



# Gender & Women's Studies 103, Fall 2020

Gender, Women, Bodies, & Health

Instructor: Emi Frerichs, PhD Candidate

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University of Wisconsin-Madison

[Ancestral Ho-Chunk Land - Teejop](#)

*Although this class is not being held presentially this semester, this course and its instructors recognize that this institution still benefits from the land and the legacy of colonialization upon which its foundation was built. The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.*

## COURSE DESCRIPTION & REQUISITES

**Description:** This course examines both physiological and social processes relating to gender and health across the lifespan among cisgender, transgender, and non-binary individuals. Examples of topics to be explored include hormonal processes, reproductive anatomy & physiology, sexuality, sexual pleasure, chronic illness, depression, and sexual violence. A primary course objective is for students to connect information about their bodies and personal health to larger social and political contexts in order to critically examine their intersections. In particular, this course will consider how health and health disparities are shaped by multiple kinds of social inequalities, particularly inequalities based on gender.

**Requisites:** None.

## LEARNING OUTCOMES

**After completing this course, you will be able to:**

- Understand and describe physiological processes and phenomena relating to health (e.g., menstruation, menopause) and ill health (e.g., cancer, maternal mortality).
- Recognize that bodies are located in a social context that influences health and illness.

- Understand and analyze the dramatic interplay between physiological processes and social processes.
- Contextualize health within the social and cultural influences on people's lives.
- Evaluate how multiple kinds of social inequalities (e.g., race, ethnicity, social class, sexual identity, gender identity) shape health and health disparities.
- Become more active patients and better-educated healthcare consumers.

## INSTRUCTORS AND CONTACT INFORMATION

<b>Emi Frerichs</b> Accepts All Pronouns You may defer to They/Them/Theirs or She / Her / Hers	<b>Email:</b> <a href="mailto:frerichs@wisc.edu">frerichs@wisc.edu</a> <b>Office Phone:</b> Zoom or Webex <b>Office Hours:</b> Email for appointment
<b>Jenny Fierro-Padilla, TA</b> She/Her/Hers	<b>Email:</b> <a href="mailto:fierropadill@wisc.edu">fierropadill@wisc.edu</a> Email for appointment
<b>Esaí Ortiz-Rivera, Head TA</b> Accepts All Pronouns They/Them/Theirs or He/Him/His	<b>Email:</b> <a href="mailto:eortizrivera@wisc.edu">eortizrivera@wisc.edu</a> Email for appointment
<b>Amy Pearce, TA</b> She/Her/Hers	<b>Email:</b> <a href="mailto:amy.pearce@wisc.edu">amy.pearce@wisc.edu</a>
<b>Natalie Wyss, TA</b> She/Her/Hers	<b>Email:</b> <a href="mailto:nwyss@wisc.edu">nwyss@wisc.edu</a> Email for appointment

## GENERAL COURSE INFORMATION

Credits	3
Canvas Course URL	<a href="http://www.canvas.wisc.edu/215770">http://www.canvas.wisc.edu/215770</a>
Course Designations and Attributes	<ul style="list-style-type: none"> <li>• Breadth - Natural Science</li> <li>• Level - Elementary</li> <li>• L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S</li> </ul>
Meeting Time & Location and Instructional Mode	Online only

## HOW CREDIT HOURS ARE MET BY THIS COURSE

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include the following interactions, as well as other student work as described in the syllabus.

- **Instructor to Student Interaction:** virtual office hours, discussion forums, instructor feedback on assignments and via email, online lectures
- **Student to Student Interaction:** weekly warm-up activities, weekly discussions
- **Student to Content Interaction:** readings, worksheets, weekly quizzes, midterm and final exams

## GRADING

Assignment Type	Grade (percentage)
Discussions	25%
Worksheets	25%
Quizzes	25%
Exams (Midterm & Final)	15%
Project	10%

## GRADING SCHEME

A	92.5% — 100%
AB	87.5% — < 92.49%
B	82.5% — < 87.49%
BC	77.5% — < 82.49%
C	71.5% — < 77.49%
D	63.5% — < 71.49%
F	0% — < 63.5%

## WORKSHEETS

You will complete one worksheet per week. Worksheets will be due on Wednesdays. Worksheets in this course will be graded using the following 4-point rubric.

Points	Criteria
1	<b>Worksheet is fully completed:</b> All components are complete. Questions are not plagiarized.
1	<b>Worksheet engages with course material:</b> 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	<b>Worksheet demonstrates critical thinking and mastery of material:</b> 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	<b>Worksheet is constructed clearly and carefully:</b> It is clear which answers correspond to which question. Answers are clear and in complete sentences.

## PROJECT

You will complete one written project this semester. The project will be graded using a rubric that totals to 100 points. This 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.

## DISCUSSION SESSIONS

You will participate in weekly discussions this semester. I will post prompts for you to respond to, and then you will earn points by responding to our prompt by a due date (due on Wednesdays), and then over the following few days, you will earn points by responding to at least two of your peers' discussion posts (due on Fridays).

For some of these discussions, the content will be linked to and/or 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 TA 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. This means that citing course materials (e.g., textbook, lecture, etc.) and outside sources is necessary.

### **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 discussion posts:**

- Always consider how your tone or writing style will be received when your peers read your message. Even though discussion boards feel less formal than physical classrooms, it is still considered a classroom and a professional environment.
- The teaching team will not tolerate personal attacks, nor are they appropriate tools for making an argument. We are committed to having a safe learning space where students may challenge each other respectfully with an understanding that diverse lived experiences create diverse individual opinions. **One rule of thumb for guidance:** If you would not say something in a classroom, do not say it in our online space.
- You are absolutely free to voice opinions that might conflict with course content and support your view sufficiently. We encourage you to challenge content and introduce your peers to other ways of thinking. However, if you are going to take a radically different stance, please make sure to cite your statements accordingly, or even provide direct links to academic sources to clarify your opinion.
- You will discuss deeply personal and possibly triggering topics, such as gender-based violence, racism and mental illness. If you are intensely uncomfortable with a discussion topic or feel unable to engage in discussion without it negatively impacting your health or day-to-day responsibilities, please contact me. We will help you find a way to earn credit while feeling safe and supported. You will be offered one of two options:
  - Revise existing expectations. For example, some students feel comfortable reading about certain topics but do not feel comfortable sharing their thoughts or experiences. In this case, we will find an alternative assignment within the module for you.
  - Complete an alternate module. For example, some students do not feel comfortable engaging with certain modules in any way. In this case, we will give you a different module altogether.

## **EXAMS & QUIZZES**

### **Weekly Quizzes**

- You will take an online quiz every week in Canvas. For each quiz, you will only be tested on that week’s content, including readings, videos, and lectures. Quizzes will include up to 15 questions in 20 minutes. You will get two attempts at each quiz. You will earn the higher score of your two attempts.
- Your weekly quizzes will open Saturday and be due to following Saturday.

### Midterm and Final Exams

- You will take a cumulative midterm exam and a cumulative final exam. Each exam will include up to 40 questions in 60 minutes. You will get two attempts at each exam. You will earn the higher score of your two attempts.
- Your midterm and final exam questions will be on the “big ideas” of the course and will feature mostly recycled questions from previous modules. The midterm will be on modules 1-6. Your final will be on modules 1-13 (not including module 12, which is a project). The best way to study for the midterm and final is to review quizzes and think about which questions are “big ideas” of the course.
- Your midterm will be available during the 6th week of the class (10/11-10/17). You can complete it once you complete your module 6 exam, which is due 10/17. Your midterm will also be due Saturday, 10/17. Your final exam will be due on 12/18/20 at 11:59 PM CST.

### SCHEDULE

Consult Canvas for the most updated course schedule information. The Course Summary contains a listing of all assignments in the course. Modules, Assignments, and Grades in Canvas are also useful in keeping up to date on course activities.

Below is a tentative course schedule giving you a brief idea of content for reference. This schedule **should be considered a living document that the instructor may change at any time if the need arises, although you will be made aware.** Unless otherwise noted, all assignments are due at 11:59 PM CST. If you do not live in Central Standard Time, please make sure to [adjust your time accordingly in Canvas](#) so you do not miss due dates or times.

Module	Topics	Assignments
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<p><b>Module 0</b></p> <p>9/2 - 9/6</p>	<p>Course Introduction</p>	<ul style="list-style-type: none"> <li>● Orientation Quiz</li> <li>● Discussion: Introductions</li> </ul>
<p><b>Module 1</b></p> <p>9/6 - 9/13</p>	<p>Privilege, Social Constructions, and the “Feminist Lens”</p>	<ul style="list-style-type: none"> <li>● Discussion: Privilege and Intersectionality</li> <li>● Worksheet: Social Construction and the Feminist Lens</li> <li>● Quiz</li> </ul>
<p><b>Module 2</b></p> <p>9/13 - 9/20</p>	<p>Introduction to Anatomy, Sexual Health, and Sex Ed</p>	<ul style="list-style-type: none"> <li>● Worksheet: Health Education Curricula</li> <li>● Discussion: Rectifying Sex Education’s Lack of Inclusivity</li> <li>● Quiz</li> </ul>
<p><b>Module 3</b></p> <p>9/20 - 9/27</p>	<p>Hormones Across the Lifespan: Sex Determination in Utero, Intersex Variations, and Medical &amp; Social Transition</p>	<ul style="list-style-type: none"> <li>● Discussion: Medicalizing Intersex Variations</li> <li>● Worksheet: Medical and Social Gender Transition</li> <li>● Quiz</li> </ul>
<p><b>Module 4</b></p> <p>9/27 - 10/4</p>	<p>Hormones Across the Lifespan: Puberty &amp; Adulthood, Menstruation</p>	<ul style="list-style-type: none"> <li>● Worksheet: Menstrual Products</li> <li>● Discussion: Period Taboo, Stigma &amp; Activism</li> <li>● Quiz</li> </ul>

<p><b>Module 5</b></p> <p>10/4 - 10/11</p>	<p>Hormones Across the Lifespan: Aging</p>	<ul style="list-style-type: none"> <li>● Discussion: Medicalizing Menopause</li> <li>● Worksheet: Gender, Aging &amp; Ageism</li> <li>● Quiz</li> </ul>
<p><b>Module 6</b></p> <p>10/11 - 10/18</p>	<p>Reproductive Justice: Contraception</p>	<ul style="list-style-type: none"> <li>● Worksheet: Reproductive Justice</li> <li>● Discussion</li> <li>● Midterm Exam</li> </ul>
<p><b>Module 7</b></p> <p>10/18 - 10/25</p>	<p>Reproductive Justice: Abortion</p>	<ul style="list-style-type: none"> <li>● Discussion: Abortion Video Game</li> <li>● Worksheet: Reproductive Justice, Reproductive Health &amp; Reproductive Rights</li> <li>● Quiz</li> </ul>
<p><b>Module 8</b></p> <p>10/25 - 11/1</p>	<p>Reproductive Justice: Infertility, Pregnancy, &amp; Birth</p>	<ul style="list-style-type: none"> <li>● Worksheet: Medicalizing Childbirth</li> <li>● Discussion</li> <li>● Quiz</li> </ul>
<p><b>Module 9</b></p> <p>11/1 - 11/8</p>	<p>Sexually Transmitted Infections, HIV/AIDS, &amp; Stigma</p>	<ul style="list-style-type: none"> <li>● Discussion: STI Ad Analysis</li> <li>● Worksheet: History of HIV/AIDS Activism in parallelism to COVID-19</li> <li>● Quiz</li> </ul>

<p><b>Module 10</b></p> <p>11/8 - 11/15</p>	<p>Gender-Based Violence</p>	<ul style="list-style-type: none"> <li>● Worksheet: Safety Plan</li> <li>● Discussion: Understanding Consent</li> <li>● Quiz</li> </ul>
<p><b>Module 11</b></p> <p>11/15 - 11/22</p>	<p>Body Size</p>	<ul style="list-style-type: none"> <li>● Discussion Board: What Defines “Healthy”?</li> <li>● Worksheet:</li> <li>● Quiz</li> </ul>
<p><b>Module 12</b></p> <p>11/22 - 11/29</p>	<p>End of Semester Project Due: Social Media Influencers and Critical Critique</p>	<ul style="list-style-type: none"> <li>● Discussion: Rough draft ideas for Project and “Peer Review”</li> </ul>
<p><b>Module 13</b></p> <p>11/29 - 12/6</p>	<p>Chronic Illness, Disability, &amp; Mental Health</p>	<ul style="list-style-type: none"> <li>● Worksheet: Historical Pathologization and Depictions of Mental Health</li> <li>● Discussion: Disability Justice</li> <li>● Quiz</li> </ul>
<p><b>Module 14</b></p> <p>12/6 - 12/11</p>	<p>Course Wrap-up!</p>	<ul style="list-style-type: none"> <li>● Collaboration: Big Ideas</li> <li>● Final Exam</li> </ul>

## UNIVERSITY POLICIES

### ACADEMIC INTEGRITY

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

### PLAGIARISM & ACADEMIC MISCONDUCT

In past online and in-person 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, even if it was done unintentionally. 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](http://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](http://www.wisc.edu/students/amsum.htm). This website also has useful information on what to do if you are charged with academic misconduct.

If you have any questions about citing appropriately that cannot be satisfactorily answered by using the tools we provide you for citation, please contact your TA first, and subsequently contact your instructor if further guidance is needed.

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison 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. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

[Apply for Accommodations](#)

**Phone:** (608) 263-2741

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**Text:** (608) 225-7956

**Fax:** (608) 265-2998

### DIVERSITY & INCLUSION

Institutional 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.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

### ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES

Please review the policy regarding the [acceptable use of IT resources](#) by authorized users.

### NETIQUETTE GUIDELINES

Please review the University's [set of rules for online behavior](#), including when learning in an online environment.