating disorders in San Andres, Belize. *Culture, Medicine and Psychiatry*, 28(4), pp.561-595.
15. Stone P., 2016. Biocultural perspectives on maternal mortality and obstetrical death from the past to the present. *Yearbook of Physical Anthropology*, 59, pp. S150-171.
16. Davis-Floyd R. 2001. The technocratic, humanistic, and holistic paradigms of childbirth. *International Journal of Gynecology and Obstetrics*, 75, pp. S5-S23.
17. Leal M.D.C., Gama S.G.N.D., Pereira A.P.E., Pacheco V.E., Carmo C.N.D., Santos R.V., 2017. The color of pain: racial inequities in prenatal care and childbirth in Brazil. *Cadernos de Saude Publica*, 33.
18. Jordan B., 1993. The cross-cultural comparison of birthing systems, toward a biosocial analysis. In: Jordan B editor. In: “*Birth in Four Cultures, A Crosscultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States*”. Long Grove: Waveland Press. pp. 45-90.
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, pp. 1595-1610.
20. 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, pp. 134-145.

21. Deshpande NA, Nour NM. 2013. Sex trafficking of women and girls. *Reviews in Obstetrics and Gynecology*, 6(1): e22.
  22. Nyantakyi-Frimpong, H., 2021. Climate change, women's workload in smallholder agriculture, and embodied political ecologies of undernutrition in northern Ghana. *Health & Place*, 68, p.102536.
  23. Ivers LC, Cullen KA. 2011. Food insecurity: special considerations for women. *American Journal of Clinical Nutrition* 94 (suppl):1740S-1744S
  24. Piperata, B.A., Schmeer, K.K., Rodrigues, A.H. and Torres, V.M.S., 2016. Food insecurity and maternal mental health in León, Nicaragua: Potential limitations on the moderating role of social support. *Social Science & Medicine*, 171, pp.9-17.
  25. Kruger LM, Lourens M. 2016. Motherhood and the “Madness of Hunger”: “...Want Almal Vra vir My vir ‘n Stukkie Brood” (“...Because Everyone Asks Me for a Little Piece of Bread”). *Culture, Psychiatry and Medicine* 40:124-143.
  26. Kanya, H. and Poindexter, C.C., 2009. Mama Jaja: The stresses and strengths of HIV-affected Ugandan grandmothers. *Social Work in Public Health*, 24(1-2), pp.4-21.
- 

## Other course policies

### Academic integrity policy

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 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**



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](http://www.northwestern.edu/uacc/8cards.htm))

## Accommodations for accessibility

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 immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Student Support Policies and Resources

**Diversity.** The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Mental Health Services.** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS

is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**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, Mollie Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu).

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially through the [Ohio State Anonymous Reporting Line](#).

**Recovery Support.** The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit [go.osu.edu/recovery](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto:recovery@osu.edu) for more information.

**Student Advocacy.** The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

**GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

**ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)