

HUMBIO 129 and FEMGEN 129: CRITICAL ISSUES
in INTERNATIONAL WOMEN'S HEALTH
Anne Firth Murray

Format: Seminar/workshop Quarter/Year: Winter 2016 Units: 4
Enrollment: 27-36 Prerequisite: None Grading: Letter

Mon. and Wed. 10.30 a.m. to 11.50 a.m. Building: CERAS, Room 300

DESCRIPTION

This course provides an overview of international women's health issues presented in the context of a woman's life, beginning in infancy and childhood and moving through adolescence, reproductive years, and aging. The approach to women's health is broad, taking into account economic, social, and human rights factors and particularly the importance of women's capacities to have good health and manage their lives in the face of societal pressures and obstacles. Attention will be given to critical issues of women's health, such as: discrimination against women; poverty; unequal access to the cash economy, education, food, and health care; and violence. Issues such as maternal mortality, sexually transmitted diseases, violence in the home and in conflict and refugee situations, unequal access to economic opportunity, and sex trafficking will be discussed, with particular emphasis on promising interventions relating to the issues.

OBJECTIVES

- To introduce critical health issues affecting women globally (particularly in poorer countries), in terms of their cultural and social contexts, not as a rationale for practices but as a basis for understanding.
- To familiarize students with promising strategies, interventions, and programs that organizations are using to address women's health and human rights issues in poorer countries.
- To communicate a sense of personal responsibility, empowerment, and connection with women globally.

MATERIALS AND STRUCTURE

Course materials will draw from a wide variety of sources, including information about women's organizations outside the U.S. Students will be responsible for all materials that are handed out in class and for announcements put on the Coursework website. These may include:

course announcements, changes in the topic or reading schedule, minimal additional reading material, and updated guest information.

Course Structure: The class will be interactive. After the first week, each week will be devoted to a particular phase of a woman's life and/or a health issue related to that phase. The Monday session will be introductory, often featuring in-person or video interviews with experts and/or leaders concerned with that field or topic. The Wednesday session will be discussion-based, with students leading parts of the class.

Ecologies of Three: Each student will attend a one-hour small group (three-person) session each week. A one-to-two-sentence report about the meeting and attendance is to be submitted to Coursework Assignments.

Tea at Anne's Home: During the early part of the quarter, students will be invited to the home of the professor for tea, during which we will get to know each other and share our thoughts and expectations about the class. *If you cannot attend Tea, find a time to visit Anne during her scheduled office hours. Sign up for outside Anne's office in building 20, room 22E.*

Course Text: Main text: Murray, Anne Firth, *From Outrage to Courage: the Unjust and Unhealthy Situation of Women in Poorer Countries and What They Are Doing About It*, New and Revised Second Edition, May 2013 (**ISBN-13:** 978-0615761169; **ISBN-10:** 061576116x; \$13.04).

In addition to the text, articles that appear on Coursework constitute the main required reading for the course. Two other books will be on reserve at the library for students' use: Kim, J. Y., et al, eds., *Dying for Growth: Global Inequality and the Health of the Poor*, Common Courage Press, 1999, and Mann, Jonathan M., et al, eds., *Health and Human Rights: A Reader*, Routledge, 1999. Copies of the text will be on reserve at the library. Other materials may be posted on the class website or handed out in class.

REQUIREMENTS: weekly

Weekend Readings: Anytime during the previous week

Class: attendance/participation: Monday and Wednesday (Weeks 1-10)

Attendance/participation in three-person groups each week

Emailed reading response: Saturday by 11:59pm (Weeks 1-9)

One blog post on topic of your choice: Thursday by 11:59pm (Weeks 2-9)

Two blog comments on other students' posts: Sat. by 11:59pm (Weeks 2-9)

REQUIREMENTS: throughout the Quarter

Reading a supplementary book and writing a short book review, due in the eighth week of class.

Wednesday Class Group Presentations: students form groups to lead a discussion on Wednesdays on issues and interventions relating to that week's topic. Each student will do this once during the quarter.

Attendance, active participation and leadership during class and discussions:

- Attendance is mandatory and will be recorded at each class.
- Every student is allowed **one absence** during the quarter; one point will be deducted from the student's attendance grade for each absence following that first one. There will be no makeup assignments.
- We understand that there are athletic, family, or other commitments that cannot be missed, but we treat all absences equally.

REQUIREMENTS: at the end of the Quarter (due March 12th, 5 pm)

Final three-page "nugget" paper based on blog topic and project.

Submit the following to Anne's mailbox on the first floor of the HumBio office (Building 20) or to Anne's office on the second floor.

1. ONE hard copy of all blog entries.
2. ONE hard copy of all your comments on your classmates' blogs. Include the title of the blog entry you were commenting on.
3. ONE hard copy of the final "nugget" paper.
4. EMAIL all of the above in one document to TA Grace Klaris.
5. Points will be deducted appropriately and fairly for any late submissions.

REQUIREMENTS & ASSIGNMENTS DETAILS

Class Readings and Responses

Students are expected to attend class and to have read and discussed the readings. Students should prepare for discussion and bring their experiences, leadership, and perspectives to the class. Students should be up to date on news relating to international women's health. Each week, students will attend a three-person reading group session ("ecology of three"). In addition, students will submit responses by email on the readings and topics of the week. These should be a minimum of two paragraphs and include reactions, comments, and questions; these are shared with the class weekly to foster discussion and collaboration. Reading responses are due to the professor and TA by **11:59 p.m. each Saturday via email. The first reading response is due on Saturday of week 1 (1/9); the last reading response is due on Saturday of week 9 (3/05).** Late responses will result in loss of grade points.

In addition to e-mailing your reading response each week, you are required to copy your response to a communal Google doc found on Coursework. Under the “Materials” tab on Coursework, there is a folder called “GOOGLE DOC LINKS (for Reading Responses).” There, you will find Google docs with each due date of weekly reading responses. Please copy your response onto the appropriate document each week. This document will be sent out only in the first week; after that, students are responsible for accessing the document on Coursework.

Blog Project:

Students will create individual blogs on international women’s health topics starting during the second week of class (first blog post is due on 1/14/16 at 11:59pm; first blog comments are due on 1/16/16 at 11:59pm). Each student will create one post and two comments on the blog posts of their colleagues per week for eight weeks. Students are required **to focus three of their blog posts on promising interventions** relating to their topic. These interventions can relate to work done by but not limited to NGOs, government agencies, or individuals. **The blog posts are due on Thursday at 11:59 pm; the blog comments are due on Saturday at 11:59 pm.** At the end of the quarter, each student will write a short “nugget” paper that will critically analyze the substantive learning from the student’s blog posts over the course of the quarter. See below for additional blog project and nugget paper guidelines:

General Blog Guidelines:

- Each post should include a minimum of **three reputable sources**, properly cited at the end of the post.
- Each post should be roughly 300-600 words in length.
- Use of images, graphs, and videos is encouraged but not required.
- Posts should strike a balance between critical analysis and deep reflection on facts.
- We require that **at least three of your blog posts focus on and describe promising interventions** relating to the topic of your blog.
- Late posts will result in loss of grade points.

General blog topics (within which you choose a specific topic to blog on):

1. Who pays for international women’s health and human rights programs, and who implements them?
2. Globalization and women’s health and human rights: the role of communications technology.

3. Globalization and women's health and human rights: the role of medical technology.
4. Looking at international women's health and human rights through the lens of particular populations: disability, sexuality, refugee status, etc.
5. Looking at international women's health and human rights through an economic lens (i.e., women's quest for participation in the cash economy).
6. Mental health in the context of int'l women's health and human rights.
7. Environmental health in the context of int'l women's health and human rights.

Nugget (Final) Paper Guidelines:

- Maximum three 1.5 spaced pages in Palatino/Times New Roman 12 pt type
- You are "mining" the blog experience to find the essential key points relating to the topic you blogged about.
- You should discuss those key points and possibly suggest some policy directions. You may want to summarize the overall theme of your blogs, but such a summary should constitute only 10-15% of the paper. Write about what you learned; what key issues need to be addressed about this topic; what possible interventions might be effective; who needs to be involved in these efforts, etcetera. You could address your nugget paper to a person who may be able to make a difference (e.g., President Obama, the UN Secretary General, the president of the Ford Foundation, the Secretary of the department of education or of health and welfare, and so on).

The blog project, including the final short critical paper, will offer opportunities for students to deepen their understanding of a topic or region. We hope to make extensive use of the web to present projects, share information, and learn from one another.

(For examples of blogs, see: [http://stanford.edu/group/womenscourage/cgi-bin/blogs/blog/2012/10/.](http://stanford.edu/group/womenscourage/cgi-bin/blogs/blog/2012/10/))

Wednesday Class Group Presentations:

Students will have the opportunity to join a small leadership group to work together to create a presentation and/or stimulate discussion on promising interventions and proposed solutions relating to one of the weekly topics. At the beginning of the quarter, students will sign up for a week of their choosing. The presentation can be in whatever format the group sees fit (e.g., PowerPoint, case studies, guided group discussions, etc.). The small leadership group Students must share a list of three or four key concepts that

the class should know about concerning their particular week's topic. At the end of the quarter, all of the groups' key topics will be consolidated into a list to be distributed to the class. Small leadership groups are required to meet before their Wednesday presentation with TA Grace Klaris in order to brainstorm and discuss their presentation.

GRADING

Class attendance, participation, Wednesday leadership, and book review (37%); blog and final project (45%); small group attendance, and weekly reading responses (18%). Students must sign in at each class and reading group discussion and at any other required events. A more detailed breakdown of grading will be posted on Coursework after the class begins.

Contact Information for Professor, Anne Firth Murray

Email: afmurray@stanford.edu

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Office hours by appointment: please sign up on the sheets on the door of my office, in building 20, upstairs, room 22E.

Contact Information for Teaching Assistant, Grace Klaris

Email: gklaris@stanford.edu

Phone: 917-215-9959

Office hours by appointment (just email me).

COURSE SCHEDULE

Week 1: Introduction

MONDAY 1/04/16: Warm welcome. Introduction and overview of the subject, rationale, structure, and context for this course; introduction of participants, expectations. Review: requirements, website, and books; syllabus, course reader, and reading lists; clarity about reading groups and assignments. Fill in contact sheets.

WEDNESDAY 1/06/16: Review of course; deciding on composition of the class; creation of ecologies of three with Said Shariq; names game; discussion of technology/blog project; possible showing part of Vienna Tribunal film or of interview with Akila Radhakrishnan of Global Justice Center.

Weekend Reading for Next Week's Discussions

- Read the syllabus thoroughly to avoid confusion later.
- Read the Contents, Foreword, Prologue, and Chapter 1 of Murray, *From Outrage to Courage*, and skim through the whole book for ideas about blog topics
- Mann et al, pp. 1-34.
- Kim et al, Foreword and Chapter 1
- 2011 Women of our World data sheet:
<http://www.prb.org/publications/datasheets/2011/worlds-women-and-girls.aspx>
- CW: National Council for Research on Women, *The World's Women*
- WHO, "Women and Health: today's evidence, tomorrow's agenda":
<http://www.who.int/gender/documents/en/> (Read the executive summary; skim the report.)
- CW: Hesperian Foundation: *Where Women Have No Doctor*, introduction
- CW: Avotri and Walters, "We Women Worry a Lot about our Husbands"
- CW: UNDP Human Development Report: *Still an Unequal World*: (SKIM)

Assignment for Week 2: On Monday, come to class with a short paragraph describing the subject that you want to focus on for your blog/final project. Reading the syllabus and skimming the text may provide ideas for blog topics. In your paragraph, be sure to list the blog category you want your blog entries to fall under (the list is on pages 4 and 5 of the syllabus).

Week 2: Women's Health and Human Rights

MONDAY, 1/11/16: Introduction to the course: Women's health and human rights. Review of course, syllabus, reader, reading lists, and requirements.

Guest resource person: Possible video interview with: Helen Stacy, Stanford Law School, on human rights with particular relevance to women's health

WEDNESDAY, 1/13/16: Students lead discussions. Names exercise. Decisions about blogs, teams, and topics.

This week's suggested films: *A Woman's Place* or *The Shape of Water*

Weekend Reading for Next Week's Discussions

- Read Chapters 2 and 3 of Murray, *From Outrage to Courage*
- Read Chapters 1-3 of Lloyd, Cynthia, *New Lessons: the Power of Educating Adolescent Girls*
- Mann et al, pp. 181-201
- Mann et al, pp. 336-62
- Kim et al, Chapter 3, especially pp. 44-52
- CW: Zainaba (Opening the Gates)
- CW: World Development Report 2000/2001: Attacking Poverty (**SKIM**)
- CW: Female Genital Mutilation: Guide to Laws and Policies (**SKIM**)
- CW: Izett and Toubia, Learning about Social Change (**SKIM**)
- CW: US Dept. of Labor, Forced Labor: the Prostitution of Children (**SKIM**)

Week 3: Being Born a Girl: Poverty; Education; Traditional Practices

MONDAY 1/18/16: Martin Luther King Day; no class. Students may visit Anne's home for tea and goodies for a couple of hours.

WEDNESDAY 1/20/16:

Guest resource person: Students lead discussion with possible in-person or video interview with Lynn Murphy, on Girls' Education

This week's suggested films on FGM: *Secret and Sacred* or *Warrior Marks*

Weekend Reading for Next Week's Discussions

- Read Chapter 4 of Murray, *From Outrage to Courage*
- ICWW, *The Critical Role of Youth in Global Development*
- CW: Nath, Madhu Bala, *From Tragedy towards Hope*
- CW: Farmer, *Women, Poverty, and AIDS*
- CW: Richardson, Collins, Kung, et al. *Gender inequality and HIV transmission: a global analysis.*
- CW: Alan Guttmacher Inst., *Into a New World: Young Women's...Lives* (SKIM)
- Mann et al, pp. 35-45; **and SKIM** pp. 202-26
- CW: *Gender and AIDS Almanac*, UNAIDS, 2001 (SKIM)
- CW: Garcia Moreno in Visvanathan, *Women Not Just Transmitters*

Week 4: Adolescence and Vulnerability

MONDAY, 1/25/16: Adolescence: vulnerability, fertility, early childbearing, HIV/AIDS.

Guest resource person: Arthur Ammann, pioneer in HIV/AIDS research and founder of Global Strategies for HIV Prevention

WEDNESDAY, 1/27/16: Students lead discussion, possibly incorporating MOOC interview with Gene Richardson

This week's suggested films: *Pandemic* or *Everyone's Child*

Assignment for Sunday 1/31/16: Decide which book from the supplementary reading list (posted on Coursework Materials) you plan to read. Fill out the Main Google Doc with the author and title of the book that you choose. **The supplementary reading report in hard copy is due in class on Wednesday, February 24th.**

Weekend Reading for Next Week's Discussions

- Read Chapter 5 of Murray, *From Outrage to Courage*
- Mann et al., pp. 253-64
- CW: Measure Policy Brief: *Making Pregnancy and Childbirth Safer*
- CW: Petchesky, *Spiraling Discourses of Reproductive and Sexual Rights*
- CW: Abeyesekera, *Activism for Sexual and Reproductive Rights*

- CW: Denny et al, Cervical Cancer screening in Developing Countries and/or
- WHO, “A systems approach to improving maternal health in the Philippines”
- CW: Eiven, Laura, et al, Lesbians, Health and Human Rights, and/or Mann et al, pp. 265-280 **(SKIM)**
- CW: Untold Story: How Health Care System Contrib. to Maternal Mort. **(SKIM)**
- CW: Merali, Advancing Women’s Repro. and Sexual Health Rights **(SKIM)**
- CW: Dalsimer, Abuses against Women...and China’s 1-Child Family **(SKIM)**
- CW: Alan Guttmacher Inst., Women, Society, and Abortion Worldwide **(SKIM)**

Week 5: Reproductive Health, Sexuality, Maternity

MONDAY 2/01/16: Womanhood: sexuality; fertility; maternal health; reproductive health; access to abortion.

Guest resource person: Caitlin Gerds, Epidemiologist, UCSF, on reproductive health issues

WEDNESDAY, 2/03/16: Students lead discussion with themes and questions, making use of film(s) if they wish.

This week’s suggested films: *Fathalla on maternal mortality* and/or *Wide Angle* film on Mozambique and nurse-surgeons.

Weekend Reading for Next Week’s Discussions

- Read Chapter 6 of Murray, *From Outrage to Courage*
- CW: Population Reports: Ending Violence against Women
- CW: Coomaraswamy, *Some Reflections on Violence against Women*
- CW: Garcia and Sayavedro, *Violence, Empowerment, and Women’s Health*
- CW: Sen, *Subordination and Sexual Control* **(SKIM)**
- CW: Carillo, *Violence against Women: Obstacle to Develop.* **(SKIM)**

Week 6: Domestic Violence against Women

MONDAY, 2/08/16: Womanhood: domestic violence

Video: *From Fear to Freedom*, film from Women's Learning Partnership

WEDNESDAY, 2/10/16: Students lead discussion, incorporating TED talk of Jackson Katz on men and violence if they wish.

This week's suggested film: TED talk by Jackson Katz

Weekend Reading for Next Week's Discussions

- Read Chapter 7 of Murray, *From Outrage to Courage*
- CW: Rehn and Sirleaf, *Women, War and Peace*
- CW: Farha, *Contextualizing Violence against Women*
- CW: Nikolic-Ristanovic, *Women, Violence and War: Wartime Victimization of Refugees in the Balkans*
- CW: Swiss, *Violence against Women during the Liberian Civil Conflict* (SKIM)
- Mann et al, pp. 75-105
- CW: Jang, *Domestic Violence in Immigrant and Refugee Community*

Week 7: Women in Conflict and Refugee Situations

MONDAY, 2/15/16: Presidents' Day; no class.

WEDNESDAY, 2/17/16: Students lead discussion making use of Abby Disney videos if they wish.

This week's suggested films: MOOC interviews with Tiela Chalmers and/or Marjan Sax on refugee issues; or *Pray the Devil Back to Hell*, Abby Disney films on women and war.

Weekend Reading for Next Week's Discussions

- Read Chapter 8 of Murray, *From Outrage to Courage*
- Kim et al, one or more of chapters 4, 5, 6, and/or 7
- CW: State Dept./CIA, Richard, *Int'l Trafficking in Women to the US*
- Kim et al, Chapter 11 (SKIM)

- CW: UNDP: Valuing Women's Work (**SKIM**)
- CW: Altink, Stolen Lives: Trading Women into Sex and Slavery (**SKIM**)
- CW: Sleightholme and Sinha, Guilty without Trial (**SKIM**)

Week 8: Globalization, Women and Work

MONDAY, 2/22/16: Globalization and Women's Work

Guest resource person: Katherine Jolluck, History Department, Stanford University, on sex trafficking

WEDNESDAY, 2/24/16: Students lead discussion.

Supplementary reading report is due today in class.

This week's suggested films: *Child Brides* film or *Who's Counting*

Weekend Reading for Next Week's Discussions

- Read Chapter 9 of Murray, *From Outrage to Courage*
- CW: UN, Aging in a Gendered World: Women's Issues and Identities, Introduction
- CW: International Institute on Aging: BOLD articles
- CW: Sánchez, Who Cares for the Caregivers?
- CW: Worters and Siegal, The New Ourselves Growing Older

Week 9: Aging and the End of Life

MONDAY, 2/29/16: Growing older; menopause; widowhood, poverty; access to services, end of life.

Visit by or video interview with Carol Winograd (Associate Professor Emerita of Medicine/Geriatrics, Stanford University School of Medicine).

WEDNESDAY, 3/02/16: Students lead discussion on perceptions of aging perhaps in conversation with Anne Firth Murray.

This week's suggested film: *Grandmother to Grandmother: New York to Tanzani*

Weekend Reading for Next Week's Discussions

- Read Chapter 10 of Murray, *From Outrage to Courage*
- Mann et al: From Concept to Action, pp. 395-452
- Kim et al, chapters 15 and 16
- Additional materials to be provided by individual NGO organizations
- CW: Weaver, Gandhi's Daughters

Note: Assignment due on Thursday, March 10th, by 5 p.m. to Anne's box (Building 20, 1st floor) or under the door of Anne's office (2nd floor). One copy of each of the following documents: blog entries, blog comments, and three-page final "nugget" paper. Please send an electronic copy of the same packet to the TA.

Week 10: Making a Difference and Choosing Priorities

MONDAY 3/07/16 and WEDNESDAY 3/09/16:

Video Interviews with: Iman Bibars (Egypt), Ana Maria Enriques (Colombia), Musimbi Kanyoro (Kenya), and Anne Firth Murray (New Zealand). We talk about strategies to address the issues we have been discussing as well as the challenge of evaluating interventions.

Students present and discuss the promising interventions that they have blogged on, perhaps in the context of the small groups of three.

We encourage you to do the course evaluations. We bid fond farewell.

Assignment due on Thursday, March 10th, by 5 p.m. to Anne's box (Building 20, 1st floor) or under the door of Anne's office (2nd floor). One copy of each of the following documents: blog entries, blog comments, and three-page final "nugget" paper. Please send an electronic copy of the same packet to the TA.

NOTICES

• Students with Documented Disabilities

Students who need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an *Accommodation Letter* for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066).

• Honor Code

Please visit and read the honor code website on Coursework:

<http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>).

By now, all of you should know the difference between putting information in “your own words” and merely changing a few words around. The latter does not demonstrate understanding and will be marked down. Direct quotes may be used when appropriate. They should be placed in quotation marks and correctly referenced. Original (not manually entered) time stamps on blog postings are required.

Contact Information for Professor, Anne Firth Murray

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Office hours by appointment; please sign up on the sheets on the door of my office, building 20, upstairs, room 22E.

Contact Information for Teaching Assistant, Grace Klaris

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