

**Georgetown University
Science Technology
International Affairs**

STIA 447

**Women's Health and Human
Rights**

Robin T. Kelley, Ph.D.

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Women's Health and Human Rights

INSTRUCTOR

Robin T. Kelley, PhD

INSTRUCTOR CONTACT INFORMATION

I will hold office hours by appointment for any questions about the class. To schedule an appointment please email me. Emails will be answered within a 48 hour window. You can also call me if you need to discuss a class presentation or have a class related issue.

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INSTRUCTOR BIOGRAPHY

A native Washingtonian who has traveled, studied and lived in Africa, Europe, South America, Asia, the Middle East and Australia. Studied sociological trends of the family while a Rotary International Foundation Scholar at the University of Geneva in Switzerland. Following this, worked on Capitol Hill in a Senate office as a Congressional Black Caucus Fellow and then briefly as a Hill staffer. Worked at the National Institutes of Health on a longitudinal project regarding female growth and development, particularly in instances of child sexual abuse. Received a National Institute of Science Foundation Award to study and work on a first ever project of women's sexual abuse in Tokyo, Japan. Taught issues in women's health at the George Washington University and recently received a Fulbright Senior Specialist Award and assignment to the Muhimbili University Health and Allied Sciences Department of Pharmacology in Dar es Salaam, Tanzania, East Africa. There, taught, wrote and engaged in HIV/AIDS research projects. Currently a Doyle 2010-2011 fellow, seeks to encourage the students to make self-discoveries that illuminate for them the intersections between concepts, theories, philosophies and actions.

Received an undergraduate degree from Vassar College in English Education, a Masters Degree in Social Work from Columbia University and a doctorate in Public and Community Health from the University of Maryland.

CLASS HOURS

The class will be organized so that there is student participation and interaction. At the beginning of each class there will be 15 minutes devoted to recapping the prior class. This may include a small knowledge quiz, or answers to a series of questions. The next 45 minutes will be discussion of the topic of the day as well as the homework assignment. The last hour will be interactive and could include film, audio tapes or streaming videos of speeches, lectures with questions and answers to further discuss health and human rights issues as they relate to the women, global health, human rights and environmental issues.

A break will occur midway through the class.

COURSE DESCRIPTION

This is a Doyle Class, which means this course will incorporate themes of tolerance and diversity as well as work with others to deepen our understanding of ourselves and those around us through discussions, reflection and external exploration of our current world issues as well as future activities. Drawing on the best practices of the “curriculum infusion” approach, which brings real-life issues into the classroom through readings, guest speakers, discussions, and carefully designed assignments, the hope is to push students to reflect critically on the ethical and social responsibilities of global citizenship; to recognize the intellectual and personal challenges often implicit in cultural misunderstandings; to engage in debate and disagreement with respect; and to build empathy and open mindedness.

The course is designed to increase the students’ interest in the link between global practice and policies that affect the environment, women’s health and the Human Rights of women. We will start with questions not only of our environment, but also of ourselves. What does it mean to be a woman in the world in the 21st century? Should women’s health be singled out? What does this mean for societies?

The course will delve into some health pandemics, such as HIV/AIDS. These topics will be assessed for their prevalence in light of other factors, particularly environmental factors and social determinants of health. We will also analyze some rising trends politics, that perpetuate disparities in health such as human rights abuses, laws, honor killings, abortion, and environmental practices and examine their affects on the health of women.

We will engage in comparative studies of health factors in Western, Eastern and Sub-Saharan African countries. Special attention will be given to specific issues in health care for infectious diseases, and chronic diseases, such as cardio vascular diseases, and a perspective on global policies towards women. This later topic will also include human trafficking, usually of females, and an explanation of this as a global health and human rights issue.

Because this is a Doyle class, a primary goal for all Initiative activities will be to build in reflection and to foster engagement and understanding of differences in traditions, cultures and behaviors of others and sometimes of ourselves from those in our own families. Therefore, we will examine and use a variety of means including web-based environments, and print publications to review the human rights initiatives, with an emphasis on women and health. The central way in which we review information will be through evaluation of health factors, such as ehealth and what this may mean for people all over the world.

A review of health indicators will occur and include education, economic stability human right abuses and reproductive health issues. We will also examine what it means to have global health policies and how they can be enforced. The class will explore cultural and behavioral patterns and the juxtaposition of scientifically recommended global health behavioral change strategies and culture in terms of nutrition, and physical activity. There will also be an examination of global perspectives on mental health, health of the older adults, injuries and accidents as well as occupational health. This review of health indicators will also include the definition of social determinants of health and why these are important to health.

COURSE OBJECTIVES

By the conclusion of this course, students will be able to:

- 1) Define at least three human rights issues that affect women's health;
- 2) Describe three uses for epidemiological data on infectious diseases and policies;
- 3) Define at least three global pandemics and high risk behaviors associated with these diseases;

- 4) Give three examples of why food is a global health issue and name two policies
which affect our foods today;
- 5) List at least ten social determinants of health and name three reasons why these
affect women's health.
- 6) Describe human trafficking and name at least one U.S. policy regarding this act;
- 7) List at least three reasons why gender based violence can lead to diseases and
injustices for women;
- 8) Discuss one current environmental practice that directly affects women health
- 9) Discuss how the environment can affect a woman's human rights
- 10) Describe five reasons why exercise and nutrition are important factors in women's health and global issues

LEARNING OBJECTIVES

At the end of this class, students will have a heightened appreciation for human rights and the ability to understand how this can be operationalized in many situations. They will also be able to be fluent in global health vernacular, particularly as it pertains to human rights. They will have a deeper appreciation of the connection between women's rights and human rights and hence the need to constantly view values as an integral component of one's ability to be a leader.

REQUIRED TEXTS

Murthy, P. & Smith, L. C. (2010). *Women's Global Health and Human Rights*. Sudbury, Ma: Jones and Bartlett
 Alexander, L., LaRosa, J., Bader, H., Garfield, S., Alexander, W.
New Dimensions in Women's Health (sections). (2010). Sudbury, Ma: Jones and Bartlett.

RECOMMENDED SECONDARY READINGS

Agosin, Marjorie.(2001) *Women, Gender and Human Rights: A Global Perspective*. New Brunswick NJ: Rutgers University Press.

What works for women www. Whatworksfor women.com

Critical Links: Population, Health and the Environment: PRB Bulletin, Vol. 58, NO.3 (2003). Retrieved January 6, 2010. from http://wwwprb.org/Source/59.3Critical Links PHE_Eng.pdf

Fourth World Conference on Women: <http://www.un.org/womenwatch/daw/beijing/fwcwn.html>

HealthandHumanRights:AResourceGuide:
http://www.equalpartners.info/Introduction/intro_TOC.html

Hillary Rodham Clinton on ICPD <http://www.icpd2015.org>

Millennium Development Goals 2010. Retrieved October, 2010 from
http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2010/MDG_Report_2010_E_n_low%20res.pdf

Bunch, C. (1990). Women's Rights as Human Rights: Towards a Re-vision of Human Rights. *Human Rights Quarterly* 12: 486-498.

Chavkin, W., & Chesler, E. (2005). *Where Human Rights Begin. Health, Sexuality, and Women in the New Millennium*. New Brunswick, NJ, Rutgers University Press.

Jacobsen, K. (2008). *Introduction to Global Health*. Sudbury, Ma: Jones and Bartlett.

Merson, M., Black, R., & Mills, A. 2nd edition (2006). *International Public Health: Diseases, Programs, Systems and Policies*. Sudbury, Ma: Jones and Bartlett.

Oldstone, Michael. (2009). *Viruses, Plagues, and History*. Oxford: Oxford Press.

Office of High Commission on Human Rights: <http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

Skolnik, Richard. (2008). *Essentials of Global Health*. Sudbury, Ma: Jones and Bartlett.

Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/>

Other documents to be disseminated from the Women's United Nations Report Network

Methodology

Beijing's platform for Action provides a blueprint for us to follow in our class as we wrestle with questions of health and equality. This platform for action will help us to conceptualize the possible as we move into this year of Beijing +15 and beyond and as we examine women's health. The class will offer a blend of methodologies to examine women's human rights and health. Through film, webcasts, podcasts, webinar excerpts online discussions, traditional presentations, and extra curricula activities the goals and objectives of each class will be reinforced. This will also allow for innovative thought and opportunities for creative learning. We are mindful that learning can occur in all mediums, particularly through introspection.

Grading

Each class assignment will be weighted cumulatively (see below). As work is submitted by the deadline, and in meeting the requirements, the points will be awarded. Any submission one minute past the deadline will be minus 1 point for each minute it is late without an excuse. If you find that you are not able to adhere to the outlined schedule nor produce quality work up to Georgetown's

standard, or if there is a circumstance beyond your control and you have not relayed the problem to me prior to the due date, then these are also circumstances that cause you to lose points on your work.

COURSE REQUIREMENTS

3-5 page work on odds of health disease	<>10 points
Participation and Homework	<>25 points
* blog postings	
* journals	
* in class wiki definitions	
* weekly assignments	
* leading class discussions on blogs	
Wikipedia Contribution	<>15 points
* including posting	
* critiquing posts	
Final paper*	<>25 points
* grading matrix	
Class presentation	<>15 points
Global Citizen paper 5 pgs	<>10 points
TOTAL	<> 100%

Classes	Schedule of Class Topics, Readings and Assignments
Class 1	<p>Perceptions of Others and Definitions</p> <p>It has been a year since the earthquake in Haiti galvanized the world's attention. Where are we? Currently a shooting in the American city of Tucson has also garnered attention. Where are we as students of life focused now?</p> <p>ICPD sections 8 and 16 (and conference attendees) www.un.org/popin/icpd/conference/offeng/poa.html Beijing Platform for Action: http://www.un.org/womenwatch/daw/beijing/platform/index.html http://www.un.org/womenwatch/daw/beijing/fwcwn.html http://www.sphereproject.org/handbook/pages/navbook.htm?param1=0 pgs. 5-14 Podcast on Haiti and the Crisis: (http://terrance.who.int/mediacentre/podcasts/WHO_podcast_087.mp3) www.thegirleffect.org</p> <p>Assignments: one double-spaced paper on civil rights verses human rights. Another double-spaced paper answering if there were women in the Civil Rights Movement</p>
Class 2	<p>Definition of terms including the words Woman and Health</p> <p><i>Readings</i> Murthy and Smith chapters 41-42 E-reserve readings: Skolnick, R. (2008). Women's Health. In R. Skolnick (Series editor), <i>Essentials of Global Health</i> (147-166). Sudbury, Ma: Jones and Bartlett. Scrimshaw, S (2006). Culture, Behavior and Health. In M. Merson, R. Black and A. Mills, <i>International Public Health</i> Sudbury, Ma; Jones and Bartlett</p> <p>Assignments: Respond to questions on a Blog post, write a definition on Blackboard's Wiki of a woman and write a Journal entry: topic TBD</p>
Class 3	<p>The Interview and the Social Determinants of Health</p> <p>Film: <i>Unnatural Causes for Health Problems-Place Matters</i></p> <p><i>Readings: In</i> Murthy & Smith chapters 17, and 39 and in Alexander chapters 1, 10 and 11 Social Determinants of Health</p>

	<p>http://www.who.int/social_determinants/strategy/en/Marmot-Social%20determinants%20of%20health%20inqualities.pdf</p> <p>Assignments: Interview Someone Different from You. Respond to questions on the blog, write a definition of the word: "different" on Blackboard's Wiki and write a Journal topic-TBD</p>
Class 4	<p>Chronic and Acute Diseases around the world</p> <p><i>Readings: In Murthy and Smith chapter 13-16 and 18-20 and in Alexander chapter 3</i></p> <p>Also the article by Dr.Marmot:http://www.who.int/social_determinants/strategy/en/Marmot-Social%20determinants%20of%20health%20inqualities.pdf.</p> <p>Assignments: Family Health paper Respond to questions on the Blog, write a definition of rights on Blackboard's Wiki and write a Journal entry: topic-TBD</p>
Class 5	<p>*Doyle Experience-"Let Me Down Easy" (A play by Anna Deveare Smith at the Arena Stage in Washington, DC)</p> <p>Paper Topics Due-one paragraph</p> <p><i>Readings</i> http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2010/MDG_Report_2010_En_low%20rex.p</p> <p>Assignment: Is Love Social Determinant of Health with at least three references Assignment: Is there racism in healthcare? Respond to questions on the Blog, and write a definition of mortality on Blackboard Wiki and Journal entry on the play and how it relates to this Doyle Class</p>
Class 6	<p>Women, MDGs and Health Issues</p> <p>Guest speakers: Wikipedia ambassadors, Hayley Campbell and PJ Tabit</p> <p><i>Readings: in Murthy and Smith Chapters 11-12, 25 and Alexander Chapter 7. www.whatworksforwomen- the Executive Summary, CDC HIV/AIDS report, fall 2010</i></p> <p>Respond to questions on the blog, create a Wikipedia account; journal entry for this week, the topic is sexual assault. We will use the case of the reporter , Lara Logan. (http://www.washingtonpost.com/wp-dyn/content/article/2011/02/15/AR2011021504484.html). What would you say to a sexual assault survivor, like Lara Logan, if you</p>

	<p>were to council her after her assault? What would you say to girls (<18yrs of age) who may question entering professions that required work considered in some circles to expose them to “danger.” If this topic is something that you can not write about, please email me.</p> <p>Assignment: Which MDGS Have to Do with Human Rights?</p>
Class 7	<p>Guest Speaker Infectious Diseases HIV/AIDS</p> <p><i>Readings:</i> 1) http://www.whatworksforwomen.org/ The Executive Summary and Prevention for Women sections only 2) http://www.cdc.gov/hiv/resources/factsheets/us.htm 3) http://www.cdc.gov/hiv/topics/aa/resources/factsheets/pdf/aa.pdf 4) http://www.whitehouse.gov/administration/eop/onap/nhas/ 5) http://www.whitehouse.gov/sites/default/files/uploads/NHAS.pdf ></p> <p>Kindly answer a two part question on the blog. Assignment: Kindly view the link below and write a one page single-spaced paper based in response to this statement: Women are said to possess more emotions than men and to be more empathetic than men. State your thoughts on whether women or men are more empathetic, and if they are more empathetic, are they more likely to be less discriminating towards people, particularly women, living with HIV/AIDS? (http://www.youtube.com/watch?v=l7AWnfFRc7g). Also give your thoughts on this you tube and present what element you enjoyed or found most appealing, if at all, about this you tube film</p> <p>Respond to questions on the Blog, Define “infectious diseases on the Blackboard</p>
Class 8	<p>Film-“Out of Control”</p> <p><i>Readings: Full Report: Women in America: indicators of Social and Economic Well being</i> Assignment: Beginning (2 -3 paragraphs) of a Wikipedia article to be uploaded, due March 22nd Create and note an emailed journal 10 days of nutrient intake</p>
Week of Spring Break	<p>No Class during Spring Break Options: CARE International and 100th anniversary of March 8th International Women’s Day-2-day conference in Washington, DC: Women’s Collective Recognition of Women and Girls HIV/AIDS Awareness Day-March 10th</p>
Class 9	<p>Nutrition and Exercise</p>

	<p>Guests: Wiki Ambassador PJ Tabit <i>Readings:</i> in Murthy and Smith 21-23 and in Alexander Chapters 5 and 9</p> <p>Wiki: Prepare your 2 paragraph beginning “article” of what you want to submit to Wikipedia. Place this on Blackboard under "wiki article" by Tuesday, March 22nd</p> <p>Journal: Two parts: What was the most interesting health fact that you learned from Alexander’s book chapter 9? After looking at your food history, and this chapter, in what ways can you improve your eating?</p> <p>Assignment: What does fitness mean to you-please draw upon the class definition of health-from WHO- as well as this week’s readings-you may also site additional readings. Also, in Chapter 9</p>
<p>Class 10</p>	<p>Reproductive Health</p> <p><i>Readings:</i> In Murthy and Smith chapters 3, and 38 and in Alexander 6</p> <p>1) Due March 29th -Assignment: Write a one page single-spaced paper on what more can be done to eliminate maternal mortality- 2) Due March 29th- Journal: Please answer the question posed in class: Would it make a difference in addressing health problems, if the person either looked like the population targeted or was from the same race/ethnicity-explain the difference between these two concepts. 3) Due March 31st-Peer blog#2: This will be posted, at the latest, by Monday and due Thursday, March 31st. Wiki-please upload your articles and sign-on to our class page, if you have not done so already.</p> <p>Assignment: What more can be done to eliminate worldwide maternal mortality?</p>
<p>Class 11</p>	<p>FGM and Global Leaders and Resolution 1325</p> <p><i>Readings:</i> In Murthy and Smith chapters 2, 4-7 and in Alexander chapter 14 and additional reading by Dr. Shweder Assignment: Under what circumstance could you support FGM? Student Blog, Wikipedia assignment to learn more about editing and edit each other’s work contact the online ambassador. Journal entry-respond to class discussion on topic of FGM or other</p>

	discussions in class
Class 12	Human Trafficking See film <i>Readings:</i> In Murthy & Smith chapters 26-30 Alexander chapters 12 Assignment: What can be done to effectively stop human trafficking? Student Blog, monitor the changes on your Wikipedia assignment, journal on film
Class 13	Mental Health and Stress <i>Readings:</i> Murthy & Smith chapters 9, 10, 32,37,40 Alexander chapters 13, 15 Assignment: Why are women more Prone to Stress? Student Blog, define depression on Blackboard's wiki, journal on class discussion; Receive reader assignments
Easter Break	No Class during Easter Break
Class14	Student-5 minute Presentations. Final Papers are due Tuesday April 26th by 12 noon to professor and readers. Global Health papers due Thursday April 28th by midnight.

CLASS SCHEDULE

All chapter references refer to the required text. The classroom lectures will be heavily supplemented with external readings, and/or multimedia presentations. The readings are to prepare for the upcoming class and will be due for the next class.

Disclaimer Readings, assignments, and due dates may change due to unforeseen circumstances. Your professor will advise you of any changes and present them to you in writing.

COURSE POLICIES

(FOR A DETAILED LIST OF ALL POLICIES, PLEASE REFER TO THE WEB:
POLICIES.GEORGETOWN.EDU/)

PROFESSIONALISM

We strongly encourage students to be professional at all times.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

The class actively subscribes to a policy of equal opportunity in education.

CLASS CANCELLATION

Students are expected to attend every class period as scheduled unless there is an unavoidable circumstance or illness. Classes do not meet on federal holidays; however, your professor may elect to reschedule the class for another evening to make-up time and work. If you miss two classes, your instructor will notify your program advisor.

VERBAL, SEXUAL, ETHNIC/RACIAL HARASSMENT

The school does not tolerate harassment of any nature. Verbal, sexual, ethnic and or racial harassment in any way of its students, staff, and faculty are prohibited. The school advises students to notify their Program Advisor if they believe they may have been exposed to sexual or verbal harassment.

DISABILITY SERVICES

Students with Special Needs: If you are a student who is defined under the American with Disabilities Act and requires assistance or support services, please inform the instructor

ACADEMIC MISCONDUCT

Plagiarism – the use of ideas or writings of another as one's own. Students are expected to submit original evaluations, essays and papers, and to cite all appropriate sources. If requested, students should be prepared to provide original notes, previous drafts, or other materials to indicate original research or intellectual ownership of an assignment.

Cheating – the use of notes or books when prohibited, and the assistance of another student while completing a quiz or an exam, or the providing of information to another individual for this purpose, unless such collaboration is approved by the course instructor.

Falsification – the improper alteration of any record, document or evaluation.

Obstruction – behaving in a disruptive manner or participating in activities that interfere with the educational mission of class lectures, courses, meetings or other sponsored events.

Absenteeism – the chronic failure to attend program components (including internship, internship courses, or other scheduled activities) without a valid reason or prior notification.

STUDENT GRIEVANCES

If students have a problem with their instructor, the course material, class format, or other aspects of the course, they should speak to the instructor first. If that is not possible or they choose otherwise, students should speak with the course coordinator who will arrange a conference in consultation with the managing director for academic affairs. If students wish to make a formal complaint, they must submit it in writing to the Program Advisor or Department Chair.