

# Sociocultural Perspectives on Women's Health Disparities (Un)Common Reads IDH2930 Section 29335 Fall 2024 Syllabus

## CLASS MEETINGS:

Mondays, 9<sup>th</sup> period, 4:05-4:55pm  
C2-41A (Communicore)

## COURSE WEBSITE:

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

## INSTRUCTORS:

Ariel Pomputius  
[apomputius@ufl.edu](mailto:apomputius@ufl.edu)  
352-273-8441

Margaret Ansell  
[meansell@ufl.edu](mailto:meansell@ufl.edu)  
352-273-8410

*We are happy to meet with you virtually 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://ufl.qualtrics.com/jfe/form/SV\\_3pHIDidIqeGTVUG](https://ufl.qualtrics.com/jfe/form/SV_3pHIDidIqeGTVUG)

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 how society and culture can impact how women are able to engage in health care, through the lens of a collection of essays and historical narratives by activists for women's health working with various communities of color. Classes will be supplemented with activities related to a temporary travelling exhibit from the National Library of Medicine about the rise in awareness of domestic violence issues, [Confronting Violence: Improving Women's Lives](#). By the end of this course, students will be able to:

- Discuss the unique challenges and concerns women face in their quest for good health,
- Explore how society and culture impact the availability of and access to women's health care,
- Understand the complex, differing, and sometimes conflicting health care needs of individuals and communities;
- Grasp how mainstream understandings of women's health issues have helped and hindered the advancement of women's health for all,
- Enumerate the difficulties of navigating the health care system for women, particularly women of color, and
- Review gender disparities in healthcare and women's fraught history with the medical establishment.

## REQUIRED TEXTBOOKS:

*Undivided Rights: Women of Color Organize for Reproductive Justice*

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

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## ADDITIONAL MATERIALS AVAILABLE THROUGH COURSE RESERVES

### Book Chapters:

- *Heroes of Their Own Lives: The Politics and History of Family Violence*  
By Linda Gordon
- *Frida Kahlo: An Illustrated Life*  
By Maria Hesse, Achy Obejas
- *Graphic Reproduction: A Comics Anthology*  
By Jenell Johnson, Susan Merrill Squier
- *Kid Gloves: Nine Months of Careful Chaos*  
By Lucy Knisley
- *Dragonslippers: This is What an Abusive Relationship Looks Like*  
By Rosalind B. Penfold
- *Domestic Tyranny: The Making of American Social Policy Against Family Violence from Colonial Times to the Present*  
By Elizabeth H. Pleck

### Articles:

- Lieberknecht, K. (1978). Helping the Battered Wife. *The American Journal of Nursing*, 78(4), 654–656.  
<https://doi.org/10.2307/3424380>
- Schneider, E. M. (2008). Domestic violence law reform in the twenty-first century: looking back and looking forward. *Family Law Quarterly*, 42(3), 353-364.
- Wang, J.L., Acevedo, N. & Sadler, G.R. Using Comics to Promote Colorectal Cancer Screening in the Asian American and Pacific Islander Communities. *Journal of Cancer Education*, 33, 1263–1269 (2018).  
<https://doi.org/10.1007/s13187-017-1241-4>

## CLASS SCHEDULE AND READING ASSIGNMENTS\*:

Date	Topic	Readings/Activities	Assignments
August 26	Introductions	Review syllabus	Visit Confronting Violence Exhibit
September 2	Labor Day Holiday – No Class		
September 9	In The Beginning  Class Guest: Exhibit Curator, Catherine Jacquet	Silliman: Prefaces & Chapter 1 Penfold: <i>Dragonslippers</i> : “This is What an Abusive Relationship Looks Like.” (viii-x) Penfold: <i>Dragonslippers</i> : “Coming Home: Finding Myself.” (221-255)  Please view the exhibit Confronting Violence, on the first floor of the Health Science Center Library	Contemplation on readings
September 16	Women’s Health in Context	Silliman: Chapter 2 Knisley: <i>Kid Gloves</i> : “A Woman’s Health Is Never Done.” (pp. 21-28)	Contemplation on readings

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		Alexandra Beguez and Sarah Mirk: <a href="#">“The Dark History of Hysteria.”</a> Elizabeth Pleck: <i>Domestic Tyranny</i> : “Wicked Carriage: Chapter 1”	
September 23	Childbirth	Silliman: Chapter 3 Maya Salam: <a href="#">“For Serena Williams, Childbirth Was a Harrowing Ordeal. She’s Not Alone.”</a> Whit Taylor: <a href="#">“Black Mothers Face Far Worse Health Outcomes. How Do We Fix It?”</a> Bethany Doane: <i>Graphic Reproduction</i> : “Pushing Back: A Home Birth Story.” (pp.159-176)	Contemplation on readings
September 30	Mind-Body Connection	Silliman: Chapter 4 Whit Taylor: <a href="#">“The Myth of the Strong Black Woman.”</a>	Contemplation on readings
October 7	Patient Advocacy on a National Stage	Silliman: Chapter 6 Elizabeth Schneider: <a href="#">“Domestic Violence Law Reform in the Twenty-First Century: Looking Back and Looking Forward.”</a> Gabriela Salas: <a href="#">“A Brief History of Sterilization Abuse in the US and Its Connection to ICE Mass Hysterectomies in Georgia.”</a>	Contemplation on readings
October 14	Environmental Justice & Reproductive Rights	Silliman: Chapter 7 Lindsay Ishihira: <a href="#">“Fed is Best.”</a> Beth Greenfield: <a href="#">“The Fascinating History of Baby Formula.”</a> BBC News: <a href="#">“Toxic Milk Toll Rockets in China.”</a>	Contemplation on readings  Project Proposal Due
October 21	Social Attitudes toward Reproductive Justice	Silliman: Chapter 8 Zoe Hopkins and Amancay Nahuelpan: <a href="#">“It Takes a Village.”</a> Linda Gordon: <i>Heroes of Their Own Lives</i> : <a href="#">Chapter 9</a>	Contemplation on readings
October 28	Human Exploitation	Silliman: Chapter 9 Shing Yin Khor: <a href="#">“What Would Yellow Ranger Do?”</a> Ryan Hartley-Smith: <a href="#">“Zoe’s Story.”</a>	Contemplation on readings
November 4	The Importance of Research	Silliman: Chapter 11 Jiayan Linda Wang: <a href="#">“Using Comics to Promote Colorectal Cancer Screening in the Asian American and Pacific Islander Communities.”</a> Kay Lieberknecht: <a href="#">“Helping the Battered Wife.”</a>	Contemplation on readings
November 11	Immigration and Women’s Health	Silliman: Chapter 12 Maria Hesse: <i>Frida Kahlo</i> : Gringolandia (pp. 67-78)	Contemplation on readings
November 18	Reproductive Justice and Age	Silliman: Chapter 13 and 14 Guardian writers: <a href="#">“Me and my menopause’: a view from women around the world.”</a>	Contemplation on readings
November 25	Thanksgiving Holiday – No Class		
December 2	The Next Step	Silliman: Chapter 15	Contemplation on readings

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		A.K. Summers: <i>Graphic Reproduction: Pregnant Butch</i> (pp. 141-158) Orion Rummel: " <a href="#">What it's like to be a pregnant trans man in America.</a> "	
December 9	Final Project Presentations		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:

#### Attendance/Participation

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.
- **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.

Extra credit will be offered for attending events related to the Confronting Violence: Improving Women's Lives exhibit. Extra credit in this case will be dropping the student's lowest Attendance grades (one for each event attended, maximum three events) and replacing it with an automatic 20/20 grade. Students will be required to submit a brief contemplation after the event is attended in order to receive credit. The events are as follows:

Keynote Speaker: Catherine Jacquet	Monday September 9 12pm Communicore Building C1-004
Professional Perspectives of Domestic Violence Panel	Monday September 16 12pm Communicore Building C1-009
Clinician Responses to Domestic Violence in Popular Culture	Tuesday September 24 11:30am Communicore Building C1-121 (BITS)
Journal Club attendees read articles and a moderator brings a presentation with brief summary of article and questions	Thursday September 5, 12, 19, or 26 1pm Zoom

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## Written Contemplations

Before every class, students will submit reflection on the reading, which can be as simple as 100-word stream of conscious writing, a drawing or visual representation of your thoughts, or a longer reflection (no more than two pages). 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. Students will create your own visual, written, oral, or audiovisual representation of a fictional, biographic, or autobiographic patient, provider, or activist 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 (12)	240	50%
Contemplations (12)	120	25%
Project Proposal	24	5%
Final Project Materials	96	20%
TOTAL	480	100%

## 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>

A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. (Exception: Honors Quest I and II sections require a C). Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Completion credit.

## 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.

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## 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/>.

## 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:

### Honors Program

- To contact the Honors Program: *Honors Program, 201 Walker Hall, 352-392-1519*
- Quick questions for an Honors advisor? *Email [advisor@honors.ufl.edu](mailto:advisor@honors.ufl.edu)*
- Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/ufhonorsadvising>

### Health and Wellness

- <http://www.counseling.ufl.edu/cwc/Default.aspx> U Matter, We Care:
- If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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](mailto:inform@titleix.ufl.edu), 352-273-1094
- University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/>
- Domestic Violence Helplines:

## **Sociocultural Perspectives on Women's Health Disparities (Un)Common Reads IDH2930 Section 29335 Fall 2024 Syllabus**

- Peaceful Paths (local): 352-377-8255, text 352-727-0948, <https://www.peacefulpaths.org/>
- National: 800-799-7233, text BEGIN to 88788, <https://www.thehotline.org/>

### **Academic Resources**

- 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/>

### **UF Student Success**

For improving study skills to connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to <http://studentsuccess.ufl.edu>