

FEMINIST HEALTH POLITICS

WOMENSST 291

Lectures: Mon. & Wed. 3:35pm – 4:50pm

Lecturer: Jacquelyne Luce
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Course description

Health is about bodies, selves and politics. In this course we will explore a series of health topics from feminist perspectives. In what ways do axes of difference such as gender, sexuality, class, disability, and age influence the ways in which one perceives and experiences health and the access one has to health information and health care? What is meant by the phrases “social determinants of health” or “racial disparities in health”? Are homophobia or transphobia or one’s place of living related to one’s health status or one’s health risk? By paying close attention to the relationships between community-based narratives, activities of informal health networks and formal organizations and theory, we will develop a solid understanding of the historical, political and cultural specificities of health issues, practices, services and movements.

In addition to our discussions of the course readings and films, we will be looking closely at health issues around us – What’s in the news? What issues don’t get coverage? Which organizations might we turn to? What might some of the barriers to access be? You will have the opportunity to experiment with the analysis of various forms of health literature and communication – e.g. policy papers, news articles, blogs, self-help books and information brochures, as well as to create your own contributions, employing multiple methodologies to situate a particular health issue in its historical and contemporary context.

Course Requirements

- Attendance at the seminar is required.
- Reading assignments must be completed BEFORE the lecture period for which they were assigned.
- Additional homework assignments are required, not optional. They are part of the course and will enable you to extend your knowledge in multiple ways.
- You are responsible for knowing when assignments are due and handing them in on time. Dates of major writing assignments are in this. ASSIGNMENTS SHOULD BE HANDED IN AT THE BEGINNING OF CLASS AND ONLINE BY 2PM.
- Films, videos and guest lectures are part of the class material. You are responsible for this material.
- *We will follow all university policies on issues of Academic Honesty, Grading, Attendance, Examinations, and Absences due to Religious Observance.*

ASSESSMENT DETAILS

Note: Due dates are noted in the outline of topics and readings!!!!

Written Essays

TWO Short Analytical Essays (300-500 words): 2X15%

Details of topics and assignments will be posted online and discussed in class. Assignments are due at the beginning of class on the due date. If you miss discussion on the day an assignment is due, it will be considered late. Assignments can be turned in early with no penalty.

ONE Individual Term Essay (1500-1750 Words): 20%

In this essay, you will expand on a particular dimension of interest that you encountered while working on the Virtual Gallery Project (see below)

Group Work – 20%

Multi-Media Documentation

You will work in groups of 2 or 3 with colleagues to develop an annotated portfolio on a particular them of interest. The portfolio will combine critical engagement with media representations, policy, legislation, film and 'grey literature' of organizations. Your collaborative research for this project will feed into your individual term essay. Details about this project will be given in class in week 3.

Attendance and Participation - 20%

Attendance and participation in the seminar is required.

You are expected to contribute to the discussion, and to support your colleagues in participating as well. You are also expected to participate in and complete any homework and in-class exercises that are assigned. *Two or more unexcused absences will result in your grade being marked down. Non-attendance will result in an "F" in the course. For an excused absence you must: (i) provide an official note excusing your absence and (ii) submit a two page reflection paper based on the readings or film assigned for that week, due the next class day.* If you know that for extenuating circumstances you will need to miss a class, please let me know. It is always helpful in terms of planning the seminar.

Overview of Grading

Your score on each assignment will be accessible on Moodle at different points in the semester.

Attendance and Participation:	20%
Two Short analytical assessments:	2 x 15%
Term Project: Group Multi-media Documentation:	20%
Individual Essay:	30%

General Notes

INCOMPLETES will not be given except in unusual circumstances.

LATE PAPER POLICY – papers will be marked down (5% for each day they are late). Papers will not be accepted after a week past the deadline.

EXTRA CREDIT ASSIGNMENTS - You can earn extra credit by attending **approved** events on topics relating to the course and posting a 250 to 400 word critical response to the event. Write ups must be submitted electronically within 7 days of the event.

RESPONDING TO EMAIL: I will aim to respond to questions sent by email within 48 hours on weekdays. Please do not expect a response on the weekend. I much prefer to talk with students during office hours. A guideline about which questions are better suited to which forums will be provided in week 2.

Academic Honesty

Academic dishonesty, in any form, will not be tolerated and you are responsible for educating yourself about the University's official policy on academic honesty. Following is a summary (you can read it in full at: http://www.umass.edu/dean_students/code_conduct/acad_honest.htm)

If an instructor finds that a student has violated the University's Academic Honesty Policy, the instructor has the right to lower the student's grade, or even to fail the student for the course. Students have the right to appeal such a grade penalty by an instructor. The University Academic Honesty Board, which must be notified by instructors of any grade penalty, reviews all student appeals. The Board may sustain or recommend modification of the penalty given by the faculty member, or may recommend sanctions exceeding those originally given, such as suspension or expulsion from the University. The Board may also recommend sanctions for offenders who have committed multiple violations of the Academic Honesty Policy but who have not appealed the faculty members' decisions.

The Updated Student Academic Regulations can be read at:
<http://www.umass.edu/registrar/media/academicregs.pdf>

Accommodations

Please let me know as early as possible if you are ever in the situation of requiring other accommodations due to an illness or disability-related situation. I'll be happy to coordinate with you and other offices if necessary.

Feminist Health Politics

Jacquelyne Luce

Fall 2012

Course Outline, Readings and Films

****All Readings will be available on Moodle or Online. Additional readings will include news articles, policy statements, health promotion literature, etc.****

PART 1: Introducing Feminist Health Politics

The first section of the course will begin with an introduction to the history and diversification of the women's health movement. We will begin with an overview of the course. Next, we will look at the emergence of a women's health movement, particularly in the US, focusing on the development of self-help networks, small local clinics, and emerging settings in which education on women's health issues was taking place. Additionally, we will develop a set of terms and concepts that are part of the feminist health movement and literature, which will accompany us throughout the semester. Then, we will address the diversification of issues found to be central within the women's health movement, the formation of new coalitions, continuing use of knowledge gained through cross-cultural research, and an understanding of the relationships between local health issues and global dynamics. What were the social, cultural, and political contexts informing these transformations? What were the public health concerns and crises that were emerging? What public health questions are being faced today?

Week 1	Introductions
Wed. Sept. 5th	Introduction to the Course, Expectations, Requirements, Wishes
Week 2	The Women's / Feminist Health Movement
Mon. Sept. 10th	Clarke, Adele. From the Rise of Medicine to Biomedicalization: US Healthscapes and Iconography Circa 1890 to present. In <i>Biomedicalization: Technoscience, Health and Illness in the U.S.</i> (Clarke et al. Eds). Durham and London: Duke University Press. Pp. 104-146. Film: Taking Our Bodies Back, by Margaret Lazarus, Renner Wunderlich and Joan Finck, 1974 (V 2231)
Wed. Sept. 12th	Winnow, Jackie (1992): Lesbians Evolving Health Care: Cancer and AIDS <i>Feminist Review</i> 41, 68–76.
Week 3	Challenges to and within the women's health movement

Mon. Sept. 17th	<p>Epstein, Steven (2003): Sexualizing Governance and Medicalizing Identities: The Emergence of 'State-Centered' LGBT Health Politics in the United States. <i>Sexualities</i> 6, no. 2: 131-171.</p> <p>Keane, Helen and Marsha Rosengarten. (2002): On the Biology of Sexed Subjects. <i>Australian Feminist Studies</i> 17(32): 261-277.</p> <p>Öhman, Ann (2008): Global public health and gender theory: The need for integration. <i>Scandinavian journal of public health</i>, 36 (5)</p>
Wed. Sept. 19th	<p>Roen, Katrina (2005). Queer Kids: Towards ethical clinical interactions with intersex people, In Margrit Shildrick & Roxanne Mykitiuk (ed.), <i>Ethics of the Body: Postconventional Challenges</i>. MIT Press. Chapter 13, 259 - 278</p> <p>Karkasus, Katrina (2008). Complicating sex, routinizing intervention: The development of the traditional treatment paradigm. Chapter 2 in <i>Fixing Sex: Intersex, Medical Authority and Lived Experience</i>. Durham: Duke University Press.</p> <p>Film: Diagnosing Difference by Annalise Ophelian, 2009 (RC560.G45 D53 2009)</p>
<p>PART 2. Reproductive Politics</p> <p>Concerns about the medicalization of reproduction and women's bodies were central to the early women's health movement. In this section, we will concentrate on two key dimensions – the homebirth and midwifery movements and reproductive technologies. Our approach to reproductive technologies will enable us to explore the continuities and disruptions in perspectives on contraception technologies (e.g. forms of birth control) and conception technologies (e.g. IVF and surrogacy). In what ways has the spectrum of technologies challenged feminist health theory and practice? The midwifery movement offers us a way to explore the narratives of recuperation and tradition within the women's health movement. It also enables us to address racial and class disparities in maternal and newborn health care, and the regulation of health professions and stratified access to education.</p>	
Week 4	Birth Control and Conceptions – Continuities, Disruptions and Untold Stories
Mon. Sept. 24th	<p>Marcellus, J. (2003). "My Grandmother's Black Market Birth Control: "Subjugated Knowledges" in the History of Contraceptive Discourse." <i>Journal of Communication Inquiry</i> 27(1): 9-28.</p> <p>Wall, A. (1999). Biting the Magic Bullet: Reproductive Freedom and the Promise of Norplant. <i>Playing Dolly</i>. E. A. Kaplan and S. Squier. New Jersey, New Brunswick, Rutgers University Press: 57-79.</p> <p>Short Film: Skin Deep: Norplant in Poor Communities, 1995, by Alex Halkin & Deb Ellis</p>
Wed. Sept. 26th	<p>Markens, Susan (2012): The global reproductive health market: U.S. media framings and public discourses about transnational surrogacy. <i>Social Science & Medicine</i>, Volume 74 (11): 1745–1753.</p> <p>Discussion of the UN Ban on Cloning and EU Ban on Egg Cell Trade (articles and statements to be circulated)</p>

Week 5	Midwifery Politics: Between Lay Knowledge, Expertise and Legal Profession
Mon. Oct. 1st	<p>Fraser, Gertrude J. (1995). Modern Bodies, Modern Minds: Midwifery and Reproductive Change in an African American Community. In Ginsburg, F. and Rapp, R. (Eds.) <i>Conceiving the New World Order: The Global Politics of Reproduction</i>. Berkeley: University of California Press.</p> <p>Powell Kennedy, Holly (2009): "Orchestrating normal": The conduct of midwifery in the United States. In Davis-Floyd et al. (Eds.) <i>Birth Models that Work</i>. Berkeley: University of California Press.</p>
Wed. Oct. 3rd	Comparative Discussion of Reproductive Politics
Fri. Oct. 5	Intersex Symposium, Mount Holyoke College
<p>Part 3. Chronic Illness and Disabilities</p> <p>This section will address the intersections of identity, chronic illness and disability. Chronic illness and disability raise questions about the integration of health and social services that often differ strongly from those faced in the course of 'regular' health encounters or episodes of acute illness and trauma. We will look at the meanings that disability might have, the manner in which chronic illnesses and disabilities are addressed in health policy, and the ways in which chronic illness and disability present challenges to understandings of what it means to be 'healthy'. Furthermore, we will look closely at how gendered, sexualized and racialized notions of the normative body shape discourses of disability and illness, as well as forms of self-representation by individuals with disabilities.</p>	
Week 6	Making Disabilities In/Visible
Mon. Oct. 8th	Columbus Day – NO CLASS
Tues. Oct. 9th	<p>Manderson, L. 2010. "Half a woman": Embodied disruptions and ideas of gender among Australian women. In Manderson, L. and Smith-Morris, C. (eds). <i>Chronic Conditions, Fluid States: Chronicity and the Anthropology of Illness</i>. New Brunswick, NJ: Rutgers University Press, 96-112</p> <p>Becker, Gay. (1997). The Disordered Body. Chapter 5 in <i>Disrupted Lives: How people create meaning in a chaotic world</i>. Berkeley: University of California Press.</p> <p>Short Video: I'm Brianna Couture Film: The Art of Disability (Part 1)</p> <p>***First Short Analytical Essay Due***</p>
Wed. Oct. 10th	Film: The Art of Disability (Part 1)

Week 7	Chronic Health Conditions and Disabilities in Context – What makes a difference?
Mon. Oct. 15th	Ingstad, Benedicte (2007). Seeing Disability and Human Rights in the Local Context: Botswana Revisited. In Ingstad, B. and Reynolds Whyte, S. (Eds). <i>Disability in Local and Global Worlds</i> . Berkeley: University of California Press On your own please watch: <i>Still Life Moving</i>
Wed. Oct. 17th	Mykitiuk, Roxanne and Isabel Karpin (2008): Going Out on a Limb: Prosthetics, Normalcy and Disputing the Therapy/Enhancement Distinction, <i>The Medical Law Review</i> 16: 413-436 Media articles to be provided.
Week 8	Chronic Illnesses and Disabilities Cont'd
Mon. Oct. 22nd	Comparative Discussion
Part 4. Critical Engagements with Prevention Discourses	
This section addresses the ever increasing emphasis on screening, surveillance, and prevention as health service priorities. We will look at the ways in which the concept of responsibility is mobilized through various health campaigns and incentives, but also discussions of health care economies and the public costs of illness and disability. How are practices of sexuality governed through health screening practices? What drives pharmaceutical research and vaccination campaigns? What constitutes a public health risk? What constitutes adequate patient safety research? How available is basic health information? How are local contexts of health promotion and prevention campaigns taken into account?	
Wed. Oct. 24th	TBA
Week 9	Sexuality, Risk and Public Health
Mon. Oct. 29th	Pigg, Stacy Leigh (2002). Expecting the Epidemic: A Social History of the Representation of Sexual Risk in Nepal. Theme Issue, "Women, AIDS, and Globalization," Cindy Patton and Meredith Raimondo, guest editors. <i>Feminist Media Studies</i> 2(1): 97-125.
Wed. Oct. 31st	Laura M. Carpenter and Monica J. Casper (2009): Global Intimacies: Innovating the HPV Vaccine for Women's Health <i>WSQ: Women's Studies Quarterly</i> , 37 (1 & 2), pp. 80-100. *** Second Short Analytical Essay Due ***
Week 10	Genetic Screening: Individuals, Families, Populations

Mon. Nov. 5th	Cox, Susan and McKellen, W. (1999): 'There's this thing in our family': Predictive Testing and the Construction of Risk for Huntington Disease. <i>Sociology of Health and Illness</i> 5:622-646.
Wed. Nov. 7th	Browner, Carole H. (2011). Lost in translation: lessons from California on the implementation of state-mandated fetal diagnosis in the context of globalization. Carole H. Browner and Carolyn F. Sargent (Eds). <i>Reproduction, globalization, and the state: New theoretical and ethnographic perspectives</i> . Durham: Duke University Press.
<p>Part 5. Contemporary Feminist Health Activism</p> <p>In the final section of this course we will tie the discussions that we have been having together through a focused look at contemporary forms of feminist health activism. We will look at emerging forms of participatory health governance, including participation in defining priorities in women's and LGBT health and both institutionalized and grassroots social media campaigns. What types of transformations have taken place since the beginning of the women's health movement? How can 'non-experts' have a say in the development of health policies, the allocation of health care, and access to appropriate health services? How is health information disseminated? What actions can be taken?</p>	
Week 11	Emerging Experts
Mon. Nov. 12th	Veterans' Day – NO CLASS
Wed. Nov. 14th	<p>Morello-Frosch, Rachel et al. (2006). "Embodied Health Movements: Responses to a "Scientitized World"". In Scott Frickel and Kelly Moore (eds.), <i>The New Political Sociology of Science: Institutions, Networks, and Power</i>. Madison: University of Wisconsin Press, p. 244-271.</p> <p>OR</p> <p>McCormick, Sabrina (2011): The personal is scientific, the scientific is political: The public paradigm of the environmental breast cancer movement. In Brown et al. (Eds.), <i>Contested illnesses: Citizens, science, and health social movements</i>. Berkeley: University of California Press.</p>
Week 12	Patient Advocacy
Mon. Nov. 19th	<p>Fullwiley, Duana (2011). The Work of Patient Advocacy, Chapter 7 of <i>The Enculturated Gene: Sickle Cell Health Politics and Biological Difference in West Africa</i>. Princeton University Press</p> <p>Epstein, Steven (1995): The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials," <i>Science, Technology & Human Values</i> 20 (4): 408-437.</p>

Wed. Nov. 21st	<p>Ponic, Pamela, Frisby, Wendy (2010) Unpacking Assumptions About Inclusion in Community-Based Health Promotion: Perspectives of Women Living in Poverty <i>Qualitative Health Research</i> 20 (11): 1519-1531</p> <p>Case Studies: Patients Like Me Web Platform; I have a Say – Coalition to Protect Women’s Health Care You Tube Campaign</p>
Week 13	Questioning Practice
Mon. Nov. 26th	<p>Kilty, Jennifer. (2012) ‘It’s like they don’t want you to get better’: Psy control of women in the carceral context. <i>Feminism Psychology</i> May 2012 vol. 22 no. 2 162-182</p> <p>Ferszt, Ginette G. (2011) Who Will Speak for Me? Advocating for Pregnant Women in Prison. <i>Policy, Politics & Nursing Practice</i> 12 (4):254-256</p>
Wed. Nov. 28th	Comparative Discussion
Week 14	Feminist Health Politics Projects
Mon. Dec. 3rd	<p>Open Topics and Discussion: Group A</p> <p>(Final projects – Multi-Media Group work due, Group A)</p>
Wed. Dec. 5th	<p>Open Topics and Discussion: Group B</p> <p>(Final projects – Multi-Media Group work due, Group B)</p> <p>***Final Paper (Everyone) Due***</p>