

UnCommon Reads: Exploring Women's Health Disparities through Narrative IDH2930 Section 0231 Syllabus

CLASS MEETINGS:

Tuesday, 9th period, 4:05-4:55pm
Communicore Building, Room C2-41A
(HSC Library Collaboration Center)

COURSE WEBSITE:

E-Learning (Canvas) website:
<https://elearning.ufl.edu/>

INSTRUCTORS:

Ariel Pomputius
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352-273-8441

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352-273-8410

We are happy to meet with you by appointment.

DIVERSITY AND INCLUSION STATEMENT:

We intend this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. It is our intent to present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. Your suggestions are encouraged and appreciated and can be submitted anonymously at any time through this survey <https://bit.ly/2WA0qPH>

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning. In addition, if you require specific academic accommodations, please avail yourself of the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565) and discuss this with us as soon as possible in the semester.

COURSE OBJECTIVES AND GOALS:

This course is designed to explore women's health and patient narratives through the comparison of two texts: an academic discussion of the history and the ongoing advocacy efforts of women of color for reproductive justice, and a graphic memoir about the author's difficult experiences with conception and pregnancy. Students who participate in this course will discuss, in depth:

- Issues of the unique challenges and concerns of women regarding their health, particularly their reproductive health,
- The use of patient narratives as tools for processing and advocating for women's health,
- The difficulties of navigating the health care system particularly for underrepresented and BIPOC women,
- Gender disparities in healthcare and women's fraught history with the medical establishment, and
- The history of collective organizing on a grassroots and national level for reproductive justice by different underserved communities

REQUIRED TEXTBOOKS:

Undivided Rights: Women of Color Organize for Reproductive Justice

By Jael Silliman, Marlene Gerber Fried, Loretta Ross, and Elena R. Gutierrez

Kid Gloves: Nine Months of Careful Chaos

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By Lucy Knisley

CLASS SCHEDULE AND READING ASSIGNMENTS*:

Date	Topic	Readings/Supplemental Readings	Assignments
August 24	Introduction to Graphic Medicine and Consumer Health	“An Introduction to Graphic Medicine” (available in Course Reserves)	
August 31	In the Beginning	Knisley: Introduction Silliman: Chapter 1	Contemplation on readings
September 7	Women’s Health in Context	Knisley: A Little History Silliman: Chapter 2 Alexandra Beguez and Sarah Mirk: “The Dark History of Hysteria.”	Contemplation on readings
September 14	Guest Speaker: Dr. Erich Wyckoff, Department of Obstetrics & Gynecology First Encounters	Knisley: The First Try Chari Pere. “Miscarried, the Comic.”	Contemplation on readings
September 21	Mind-Body Connection	Knisley: Kid Gloves Silliman: Chapter 4 Whit Taylor: “The Myth of the Strong Black Woman.”	Contemplation on readings
September 28	Medical Decision-Making	Knisley: The Foul First	Contemplation on readings
October 5	Patient Advocacy on a National Stage	Silliman: Chapter 6	Contemplation on readings
October 12	Social Attitudes toward Pregnancy	Knisley: The Sleepy Second Silliman: Chapter 8	Contemplation on readings
October 19	Patient Narratives	Knisley: The Eternal Third	Project Proposal Due Contemplation on readings
October 26	Patient Empowerment	Silliman: Chapter 13	Contemplation on readings
November 2	Childbirth	Knisley: Birth Story Silliman: Chapter 3 Maya Salam: “For Serena Williams, Childbirth Was a Harrowing Ordeal. She’s Not Alone.” Whit Taylor: “Black Mothers Face Far Worse Health Outcomes. How Do We Fix It?”	Contemplation on readings

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		Leela Corman: “ Life is an Ambush. My Two Birth Stories. ”	
November 9	The Importance of Research	Silliman: Chapter 11	Contemplation on readings
November 16	Immigration and Women’s Health	Silliman: Chapter 9 Silliman: Chapter 12	Contemplation on readings
November 23	Breastfeeding	Knisley: Coming Home Silliman: Chapter 7	Contemplation on readings
November 30	The Next Step	Knisley: Afterword Silliman: Chapter 15	Contemplation on readings
December 7	Final Projects and Wrap Up		Final Projects Due

* Please come prepared having read the assigned chapters listed for each class day.

FLEXIBILITY CLAUSE:

We reserve the right to modify the class schedule listed above as needed. Any changes will be made well in advance and you will be immediately notified. Conflicts that arise due to a change in schedule can be discussed with us and will not be held against you. Scheduled Reading Assignments and Graded Assignments should not change, except due to unforeseen circumstances.

GRADED ASSIGNMENTS:

Written/Illustrated Contemplations

Before every class students will submit a reflection on the assigned reading(s). This can contain either 100 words of narrative writing, drawings, or any combination of the two. Contemplations allow you to not only reflect on the readings, but also express and process your thoughts and emotions as you prepare for group discussion.

Final Project

The final project should integrate insights learned from the course. You will create your own visual, written, oral, or audiovisual representation of a fictional, biographic, or autobiographic patient narrative on a topic inspired by classroom discussions. A proposal describing your project will be due halfway through the semester.

Assignment	Total Points	Percent of Grade
Attendance/Participation (14)	280	40%
Contemplations (14)	140	20%
Project Proposal	35	5%
In-Class Presentation	105	15%
Final Project Materials	140	20%

Students will be evaluated on participation in classroom discussions, each worth 20 points. The following rubric will be used:

- **0 points:** unexcused absence.
- **5 points:** present but does not contribute.

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- **10 points:** contributes to the class, but does not meaningfully add to the flow of conversation
- **15 points:** participates in discussion by adding opinions and answering questions
- **17 points:** creates dialogue with classmates by posing thoughtful questions and engaging with other participants
- **20 points:** makes exemplary contributions to discussion by integrating concepts, introducing novel perspectives, and drawing out contributions from classmates.

Grade scale for class points awarded:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82

More information on grades and grading policies is available here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

CLASS ATTENDANCE & MAKE-UP POLICY:

Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Attendance at and participation in class sessions are mandatory, and is worth 40% of the total course grade.

We understand that valid absences may occur. If you have a valid documented excuse and notify us by email in advance, you will be able to make up missed class discussions through written means.

STUDENT RESPONSIBILITIES:

Students are expected to arrive to class on time and to remain in class until the class has been dismissed.

Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion and to treat the other students and the instructors with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation. Students are responsible for understanding all course policies and for accessing all course materials on the UF E-Learning Website through the URL listed above. All assignments should be submitted through the website and in hard copy when requested. Students are also responsible for checking their UF e-mail account for course notifications and for communicating with the instructors related to any situation that may hinder his or her progress or participation in the course.

ONLINE COURSE EVALUATION PROCESS:

Please provide feedback on the quality of instruction in this course by completing the online evaluation at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but you will be given specific times when they are open. Summary results of these assessments are available to you at any time at <https://evaluations.ufl.edu/results/>.

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ACADEMIC HONESTY:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code". On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors in this class.

RESOURCES FOR ADDITIONAL HELP:

Health and Wellness

- U Matter, We Care:
- If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- UF Title IX: inform@titleix.ufl.edu, 352-273-1094
- University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, <https://lss.at.ufl.edu/help.shtml>, 352-392-4357 (select option 2), Learning-support@ufl.edu
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>