

**Women's Studies**

**Fall/Winter 2007-2008**

**Women and Health - 212**

**Course Location: Otonabee College OCA 208**

**Course Time: Fridays, 1pm - 4pm**

Dr. Carla Rice

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Office hours: Thursdays, 1:00 pm - 3:00 pm, by appointment

### **Course Overview**

This course is a second year level interdisciplinary course addressing issues of importance to women as recipients and providers of health care and as subjects of health research. We examine various models of health and illness, and analyze the origins and theoretical underpinnings of contemporary women's health movements in western and global contexts. We study three main themes in the course:

#### **1. Historical, Social, Economic, and Cultural Contexts of Women's Health**

The rise of contemporary women's health movements

Why differences matter in women's health studies

Theoretical perspectives underlying feminist scholarship in women's health

#### **2. Women's Health across the Life Span**

Girls' Health: Health issues of girls in western and global contexts

Adolescent Health: Social control of adolescent girls' bodies and desires

Adult Women's Health: Politics of reproductive health and technologies, and diseases affecting women

Older Women's Health: Menopause, disability, aging, and death and dying

#### **3. Women, Environment, and Health**

Women as formal and informal care recipients and providers

Impact of economic restructuring and health care reform on women's health

Environmental and occupational health

Future of women's health policy, practice, and advocacy

**Please Note: This is an upper level Women's Studies course. Students who have not taken WMST 100 - Introduction to Women's Studies must see the instructor for permission to register in the course.**

### **Course Readings**

We will work with four course texts and a course kit. Each of these is **required**.

Course readings listed below are available for purchase from **Titles Bookstore** and for short-term lending from the **Bata Library**:

Boston Women's Health Book Collective (2005). *Our bodies, ourselves*. New York: Touchstone Books. **Earlier editions are not suitable.**

Ehrenreich, Barbara and Deirdre English (1973/1994). *Complaints and disorders: The Sexual politics of sickness*. New York: The Feminist Press.

Smith, Andrea (2005). *Conquest: Sexual violence and American Indian genocide*. Cambridge: MA: South End Press.

Women's health and well-being. *Canadian Woman Studies*, 24(1), (February, 2005).

*Women and Health 212 Reprint*, (2007-2008). Developed by Professor Carla Rice.

**Titles Bookstore 379 George St North, Peterborough, Telephone: 705.743.9610.**

## Course Evaluation

You will be evaluated on the assignments listed below.

Proposal:	20%
Concept Test:	20%
Class Participation:	20%
Paper:	20%
Final Take Home Exam:	20%

I can provide extensions **only** if students contact me ahead of time or if they provide documentation of a medical or a life emergency.

## Course Assignments

Students are expected to complete assignments using multi-dimensional approaches central to women's health scholarship in the development and completion of course work. These involve:

- Critical understanding of **differences** among women in their conceptions and experiences of health and ill-health, and ability to use variables such as gender, sex, class, race, age, place, culture, nation, ability, and sexuality in their analyses, and
- Emphasis on **complexity** in analyses of health topics relevant to women and health, demonstrating proficiency in applying 2 approaches to women's health introduced in the course (biomedical, social / political economy, cultural theory / poststructuralist, and holistic / human rights approaches).

**Proposal** **20%**

**Due: November 9, 2007**

**Length: 4-7 pages**

Students can choose between writing a proposal for a health narrative or research paper. Whatever option you choose, your proposal should introduce your paper topic, outline the issues you propose to explore, and identify your theoretical approaches.

**Narrative proposal:** The narrative proposal should include the following:

- 1) an introduction to your health topic;
- 2) a list of interview questions you will ask yourself or excerpts from the transcript of your own health story;
- 3) a discussion of theoretical approaches you will use;
- 4) an explanation of how you will relate the health story to feminist literature on your topic;
- 5) and a feminist-informed literature review.

**Research Proposal:** The research proposal should include:

- 1) an introduction to your topic;
- 2) a discussion of models that can be used to understand this health issue including the approaches you will use in your paper;
- 3) a literature review emphasizing tensions that you perceive dominating the feminist writing on your topic;
- 4) and commentary on how the topic may be experienced by diversely-positioned women.

**Concept Test**  
**Dec 7, 2007**

**20%**  
**Length: 2 hours**

**Health Narrative or Research Paper**  
**Due: March 7, 2008**

**20%**  
**Length: 10-12 pages**

**Health Narrative:** A write up of a health narrative, which involves an analysis of your own experiences. You can draw from biomedical, social, post-structuralist, or human rights approaches in developing your analysis. The narrative should include an introduction to your topic, an outline of the narrative you are analyzing, your analysis, and a discussion of the possible implications of your narrative for feminist theory and health care practice. You should include a discussion of diverse feminist positions or health practices with respect to the topic.

**Research Paper:** A research paper analyzing a topic in women's health. Your paper should include an analysis of feminist research on the topic using at least 2 frameworks introduced in the course. You can draw from biomedical, social, post-structuralist, and human rights approaches in developing your analysis. You may be interested in doing a historical research paper, a content analysis of ideologies present in popular or educational materials on your topic, or a *feminist* analysis of a contested topic (such as FGM, genetic testing, abortion, sex education, a method of fertility control, diseases affecting women, health care reform, politics of caring). You should include a discussion of diverse feminist positions and/or feminist health practices with respect to your topic.

**Participation**

**20%**

Participation must be active and consistent. Participation marks are awarded based on your attendance and contribution to class discussion: maximum of 10% is given for attendance and 10% for active participation in discussion. **This means that if you are present only 50% of the time, you may receive a maximum of 50% for**

**participation.** To earn a good participation grade, it is recommended that you keep up with required readings and demonstrate that you have done the readings through your classroom comments and questions. **You will lose participation marks if you arrive to class late or leave early, neglect to sign weekly attendance sheets, or sign in for another student.**

**Final Take Home Test**

**20%**

**Due: April 4, 2008**

**Note on Assignments:** All assignments are due during class. Electronic or faxed copies of assignments will not be accepted. Because it is possible for assignments to get lost, and because questions of authorship sometimes arise, it is imperative that you keep your rough notes for your essay even after it has received a grade. Neither myself nor the Program is responsible for work lost due to postal or computer failure or any other reason, so **DO NOT HAND IN OR MAIL YOUR ONLY COPY OF AN ASSIGNMENT.** Be sure to have a back-up disk copy. In the event that your assignment has been submitted but hasn't reached me, you will be expected to submit another copy immediately.

#### **Faith Dates During the Examination Period**

Students who wish to observe their cultural religious holidays during the scheduled examination periods should notify the Registrar's Office in writing by Friday, October 1. The Registrar's Office will, wherever possible, incorporate these exceptions into the scheduling of examinations. Where it is not possible to do so, the student should notify the instructor in order to make alternative arrangements.

#### **University Policy on Plagiarism**

Plagiarism is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties, and procedures for dealing with plagiarism are set out in Trent University's "Academic Dishonesty Policy" which is printed in the 2007-2008 Calendar Supplement.

#### **Email Contacts**

Every student is expected to have a TRENT email address and to check it regularly. I will not send emails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you will be sent an email on your Trent account.

**Course notes for missed classes are not available through email. It is your responsibility to attend class and if you have missed a class, seek out one of your classmates to inquire about the course material you have missed.** Email can be used to set up appointments with me, or to ask practical questions that require BRIEF answers. You are most welcome to ask questions requiring detailed responses during class or office hours.

## Classroom Interactions

This is a feminist classroom, where we engage with each other in respectful and thoughtful conversations about the relationship between gender and social differences including sex, class, race, age, culture, disability, and sexuality, and health.

Attendance is mandatory. Because a significant part of the course will be classroom discussion, a major assignment is keeping up with readings, participating in dialogue an informed way, and providing ethical feedback to other students. You should come to class not only having done the assigned reading, but also having thought about it and having prepared some points / questions for discussion.

Your responses to other students should not be negative. As an engaged participant, your job is to enter into conversations about what was read / heard, and your responses to the ideas presented. You are asked to structure your responses along the following:

*Identifying the ideas that engage you:* As you read texts or listen to the lectures, which ideas caught your attention or captured your imagination? Which ones stuck a chord for you?

*Describing the intentions of the writer:* What values and principles regarding women, their health, and the world more generally do these ideas evoke? What do the ideas suggest to you about the writers' purposes and commitments?

*Situating your responses:* What is it about your own life experiences or interests that account for why these ideas caught your attention? Do you have a sense of which aspects of you own experiences resonated with these ideas?

*Identifying gaps and spaces:* What are some gaps and spaces that you notice in each reading? What areas do you think need further exploration in this topic area? What remains confusing, unclear, or underdeveloped? What suggestions in the form of other authors and ideas can you offer to help the analysis along?

*Recognizing your movement:* How have you been moved on account of engaging with these ideas? Where have these ideas taken you? How have you shifted as a result of listening to and participating in the development of these ideas?

Adapted from Michael White (2002) Outsider Witness Responses. In *Narrative Therapy*. Toronto: Gail Appel Institute.

## System of Grading

The following is an explanation of the grading system that will be used in this course.

90-100A+ Exceptional. Extensive knowledge of concepts and techniques, and exceptional skill and originality in the use of those concepts / techniques in satisfying the requirements of the course.

85-89 A Excellent. Thorough knowledge of concepts and techniques and a high degree of skill and originality in satisfying requirements of the course.

80-84 A- Excellent. Evidence of original thinking; superior grasp of the subject matter with sound critical evaluations; good organization; capacity to analyze / synthesize.

A-, A and A+ work is creative, original and imaginative.

77-79 B+ Very good. Thorough knowledge of concepts and techniques with a fairly high degree of skill in the use of those concepts and techniques in satisfying the requirements of the course. Superior grasp of concepts.

73-76 B Good. Good level of knowledge of concepts and techniques together with fairly good skill in using them to satisfy the requirements of the course.

70-72 B- Good. Grasp of subject matter, some evidence of capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.

B represents solid work, demonstrating some command of the material.

67-69 C+ Competent. Acceptable level of knowledge of concepts and techniques together with some skill in using them to satisfy the requirements of the course. C+ is a satisfactory level of achievement and represents the average grade. It suggests that certain requirements have been met but not exceeded by the student.

63-66 C Adequate. Acceptable level of knowledge of concepts and techniques together with a demonstration of some ability in using them to satisfy the requirements of the course.

60-62 C- Fair. Ability to develop solutions to simple problems in the material.

C Shows evidence of some work. Fair understanding of the subject matter.

57-59 D+ Passing. Slightly better than minimal knowledge of required concepts and techniques and passing ability to use them in satisfying the requirements of the course.

53-56 D. Barely passing. Minimum knowledge of concepts and techniques needed to satisfy the requirements of the course assignments.

50-52 D- Marginal. Little knowledge of subject matter and little evidence that critical and analytic skills have been developed. Limited or irrelevant use of literature.

0-49 F Failing. Little evidence of even superficial understanding of subject matter; limited use of literature; weakness in critical and analytic skills.

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**Part 1: Contexts of Women's Health**

**SEPT 14 Introductory Class**

*Review of course syllabus, grading system, major assignments for course*

**SEPT 21 Otherness and Illness: Sexual Politics of Sickness**

*History of medicalization and colonization of women's bodies and health  
Gender, class, and race bias in biomedicine*

Ehrenreich, Barbara and Deirdre English (1973/1994). *Complaints and disorders: The sexual politics of sickness*. New York: The Feminist Press.  
(Assigned Text)

Film: Mary Porter, Director, *Typhoid Mary: The Most Dangerous Woman in America*. (Boston: Nova/WGBH, 2005), 60 mins.

**SEPT 28 Feminist Frameworks I -**

**Beyond Biomedicine: Social Model of Health**

*Racism, sexism, and the rise of women's health movements*

*Introduction to feminist frameworks in women's health: Social model of health*

Ruzek, Sheryl Burt, Clarke, Adele, and Olesen, Virginia (1998). Social, biomedical and feminist models of women's health. In Sheryl Burt Ruzek, Adele Clarke and Virginia Olesen, (Eds.) *Women's health: Complexities and differences*. Columbus: Ohio State University, 11-23. (Kit)

Smith, Andrea (2005). *Conquest: Sexual violence and American Indian genocide*. Cambridge, MA: South End Press. Chapter 1: Sexual violence as a tool of genocide, 7-33; Chapter 2: Boarding School Abuses, 35-46. (Assigned Text).

Boscoe, Madeline, Gwynne Basen, Chislaine Alleyne, Barbara Bourreir-Lacroix, and Susan White of the Canadian Women's Health Network (2005). The women's movement in Canada: Looking back and moving forward. *Canadian Woman Studies*, 24(1), 7-13. (Assigned Text)

Optional Films: Excerpt from *Control of Our Bodies*. (Toronto: Green Dragon Press, 1981), 30 mins. or

Film: Directed by Tracey Deer, *Mohawk Girls* (Montreal: Rezolution Pictures International and the National Film board of Canada, 2005), 53 mins.

**OCT 5 Feminist Frameworks II:**

**Social Determinants and Political Economy of Health**

*Why differences matter in women's health studies*  
*States and markets as determinants of women's health*

**Academic Skills Centre Mini Workshop #1 - Researching and writing your proposal**

Bernard, Wanda Thomas. (2005). Black women's health in Nova Scotia: One woman's story. In Sophie Harding (Ed.) *Surviving in the hour of darkness: Health and wellness of women of colour and indigenous women*. Calgary, Alberta, Canada: University of Calgary Press, 47-70. (Kit)

Boston Women's Health Collective, (2005). *Our bodies, ourselves*, Chapter 31: The politics of women's health" starting from "Women's health around the globe," 733-747. (Assigned Text)

Jaggar, Alison (2002). Vulnerable women and neo-liberal globalization: Debt burdens undermine women's health in the global south. *Theoretical Medicine*, 23, 425-440. (Kit)

Film: Directed by PeA Holmquist and Suzanne Khardalian, *Bullshit* (New York: The Cinema Guild, 2005), 73 mins. or

Directed by Terre Nash, *Marilyn Waring on Women and Economics*. (Montreal: National Film Board of Canada, 1995), 30 mins and

Film: Directed by Terre Nash, *Marilyn Waring on the Environment* (Montreal: National Film Board of Canada, 1995), 30 mins.

**OCT 12 Feminist Frameworks III:**

**Cultural Theory and Embodied Experience**

*How culture shapes biology and bodily experience*

*Social construction of sexed, raced, and disabled bodies*

*Embodied experience as a site of knowledge*

Sturken, Marita and Cartwright, Lisa (2002). Scientific looking, looking at science. In *Practices of looking*. Toronto: Oxford University Press, 279-313. (Kit)

Martin, Emily (1992). Medical metaphors of women's bodies: Menstruation and menopause. In *The woman in the body: A cultural analysis of reproduction*. Boston: Beacon Press, 27-53. (Kit)

Film: Directed by Josh Aronson *Sound and Fury*, (Santa Monica, CA: Next Wave Films, 2000), 55 mins. and

Directed by Josh Aronson, *Sound and Fury, 6 Years Later* (Santa Monica, CA: Next Wave Films, 2006), 29 mins.

**OCT 19 Feminist Frameworks IV -**

## **Beyond “Western Eyes:”**

### **Human Rights and Holistic Perspectives**

*Transnationalizing women’s health and human rights movements*

*Recognizing western partialities, prejudices, and preconceptions in approaches to “third world” women*

*Holistic health care perspectives and practices*

Petchesky, Rosalind Pollack (2003). Transnationalizing women’s health movements. In *Global prescriptions: Gendering health and human rights*. London: Zed Books, 1-21. (Kit)

Narayan, U. (2000). Undoing the “package picture” of cultures. *Signs*, 25(4), 1083-1086. (Kit)

Davis, K. (2002). Feminist body/politics as world traveller: Translating Our Bodies, Ourselves. *European Journal of Women’s Studies*, 9(3), 223-247. (Kit)

Shroff, Farah (2000). Forget reform: We need a revolution! Better health for Canadian women through holistic care. Diana Gustafson, (Ed.) *Care and consequences: The impact of health care reform*. Halifax: Fernwood Publishing, 271-293. (Kit)

Film: Directed Sheetal Agarwal, *Ordinary Lives*, (Boston: Documentary Educational Resources, 2005), 53 mins. or

Directed by Lisa Russell, *Love, Labor, Loss* (New York: Governess Films, 2005), 58 mins or

Directed by Zohreh Shayesteh, *Inside Out* (First Run/Icarus Films, 2006) 39 mins

## **OCT 26 READING WEEK**

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## **Part II: Women’s Health across the Life Span**

### **NOV 2 Interplay of Sexism, Racism, and Poverty in Girls’ Health**

*Impact of sexism, racism, and poverty on girls’ health*

*Relationship of structural violence to girls’ suffering in a globalizing era*

Meacham, Deborah (1998). Go girls! Young women claim their health rights and needs. *Women’s Health Journal: Latin American and Caribbean Women’s Health Network* 3, 30-36. (Kit)

Farmer, Paul (2005). On suffering and structural violence: Social and economic rights in the global era. In *Pathologies of power: Health, human rights, and the new war on the poor*. Berkeley, CA: University of California Press, 29-50. (Kit)

Hom, Sharon (1997). Female infanticide in China: The human rights specter and thoughts toward (an)other vision. In Adrien Wing (Ed.) *Critical race feminism*. New York: New York University Press, 372-379. (Kit)

Jiwani, Yazmin (2006). Racialized violence and girls and young women of colour. In Yasmin Jiwani, Candis Steenbergen, and Claudia Mitchell, (Eds). *Girlhood: Redefining the limits*. Montreal: Black Rose Books, 70-88. (Kit)

Film: Directed by Marquise Lepage, *Of Hopscotch and Little Girls*. (Montreal: National Film Board, 1999), 52 mins

### **NOV 9 Violence against Girls? Debates and dilemmas**

*Concepts, contexts, and experiences of violence*

*The case of female genital cutting in western and non-western contexts: Violent act or virtuous practice?*

## **PROPOSALS DUE**

Derby, Nana (2005). The case against the medicalization of female genital mutilation. *Canadian Woman Studies*, 24(1), 95-100. (Assigned Text)

Abusharaf, Rogata Mustafa. (2001). Virtuous cuts: Female genital mutilation in an African ontology. *Differences: A Journal of Feminist Cultural Studies*, 12, 112-140. (Read pages numbered 1-15). (Kit)

Bloom, Amy. (2002). Hermaphrodites with attitude: The intersexed. In *Normal*. 115-142. New York: Random House. (Kit)

Films: Directed by Roz Mortimer, *Gender Trouble*. (Seventh Art Releasing, 2002), 24 min.

### **NOV 16 Regulation of Young Women's Bodies and Desires**

*Social and medical regulation of menstruating bodies*

*Seasonale: The end of menstruation?*

Steinem, Gloria (2004). If men could menstruate—A political fantasy. In Nancy Worcester and Mariamne Whatley, Eds. *Women's health: Readings on social, economic, and political issues*, 4<sup>th</sup> Edition. Dubuque, IA: Kendall/Hunt Publishing, 195-196. (Kit)

Boston Women's Health Collective, (2005). *Our bodies, ourselves*: Chapter 13: Sexual anatomy, reproduction, and the menstrual cycle, 227-260. (Assigned Text)

Lee, Janet. (1998). Menarche and the (hetero)sexualization of the female body. In Nancy Worcester and Mariamne Whatley, Eds. *Women's health*:

*Readings on social, economic, and political issues*, 4<sup>th</sup> Edition. Dubuque, IA: Kendall/Hunt Publishing, 196-205. (Kit)

Loshny, Helen (2005). From birth control to menstrual control: The launch of the extended oral contraceptive, *Seasonale*. *Canadian Woman Studies*, 24(1), 63-67. (Assigned Text)

Film: Directed by Teresa MacInnes, *Under Wraps*. (Montreal: National Film Board of Canada, 1996), 56 minutes or  
Directed by Giovanna Chesler, *Period: The End of Menstruation?* (New York: The Cinema Guild, 2006), 54 mins.

### **NOV 23 Sex Education or Miseducation?**

*Debates and dilemmas surrounding sex education in schools*

Boston Women's Health Collective, (2005). *Our bodies, ourselves*: Chapter 9: Gender identity and sexual orientation, 141-153. (Assigned Text)

Fine, Michelle (1997). Sexuality, schooling and adolescent females: The missing discourse of desire. In Mary Gergen and Sara Davis (Eds.) *Toward a new psychology of gender: A reader*. New York: Routledge, 375-399. (Kit)

Chandiramani, Radhika (2006). Mapping the contours: Reproductive health and rights and sexual health and rights in India. In Wendy Chavkin and Ellen Chesler, (Eds.) *Where human rights begin: Health, sexuality and women in the new millennium*, New Brunswick, NJ: Rutgers University Press, pp. 127-153. (Kit)

Gonick, Marnina (2006). Sugar and spice and something more than nice? Queer girls and transformations of social exclusion. In Yasmin Jiwani, Candis Steenberg, and Claudia Mitchell, (Eds). *Girlhood: Redefining the limits*. Montreal: Black Rose Books, 122-137. (Kit)

Film: Directed by Jeremy Simmons, *Transgeneration, Episodes 7 & 8* (A World of Wonder Productions, 2006), Episode 7: 25 min; Episode 8: 50 mins

### **Nov 30 Dilemmas of Body and Identity**

*Beauty, body image, and eating problems*

*Impact of sexism, racism, poverty, and violence on young women's identities and sense of life possibilities*

*Context and consequences of anxiety, depression, addictions, and cutting*

Boston Women's Health Collective, (2005). *Our bodies, ourselves*: Chapter 1: Body image, 3-18. Chapter 2: Eating well, Starting with "Dieting," 34-44; Chapter 3: Alcohol and other mood-altering drugs. 45-57; Chapter 4: Bodies in Motion, 58-66; Emotional well-being, 82-95. (Assigned Text)

Rice, Carla (2002). Between body and culture: Beauty, ability and growing up female. In Jill Vickers and Vanaja Dhruvarajan (Eds.). *Gender, race, and nation: A global perspective*. Toronto: University of Toronto Press, 147-183. (Kit)

Films: Directed by Anne Shin, *Western Eyes*. (Montreal: National Film Board of Canada, 2000), 40 mins. or  
Directed by Pratibha Parmar, *Double the Trouble, Twice the Fun*. (London: Channel Four Television, 1992), 25 minutes.

## DEC 7 CONCEPT TEST

### WINTER BREAK

#### **JAN 11 Subjectivity and Reproductive Freedom**

*History of birth control and control of reproduction in the west*

*Global women's diverse situations and challenges to reproductive freedom*

Boston Women's Health Book Collective (2005). *Our bodies, ourselves*: Chapter 18: Birth control, 322-332 plus chart on pages 378-379; Chapter 20: Abortion, starting from "History of abortion in the US", 406-415. (Assigned Text)

Davis, Angela (1981). Racism, birth control and reproductive rights. *In Gender, race and class*. New York: Random House, 202-221. (Kit)

Wershler, Laura (2005). Depo-Provera: Does this contraceptive choice support the health and wellbeing of adolescents and young women? *Canadian Woman Studies*, 24(1), 105-107. (Assigned Text)

Smith, Andrea (2005). *Conquest: Sexual violence and American Indian genocide*. Cambridge, MA: South End Press. Chapter 4: Better dead than Pregnant: Colonization of native women's reproductive health, 79-107. Chapter 5: Natural Laboratories: Medical experimentation in native communities, 109-117. (Assigned Text)

Film: *The Human Laboratory*. (London, British Broadcasting Corporation, 1996), 50 mins.

#### **JAN 18 Historical and Contemporary Perspectives on Childbirth**

*Historical and contemporary experiences of pregnancy and birthing*

*Reproductive rights and women's control over pregnancy and birthing processes*

Boston Women's Health Book Collective (2005). *Our bodies, ourselves*: Chapter 21: Pregnancy (up to "the first trimester"), 419-431; Chapter 22: Childbirth, 450-473. (Assigned text)

Greaves, Lorraine and Nancy Poole. (2005). Victimized or validated? Responses to substance-using pregnant women. *Canadian Woman Studies*, 24(1), 87-92. (Assigned Text)

Kornelson, Jude and Stefan Grzybowski, (2005). The costs of separation: The birth experiences of women isolated in remote communities in British Columbia. *Canadian Woman Studies*, 24(1), 75-80. (Assigned Text)

Walks, Michelle. (2005). Womb is womb, but is birth birth? A look at the queer interaction of medical services, social context and identity understandings of Canadian birthing experiences. *Canadian Woman Studies*, 24(1), 68-73. (Assigned Text).

Film: Directed by Jarmel, M and Schneider, K. *Born in the USA* (PBS, Independent lens, 2000) 56 mins.  
Directed by Lisa Russell, *Love, Labor, Loss* (New York: Governess Films, 2005), 15 mins

**JAN 25 Midwifery: From rebellion to regulation**  
*Reflections on the rebirth and regulation of midwifery*

### ***Academic Skills Centre Mini Workshop #2 - Writing essays***

Shroff, Farah (1997). Midwifery—From rebellion to regulation: The rebirth of an ancient calling. Farah Shroff (Ed.) *The new midwifery: Reflections on renaissance and regulation*. Toronto: The Women's Press, 15-31. (Kit)

Paterson, Stephanie, (2005). Ontario midwives: Reflections on a decade of regulated midwifery. *Canadian Woman Studies*, 24(1), 153-157. (Assigned Text)

Nestel, Sheryl (2006). Introduction: A new profession to the white population in Canada. In Sheryl Nestel, *Obstructed labour: Race and gender in the re-emergence of midwifery*, (pp. 3-16). Vancouver: University of British Columbia Press. (Kit)

Film: Created by the Association of Ontario Midwives and Midwifery Education Programme, *Midwifery in Ontario*. (Toronto: Fieldstone Video and Film), 17 minutes.

Film: Directed by Laurie Kahn Leavitt and featuring Laurel Ulrich, *A Midwife's Tale*. (Blueberry Hill Productions, 1997), 88 mins.

**FEB 1 Technologies of Reproduction:**

## **Genetic Screening and Assisted Conception**

*Dilemmas surrounding feminist responses to genetic and assisted conception technologies*

Boston Women's Health Book Collective (2005). *Our bodies, ourselves*: Chapter 21: Pregnancy, Read from "Tests during pregnancy" up to "Preparing for labor" 439-444; Chapter 25: Infertility and assisted reproduction, 506-524; Emerging biotechnologies, 730-733. (Assigned Text)

Asch, Adrienne and Fine, Michelle (1988). Shared dreams: A left perspective on disability rights and reproductive rights. In Michelle Fine and Adrienne Asch (Eds.) *Women with disabilities: Essays in psychology, culture and politics*. Philadelphia: Temple University Press, 297-305. (Kit)

Roberts, Dorothy (1997). Race and the new reproduction. In *Killing Black body: Race, reproduction and the meaning of liberty*. New York: Random House, 246-264. (Kit)

Perreault, Yvette (1994). Another kind of baby story. In Regan McClure and Anne Vespry (Eds.) *Lesbian health guide*. Toronto: Queer Press, 124-129. (Kit)

Film: Directed by Caroline Maria, *In Our Own Image*. (Montreal: National Film Board of Canada, 2004), 40 minutes.

## **FEB 8 Gendering HIV/AIDS**

*Contextualizing global women's vulnerabilities to HIV/AIDS*

### ***Library workshop: Research in Women's Studies and Health Studies***

Gomez, Adriana (2002). Women and HIV/AIDS: The challenge continues. Gender and the HIV/AIDS pandemic and the Barcelona Bill of Rights. *Women's Health Journal: Latin American and Caribbean Women's Health Network 3-4*, 40-53. (Kit)

Izumi, Kaori, (Ed.) (2006) *Reclaiming our lives: HIV and AIDS, women's land and property rights and livelihoods in Southern and East Africa*. Chicago: Independent Publishers' Group, Eritrea, 12-15; Kenya, 16-18, 28-31; Zimbabwe, 98-103. (Kit)

Msimang, Sisonke (2003). HIV/AIDS, globalization and the international women's movement. *Gender and Development*, 11(1), 109-113. (Kit)

Binder, Louise. (2005). Living with HIV. *Canadian Woman Studies*, 24(1), 55-57. (Assigned Text)

Hunter, Linda. (2005). HIV/AIDS awareness posters targeting women. *Canadian Woman Studies*, 24(1), 178-185. (Assigned Text)

Film: Directed by Robert Bilheimer, *A Closer Walk*. (Worldwide Documentaries Production, 2002-2003), 85 mins. or

Directed by Anne-christine d'Adesky, Ann T. Rossetti, and Shanti Avirgan, *Pills, Profits, Protests: Chronicle Of The Global Aids Movement* (Outcast Films, 2005), 60 min

Directed by Cecil Moller, *House Of Love* (California Newsreel, 2001), 26 mins.

### **FEB 15 Responsibilities: Blame and Burden of Cancer**

*Discourses of responsibility in representations of cancer*

*Social and structural stresses of living with cancer*

Gould, Judy, (2005). Lower-income women with breast cancer: Interacting with cancer treatment and income security systems. *Canadian Woman Studies*, 24(1), 31-36. (Assigned Text).

The Lesbians and Breast Cancer Project Team, (2005). Silent no more: Coming out about lesbians and cancer. *Canadian Woman Studies*, 24(1), 37-42. (Assigned Text).

Stacey, Jackie (1997). Responsibilities. In *Teratologies: A cultural study of cancer*. London: Routledge, 201-216. (Kit)

Arditti, Rita and Tatiana Schreiber (2004). Breast cancer: The environmental connection. In Nancy Worcester and Mariamne Whatley, Eds. *Women's health: Readings on social, economic, and political issues*, 4<sup>th</sup> Edition. Dubuque, IA: Kendall/Hunt Publishing. 571-576. (Kit)

Film: Directed by and featuring Gerry Rogers, *My Left Breast: An Unusual Film about Cancer*. (Toronto: CBC Newsworld and Pope Productions, 2001). 57 mins.

### **FEB 22 READING WEEK**

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## **Part III: Women, Environments, and Health**

### **FEB 29 Marginalization in Health Systems**

*Impact of marginalization on health and access to health care*

Namaste, Viviane, (2006) Access denied: Experiences of transsexuals and transgendered people with health care and social services in Toronto. In Viviane Namaste, *Invisible lives: The erasure of transsexual and transgendered people*, (pp. 157-189). Chicago: University of Chicago Press. (Kit)

Rice, Carla, Hilde Zitzelsberger, Wendy Porch, and Esther Ignagni (2005). Creating community across disability and difference. *Canadian Woman Studies*, 24(1), 187-193. (Assigned Text)

Film: Directed by Kate Davis, *Southern Comfort*. (Santa Monica: Next Wave Films, 2003), 90 mins.

### **MAR 7 Mid-life and Older Women's Health**

*Critical and Cross-cultural perspectives on menopause and aging*

## **PAPERS DUE**

Boston Women's Health Book Collective (2005). *Our bodies, ourselves*: Chapter 26: Midlife and menopause, 527-541 (up to "Hormones and eyes"; starting with "Social and political issues" 549-552. (Assigned Text)

O'Grady, Kathleen (2003). Reclaiming menopause. *Women's Health Journal: Latin American and Caribbean Women's Health Network* 1, 43-45. (Kit)

Meadows, Lynn, Wilfreda Thurston, and Laura Lagendyk (2005). Aboriginal women at mid-life: Grandmothers as agents of change. *Canadian Woman Studies*, 24(1), 159-165. (Assigned Text)

Films: Directed by JoDee Samuelson, *Mabel's Saga* (National Film Board of Canada, 2004), 11 mins. and  
Directed by Jennifer Abod, *Look Us in the Eye: The Old Women's Project*, (Frameline Films, 2006), 27 mins.

### **MAR 14 Politics and Poetics of Caring**

*Women as formal and informal providers of care*

*Impact of health care reform on women as caregivers and receivers in Canada*  
*Caring work and women's vulnerability to poverty*

Crawford, Charmaine, (2005). When the body attacks: A Black woman's fight against Lupus. In Sophie Harding (Ed.) *Surviving in the hour of darkness: Health and wellness of women of colour and indigenous women*. Calgary, AB, Canada: University of Calgary Press, 265-271. (Kit)

Armstrong, Pat and Hugh Armstrong (2001). Women, privatization, and health care reform: The Ontario case. In Pat Armstrong, Carol Amaratunga, Jocelyne Bernier, Karen Grant, Ann Pederson, and Kay Wilson, eds. *Exposing privatization: Women and health care reform in Canada*. (163-178; 204-215). (Kit)

Neysmith, Sheila, Bezanson, Kate, and O'Connell, Anne (2005). Chapter 2: The compounding effects of policy change. In *Telling tales: Living the effects of public policy*, (pp. 23-45). Black Point, NS: Fernwood Publishing. (Kit)

Menzies, Heather, (2005). Caregiving and being in touch: Lessons from my 85-year-old mom and me. *Canadian Woman Studies*, 24(1), 122-127. (Assigned Text).

Film: Directed by Deborah Hoffmann *Complaints Of A Dutiful Daughter* (New York: Women Make Movies, 1996), 44 min

### **MAR 21 Environments and Health**

Boston Women's Health Collective (2005). *Our bodies, ourselves*: Chapter 7: Occupational and environmental health, 97-117. (Assigned Text)

Smith, Andrea (2005). *Conquest: Sexual violence and American Indian genocide*. Cambridge, MA: South End Press. Chapter 3: Rape of the land, 55-78. (Assigned Text).

Film: Directed by Lindalee Tracey and Peter Raymont, *Bhopal: The Search for Justice*. (Montreal: National Film Board of Canada, 2004), 52 mins.

### **MAR 28 Activism, Policy, and Practice**

*Future of feminist health activism, policy, and practice in global south and north*

## **COURSE REVIEW/TAKE HOME TEST DISTRIBUTED AT END OF CLASS**

Smith, Andrea (2005). *Conquest: Sexual violence and American Indian genocide*. Cambridge, MA: South End Press. Chapter 7: Anti-colonial responses to gender violence, 137-169. (Assigned Text).

Boston Women's Health Book Collective (2005). *Our bodies, ourselves*: Chapter 32: Organizing for change, 748-758. (Assigned Text)

Optional Films: Directed by Janet Baus, Dan Hunt, and Reid Williams *Cruel and Unusual* (Alluvial Filmworks, 2006), 60 mins.

Directed by Bonnie Sherr Klein, *Shameless: The ART of Disability* (Montreal: National Film Board of Canada, 2006), 70 mins.

## **APR 4 TAKE HOME TEST DUE**