

Women: **Bodies, Sex, and Science**

An Interdisciplinary Studies Course at Bellevue Community College

INTER 140, 10 Credits
Fall 2007: September 24th – December 10th
Daily 11:30 am – 1:20 pm, N204

Instructors
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OFFICE HOURS:

Sara: Daily Mornings: 9:30 am – 10:30 am

Kelly: MTTH: 8am - 9am; WF: 10 am - 11am

COURSE DESCRIPTION: This course will acquaint you with sociological and health science concepts and perspectives about women and health, ranging from nutrition and exercise to sexuality, gender construction, and beauty mythologies in the United States. We will sometimes support, sometimes contradict one another in our fields, making this topical course ever more interesting and intellectually challenging! You should be left thinking critically every day at the end of class. Through lecture, film and other media, physical assessments, and assigned readings, this course will take you on an exploration of the many dimensions of contemporary sociological and health science perspectives on women in the United States. We will make broad use of popular culture and physiology to understand the many complexities of women's bodies and health, including the ideas (and the production of these ideas) around health and the body, and its necessary relationship with education, religion, historical frameworks, and politics. We will also learn how to improve our health behaviors to increase quality of life and longevity and



learn to take responsibility for health-promoting behaviors for women. By the end of this course, we hope to have all of you thinking about how women's bodies are defined and socially activated in society, as well as a keen idea of how much we may have invested in those cultural definitions!

“Why can't I walk down the street free of suggestion?”

- Ian MacKaye of Fugazi

A NOTE ABOUT COURSE CONTENT FOR SOCIOLOGY: Since sociologists examine just about every aspect of the social world, we sometimes talk about provocative material. Please be advised that, when we explore controversial topics, they will always be framed within an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keeping in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning; you may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please know, however, that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, please speak with Dr. Sara about it right away.



B
(Hans) Sebald Beham (1500-1550):
Engraving. Death and Three Nude
Women.

REGARDING SAFE SPACE:

This class is a Safe Space for ***all*** students. Lesbian, gay, bisexual, questioning, queer-identified, transgendered and straight students are welcome in this classroom and encouraged to speak out and be an integral part of this class. A critical understanding and the embracing of alternative genders and sexualities in this classroom is encouraged. Any questions about what this means should be brought to me immediately. All are welcome!

STUDENTS WITH DISABILITIES:

If you have medical information to share with me in the event of an emergency, please contact me via email or come to see me during office hours. If you prefer, you may contact the Disabilities Resource Center (DRC) directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>

READING REQUIREMENTS:

- *Wellness: Concepts and Applications* by David J. Ansbaugh, Michael H. Hamrick, and Frank D. Rosat. 6th Edition (2003)
 - Text website: <http://www.mhhe.com/ansbaugh6e/>
- Course Reader and handouts (delivered to you in class and/or uploaded to our MyBCC Page)

SOCIOLOGY LEARNING AND COURSE OUTCOMES:

Upon your dedicated participation and subsequent completion of this course, you will demonstrate:

- 1) A general understanding of basic sociological concepts and ideas about Women in the U.S.
- 2) An awareness of the many complexities surrounding Sexuality, Gender, Women's Health, and how these intersect with ideas around race and class in the United States.
- 3) A critical idea of society and social, political and cultural perspectives on Women and Women's Health.
- 4) The ability to think critically about the various ways in which we construct ideas of our Selves as against the landscape of sex and gender.
- 5) A general understanding of the relationship between Sex, Sexuality, and Gender, and the political, social, religious, and cultural climate in the United States today.

HEALTH SCIENCE LEARNING AND COURSE OUTCOMES:

Upon your dedicated participation and subsequent completion of this course, you will demonstrate:

- 1) The importance of wellness dimensions, how they are interconnected, and the influence of each on individual well-being.
- 2) The use of standardized assessment tools to accurately identify health risk factors.
- 3) The application of knowledge to improve lifestyle behaviors and decrease risk of chronic diseases.

GENERAL RULES & EXPECTATIONS: You are expected to fully participate and express your learning in writing and in class discussions and in your writing assignments. You are expected to attend ***all*** class meetings, and complete all assigned readings before our weekly meetings. This is true for each section of this class. Each meeting is divided up into Kelly's class and Sara's class, but we will often share time, bleed into one another's hour, show films that combine both courses, take over the entire time with one field, etc. Missing one of the hours is equal to missing the entire class, in other words. Please plan on being at every meeting on time until the completion of each class meeting. That said, **more than 6 unexcused* absences will result in your grade dropping significantly.** Since much of the learning takes place in the classroom and not solely in our comments on your written work, or in our readings, it is essential that you attend class and arrive ***on time.***

***Unexcused** means you don't show up and you don't contact us. If you have to be absent, by all means – go for it. But the trick here is to *let us know ahead of time* and not the next day or later that afternoon. Take responsibility for your absence and know that missing several classes because they're 'excused' will possibly show your lack of interest in the class. In other words, it's a balance. We don't need doctors' notes, a note from your mom, or a reason. Just keep us in the loop if you're going to miss a class. See? EASY! ☺

WE DO NOT ACCEPT EMAILED ASSIGNMENTS.
TURNING THEM IN ON TIME IS YOUR RESPONSIBILITY.

We expect that your behavior in class be respectful. Side-talking and whispering is disruptive to the class as a whole as well as to individual students. This is not acceptable in our classroom, so we insist that you refrain from it. Sleeping is also not permitted. Continued disrespectful behavior in class may result in you being asked to leave.

Deadlines are non-negotiable. **Unexcused** late work will not be considered for course credit. Your *prompt* attendance and *undivided* attention is required of you at every meeting. Consider this course a learning community, and one that everyone takes responsibility for and brings to it a certain modicum of respect. That translates roughly to silencing your voice box when someone has the floor and turning off your cell phones (text messaging is equally disruptive. Please refrain). Please turn your mobile phones all the way off. Vibrating ring tones and the exiting of class to talk on the phone is disruptive and as with side talking, is unacceptable. If you do have a special circumstance that requires you to have your phone on, please let us know.

A note on our expectations about your responsibility for your own learning:

There is a lot of useful information in this syllabus. You should read it thoroughly, and check in with it no less than twice a week for the entire term. Please consider consulting your syllabus prior to asking us when something is due, what the expectations are for an assignment, how much some random assignment is worth, or if you can email us an assignment. More often than not, the answer lies within. We have no problem fielding questions and helping you out as best we can to ensure your success in our course, but know that this course can be demanding if you're used to being reminded when things are due or what chapters we're reading in a given week. Handouts will be distributed in a timely manner with additional information about the assignments. Those handouts will also be posted to the MyBCC page for this class, so if you miss a class or a handout, just check in on the MyBCC page. If you want to know what you missed in class in terms of lecture material, **ask a colleague!** – quite honestly we (mostly we're talking about Dr. Sara here) “wing it” a lot, which means we can't always tell you what you've missed. **Always** exhaust every other avenue to find out your answers before coming to us. Thanks! ☺

SOCIOLOGY COURSE REQUIREMENTS:

In the sociology portion of the course you will be writing Sociology Journals (1-2 pages), which should show your engagement with course content. You will also do some group work and pop-quizzes. A final Research Paper and Presentation that combines both Sociology and Health Science is due at the end of the term. For this project, you are expected to demonstrate your critical engagement with material in class, and how that material ties in critically to a Sociological and Health Science perspectives on Women and Disease, in addition to the other (required) research you do outside of class that helps you map out and analyze your focused area of interest. The key to this course is your thoughtful reflection on course readings and media – please be prepared to share those reflections with your peers during our class meetings, as well as refer to them in your written assignments.

HEALTH SCIENCE COURSE REQUIREMENTS:

In addition to the aforementioned final Research Paper and Presentation combining Sociology and Health Science, you will also complete a series of personal assessment activities that will heighten your awareness regarding your current health behaviors. You will choose a health behavior that you are willing to work towards improving, and through careful planning and recording your behaviors, you will begin the process of change.

SOCIOLOGY ASSESSMENT, EVALUATION, AND ASSIGNMENT DETAILS:

<u>Participation:</u>	200
<u>Critical Thinking Papers:</u>	90
<u>Group Mini-Presentations:</u>	260
<u>Pop-Quizzes:</u>	200
<u>Women's Health Research Paper:</u>	200
<u>Women's Health Presentation:</u>	50
<u>Total:</u>	1000

HEALTH SCIENCE ASSESSMENT, EVALUATION, AND ASSIGNMENT DETAILS:

<u>Participation:</u>	240
<u>Health Behavior Change Project:</u>	150
<u>Assessment Activities & Worksheets:</u>	165
<u>Media Reports:</u>	90
<u>Drug Assignment:</u>	20
<u>Health Journal Responses / Entries:</u>	35
<u>Women's Health Research Paper:</u>	100
<u>Women's Health Presentation:</u>	50
<u>Tests:</u>	150
<u>Total:</u>	1000

The Fine Print (or, what we really mean by that table above):

Sociology Participation: Occasionally you will be asked to hand something in for participation credits (see syllabus for that info). Other than that: come to class, be on time, provoke energetic discussion, speak out, listen actively, work diligently and respectfully in your groups, bring your readings to class with copious notes of your scribble in the margins, look up words and terminology you don't understand or know, ask lots of questions, etc. Oh yes and lest we forget: Think critically about the world around you. A lot.

SOCIOLOGY ASSIGNMENT DESCRIPTIONS:

Critical Thinking Papers: 3 total, 1-2 pages, 30 points each:

Each week we will be exploring contemporary issues about women's bodies, the world of health science, and popular culture perspectives about beauty and The Body. We will also look critically at the way in which these subjects relate to current events and our daily lives. In your papers *and* in class, we'll be discussing these varying themes and these areas will drive our discussion around our readings. Your papers should reflect particular topics and themes we go over. You may be asked to bring in an article or report on the news. You are required to include attachments to your papers when you're asked to do outside research. Your Critical Thinking Papers are not graded on a "right" or "wrong" basis, but you are asked to respond to the Questions and Topics pointedly and show how you're engaging both the reading material as well as the general themes in question. Explore and question what's presented in class, and think about how they relate to our readings and the lecture material. **Be prepared to occasionally share your journals in class.**

Group Mini-Presentations: 2 Total, 130 points each:

You will be assigned to a group during the first week of class. This will be your "Learning Community," one within which you will participate throughout the entire quarter. You will do four mini-presentations based on articles I ask you to collectively read in articles I provide for you. You and your group will teach the rest of the class the article; it will give you an opportunity to delve deeply into an article, teach you to read actively, listen actively, and bring your group closer together for the final Big Group Media presentation at the end of the term. You will not need to hand anything in for these projects. Rather, you will be graded in class. You will get a handout in class about these assignments. **NOTE: If you would like to choose your own article as a group, please let me know!**

Pop-Quizzes (200 points), Randomly delivered and randomly scored:

Your Quizzes will cover everything up through the week you're quizzed and will usually include multiple choice and short-answer questions. Your responses should be clear and concise. Your short-answer responses must range from no less than one full (four-sentence) paragraph, to three full paragraphs. If you're up on your reading and don't miss class, you should have no problem with these. You will *never* be asked a question out of

“left field”. Questions will be based on readings, in-class discussion, films and other media, as well as lecture material. Information about point distribution for each question will be on quizzes. A hint: the more I know you’re reading by your class participation, the easier (and less often) they’ll be!

SOCIOLOGY Women’s Health Individual Research Paper (5 – 7 pages, 200 pts):

The paper you’ll turn in at the end of the term will reflect the Media Presentation in that the research you do for your presentation will be used for your individual paper, but *this* paper is to be turned in separately from your paper for Kelly. A detailed handout will be given to you later on this term, explaining the assignment in more detail for you. Your Paper/Presentation topic needs to be turned in during Week 5 to me.

Women’s Health Presentation (10 minutes [ish], 50 pts):

You will choose a topic related to Women and disease in America. Unfortunately, there are a lot of diseases to choose from – the good news is that you get to learn a lot about them and present your findings to the class. Once you choose your “disease”, you will be matched up together with people interested in the same disease so you can have the opportunity to share research. The presentation dates are in the schedule. A handout with explicit directions will be given to you in class. The research you do will be used to write your Sociology Individual Research Paper (see below!).

HEALTH SCIENCE ASSIGNMENT DESCRIPTIONS:

Participation / Attendance

You are expected to attend class, arrive on time, and fully participate in class activities. Full participation is worth up to five points per class meeting (one point every 10 minutes). Coming late, leaving early, not being prepared to participate (i.e. not having an assignment required), and/or choosing not to participate will decrease the number of points earned on any given day. Some activities we will be doing will require physical activity. If you are unable to perform certain exercises or movements due to an injury or illness, please speak with me PRIOR to the class period.

Health Journal:

You will need a one-inch three-ring binder and four section dividers. This will be your Health Journal. You will submit your Health Journal three times throughout the quarter. You are expected to keep assignments up to date with what we are working on in class. See handout for Section Descriptions.

Health Science Tests:

All tests will be multiple choice.

Test #1: Chapters 1, 6, 7, 8

Test #2: Chapters 3, 4, 5

Final Exam: Cumulative (Chapters 1, 3, 4, 5, 6, 7, 8, 9, 11)

HEALTH SCIENCE Women's Health Individual Paper (100 pts):

You will choose a topic related to women and a disease or chronic condition in America, in which you will do research, write a 6-8 page paper, and do a 10-15 minute presentation (which will be graded in tandem with your Health Presentation assignment that Sara mentions above). I suggest choosing a topic that you are interested in learning more in-depth and/or that has significant meaning to you. Please come talk with me if you need topic suggestions. A handout with explicit directions will be given to you in class. The research you do will be used to write your Sociology Individual Research Paper (see above!).

For all of your written work:

Please submit proofread work **only**. Sloppy writing will be returned for a rewrite, expected by the following class meeting. Your font should be Times New Roman (or the Mac equivalent such as Palatino), 12 points, double-spaced with a 1" margin all around. Your work *must* be cited using either MLA or APA format where necessary, and you must always, *always* give proper credit to the texts from which you draw and formulate your ideas. Even when you don't quote directly, please give credit where credit is due. You may, if you wish to do so, submit title pages with your papers but we don't require them. If you do use them they are not counted as page numbers due. Similarly with bibliographies, these are not counted as page numbers due. If you decide to place your personal and class information on the first page of your paper instead (which is fine), please do not take up more than for single-spaced lines at the top right or left corner of the page. In essence, nothing fancy, no pink plastic covers are needed or desired. Just the paper. Neat.

Your written work will be evaluated on:

1) Content

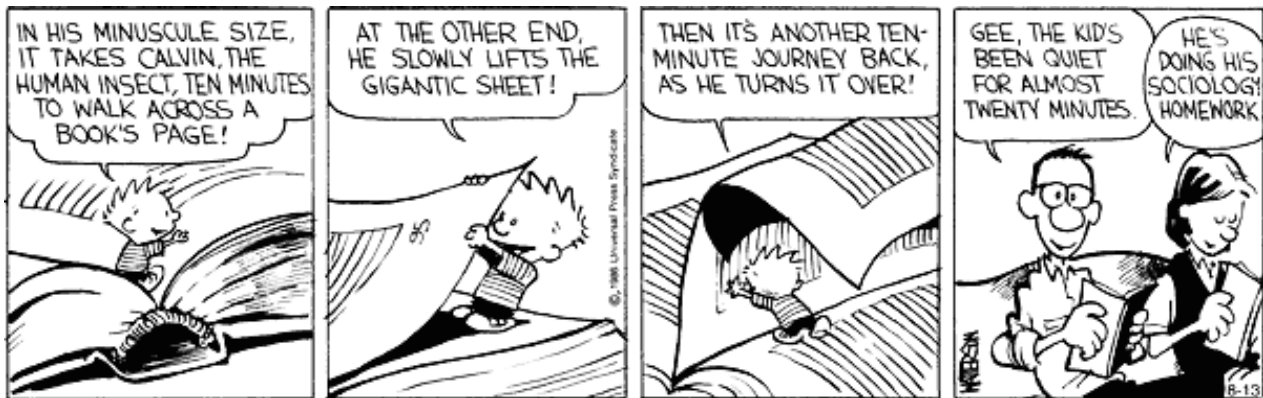
- a. Fulfilling the assignment.
- b. Developing your argument and making use of examples and evidence to support your argument.
- c. Flow of thought throughout the paper, with strong analyses and conclusions.

2) Writing Style

- a. Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling**

or are an ESL student, *please* let me know! I'm happy to work with you and point you in the right direction.

- b. Clarity of thought.
- c. Good organization and attention to detail.
- d. Persuasiveness of your argument/s.
- e. Creativity. Make it an interesting read!
- f. PROOFREAD your work. Please do a spell/grammar check before you hand it in.
- g. Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different set of discussions. ☺



Grading:

Our theory is this: grading is inherently vague. Here's what we do: for your first paper we will write in a brightly hued pen copious comments on your grammar, sentence structure, clarity of thought, etc. (see above points). We'll also go easy on the first round of grading. You'll have the directions and clear expectations and be expected to follow them, to the letter. We are fair and up for discussion about your grades. FYI: We will rarely, if ever, change our minds about a grade, but have been proven wrong before so always come to us with a grading issue should you have one.

COURSE OUTLINE AND SCHEDULE (READING ASSIGNMENTS MUST BE COMPLETED BY MONDAY – BUT FOR OUR FIRST WEEK, PLEASE HAVE THEM DONE BY THURSDAY):

<u>WEEK:</u> DATES AND THEMES	<u>READINGS & ASSIGNMENTS:</u> READINGS DUE MONDAY ASSIGNMENTS DUE FRIDAY
<p>WEEK ONE September 24th – 28th</p> <p>**Fridays are Seminar days! Sign up on the Pot Luck list on Monday and bring in discussion questions based on the readings for each week.**</p> <p>Note: Library Info Session on September 27th. BE ON TIME, Please! We'll walk over together.</p> <p><u>Thematic Overview:</u> Who's responsible for your well-being? What is Wellness? Who made women's bodies <i>feminine</i>? The exercise industry: A sociological perspective!</p>	<p><u>Readings, Health Science:</u></p> <ul style="list-style-type: none"> ➤ <i>Wellness</i>, Chapter One: "Wellness and Fitness for Life" <p><u>Readings, Sociology:</u></p> <ul style="list-style-type: none"> ➤ "The Relationship Between Athletic Participation and Perceptions of Body Size and Weight Control in Adolescent Girls" by Crissey and Honea ➤ "Fit and Flexible: The Fitness Industry, Personal Trainers and Emotional Service Labor" by Jennifer Maguire <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ➤ In one page or less, let us know that you've read your syllabus. This counts as 50 points toward your Participation Grade. In your paper, tell us three things in the syllabus you find interesting. Don't give us a list; don't copy and paste. Say what's interesting and <i>why</i>. We're not looking for compliments; we want to know you've read the thing! ☺ If you have any questions about the syllabus, now is the time to ask and you should include your questions with your write-up. This is due on Friday (as all assignments are). ➤ In-Class "Beauty Collage" – see handout for what you need to bring. ➤ Health Science Media Report - Wellness ➤ Health Journal #1 (AA 1-1, 1-2, 1-3, What is Wellness to me? Health Behavior Change worksheet) <p><u>Quote of the Week:</u> "What makes women's health issues unique? Girls and women are different from boys and men, not only physiologically but also psychologically. Menstrual cycling, childbearing, and menopause are unique experiences in the female life cycle." -- Dr. Jacalyn J. McComb, Texas Lubbock Univ.</p>

WEEK: DATES AND THEMES	READINGS & ASSIGNMENTS: READINGS DUE MONDAY ASSIGNMENTS DUE FRIDAY
<p>WEEK TWO October 1st – 5th</p> <p>**Fridays are Seminar days! Sign up on the Pot Luck list on Monday and bring in discussion questions based on the readings for each week.**</p> <p><u>Thematic Overview:</u></p> <ul style="list-style-type: none"> ➤ You are what you eat! ➤ Vegetarianism, Veganism, Omnivorism ➤ The Slow Food Movement ➤ Understanding Food Guidelines ➤ Do or Die Dairy 	<p><u>Readings, Health Science:</u></p> <ul style="list-style-type: none"> ➤ Wellness, Chapter Six: “Forming a Plan for Good Nutrition” <p><u>Readings, Sociology:</u></p> <ul style="list-style-type: none"> ➤ Review the Slow Food Movement website: http://www.slowfoodusa.org ➤ Review The Meatrix website: http://www.themeatrix.com/ ➤ “A Fowl Plague” by Danielle Nierenberg ➤ “Eating Made Simple” by Marion Nestle <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ➤ Health Science Media Report – Women’s Nutrition ➤ Health Journal #1 (3 HBC entries, begin HBC summary, AA 6-1, 6-2, 6-4, MyPyramid.gov, grocery store nutrition assignment) <p><u>Sociology Journal #1:</u></p> <ul style="list-style-type: none"> ➤ Flip through some magazines in the library – a cooking magazine, a parenting magazine, and a fashion magazine. What do they say about food? Pick an ad from each, photocopy it and include it with your assignment. Give a detailed analysis of the ads, using the readings from this week and the websites for discussion. Think about the demographics for each magazine as well, and include those comments in your analysis. <p><u>Quote of the Week:</u></p> <p>“I don’t want to know, I don’t need it. I don’t want the information that millions of people have. I don’t want to be fed these boring facts and figures. Then you’ll become one of the masses. I’d rather starve my mind a bit and have to search out nutrition in stranger places.”</p> <p style="text-align: right;">-- Henry Rollins</p>
<p>WEEK THREE October 8th – 12th</p> <p>**Fridays are Seminar days! Sign up on the Pot Luck list on Monday and</p>	<p><u>Readings, Health Science:</u></p> <ul style="list-style-type: none"> ➤ Wellness, Chapter Seven: “Understanding Body Composition” <p><u>Readings, Sociology:</u></p> <ul style="list-style-type: none"> ➤ “There’s No Business Like the Body

<p align="center"><u>WEEK:</u> DATES AND THEMES</p>	<p align="center"><u>READINGS & ASSIGNMENTS:</u> READINGS DUE MONDAY ASSIGNMENTS DUE FRIDAY</p>
<p>bring in discussion questions based on the readings for each week.**</p> <p>Thematic Overview:</p> <ul style="list-style-type: none"> ➤ Body Composition and Culture ➤ “Can You Pinch an Inch?” Body changes in the media ➤ What is NOT Body Composition? 	<p>Business: Fitness and Cosmetic Surgery” and “Joining the Cult of Thinness” by Sharlene Nagy Hesse-Biber</p> <ul style="list-style-type: none"> ➤ “How to Reclaim, Reframe, and Reform the Media: A Feminist Advocacy Guide” by Jennifer L. Pozner <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ➤ Mini-Group #1: Teach your sociology article this week! See handout for details. Presentations will be on Thursday and Friday ➤ Health Science Media Report: Women & Obesity / Body composition ➤ Health Journal #1 (AA 7-1, Calculating Exercise Caloric Expenditure, in class responses, losing 2 lbs of fat, minimum of 3 HBC journal entries) <p><u>Quote of the Week:</u></p> <p>“I believe that behind both the person who weighs 400 pounds and the one who weighs 85 there is a lot of baggage, and it has nothing to do with their bodies.”</p> <p align="right">–Kirstie Alley</p>
<p>WEEK FOUR October 15th – 18th</p> <p>**No class on Friday, BCC closed for classes**</p> <p>**In-class visit from Deanne Eschbach, Social Science Advisor. Please come on time on the 18th!**</p> <p>**Fridays are Seminar days! Sign up on the Pot Luck list on Monday and bring in discussion questions based on the readings for each week.**</p> <p>Thematic Overview:</p> <ul style="list-style-type: none"> ➤ <u>Revisit Week One Collages</u> ➤ Fat!So? And other Fat Pride 	<p><u>Readings, Health Science:</u></p> <ul style="list-style-type: none"> ➤ <i>Wellness</i>, Chapter Eight: “Achieving a Healthy Weight” <p><u>Readings, Sociology:</u></p> <ul style="list-style-type: none"> ➤ “Are Fatsuits the New Blackface? Hollywood’s Big New Minstrel Show” by Marisa Meltzer ➤ Review the website for Fat!So? http://www.fatso.com/ ➤ “Women and Body Image” by Anthony and Ratcliff ➤ “Junk Food Nation Who’s to Blame for Childhood Obesity?” by Ruskin and Schor <p><u>Screening:</u></p> <ul style="list-style-type: none"> ➤ “Super Size Me!” <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ➤ Sociology Journal #2: Choose an article from one of the chapters and write a

<p><u>WEEK:</u> DATES AND THEMES</p>	<p><u>READINGS & ASSIGNMENTS:</u> READINGS DUE MONDAY ASSIGNMENTS DUE FRIDAY</p>
<p>movements</p> <ul style="list-style-type: none"> ➤ Teasing and childhood obesity: What's love got to do with it? ➤ What you see isn't always what you get...or the other way around ➤ Thighs, bellies, chins and "cankles:" the art of self-hating ➤ How to get to where you really, maybe, "should" be! 	<p>reaction paper to it.</p> <ul style="list-style-type: none"> ➤ Health Science Media Report: Diet and exercise for women's weight maintenance or weight loss ➤ Health Journal #1 (AA 8-1, 8-2, 8-3, 8-4; minimum of 3 HBC journal entries) <p><u>Quote of the Week:</u> "Leave it to a girl to take all the fun out of sex discrimination." -- Calvin, <i>The Essential Calvin and Hobbes</i></p>
<p>WEEK FIVE October 22nd – 26th</p> <p>**Fridays are Seminar days! Sign up on the Pot Luck list on Monday and bring in discussion questions based on the readings for each week.**</p> <p><u>Thematic Overview:</u></p> <ul style="list-style-type: none"> ➤ Disease, Public Health, and some movies, too. ➤ Researching health from both perspectives 	<p><u>Readings, Health Science:</u></p> <ul style="list-style-type: none"> ➤ <i>Wellness</i>, Chapter Three: "Increasing Cardiorespiratory Endurance" <p><u>Readings, Sociology:</u></p> <ul style="list-style-type: none"> ➤ "The Making of a Germ Panic: Then and Now" by Nancy Tomes ➤ "Racial/Ethnic Discrimination and Health: Findings From Community Studies" by David R. Williams <p><u>Screening:</u></p> <ul style="list-style-type: none"> ➤ "Outbreak" <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ➤ Disease Research Topic Due ➤ Mini-Group #2: Teach your article this week! See handout for details. Presentations will be on Thursday and Friday ➤ Health Science Media Report – Cardiovascular Exercise and Health for Women ➤ <u>Mon, 10/22</u> Health Science Test #1 (chapters 1, 6, 7, 8) and Health Journal #1 ➤ <u>Weds, 10/24</u> Physical Activity Waiver ➤ Health Journal #2 (AA 3-4, 3-5) <p><u>Quote of the Week:</u> "The hardest hit, as everywhere, are those who have no choice." -- Theodore Adorno</p>

<p><u>WEEK:</u> DATES AND THEMES</p>	<p><u>READINGS & ASSIGNMENTS:</u> READINGS DUE MONDAY ASSIGNMENTS DUE FRIDAY</p>
<p>WEEK SIX October 29th – November 2nd</p> <p>**No class on Tuesday, 10/30; BCC closed for classes**</p> <p>**Fridays are Seminar days! Sign up on the Pot Luck list on Monday and bring in discussion questions based on the readings for each week.**</p> <p><u>Thematic Overview:</u></p> <ul style="list-style-type: none"> ➤ I “heart” my heart! 	<p><u>Readings, Health Science:</u></p> <ul style="list-style-type: none"> ➤ <i>Wellness</i>, Chapter 4: “Building Muscular Strength and Endurance” <p><u>Readings, Sociology:</u></p> <ul style="list-style-type: none"> ➤ “The Socio-Cultural Context of Sport and Health: Problems of Causal Relations and Structural Interdependence” by Lüschen and Cockerham <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ➤ Sociology Journal #3: Find some representation of Women’s Sex, Sexuality, and Gender out there in mass media (TV show, movie, magazine article, etc.) and write a reaction paper to it. Attach a movie review (doesn’t have to be yours) or description, or the article you’re writing about, etc., when you turn in your paper. ➤ Health Science Media Report – Women and the Muscular System ➤ Health Journal #2 (AA 4-1, 4-2, 4-3, 4-4, 4-5; minimum of 3 HBC journal entries) <p><u>Quote of the Week:</u></p> <p>“Given what we know about the health benefits of physical activity, it should be mandatory to get a doctor’s permission NOT to exercise.”</p> <p style="text-align: right;">- Dr. P.O. Astrand</p>
<p>WEEK SEVEN November 5th – 9th</p> <p>**Fridays are Seminar days! Sign up on the Pot Luck list on Monday and bring in discussion questions based on the readings for each week.**</p> <p><u>Thematic Overview:</u></p> <ul style="list-style-type: none"> ➤ Pumping it up: women and strength training ➤ Feminine body building: why that’s <i>not</i> an oxymoron ➤ The Altoid’s World’s Strongest Woman Contest 	<p><u>Readings, Health Science:</u></p> <ul style="list-style-type: none"> ➤ <i>Wellness</i>, Chapters 5: “Improving Flexibility” <p><u>Readings, Sociology:</u></p> <ul style="list-style-type: none"> ➤ “The Bodybuilding Grotesque: The Female Bodybuilder, Gender Transgression, and Designations of Deviance” by Krista Scott-Dixon ➤ “Weighty Matters: Control of Women’s Access to Physical Strength” by Jan Brace-Govan <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ➤ Health Science Media Report – Flexibility and women at various ages or pregnancy

WEEK: DATES AND THEMES	READINGS & ASSIGNMENTS: READINGS DUE MONDAY ASSIGNMENTS DUE FRIDAY
	<p>➤ Health Journal #2 (Healthy Back Test; minimum of 3 HBC journal entries)</p> <p>Quote of the Week: “There is nothing more boring than something that doesn’t move!” -- unknown</p>
<p>WEEK EIGHT November 13th – 16th</p> <p>**No class Monday, BCC closed for classes**</p> <p>**American Indian Film Festival at BCC November 15th and 16th. No second half of class these days. See Sara or Kelly for details and extra credit!**</p> <p>**No Seminar/Potluck This Week**</p> <p><u>Thematic Overview:</u></p> <ul style="list-style-type: none"> ➤ The sociology of stress ➤ Stretch and health improvement ➤ How <i>do</i> you deal with stress in a society that needs you to stress out? Breathing and stress reduction ➤ Yoga in class! 	<p><u>Readings, Health Science:</u></p> <ul style="list-style-type: none"> ➤ <i>Wellness</i>, Chapters 9: “Coping with and Managing Stress” <p><u>Readings, Sociology:</u></p> <ul style="list-style-type: none"> ➤ No readings for Sociology this week! ☺ <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ➤ Tues, 11/13: Health Science Test #2 (chapters 3, 4, 5) and Health Journal #2 ➤ Health Science Media Report – Stress in Women’s Lives ➤ Group Presentations <p><u>Quote(s) of the Week:</u></p> <p>“Stress is nothing more than a socially acceptable form of mental illness” – Richard Carlson</p> <p>“For fast-acting relief, try slowing down.” – Lily Tomlin</p>
<p>WEEK NINE November 19th – 21st</p> <p>**No class Thursday and Friday; BCC closed for the Holiday**</p> <p>**Fridays are Seminar days! Sign up on the Pot Luck list on Monday and bring in discussion questions based on the readings for each week.**</p> <p><u>Thematic Overview:</u></p> <ul style="list-style-type: none"> ➤ Who’s responsible for drug trafficking? 	<p><u>Readings, Health Science:</u></p> <ul style="list-style-type: none"> ➤ <i>Wellness</i>, Chapter 11: “Taking Responsibility for Drug Use” <p><u>Readings, Sociology:</u></p> <ul style="list-style-type: none"> ➤ “Female Drug Users and the Welfare System: A Qualitative Exploration” by Luck, Ellifson, and Sterk <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ➤ Health Science Media Report – women and drugs ➤ Health Journal (AA 11-2; minimum of 3 HBC journal entries)

<u>WEEK:</u> DATES AND THEMES	<u>READINGS & ASSIGNMENTS:</u> READINGS DUE MONDAY ASSIGNMENTS DUE FRIDAY
<ul style="list-style-type: none"> ➤ Why the “War on Drugs” isn’t one ➤ Legal poppers: the new legal addiction 	<u>Quote of the Week:</u> “Penalties against possession of a drug should not be more damaging to an individual than the use of the drug itself.” <p style="text-align: right;">– Jimmy Carter</p>
WEEK TEN November 26 th – 30 th **Fridays are Seminar days! Sign up on the Pot Luck list on Monday and bring in discussion questions based on the readings for each week.** <u>Thematic Overview:</u> <ul style="list-style-type: none"> ➤ Well, it’s your presentations, so the themes are in your hands. 	<u>Assignments:</u> <ul style="list-style-type: none"> ➤ <u>Mon, 11/26:</u> Drug Assignment (Health Science) ➤ <u>Tues, 11/27:</u> Health Journal #3 <ul style="list-style-type: none"> • In-Class Presentations beginning Wednesday <u>Quote of the Week:</u> “‘Illness is the night-side of life, a more onerous citizenship.’” <p style="text-align: right;">-- Susan Sontag</p>
WEEK ELEVEN: December 3 rd – 7 th <u>Thematic Overview:</u> <ul style="list-style-type: none"> ➤ See above! ☺ ➤ Movies, food, etc. Bring in Twinkies...oh...just kidding. 	<u>Assignments:</u> Finish out In-Class Presentations In-Class potluck!
WEEK TWELVE: December 10 th – 12 th *FINALS WEEK – GOOD LUCK!	Health Science Final , Monday, December 10 th , 11:30 – 1:20 **No Sociology Final, Yippee!!**

EMAILING US:

When you email us, ALWAYS put in the SUBJECT LINE the following, in this order:

INTER 140 – YOUR NAME – SUBJECT

For example: **INTER140 – Jane Doe – Question about Pop Quiz #5.**

Your emails will be answered much faster this way. For ease of communication, it is ESSENTIAL that you stick to this mode of emailing both of us.

ABOUT THE INSTRUCTORS:

Sara: I am of Tsalagi (Cherokee), Irish, Romany/Gypsy, and Russian Jewish descent. I received my Ph.D. in Sociology (with a parenthetical notation in American Studies) from UC Santa Cruz. I received my first MA in Sociology from Humboldt State University and my second MA in Sociology from UCSC, my BA in Sociology and Journalism from Mills

College, and my AA in English and Creative Writing from Vista Community College. This is my second year as Instructor of Sociology here at BCC. I am the Native American/Indigenous Studies Area Co-Chair for the Popular Culture and American Culture Association's SW/Texas Regional Conferences. I love to write and am currently working on a memoir. I also have some poetry that's been published. I'm an avid Scrabble player, tattoo enthusiast, and I definitely drink too much coffee. I probably work too much as well, but who's counting? I live in Central Seattle with my thirteen-year-old son.

Kelly: I am originally from New Jersey, and have slowly made my way to the Pacific Northwest by way of Pennsylvania, Texas, and Arizona. After receiving my BS and MS in Exercise Science from Arizona State University, I moved to Pullman, Washington to be the Fitness Coordinator at Washington State University. I moved to Seattle three years ago, and now enjoy the benefits of the city, mountains, and bodies of water all in one place! I learned to ski two years ago, and once the snow starts falling, you will find me on the slopes. I recently became a runner and a triathlete, completing my first marathon in July 2007 and my second triathlon in August 2007. I am planning on running the Seattle Half-Marathon in November. Anyone want to join me?

Thank you for a wonderful term! ☺