ONLINE SYCHRONOUS

Gender and Women Studies 535, Spring 2021

WOMEN’S GLOBAL HEALTH AND HUMAN RIGHTS

Monday 8:00-10:30AM via Zoom

Araceli Alonso, PhD aalonso@wisc.edu
Office hours: Tuesday 9:00-11:00AM
Same Zoom link for all office hours:
https://uwmadison.zoom.us/j/92803746193?pwd=aHpuN0dTMzJrc2h1a1hhK3dvem5CZz09

CANVAS URL: https://canvas.wisc.edu/courses/243760

Same Zoom link for all our lectures:
https://uwmadison.zoom.us/j/94243638987?pwd=Ukg4Zzk4ejBaVzV0TTg4aEl5ZEErZz09

COURSE DESCRIPTION: (three credit-course)

The credit standard for this course is met by an expectation of a total of 135 hours of student learning activity with the courses learning activities (45 hours per credit). Although this is a virtual course, the same standards apply as to our on-campus course including reading, writing, discussions, studio time, and other student work as described in this syllabus.

This course takes a human rights approach to provide an overview of health issues within the context of women’s life cycles –childhood, adolescence, reproductive years, and aging. We will pay special consideration to the socio-cultural and economic factors that play a role in women’s access to quality basic health care. Particularly important will be to understand women's capacities to have good health and manage their lives in the face of societal and cultural pressures and obstacles. Attention will be given to critical issues of women's health such as poverty, unequal access to education, food, health care, and gender-based violence.

In our search for women’s global health we will depart from the understanding that concepts and definitions are often arbitrary and relative to a multitude of circumstances. For that reason, we will strive to move away from general arguments and statements like “Women from low/high income countries” or
“Women from low/high resource countries;” we will rather focus on communities (large or small) than on countries.

Course materials will draw from a wide variety of sources, including academic journals and information about women's organizations inside and outside the US. After the second week, each consecutive week will be devoted to a particular phase of a life-cycle and/or a health issue related to that phase. At the end of the semester, students will conduct a Special Virtual Women’s Health Summit focused on in-class selected communities and based on women’s health and human rights issues. Beginning late March, students will meet in small groups to prepare for the Virtual Women’s Health Summit.

The topics covered in this course are very sensitive and sometimes difficult to discuss. Lectures, discussions, assignments and all activities in this class have been designed to think critically on gender, health, and human rights in a contemporary global context. In order to achieve that desired level of critical thinking, our class will be based on the principles of shared empowerment, courtesy, generosity, compassion, trust and respect. Ultimately, we will strive to develop a sense of personal and shared responsibility, and a deep connection with women’s health globally.

Course Outcomes:
Students in this course will gain broad exposure to a number of women’s health issues and the interdisciplinary theorizing of feminists, medical social scientists, and public health scholars. Learning outcomes include:

1. Apply ethical frameworks and key Gender and Women’s Studies concepts to Global Health and Human Rights issues. Acknowledge that health is both a physiological and a socio-cultural experience, and recognize ways in which gender and other categories of social inequality influence women’s health around the world.
2. Identify the link between global women’s health issues and local concerns.
3. Develop critical thinking through readings, writing, and oral presentation skills. Express ideas formally and effectively in verbal and written form through research, presentations/discussions and through the UN Women’s Summit assignment.
4. Engage critically with social institutions that influence women’s lives and women’s health around the world—politics, healthcare systems, the economy and education among others.
5. Link theory with practice; recognize and advocate for social change at the local, national and transnational levels.
6. Be able to work collectively towards the common goal of advocating for women’s health and women’s rights globally.

Required Readings: Weekly required readings will be available through CANVAS.

Available in Amazon.com: https://www.amazon.com/Health-All-Means-structural-violence-into-Peace-and-Wellbeing/dp/1939755433/ref=sr_1_1?keywords=health+by+all+means%3A+women+turning+structural+violence+into+Peace+and+Wellbeing&qid=1567004355&s=gateway&sr=8-1


PDF Format available for $19 through the publisher DEEP Education Press:
https://depeeducationpress.org/e-books.html Scroll down, under the "Deep Activism Series."
**Warning:**
This course will require students to keep an open mind. We might be confronting some difficult discussions that deal with gender violence and that may be emotionally triggering. Please talk to Professor Alonso at any point. It is important to take care of ourselves and we will do that during the course, at any time that is needed, and hopefully before is needed.

![Painting by undergrad Sruti Mohan for GWS535 Global Women’s Health and Human Rights, Fall 2020](image)

**COURSE REQUIREMENTS AND GRADING POLICY**

**Attendance:**
Students are expected to attend all online synchronous lectures Mondays 8:00-10:30AM. Be aware that joining a Zoom meeting is functionally equivalent to walking into a classroom. Attendance will be taken every Monday. If you must be absent from class due to illness, religious observance, or family emergency, please inform me ASAP and obtain notes from a classmate. **It is the student’s responsibility to get notes for any portion of the class that is missed.** Considering that this class only meets once a week, more than two absences will adversely affect student’s final grade.

**Reaction to Lecture:** More specific guidelines will be provided

**Health by All Means Assignment:** More specific guidelines will be provided

**Discussion and participation:** Class sessions will involve discussions, student presentations, exercises, lectures (including guest lecturers), and films. Active participation in class discussion is required and essential for the success of the class. For the required readings, students will often prepare discussion questions in advance and will have to use them as a guide for facilitating class discussions. Students are expected to regularly attend class and complete all assigned readings in advance of lecture in order to facilitate discussion.

**Final paper:** More specific guidelines will be provided

**Virtual Women’s Health & Rights Summit:** “A Healthy Future for Women and Girls” Detailed instructions will be discussed in lecture and posted in CANVAS.
Letter Grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<td>AB</td>
<td>88 - 92</td>
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<td>B</td>
<td>83 - 87</td>
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<td>BC</td>
<td>78 - 82</td>
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<tr>
<td>C</td>
<td>70 - 77</td>
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<tr>
<td>D</td>
<td>65 - 69</td>
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<tr>
<td>F</td>
<td>under 65</td>
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Late, Missed, or Incomplete Work: **Except for reasons beyond your control such as serious illness or emergency, your grade will be reduced each day an assignment remains incomplete or not turned in. After a week, I will not accept late, incomplete, or missed work, and you will receive an "F" for that portion of your grade.**

Incomplete grades will not be given EXCEPT in situations of serious illness or family emergency, which must be documented.

**General Course Grading and Important Dates:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Reaction to Lecture</td>
<td>20%</td>
<td>Friday March 5th</td>
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<tr>
<td>HbAM Assignment</td>
<td>20%</td>
<td>Friday April 2nd</td>
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<tr>
<td>Attendance, Discussion and Participation</td>
<td>20%</td>
<td>On-going, every Monday</td>
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<tr>
<td>Women’s Health Summit</td>
<td>20%</td>
<td>Preparation &amp; Final Presentation April 26th</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>20%</td>
<td>Friday May 7th by 11:59PM in CANVAS</td>
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**ONLINE LEARNING ETIQUETTE & EXPECTATIONS**

It is our commitment to create a safe learning space, where difference and diversity are respected. Offensive language, derogatory comments and personal attacks will not be tolerated!!

- It is the student’s responsibility to procure reliable, readily-accessible internet service in order to fulfill course expectations.
- Please join Zoom a few minutes before class begins (consider Zoom as a regular classroom where you must enter on time).
- Ideally students should join class from a suitable, quiet location, with a device that permits full participation in the class activities.
- Dress appropriately for our class meetings.
- Mute your microphone if there is unavoidable background noise.
- Please do not eat during the class meeting. We will have a break!!
- Behave professionally, treat others with courtesy and respect, use language thoughtfully
- Students are expected to be present and participate fully in the class meetings, sharing their screen and give their full attention. Be aware of your surroundings. If possible, pick a location with plenty of light and with a non-distracting background or noise.
- Students will be held responsible for all material covered in lectures, readings, additional materials (e.g., CANVAS posts), and discussion sessions.
- Attending lecture is the best way to know what materials are the most important to focus on.
- All required readings are expected to be completed BEFORE class.
- Films shown in lecture are considered instrumental to the class and will be included on exams.
- During lecture, you can raise your hand and ask questions at any time. During films or guess lectures, you can write your questions in the Chat and we’ll go over them in the order they were written.
- Do NOT join the class while driving or riding in a car.
If for whatever reason you cannot fulfill some of the above, please talk to me; together we’ll try to make things work.

Depending on how the online learning process develops during the semester, it is possible that additional recommendations will be added.

For more on Online Learning Best Practices, see https://intranet.med.wisc.edu/faculty-affairs-and-development/faculty-central-resources-2/developing-educators/online-learning-best-practices/

STUDENTS’ RULES, RIGHTS & RESPONSIBILITIES DURING THE GLOBAL COVID 19 PANDEMIC

We must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community. Rights & Responsibilities

Every member of the University of Wisconsin–Madison community has the right to expect to conduct his or her academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities. UWS Chapters 17 and 18 of the Wisconsin Administrative Code list the university policies students are expected to uphold and describes the procedures used when students are accused of misconduct. Chapter 17 also lists the possible responses the university may apply when a student is found to violate policy. The process used to determine any violations and disciplinary actions is an important part of UWS 17. For the complete text of UWS Chapter 17, see Office of Student Conduct and Community Standards website, or contact them via phone at 608-263-5700 or room 70 Bascom Hall.

No student may be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course or facility of the [UW] system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.

COVID-19 CAMPUS DATA DASHBOARD

This site provides information to the campus community and the public about the results of COVID-19 tests among faculty, staff and students.

COVID-19 TESTING: UW–Madison’s approach to testing will help us identify infections, help prevent
the virus from spreading, and allow us to provide support to our students and employees. Employees and students can access several on-campus COVID-19 testing centers.

**UW-MADISON BADGER PLEDGE** To promote the collective health and welfare of our campus and surrounding community, all students are being encouraged to take the Badger Pledge to wear a mask, follow distancing guidelines and monitor their health.

**HATE / BIAS REPORTING PORTAL**

As Chapter 17 of the UW System code states, the university can accomplish its educational mission only if living and learning environments are safe and free from violence, harassment and intimidation.

Incidents of bias or hate affecting a person or group negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will respond appropriately to reported or observed incidents of bias or hate.

If you witness or experience any racist behaviors, we strongly encourage you to report it:

- [UW–Madison hate/bias reporting portal](#)

**WELLNESS AND MENTAL HEALTH**

If you are struggling to process your emotions, experiencing anxiety, or feel the need to talk to someone, please consider using these resources:

- [SilverCloud](#) — mental health services for UW students, faculty, and staff
- [UHS Mental Health Crisis Line](#) for UW–Madison students

Additional campus resources are available from the Division of Diversity, Equity & Educational Achievement.

**Course Accessibility:** “No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Section 504 of the Rehabilitation Act of 1973). The University of Wisconsin-Madison complies with all applicable federal and state non-discrimination law and supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Please let me know if you require any alternative accommodations or if you have any accessibility concerns that may affect your performance in this course. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

The McBurney Resource Center ([www.mcburney.wisc.edu](http://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.

**Plagiarism and Academic Misconduct:** 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 your paper implies that you are the author, 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; signing another person’s name to an attendance sheet. 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 to do if you are charged with academic misconduct.

Statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.”

TOPICS, READINGS AND ASSIGNMENTS DUE

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<th>Week 1 Monday 1/25</th>
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<tbody>
<tr>
<td><strong>Getting Started</strong></td>
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<tr>
<td>- Virtual course format and class dynamics</td>
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<td>- Syllabus</td>
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<tr>
<td>- What can you expect from this class?</td>
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<tr>
<td>- What are my expectations as your instructor?</td>
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<tr>
<td><strong>Introduction and overview of the course</strong></td>
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<tr>
<td><strong>Why Gender and Health? Women’s Health and Human Rights. Women’s Rights are Human Rights. Mainstreaming Gender into the Women’s Health and Rights Agenda.</strong></td>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>- Cook, Rebecca J. “Gender, Health and Human Rights” The President and Fellows of Harvard College, Harvard School of Public Health/Francois-Xavier Bagnound Center for Health and Human Rights JSTORE Vol. 1 No. 4</td>
</tr>
<tr>
<td>- “Integrating Women's Human Rights into Global Health Research: An Action Framework.” Journal of</td>
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</tbody>
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Week 2 Monday 2/1

What is there about women's health that makes it a significant topic for study? Definitions and beyond. Relativism, Universalism, Critical Pragmatism; the Capabilities Approach


Readings:


Extra readings (not required, for consultation):


-Nupur Ray. Nussbaum’s Capabilities Approach: A Glance through Indian Philosophical Tradition. Centre for Political studies, Jawaharlal Nehru University, New Delhi

Week 3 Monday 2/8

LGBTIQ+ Health in a global context; criminalization as acute barrier to realizing the right to health

Guest Lecture: Abbey Baus, Medical Director Howard Brown Health, Chicago.

Readings:

-Human Rights Watch, "If We Don't Get Services, We Will Die". Tanzania's Anti LGBT Crackdown and the Right to Health. Pages; 30-53

Week 4 Monday 2/15

Women’s Rights and Health: Access to Clean Water and Sanitation

UNICEF. Water, Sanitation and Hygiene: WASH for Women
http://www.unicef.org/wash/index_womenandgirls.html

Readings:

-Mahon, Therese and Maria Fernandes. Menstrual hygiene in South Asia: a neglected issue for WASH programmes. Journal Gender and Development: Water, Page 99-113 | Published online: 25 Feb 2010

-O’Reilly, Kathleen. Combining sanitation and women's participation in water supply: an example from Rajasthan, Journal Development in Practice Volume 20, 2010 - Issue 1 Page 45-56 | Published online: 11 Jan 2010

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3328991/


Week 5 Monday 2/22

Readings:

- Sharma, Manisha. Killing the little girls of the world – the lingering problem of female infanticide. Teaching Sociology, June 24 2013


Extra readings (not required, for consultation):

- The Adolescent Girl Vulnerability Index (the case of Uganda); only review some illustrations

Week 6 Monday 3/1

Adolescence and Reproductive Health. Understanding Harmful Practices Inside-out and Outside-in

Readings:


Extra reading (not required, for consultation):


**Week 7 Monday 3/8**

**Reproductive Health; Maternal Health**

**Readings:**


**Week 8 Monday 3/15**

**Reproductive Health (cont.) Access to Abortion and Family Planning**

**Readings:**


- Paul et al. “Unsafe Abortion in Sierra Leone: An Examination of Costs and Burden of Treatment on Healthcare Resources.” Journal of Women's Health Care, 2015, 4:2


Extra resources (not required, for consultation):

Abortion laws worldwide, with maps

https://www.guttmacher.org/factsheet/induced-abortion-worldwide
Induced Abortion Worldwide, Guttmacher Institute

Week 9 Monday 3/22

Gender-Based Violence (GBV) in Global Context: An Obstacle for Global Health and Development

Readings:

  Available at: http://vc.bridgew.edu/jiws/vol11/iss4/3

Pre-Preparation for Women’s Health and Well-Being Summit

Week 10 Monday 4/5

Women in War and Refugee Situations. Women’s health and special needs in times of war and/or conflict.

Readings:
- Amnesty International. “Female refugees face physical assault, exploitation and sexual harassment on their journey through Europe.” January 18, 2-16


- Aljazeera. “Life as a female refugee: 'You don't know who to trust,'” February 2016

Pre-Preparation for Women’s Health and Well-Being Summit

### Week 11 Monday 4/12

Health by All Means Guest Lecture

![Health by All Means Guest Lecture](image)

Pre-Preparation for Women’s Health and Well-Being Summit

### Week 12 Monday 4/19


**Readings:**
- Zimmerman, Cathy. The health risks and consequences of trafficking in women and adolescents findings from a European study, London School of Hygiene & Tropical Medicine. 2003
- Fernandez Rodriguez de Lievana, Gema and Keina Yoshida. Human Trafficking as a Gendered Phenomenon: CEDAW in perspective, 1-Immigration Asylum 32_1 text.indd 28, 04/01,2018

Pre-Preparation for Women’s Health and Well-Being Summit

### Week 13 Monday 4/26

Virtual Women’s Health and Well-Being Summit

“A Healthy Future for Women and Girls Globally”
Drawing by undergrad students Cassie Barwick, Justine Hill, and Hannah Redpath for course Circle of Care and Communication for Women’s Health and Human Rights, summer 2020