

Welcome to Gender and Women's Studies 103!

This 8-week, online, summer course includes basic facts about the structure and functioning of female-assigned bodies. We will focus our attention on the adjustments that organ systems make during physiological events, and during pathological or disease processes. Beyond these biological concepts, we will also focus on how physical and mental health respond to environmental, psychological, cultural, social, and political factors.

What Are the Course Learning Goals?

1. Understand and describe physiological processes and phenomena relating to health (for example, menstruation, menopause) and ill health (for example, cancer, maternal mortality).
2. Recognize that bodies are located in a social context that influences health and illness:
 - a) Understand and analyze the dramatic interplay between physiological processes and social processes.
 - b) Contextualize health within the gendered social and cultural influences on people's lives.**
 - c) Evaluate how multiple kinds of social inequalities (e.g., race, ethnicity, social class, sexual orientation) shape health and health disparities.
3. **Demonstrate knowledge of women's health movements and roles that female-assigned and women-identified people play as health-care consumers, activists, and practitioners.**

Instructor & Teaching Team

Lacey Alexander, MS, RN, PhD Candidate

Email: lalexander2@wisc.edu

Office: 3410 Sterling Hall, 475 North Charter Street

Office Hours: By appointment

About Me: I am currently a PhD candidate in the School of Nursing at UW Madison and plan to defend my dissertation by the end of the next academic year. My research centers around how clinician biases can influence healthcare delivery and patient outcomes. I am most interested in **clinicians' implicit biases about weight and people who identify as LGBTQ+.** As a former GWS 103 student, this course is incredibly special to me and I feel honored to share GWS 103 with so many students. I am also a registered nurse at the Madison VA hospital in hospice and transitional care. Outside of work and school, I enjoy biking the Madison trails, taking group fitness classes, and cooking new recipes. People might be surprised to learn that I am a huge fan of the show Survivor. I listen to multiple Survivor podcasts and compete in Survivor fantasy leagues and power rankings.

Teaching Assistants (each has their own syllabus):

Suzanna Schulert, schulert@wisc.edu

Lin Li, lli265@wisc.edu

Grace Morrison, gmorrison@wisc.edu

How to Communicate with the Teaching Team: Your first line of communication in this class is your TA, who is your online discussion section facilitator and guide to learning the material of the course. Your TA also has the task of evaluating your work in consultation with the instructor. If you have questions or concerns about your discussion section, grade, or any other important issue related to this class, please contact your TA first. If you are unable to resolve the issue with your TA, please feel free to contact the instructor. Email will be your main form of communication with your TA and instructor this summer. Your instructor is available for conference calls via Canvas Conferences. Your TA will give you more information about how they would like to be contacted.

Textbooks

There are two required textbooks for this course:

- 1) Women, Health, & Healthcare (2016). SKU: 9781524904166
- 2) Our Bodies, Ourselves (2011). ISBN: 9781439190661

Grades

Your course grade will be made up by completing the following:

Discussion (35%): 8 discussion posts and 16 replies

Worksheets (10%): 5 written worksheets

Quizzes (10%): 8 short quizzes, mostly on biology content

Exams (25%): 5 exams, the 5th is cumulative

Projects (20%): 2 larger researched and written projects

Letter Grade	Grade Percent
A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
D	60-69

Written Assignments

This course includes 5 worksheets and 2 projects.

Worksheets: We will grade your worksheets using the following 4 point rubric:

Points (4 total)	Description to earn point
1	Worksheet is fully completed. All components of the worksheet are completed. All questions are answered and not plagiarized.
1	Engages with course material. Worksheet answers demonstrate that the student has engaged with course materials, including relevant readings and course content (evidenced by in-text citations and references). Answers are on the appropriate course topic.
1	Demonstrates critical thinking and mastery of material. Worksheet answers demonstrate significant critical thinking and do not only re-write the material learned in the course. Answers apply concepts from the course to questions and scenarios.
1	Worksheet is clear and carefully constructed. It is clear which answers correspond to which question. Answers are clear and in complete sentences.

Projects: At two points this summer, we will take four straight days off from all other course activities and focus our entire attention on short, written projects. Although these projects are short, they are worth a significant portion of your course grade because we expect you to engage with the questions we pose, thoroughly research the topic, and put together a thoughtful written product.

Projects will be graded using a 100-point rubric. Each project will be worth 10% of your final course grade. We will accept late projects for 5 days after the due date, with a 10-point deduction for each day the project is late.

Discussions

You will participate in eight (8) online discussions this summer. The teaching team will post prompt for you to respond to, and then you will earn points by responding to our prompt by a due date, and then over the following few days, you **will earn points by responding to at least two of your peers'** discussion posts (16 responses for the course).

With the exception of Module 1, these discussions will be linked to and build on the material you've considered in your worksheets for the week, giving you a chance to discuss and more critically consider with your peers the work you've already produced. Your teaching assistant will have an active role in these discussions and will frequently redirect and enhance discussions, pressing students to have meaningful discussions.

Posts are pass/fail. In order to earn a passing mark, all requirements listed below must be met. We will not accept late discussion posts or responses.

When responding to our prompts:

- Thoroughly answer the discussion prompt, demonstrating that you have read and critically examined relevant course readings and content.
- Your discussion post should be a minimum of one to two (1-2) paragraphs.
- Provide appropriate in-text citations to all course materials that you use to respond to the questions.
- Any evidence of plagiarism is an automatic zero.

When responding to other students' posts:

- Thoroughly respond to two (2) of your peers by answering the questions posed in the discussion response prompt, demonstrating that you have read and considered the post to which you are responding.
- Responses should be at least one (1) thoughtful paragraph.
- **If you do not understand a portion of a peer's post, please** respond with a question for clarification.
- Any evidence of plagiarism is an automatic zero.

Adhere to our "netiquette" expectations for all posts on Canvas:

- Try to avoid spelling and grammar mistakes. Avoid sarcasm—it is too difficult to read in online venues. If you worry about miscommunication your meaning, we welcome the use of an appropriate emoticon.
- Please try to be aware of and avoid alienating language. Offensive language that targets an individual or group of people will not be tolerated. Your teaching assistant will delete your post and you will not earn a passing mark. If you see that a peer has written an offensive post and your teaching assistant has not yet removed the post, please contact your teaching assistant and/or instructor and we will promptly address the issue.
- We will not tolerate personal attacks. We are committed to having a safe learning space. If you would not say something in a classroom, do not say it in our online space.
- We will discuss deeply personal and possibly triggering topics, such as eating disorders, gender-based violence, racism and mental illness. If you are intensely uncomfortable with a discussion topic or feel unable to engage in discussion, please contact your teaching assistant or instructor. We will help you find a way to earn credit while feeling safe and comfortable.

Quizzes & Exams

You can expect the following from each quiz and exam:

- You will take eight (8) short, graded quizzes this summer and five exams, and the fifth exam is cumulative.
- Quizzes: 20 minutes for 10 questions
- Exams: 60 minutes for 30-40 questions
- Quizzes and Exams: 2 attempts. Questions rotate in random order. No two quizzes or exams will be the same. If you take a quiz or exam twice, you will get many different questions.
- Upon submitting the quiz/exam, you will be able to see your response and the correct response.
- We will not accept quizzes or exams after the due date.

Modules

This course has 5 modules, all of which have slightly different lengths. You will need to keep a close eye on deadlines throughout the summer to make sure you know when modules start and finish, as well as what types of assessments are assigned and when assessments are due. Module topics include:

Module 1: Introductory Concepts

Lesson A: Course Policies

Lesson B: A Feminist Lens & Social Constructions

Lesson C: A Primer on Privilege

Module 2: Medicalization

Lesson A: Sex Differentiation

Lesson B: Menstruation

Lesson C: Childbirth

Lesson D: Menopause

Module 3: Reproductive Justice

Lesson A: Race, Disability and Health

Lesson B: Contraception

Lesson C: Abortion

Module 4: Stigmatization

Lesson A: Sexually Transmitted Infections

Lesson B: Mental Health & Gender-Based Violence

Lesson C: Body Size

Module 5: Contemporary Gendered Topics in Health

Lesson A: Cancer

Lesson B: Sex Education

Lesson C: Wrap-up

Accessibility

Please let us know if you require any accommodations or if you have any accessibility concerns that may affect your performance in this online course. It is very important to us to include all students with disabilities, chronic health issues, or learning differences in this course. The McBurney Resource Center (www.mcburney.wisc.edu) located at 702 West Johnson Street provides useful assistance and documentation for a range of needs and concerns: 608-263-2741 (phone), 608-225-7956 (text), or email mcburney@studentlife.wisc.edu. If you have already registered with the McBurney Center, and if you wish to request any accommodations on the basis of disability for curriculum, instruction, or evaluation, you should contact our McBurney liaison, teaching assistant Grace Morrison, no later than June 23rd.

Academic Integrity

Academic integrity is critical to maintaining fair and knowledge based learning at UW-Madison. Academic dishonesty is a serious violation: it undermines the bonds of trust and honesty between members of our academic community, degrades the value of your degree and defrauds those who may eventually depend upon your knowledge and integrity.

Plagiarism and Academic Misconduct

In past summer sessions, GWS 103 has unfortunately had to report numerous cases of plagiarism to the Dean of Students. The most common reason we have reported is students copying definitions or concept descriptions from the web, and pasting them directly into their worksheets and discussion posts without quoting, paraphrasing, and/or acknowledging the source. It is important to note that plagiarism is important for all assessments in this course—even if they are only pass/fail or worth a few points.

Plagiarism means presenting the words or ideas of others without giving them credit. It is your responsibility to learn what constitutes plagiarism and the correct rules for citing sources. In general, if you imply that you are the author of the activities, discussion posts and assignments, all the ideas **and words must be your own. If you use someone else's exact words, they should be enclosed in quotation marks with the exact source listed. Please, refer to the Dean of Students' web page** for further information: www.wisc.edu/students/amsum.htm Examples of Academic Misconduct include but are not limited to: cutting and pasting portions of a text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using **another person's** ideas, words, or research and presenting it as your own by not properly crediting the originator; **cheating on an exam. For more details refer again to the Dean of Students' web page:** www.wisc.edu/students/amsum.htm. This website also has useful information on what do to if you are charged with academic misconduct.