



## Women, Medicine, Media

BIMD2800.02 (3 credits)

MWRF 1-4 PM, Hinsdale 201



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**Year/Term:** Fall 2019 3-week  
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**Office Hours:** MWRF 12-1:00  
by appointment

From hysteria to autoimmunity, the gendering of illness has worked to pathologize women's bodies and normalize the suspicion and dismissal of women's stories. At the same time, women have written back against the sexist ideologies and stigmatizing practices of Western biomedicine, offering a counterdiscourse to medical paternalism and re-imagining an ethics of care. This course examines autobiographical, imaginative, and theoretical writing by women from the nineteenth century to the present, exploring how ideas about gender have shaped the stories we tell about physical illness, mental illness, and disability. Through the analysis of essays, memoirs, manifestos, fiction, and visual and digital media, we will address topics such as the nineteenth-century culture of "invalidism"; the politics of breast cancer; the representation and treatment of women's pain; and the experiences of mental and "invisible" illnesses. Considering intersections of race, sexuality, and gender identity, we will also probe the category of "women's health" itself, asking how this distinction has been historically constructed and understood, and how it might be productively reconstituted.

### Goals and Course Objectives

By the end of the course, successful students will be able to:

- Analyze the meanings and stakes of gendered representations of illness, disability, and embodiment in a variety of media (e.g. narrative, film, television, advertising, social media).
- Understand the *medicalization* and *pathologization* of women's bodies as culturally and historically-situated processes.
- Think critically and expansively about the social constructions and categorizations of gender, illness, and disability, applying an intersectional lens.
- Recognize the sociocultural, political, and historical factors that contribute to disparities in women's health and medical treatment, and assess ethical action to address these disparities.
- Formulate creative and evidence-based responses to gendered health issues.

## Technical Skills and Technologies

### Required Technical Skills

To succeed in this course, you should be able to:

1. Use a mouse or keyboard to scroll, left-click, or right-click.
2. Navigate the Internet and the Learning Management System (Moodle).
3. Send and receive e-mails, including attachments.
4. Use office applications (e.g., Microsoft Office 365) to create and save documents.
5. Upload and download files in Moodle.
6. Post to discussion forums in Moodle.
7. Download and install required software or plug-ins on your computer.
8. Annotate PDFs using an app such as Adobe Reader or Notability.

### Required Technologies

In order to successfully complete this course, you need access to a computer and a reliable Internet connection. Mobile devices will let you access much of what is in the course, but are not recommended for use with online assessments like exams or quizzes. Your computer or mobile device should:

1. Be capable of handling Moodle. It works well with many browsers, but Firefox is particularly recommended. Internet Explorer is not. A Moodle app is now available for mobile devices.
2. Allow you to access and download and/or create and upload documents. Hiram College provides Microsoft Office 365 free to students. Documents should be submitted in Word, PowerPoint, or Excel format unless otherwise specified.
3. Allow you to access and/or create multimedia content, including audio content.
  - a. You may need to [download Adobe Flash Player](#) to access some content, e.g. closed captions.
4. Allow you to take online exams or quizzes.

### Tools Utilized in Course Delivery

The following external tools are utilized in this course. Links to the accessibility policy and privacy statement of each are provided, or it is noted that no such policy exists.

1. Moodle learning management system. [Moodle privacy policy](#). [Moodle accessibility statement](#).
2. Microsoft Office. [Microsoft privacy policy](#). [Microsoft accessibility statement](#).
3. Adobe. [Adobe privacy policy](#). [Adobe accessibility statement](#).
4. YouTube. [YouTube privacy policy](#). [Google accessibility statement](#). [Utilizing YouTube with a screen reader](#).
5. Google. [Google privacy policy](#). [Google accessibility statement](#).

## Texts and Materials

### Required Texts and Materials

All course readings are available as PDFs or online documents, uploaded to Moodle and linked in the Course Calendar.

### Optional Resources

Additional resources, including style guides and research resources, are posted on Moodle.

### Instructor Contact and Feedback Policy

I will try to respond to your contact or provide feedback on your assessments in a timely manner/ I will make every effort to respond to your written contact within 24 hours. I typically provide feedback on assignments within one week of receipt.

In the event I need to contact you, I will message you through Moodle, use your Hiram College e-mail account, or post a news announcement to the Moodle site for the course. Please check regularly for my communications. You are responsible for the information they contain whether or not you open them.

### Expectation—Average Hours Per Week

To successfully complete this course, you should plan on spending time on course activities each week. The table below summarizes the time commitment you should expect; however, spending the predicted amount of time on an assignment does not ensure any particular grade on that assignment or in the course.

Activity	Average Hours Per Week
Face-to-face class hours	12
Study hours, including but not limited to the following: <ul style="list-style-type: none"><li>• Reading</li><li>• Drafting, writing, and revising</li><li>• Project work</li><li>• Research</li></ul>	25.5
Total Per Week	37.5 hours
Grand Total for the Course (hours/week * number of weeks)	112.5 hours

### Evaluation and Assessment

#### Breakdown of Final Grade

The final grade will be calculated using the following points and percentages.

Description	Total Points	Percentage of Final Grade
Participation & Engagement	20	10%
Moodle Posts	18	9%
“Exit Ticket” Tweets	12	6%
Reading Response	10	5%
Media Analysis Annotation	10	5%
Media Analysis Lightning Talk	10	5%
Media Analysis Paper	40	20%
Group Annotated Bibliography	15	7.5%
Group Media Campaign	40	20%
Group Reflective Statement	25	10%
<b>TOTAL</b>	<b>200</b>	<b>100%</b>

## Grading Scale

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

### Note on Plagiarism & Citation

**Cases of plagiarism result in automatic failure of the assignment and a report to the Associate Dean.**

**The following is considered plagiarism:**

1. Using language from another person's work without proper attribution, whether copying word-for-word, modifying slightly, or interspersing one's own words. (A rule of thumb is that you should use no more than three words without quotation marks. Any specialized or specific phrases/terminology should be placed in quotation marks).
2. Using *ideas* from/paraphrasing another person's without proper attribution. (Any information that cannot be considered "common knowledge" must include a citation).
3. Failing to provide clear and complete citations for quotations.
4. Fabricating sources.
5. Submitting work written, in whole or in part, by someone else.
6. Submitting the same work, or portions of the same work, for two different courses.

## Assessments

### Preparation & Engagement (30% of course grade)

The success of this discussion-based course depends upon your engagement with the course materials, as well as with your fellow classmates. This means that I expect you to come to class each day having read, thought about, and annotated/prepared notes on the materials on the syllabus, and to contribute usefully to class discussions.

#### ❖ *Daily Preparation & Engagement (20 points)*

I will assess this portion of your grade not only on the basis of your active participation in class discussions, but your preparation for these discussions based on your engagement with the day's materials (having annotated texts/notes open in front of you). You also demonstrate your engagement through attention to your classmates, to me, and to the course readings/viewings (i.e., minimize all distractions from things unrelated to the course).

#### ❖ *Daily Moodle Posts (18 points; 9 @ 2 points each)*

-due by 12 PM before each day class

By 12 PM on class days, I ask that you demonstrate your engagement with the day's material through a brief (3-5 sentence) Moodle post responding to one or more of the readings on the syllabus. Responses might take the form of:

- Questions for discussion
- Genuine questions about the reading
- Responses to the content/author
- Connections among readings
- Applications of the reading to something else (in the news, in the media, in your personal experience)
- "Unpacking" of complex quotations
- Providing definitions/contexts for words/concepts you had to look up

Rather than responding in general terms, try to reference at least one specific quotation/example from the text.

There are 11 class sessions, which means you can **skip two days**. Additional responses will count as extra credit.

#### ❖ *Daily "Exit Ticket" Tweets (12 points; 24 @ 1/2 point each)*

-due by the end of each day's class

On the first day of class, you will create a Twitter account to use for the course. By the end of each class session, post **2 tweets** that productively and thoroughly respond to a question

or idea raised during that class (or productively and thoroughly reply to a classmate's tweet), using the hashtag #WomenMedicineMedia. I will provide designated time for this over the break/at the end of the class session.

❖ *Reading Response (1 @ 10 points)*

-accepted on a rolling basis until Friday 12.20

At one point during the course, develop a 500-700 word response (~1 single-spaced page) to a reading (or readings) of your choice. Responses may take one of the following forms:

1. *Answering a Question:*

Identify a genuine question prompted by the reading/s, and supply a researched answer. Perhaps an author introduces a theoretical concept or historical event with which you are unfamiliar, or references an idea you would like to know more about. Perhaps you are interested in how others have responded to the author's text, how their claims have been taken up in practice, or how other their work relates to that of other scholars in their field. Good questions should not simply be "trivia," but should contribute to *an enriched understanding or appreciation of the reading*. Research the answer your question, summarize the results of your research using responsible citations, then *reflect upon how this information can help enhance our understanding or appreciation of text/ topic*.

2. *Making a Connection:*

Consider how an idea or claim raised by the reading/s might be applied to a situation or text the author does not address. For instance, you might choose to reflect on how the idea might relate to your personal experience or to a real or hypothetical situation, or how it might provide a lens through which to view a cultural artifact (a story, television show, advertisement, etc).

3. *Extending an Idea (Yes, and...):*

Take a claim (explicit or implicit) made by the reading/s and add to it—either with your own ideas, and/or by showing how it might be productively read alongside another source. Is there something the author does not address, but should? How might placing the reading/s in conversation with another source (such as a reading you have encountered in another course) improve our understanding or appreciation?

4. *Refuting an Idea (No, but...):*

Take a claim (explicit or implicit) made by the reading/s that you find suspect, problematic, misguided, incomplete, etc., and explain why. Respond with specific, reasoned, and researched counterarguments.

Responses will be assessed for:

- Thoroughness and thoughtfulness of engagement with the course material
- Use of evidentiary support (quotations)
- Clarity of writing
- Responsibility of citation

All responses should engage with specific quotations from the text, including parenthetical page number citations if applicable.

If you consult any outside material, you must include a Works Cited page and parenthetical citations.

### Media Analysis (30% of course grade)

For the individual component of this course, you will analyze some **representation of women's\* health, illness, embodiment, aging or disability** in a **media source of your choice**. Your task is to use scholarly sources to create a critical “lens” through which to view your source, and construct a convincing, well-evidenced argument that explains how & why uses representational tools (e.g. words, images, music) to advance a particular idea about the “medicalized” body. We will examine examples of this style of argumentation together in class. This assignment involves two components:

1. An original, convincing, well-evidenced **close reading** of a **primary source**, and;
2. **Engagement with at least two scholarly secondary sources** to construct a **critical “lens”** for the argument

Examples of potential primary sources include:

- Advertisements
- Films
- Television shows
- Performances (e.g. stand-up comedy, theatre, dance)
- Visual art/photographs
- Social media (Facebook groups, Instagram accounts or hashtags)
- Music videos
- Video games
- Fiction (novels or short stories)
- Poetry
- Memoirs
- Comics/graphic novels
- News articles

Examples of potential critical lenses include:

- Feminist bioethics
- Disability studies
- Literary theory
- Media theory

- Queer theory
- Critical race theory
- Posthuman/cyborg theory
- History
- Medical sociology

This assignment will consist of three parts:

❖ *Annotation (10 points)*

-due to Moodle by midnight Wednesday 12.4

During the first week of class, you will select the primary source you are interested in analyzing and submit a one-page annotation of the source. I will supply examples in class that you may use as models, but essentially an annotation consists of your notes on the source: collecting observations and reactions, identifying themes, supplying necessary background information, and formulating questions and ideas for additional research.

❖ *Lightning Talk (10 points)*

-presented in class Thursday 12.5 or Friday 12.6

A more focused version of your written annotation, a lightning talk is a 5-minute oral presentation in which you will lead your classmates through a close reading/interpretation of your selected primary source, indicating what you plan to argue about how, and for what purposes, the media piece represents the medicalized body.

❖ *Paper (40 points)*

due to Moodle by midnight Wednesday 12.11

Based on feedback on your annotation and lightning talk, you will incorporate research from at least 2 scholarly sources to create a critical lens for your analysis and support your interpretation and write a **1,500-1,700 word (~5-7 page) paper** that constructs an original, convincing, well-evidenced argument about media representation of the gendered, medicalized body.

Papers will be assessed for:

- Quality and clarity of argument
- Thoroughness, thoughtfulness, and effectiveness of analysis/close reading of primary source
- Thoroughness, thoughtfulness, and effectiveness of engagement with apt, credible scholarly secondary sources
- Clarity and organization of writing
- Correctness and responsibility of citation



## Media Project (40% of course grade)

For the group component of this course, you will work in groups of 3-5 to **create a media campaign** that **stages an intervention** in an issue relating to **women's\* health, illness, embodiment, aging or disability**.

Working together both in and outside of class, you will:

1. Define a concrete problem/issue relating to the *representation, definition, or treatment of women's health, embodiment, aging, or disability*.
2. Research the issue and complete an annotated bibliography summarizing your research.
3. Devise an intervention that seeks to address/remedy the issue. Your intention should be targeted toward **a defined audience** and have **a concrete goal**, responding to one of the following prompts (note that "raising awareness" is not a concrete goal):
  - Provide representation for an underrepresented issue or group
  - Provide a more accurate representation of something that is widely misrepresented/misunderstood
  - Promote a particular action to remedy a health disparity/advance a health justice issue
  - Promote a particular health behavior
  - Promote a particular health policy
4. Execute the intervention in a format of your choice (an advertisement, a commercial, a television script/filmed scene, a performance, an art project, an Instagram account)
5. Create and use a hashtag that lends visibility to your project.
6. Craft a polished reflective statement that explains the issue, the intention of the intervention, and, if applicable, any results.

This assignment will consist of:

- ❖ *Annotated Bibliography (15 points)*  
-due to Moodle by midnight Wednesday 12.18

As a group, you will conduct research in order to define and justify the issue you seek to address (e.g. scope, causes, potential responses and solutions). An annotated bibliography consists of:

- A complete citation in MLA format, followed by
- A developed paragraph (200-300 words), in which you:
  1. summarize the main argument/takeaways piece *in your own words* (4-6 sentences)
  2. explain how you will apply this piece to develop your project (~2 sentences).

The annotated bibliography should contain at least 2 sources per group member.

- ❖ *Media Campaign (40 points) & Reflective Statement (25 points)*  
-due by class time (1 PM) on Friday 12.20

Before our final class meeting, you will upload your media project (this may take the form of an image file, video, document, web link, etc.) to Moodle. During class, your group will give a 10-minute “pitch” of the campaign.

By class time, you will also upload a co-authored reflective statement of 700-900 words (~2-3 double-spaced pages) that:

1. Clearly defines the **problem/issue** that the media campaign seeks to remedy/address, engaging with, making reference to, and citing the sources in your annotated bibliography as applicable.
2. Concretely identifies the **specific goal** and **target audience** of the media campaign.
3. Explains the choices that were made in devising the media campaign and the social media (hashtag) component, and how they are intended to meet the stated goal.
4. Reflects on responses to the project, as applicable.
5. Considers the project’s strengths and limitations, and offers ideas for potential expansions, applications, and/or revisions.

Projects will be assessed for:

- Clarity of issue & goal
- Effectiveness of support from scholarly sources
- Thoroughness, thoughtfulness, and professionalism of media project & pitch
- Thoroughness, thoughtfulness, and clarity of reflective response

*\*This defines “women” to include all people who identify as such (i.e. both cis- and transgender women).*

## Course Policies

### Attendance

Your regular attendance is essential for this class. However, I also realize that sometimes unforeseen circumstances may arise. If an illness or emergency prevents you from attending class, please let me know so that we may make alternative arrangements, and your absence will not count against you. Athletes missing class for scheduled competition will be excused from class, but are expected to abide by scheduled due dates and to communicate with me to arrange for missed work in advance of the absence. If a class session or assignment due date with your religious holidays, please notify me at the beginning of the course. In most cases, I will ask you to turn in your assignment ahead of your scheduled absence.

Unscheduled absences for non-emergent reasons will be considered unexcused absences. You may not make up in-class assignments or participation if your absence was unexcused. If you miss a class for any reason, I encourage you to arrange to see me as soon as possible to discuss the day's material. **More than two unexcused absences will result in failure of the course.**

### Guidelines for Class Discussion

- Engage with your classmates and me respectfully.
- Be aware of your language use and how it might be interpreted. Use “I” language; be mindful of speaking for others’ experiences. Avoid overgeneralizations.
- Respond to ideas, not the person saying them. Be descriptive with feedback rather than evaluative.
- Acknowledge how your own background, identity, positions, and experiences impact your comments.
- If a topic makes you uncomfortable, use your judgment to engage in a way that best serves you (eg. responding respectfully, writing your thoughts, speaking to me privately).
- Be aware of your level of participation. I encourage a “step up/step back” policy: if you tend to speak a lot in class, I ask that you challenge yourself to allow others to speak first; if you tend to be quieter during class discussions, I ask that you challenge yourself to speak more.
- Listen deeply and generously; commit to learning from others’ perspectives.

### Technology

We will be using our Hiram-issued iPads throughout this course. I ask that you please be mindful of the ways in which your devices may affect your own and others’ learning, and self-monitor to minimize distractions (internet, email, sounds, etc.) If I see you using your iPad for a purpose other than taking notes or accessing course material, I will deduct 2 points (1%) from your final grade for each instance.

Please turn off or silence your cell phone and put it away for the duration of class. Smartphones are unacceptable as PDF readers. If I see you using your phone, I will deduct 2 points (1%) from your final grade for each instance.

### **Due Dates and Late Work**

Due dates for formal assignments are noted in the course calendar. If you are unable to meet an assignment deadline due to extenuating circumstances, please communicate with me. Please note that I am willing to arrange for an extension if necessary, as long as you make arrangements with me in advance of the final deadline. Otherwise, work submitted after the due date will receive a point penalty (-10% for every 24-hour period it is late).

## *Hiram College Policies*

### **Non-Discrimination Policy**

Hiram College is committed to equality of opportunity and does not discriminate in its educational and admission policies, scholarship and loan programs, and athletic and other school-administered programs on the basis of race, color, national origin, religion, gender, sexual orientation, age, or disability. The College will not tolerate harassment, prejudice, abuse, or discrimination by or of any of its students, faculty, or staff.

### **Communication with Others**

Hiram College encourages students to speak directly with faculty regarding course content and performance. Students are also encouraged to speak with members of their family or others, particularly if the student remains dependent on others for financial support. Faculty may choose to speak with others, but generally, faculty will require a written FERPA waiver to be signed by the students before speaking with another person. FERPA waivers may be found at the Registrar's Office in Teachout-Price, or [online](#).

### **Disability Support Services for Students with Special Needs**

To arrange for support services, a student must submit appropriate, current, detailed documentation to the office of [Disability Services](#) together with a completed [Requests for Academic Adjustments, Auxiliary Aids, and Services form](#). After verification and in the spirit of federal law, the student will provide the accommodations letter from the office of Disability Services to each faculty member(s) to initiate accommodation services. Faculty are not permitted to make accommodations without the authorization of the Director of Counseling, Health, and Disability Services (CHDS). Hiram College adheres to Section 504 of the Rehabilitation Act to provide requested services for disabled students as specified by the requirements contained in the Americans with Disabilities Act (ADA) policy guidelines. The Director of CHDS is located in the Julia Church Health Center (330-569-5418) P.O. Box 67, Hiram OH 44234. Additional information is available online at [Services for Students with Disabilities](#).

### **Academic Dishonesty**

There are many forms of academic dishonesty, including plagiarism, the giving or receiving of help in any form on an examination, the sale or purchase of papers and test materials, the abuse of computer privileges and regulations, the misuse or abuse of online or library resources, and any other action which debases the soundness of the educational process. Any student who violates the integrity of the academic process will be subject to punishment, including possible dismissal from the College.

Hiram College believes that the development of intellectual honesty is at the heart of a college education. The process of education is severely compromised if we cannot depend on the academic integrity of each member of the community. Moreover, the principles of academic honesty are aligned closely with the principles of good scholarship and research, principles of critical thinking and reasoning, and the standards of professional ethics. Thus, students who fail to practice academic honesty not only risk losing the trust of the academic community, they also fail to develop the most essential skills and abilities that characterize a college graduate.

Faculty members, librarians and staff are expected to report all instances of academic dishonesty to the Associate Dean of the College, who will provide advice on an appropriate action.

### **Grade Appeals**

Academic performance is to be judged solely by individual faculty members. Grades are not subject to alteration based on the amount of effort exerted by, or past performance of, a student. Faculty are expected to provide performance criteria (such as attendance policies, deadlines, assignment expectations, etc.) as part of course syllabi or distributed assignments, but assessment of student performance in meeting said criteria is for the individual faculty member to determine. If a student believes that criteria were ignored, or that work submitted was not included, the student should consult the “Student Academic Responsibilities and Performance” section of the current [Hiram College Catalog](#). Therein is provided the process for grade appeals. Please note that all grade appeals reside wholly with the professor alone until the official posting of grades by the Registrar.

### **Credit Hour Policy**

The credit hour is an institutionally established equivalency that reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week within each part of the term within a full semester. An equivalent amount of work is required for other academic activities, including: independent study, internship, field experience, clinical experience, laboratory work, private instruction, studio work, and other academic work leading to the award of credit hours. For classes offered in a shortened format, the hours are prorated so the classes contain the same total number of hours as if the classes were scheduled for a full fifteen-week semester.

### **Audio and Video Recording Policy**

The use of technologies for audio and video recording of lectures and other classroom activities is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments. When students have permission for personal use of recordings, they must still obtain written permission from the instructor to share recordings with others.

For students who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation, applicable federal law requires instructors to permit those recordings after the accommodation letter is presented to the faculty member. Such recordings are also limited to personal use, except with permission of the instructor and other students in the class.

Questions, concerns, or alleged violations of this policy should be referred to the Associate Academic Dean.

### **Online Etiquette (Netiquette)**

Discourse in an online setting is subject to the same responsibilities and rules as discourse in a face-to-face environment. All students are expected to express themselves respectfully and avoid the use of offensive language. Since written communication lacks nonverbal cues that might signal that a person is joking, avoid any possibility of misinterpretation.

E-mail related to your courses is also an academic form of communication. When communicating by e-mail:

1. Use your Hiram College e-mail address.
2. Include a descriptive subject line.
3. Keep your e-mail focused.
4. Verify who you are sending it to. E-mail addresses can “auto-complete” to the wrong person, or you can send a private e-mail in error to a group. You are responsible for any e-mail communication, intentional or not.
5. Avoid sending attachments that will close down a recipient’s mailbox due to size.
6. Do not forward chain letters or jokes.
7. Do not share the e-mail addresses of classmates with others.

### **Resources**

#### **Technical Support Services**

If you have questions about technology, visit [the Hiram College Online Helpdesk](#) or contact the Hiram College Dray Help Desk by e-mail, [helpdesk@hiram.edu](mailto:helpdesk@hiram.edu), phone, 330-569-5313, or during limited hours via [Chat](#). You can also visit in person in the lower-level of Teachout-Price Hall. If your question cannot be addressed immediately, a ticket will be created and tracked until the issue is resolved.

#### **Academic Support Services and Academic Development**

The office of [Academic Development](#) provides a variety of on-ground and online resources to help you be successful, including workshops, helpful handouts, and personalized, one-to-one academic success coaching. Services include a [Study Skills self-assessment](#), forms to assist with time management, and tutoring in many subjects through the [Academic Resource Center at Hinsdale \(ARCH\)](#). You can make a daytime or evening appointment for an in-person or phone conference by e-mail, ([SimpsonSA@hiram.edu](mailto:SimpsonSA@hiram.edu)), phone, 330-569-5131, or dropping by Hinsdale Hall 101. In addition, you may request an appointment for online tutoring via video conferencing by completing a [Distance Learning Tutor Request Form](#).

#### **Writing Center**

The [Writing Center](#) offers afternoon and evening hours for personal, one-to-one tutoring. For more information e-mail [swensonjc@hiram.edu](mailto:swensonjc@hiram.edu) or call 330-569-5397.

### **Hiram College Library**

The [Hiram College Library](#) offers access to online academic texts and links to additional online resources that can assist you with general writing needs and writing research papers in particular. Many books, CDs, and DVDs are available for checkout to Hiram College students, and resources at other Ohio institutions can be requested via OhioLink. The [online OneSource](#) tool allows you to search multiple databases simultaneously for the best search results. For more information, call 330-569-5489.

### **Career Development**

Visit the [Career Development](#) website for information on career development, including career advising, resume building, interviewing, and job coaching that can help you prepare for a new career or a career change. The office also offers on-campus and Weekend College workshops. You can make an appointment for an in-person or phone conference by phone, 330-569-5131, or dropping by Hinsdale Hall 101.

### **Health Center**

The [Julia Church Health Center](#) is located on the corner of Hinsdale and Peckham. Open Monday-Friday 8:30 AM – 5 PM (closed between 12:30-1:30 PM). Appointments with a nurse practitioner available Monday-Friday. Doctor visits by appointment.

Health Center: (330) 569-5418

After-hours on-call physician: (877) 233.5159

Hiram Emergency Squad: (330) 569-5414

Contact: Asha Goodner, Director of Health Services  
[goodneral@hiram.edu](mailto:goodneral@hiram.edu), (330) 569-5419

### **Counseling Services**

On-campus [counseling](#) is available to all traditional students free of charge. Located in the Julia Church Health Center (see above). Appointments available Monday-Friday, 9 AM-12 PM & 1:30 PM-4 PM. Call (330) 569-5962 for an appointment.

Contact: Kevin Feisthamel, Director of Counseling, Health & Disability Services  
[fesithamelkp@hiram.edu](mailto:fesithamelkp@hiram.edu) / (330) 569-5962

## Course Calendar/Topic Breakdown

*The schedule below may be subject to modification as necessary.*

### ~Week 1~

Monday 12.2

*Introduction to the Course*

- Ashley Fetters, [“The Doctor Doesn’t Listen to Her. But the Media is Starting To.”](#) *The Atlantic*, 10 August 2018.
- P.R. Lockhart, [“What Serena Williams’s Scary Childbirth Story Says about Medical Treatment of Black Women.”](#) *Vox*, 11 January 2018.
- [“Sex Hurts.”](#) *Bodies* (podcast), 25 July 2018.

Tuesday 12.3

*Media & Medicalization*

- Rosalind Gill, [Introduction to Gender and the Media](#) (2007)
- Jennifer Vardeman-Winter, [“Medicalization and Teen Girls’ Bodies in the Gardasil Cervical Cancer Vaccine Campaign.”](#) *Feminist Media Studies* (2012)

**Wednesday 12.4 – Annotation due to Moodle by midnight**

Thursday 12.5

*Norms, Pathologization, & (Mis)representation*

- Rosemarie Garland-Thomson, [“Integrating Disability, Transforming Feminist Theory.”](#) *NWSA Journal* (2002)
- Eli Erlick, [“Depathologizing Trans.”](#) In *The Remedy* (2016)
- Katelyn Burns, [“Caster Semenya and the Twisted Politics of Testosterone.”](#) *Wired*, 11 May 2019.
- Brooke Newman, [“The Long History Behind the Racist Attacks on Serena Williams.”](#) *The Washington Post*, 11 September 2018.
- Alison Reiheld, [“Megan Rapinoe and Joy in the Bodies We Have.”](#) *IJFAB Blog*, 7 July 2019.

Lightning talks: Round 1

Friday 12.6

*Paternalism & Autonomy*

- Susan Sherwin, [“Paternalism.”](#) In *No Longer Patient: Feminist Ethics and Health Care* (1992)
- Angelina Jolie, [“My Medical Choice.”](#) *The New York Times*, 14 May 2013.
- Lena Dunham, [“In Her Own Words: Lena Dunham on Her Decision to Have a Hysterectomy at 31.”](#) *Vogue*, 14 February 2018.
- Andrea Long Chu, [“My New Vagina Won’t Make Me Happy. And It Shouldn’t Have To.”](#) *The New York Times*, 24 November 2018.

Lightning talks: Round 2



~Week 2~

Monday 12.9

*Hysteria & History*

- Charlotte Perkins Gilman, [“The Yellow Wallpaper”](#) (1899)
- Barbara Ehrenreich and Deirdre English, [“The Sexual Politics of Sickness.”](#) In *For Her Own Good: 150 Years of the Experts’ Advice to Women* (1978)

Tuesday 12.10

*Sickness*

- Meghan O’Rourke, [“What’s Wrong with Me?”](#) *The New Yorker*, 19 August 2013.
- Johanna Hedva, [“Sick Woman Theory.”](#) *Mask Magazine*, 2016.
- Porochista Khakpour, [excerpt from \*Sick\*](#) (2018)

**Viewing: *Unrest* (2017)**

**Wednesday 12.11 – Media Analysis paper due to Moodle by midnight**

Thursday 12.12

*Pain*

- Leslie Jamison, [“Grand Unified Theory of Female Pain.”](#) *VQR*, 2014.
- Amy Berkowitz, [excerpt from \*Tender Points\*](#) (2015)
- Maya Dusenbery, [“Regarding the Pain of Women.”](#) *Literary Hub*, 29 March 2018.

Friday 12.13

*Minds*

- Susanna Kaysen, [excerpt from \*Girl, Interrupted\*](#) (1993)
- Ellen Forney, [excerpt from \*Marbles\*](#) (2012)
- Esmé Weijun Wang, [excerpt from \*The Collected Schizophrenias\*](#) (2019)
- Nyasha Junior, [“Don’t We Hurt Like You? Examining the Lack of Portrayals of African American Women and Mental Health.”](#) *Bitch Media*, 22 May 2019.

**Viewing: *Girl, Interrupted* (1999)**

~Week 3~

Monday 12.16

*Blood*

- Jacqueline Antonovich, [“See Sally Menstruate.”](#) *Nursing Clio*, 7 August 2012.
- Maya Dusenbery, [“Endometriosis is Going Undiagnosed Due to the Normalization of Menstrual Pain.”](#) *Teen Vogue*, 18 March 2018.
- [“Bleeding.”](#) *Bodies* (podcast), August 2018.

Tuesday 12.17

*Breasts*

- S. Lochlann Jain, [“Cancer Butch.”](#) *Cultural Anthropology* (2007)
- Kelli Dunham, [“How I Learned to Love My Big Butch Boobs.”](#) *Them*, 13 March 2018.
- Hanna Rosin, [“The Case Against Breast-Feeding.”](#) *The Atlantic*, April 2009.

**Wednesday 12.18 – Annotated Bibliography due by midnight**

Thursday 12.19

*(In)fertility*

- Paula Knight, [excerpt from \*The Facts of Life\*](#) (2017)
- AK Summers, [excerpt from \*Pregnant Butch\*](#) (2017)
- Anna Louise Sussman, [“The Case for Redefining Infertility.”](#) *The New Yorker*, 18 June 2019.
- Olivia B. Waxman, [“The Complicated History of Surrogacy from ‘Baby M’ to Kim Kardashian and Kanye West.”](#) *Time*, 16 January 2018.

**Viewing: *Private Life* (2018)**

Friday 12.20

*Reproductive Health & Reproductive Autonomy (Holiday Edition)*

- R.E. Fulton, [“Mary, Did You Know?: An Essay on Christmas Carols, Medical History, and Reproductive Health.”](#) *Nursing Clio*, 20 December 2016.
- Amber Phillips, [“‘Scandal’ Just Went There on Abortion. Here’s Why It’s a Big Deal.”](#) *The Washington Post*, 20 November 2015.

**Group Project (Media Campaign & Reflective Statement) due to Moodle by class time**