

PSYCHOLOGY OF GENDER AND HEALTH

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We acknowledge that our campus and Milwaukee are the homelands and waters of the Menominee, Potawatomi, Ho-Chunk, Fox, Mascouten, Sauk and Ojibwe nations, who have known this land and water as a relative for millennia and who remain our hosts on the land today.

Course Description

This course will examine how gender informs an understanding of biological, psychological, and social factors that influence health. Topics will include health consequences of gender roles and stereotypes, health consequences of gender-based stigma and discrimination, and intervention implications.

Course Learning Outcomes

1. Students will be able to explain how gender informs an understanding of biological, psychological, and social factors that influence health.
2. Students will be able to demonstrate an understanding of the psychological processes that result in the development, maintenance, and expression of stereotypes, prejudices, discrimination, and health inequities based on gender.
3. Students will be able to critically evaluate how one's own experiences with gender identity and gender roles result from and impact health practices, policies, and structures.

Course Specifics

This three-credit course meets on Tuesdays and Thursdays from 12:30 until 1:45 pm in Wehr Physics 122.

Readings

There will not be a textbook for this course. Students will be assigned articles and chapters to read; the readings will be posted on D2L. A reading list is included at the end of the syllabus. Class time will be devoted to introducing and summarizing topics discussed in the readings and clarifying difficult concepts. **Students will be expected to come to class prepared having done the reading and ready to discuss the assigned topics.**

Diversity and Inclusion Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make the necessary arrangements.

I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community.

Class rosters and university data systems are provided to instructors with students' legal names. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you prefer. We will take time during the first class to do introductions, at which point you can share with all members of the class what name and pronouns you use. Additionally, if these change at any point during the semester, please let me know, and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Accessibility Statement

Marquette University is committed to educating all students on campus. If you have a documented disability (or think that you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the [Office of Disability Services \(ODS\)](#). To receive any academic accommodation, you must provide documentation of your disability to the ODS. The ODS works with students confidentially and does not disclose any disability-related information without their written consent. Individuals with disabilities of any kind (including learning disabilities, ADHD, depression, health conditions), who require instructional, curricular, or test accommodations, are responsible for making such needs known to Dr. Kaugars as early as possible. Every possible effort will be made to accommodate students in a timely and confidential manner.

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information best by reading, so reviewing the chapter and written notes after class will be helpful. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other campus support services, including the [Norman H. Ott Memorial Writing Center](#) and the [Office of Student Educational Services](#) are available to all students.

Your success in this class is important to me. If there are circumstances that may affect your performance in class, please let me know as soon as possible so that we can work together to develop strategies to meet both your needs and the requirements of the course.

Attendance, Participation, and Late Assignments

Class participation and active learning are important aspects of this class, so your engagement is critical to your success regardless of modality/delivery. However, I understand that sometimes you may miss class or other academic obligations affecting your grades because of illness, personal crises, and other emergencies. I will work with you as best I can to help you succeed in the course. This policy will not apply in the case of non-emergency absences. **Please contact me as soon as possible prior to a missed class session to let me know if you are missing class and will need to make up classwork/assignments.**

If a student turns in an assignment after the class period in which it is due, the student's grade for the assignment will be lowered by 5% for each day (i.e., 24 hours from class time) that it is late. After three days, the student will receive a F for the assignment. This policy will be applied to due dates for assignments to be submitted in class and/or on D2L.

Technology Requirements and Electronic Learning

To be successful in this course, you will need to have foundational experience with D2L, the University's Learning Management System. On the course D2L site students will find updated course documents, assignment guidelines, additional readings, links to videos, and grades. If you're not familiar with this technology, please review the [D2L Student Help resources](#). For general questions about technology, contact the ITS Help Desk at helpdesk@mu.edu or 414-288-7799.

Communication Policy

E-mail is an appropriate and preferred method for official communication by Marquette with students unless otherwise prohibited by law. The university has the right to send official communication to students by e-mail with the assumption that students will receive, read, and, if necessary, act in a timely manner based upon these e-mails. If I need to contact you outside of class, I will use your Marquette email address, and expect that you will read and respond to this communication in a timely manner. Additionally, please recognize standard email etiquette. Initial emails to me should contain (minimally) a subject, greeting, and closing. I will attempt to respond to students within 24 hours on weekdays. If you have not received a reply from me within 24 hours, please resend the email.

Course Requirements and Grading

Grades will be determined based on the following course requirements (440 points).

A range	92 - 100%	B- range	80 - 81	D+ range	68 - 69%
A- range	90 - 91%	C+ range	78 - 79%	D range	60 – 67%
B+ range	88 - 89%	C range	72 - 77%	F range	<60
B range	82 - 87%	C- range	70 - 71%		

- ❖ **Meeting with Dr. Kaugars** (5 points; 1% of grade)
Each student should meet with Dr. Kaugars for at least 15 minutes at some point during the semester. Dr. Kaugars will hold virtual and in-person office hours; students can meet during that time or schedule a meeting at another time.
- ❖ **Reading Responses** (14 days x 10 points = 140 points; 32% of grade)
For the first class period of each week, students will submit a response to the assigned reading. Completed assignments should be uploaded to D2L before the start of class on day due.
- ❖ **Class Participation** (14 days x 10 points = 140 points; 32% of grade)
For the second class period of each week, students will complete an in-class activity individually or in small groups.
- ❖ **Reflection Assignment on Health and Health Care Experiences** (25 points; 6% of grade)
Students will answer several prompts to help them understand their own experiences and beliefs as they work towards integrating those with knowledge about gender and health.
- ❖ **Ideas for Change** (130 points; 30% of grade)
Each student will identify one topic covered in the course and write a paper describing strategies for intervening at individual and systems levels to eliminate gender and health inequities from a psychological perspective.
 - **Proposal** (5 points): Students will submit a proposal describing their topic.
 - **Annotated Bibliography** (30 points): Students will review five research articles published in the last 10 years that are relevant to their topic. Students will summarize each article and discuss their relevance to the topic.
 - **Final Paper** (60 points): Students will submit a final paper proposing strategies for change.
 - **Class Presentation** (35 points): Students will present their strategies for eliminating gender and health inequities.

Academic Integrity

Students, faculty, and staff at Marquette University developed a Statement on Academic Integrity that recognizes the importance of integrity, both personal and academic, and includes an Honor Pledge and Honor Code applicable to all: [University Honor Code and Academic Integrity Policy](#). In this course you may be required to submit written assignments in electronic form to a plagiarism detection system called Turnitin. Your assignments become a permanent part of the Turnitin database, but they will not be used for any other purpose than checking for plagiarism.

Classroom Behavior, Respect, and Etiquette

During class, both in person and virtually, students should turn off or set in silent mode phones or any other electronic devices that may disturb student learning. Text messaging will not be allowed during class time. Students may only use laptops or tablets to take notes or retrieve course material during class. Please do not use laptops/tablets for entertainment during class, and do not display any material on the laptop/tablet which may be distracting or offensive to your fellow students. Please mute your laptop/tablet and set them up before class begins to avoid distracting other students. If a student uses a laptop/tablet for other purposes (e.g., send and receive e-mails, view the internet), Dr. Kaugars may ask the student to discontinue using the laptop/tablet for the remainder of the semester. Inappropriate laptop/tablet use is distracting to those seated around you and is unprofessional.

Week	Date	Topic
1	Tuesday, Jan 18	Introduction
	Thursday, Jan 20	Theories and Terms: Gender roles and stereotypes, intersectionality
2	Tuesday, Jan 25	Biopsychosocial Model and Social Determinants of Health
	Thursday, Jan 27	Research Considerations
3	Tuesday, Feb 1	Medical Systems
	Thursday, Feb 3	Medical Systems
4	Tuesday, Feb 8	Maternal Health
	Thursday, Feb 10	Adolescent Health
5	Tuesday, Feb 15	Masculinity and Health
	Thursday, Feb 17	Health Behaviors: Drinking
6	Tuesday, Feb 22	Heart Disease
	Thursday, Feb 24	Heart Disease
7	Tuesday, March 1	Chronic Pain
	Thursday, March 3	Chronic Pain
8	Tuesday, March 8	Arthritis
	Tuesday, March 10	Fibromyalgia
9	Tuesday, March 22	Unrest
	Thursday, Mar 24	TBA
10	Tuesday, Mar 29	Body Image and Eating Disorders
	Thursday, Mar 31	Body Image and Eating Disorders
11	Tuesday, April 5	Stress and Coping

	Thursday, April 7	Mental Health: Somatization
12	Tuesday, April 12	Mental Health: Depression
	Thursday, April 14	Mental Health Treatment
13	Tuesday, April 19	Relationships and Health
	Thursday, April 21	Transgender, Sexual Orientation, and Health
14	Tuesday, April 26	Transgender, Sexual Orientation, and Health
	Thursday, April 28	HIV Infection
15	Tuesday, May 3	Final Presentations
	Thursday, May 5	Final Presentations

Reading and Resource List

- Arcaya, M.C., Arcaya, A.L., & Subramanian, S.V. (2015). Inequalities in health: Definitions, concepts, and theories. *Global Health Action*, 8(1), 27106. <https://doi.org/10.3402/gha.v8.27106>
- Bonia, R. & Beaglehole, R. (2014). Women and NCDs: Overcoming the neglect. *Global Health Action*, 7(1), 23742. <https://doi.org/10.340/gha.v7.23742>
- Bracke, P., Delaruelle, K., Dereuddre, R., & Van de Velde, S. (2020). Depression in women and men, cumulative disadvantage and gender inequality in 29 European countries. *Social Science & Medicine*, 267, 113352. <https://doi.org/10.1016/j.socscimed.2020.113354>
- Cerezo, A., Williams, C., Cummings, M., Ching, D., & Holmes M. (2020). Minority stress and drinking: Connecting race, gender identity and sexual orientation. *The Counseling Psychologist*. <https://doi.org/10.1177/0011000019887493>
- Criado Perez, C. (2019). *Invisible women: Data bias in a world designed for men*. Abrams.
- de Lange, A.-M. G., Jacobs, E.G., & Galea, L.A.M. (2021) The scientific body of knowledge: Whose body does it serve? A spotlight on women’s brain health. *Frontiers in Neuroendocrinology*, 60. 100898. <https://doi.org/10.1016/j.yfrne.2020.100898>
- European Commission. (2020). *Gendered innovations 2: How inclusive analysis contributes to research and innovation*.
- Gendered Innovations in Science, Health and Medicine, Engineering, and Environment: <http://genderedinnovations.stanford.edu/what-is-gendered-innovations.html>
- Global Early Adolescent Study. <https://www.geastudy.org/>
- Goicolea, I., Ohman, A., & Vives-Cases, C. (2017). Intersections between gender and other relevant social determinants of health inequalities. *Global Health Action*, 10(Sup 2), 1397909. <https://doi.org/10.1080/16549716.2017.1397909>
- Gupta, G.R., Oomman, N., Grown, C., Conn, K., Hawkes, S, Shawar, Y.R., Shiffman, J., Buse, K., Mehra, R., Bah, C.A., Heise, L., Greene, M.E., Weber, A.M., Heymann, J., Hay, K., Raj, A., Henry, S., Klugman, J., & Darmstadt, G.L. on behalf of the Gender Equality, Norms, and Health Steering Committee. (2019). Gender equality and gender norms: Framing the opportunities for health. *Lancet*, 393, 2550-2562. [http://dx.doi.org/10.1016/S0140-6736\(19\)30651-8](http://dx.doi.org/10.1016/S0140-6736(19)30651-8)
- Hankivsky, O., Doyal, L., Einstein, G., Kelly, U., Shim, J., Weber, L., & Repta, R. (2017). The odd couple: Using biomedical and intersectional approaches to address health inequities. *Global Health Action*, 10, 1326686. <https://doi.org/10.1080/16549716.2017.1326686>
- Hay, K., McDougal, L., Percival, V., Henry, S., Klugman, J., Wurie, H., Raven, J., Shabala, F., Fielding-Miller, R., Dey, A., Dehingia, N., Morgan, R., Atmavilas, Y., Saggurti, N., Yore, J., Blokhina, E., Huque, R.,

- Barasa, E., Bhan, N., Kharel, C., Silverman, J.G., & Rah, A. on behalf of the Gender Equality, Norms, and Health Steering Committee. *Lancet*, 393, 2535-2549. [http://dx.doi.org/10.1016/S0140-6736\(19\)30648-8](http://dx.doi.org/10.1016/S0140-6736(19)30648-8)
- Heise, L., Greene, M.E., Opper, N., Stavropoulou, M., Harper, C., Nascimento, M., & Zewdie, D. on behalf of the Gender Equality, Norms, and Health Steering Committee. (2019). Gender inequality and restrictive gender norms: Framing the challenges to health. *Lancet*, 393, 2440-2454. [http://dx.doi.org/10.1016/S0140-6736\(19\)30652-X](http://dx.doi.org/10.1016/S0140-6736(19)30652-X)
- Heymann, J., Levy, J.K., Bose, B., Rios-Salas, V., Mekonen, Y., Swaminathan, H., Omidakhsh, N., Gadoth, A., Huh, K., Greene, M.E., & Darmstadt on behalf of the Gender Equality, Norms, and Health Steering Committee. (2019). Improving health with programmatic, legal, and policy approaches to reduce gender inequality and change restrictive gender norms. *Lancet*, 393, 2522-2534. [http://dx.doi.org/10.1016/S0140-6736\(19\)30656-7](http://dx.doi.org/10.1016/S0140-6736(19)30656-7)
- Hoffmann, D.E., & Tarzian, A.J. (2001). The girl who cried pain: A bias against women in the treatment of pain. *Journal of Law, Medicine & Ethics*, 29, 13-27.
- Hu, J., Amierehsani, K.A., McCoy, T.P., Coley, S.L., & Wallace, D.C. (2021). Cardiovascular disease risk in Hispanic American women. *Women & Health*, 61(5), 395-407. <https://doi.org/10.1080/03630242.2021.1917476>
- Mauvais-Jarvis, F., Bairey Merz, N., Barnes, P.J., Brinton, R.D., Carrero, J.-J., DeMeo, D.L., De Vries, G.J., Epperson, C.N., Govindan, R., Klein, S.L., Lonardo, A., Maki, P.M., McCullough, L.D., Regitz-Zagrosek, V., Regensteiner, J.G., Rubin, J.B., Sandberg, K., & Suzuki, A. (2020). Sex and gender: Modifiers of health, disease, and medicine. *Lancet*, 396, 565-582. [https://doi.org/10.1016/S0140-6736\(20\)32346-1](https://doi.org/10.1016/S0140-6736(20)32346-1)
- National Institutes of Health: <https://orwh.od.nih.gov/sex-gender/sexgender-influences-health-and-disease>
- Ohman, A., Eriksson, M., & Goicolea, I. (2015). Gender and health: Aspects of importance for understanding health and illness in the world. *Global Health Action*, 8(1), 26908. <https://doi.org/10.3402/gha.v8.26908>
- Ragonese, C., Shand, T., & Barker, G. (2018). *Masculine norms and men's health: Making the connections: Executive summary*. Washington, DC: Promundo-US.
- Sanchez-Lopez, M.P. & Liminana-Gras, R.M. (Eds.) (2017). *The psychology of gender and health: Conceptual and applied global concerns*. Elsevier Inc.
- Shakya, H.B., Domingue, B., Nagata, J.M., Cislighi, B., Weber, A., & Darmstadt, G.L. (2019). Adolescent gender norms and adult health outcomes in the USA: A prospective cohort study. *Lancet*, 3, 529-538. [http://dx.doi.org/10.1016/S2352-4642\(19\)30160-9](http://dx.doi.org/10.1016/S2352-4642(19)30160-9)
- Shansky, R.M. & Murphy, A.Z. (2021). Considering sex as a biological variable will require a global shift in science culture. *Nature Neuroscience*, 24, 457-464. <https://doi.org/10.1038/s41593-021-00806-8>
- Tannenbaum, C., Ellis, R.P., Eyssel, F., Zou, J. & Schiebinger, L. (2019). Sex and gender analysis improves science and engineering. *Nature*, 575, 137-146. <https://doi.org/10.1038/s41586-019-1657-6>
- van der Ham, M., Bolijn, R., de Vries, A., Campos Ponce, M., & van Valkengoed, I.G.M. (2021). Gender inequality and the double burden of disease in low-income and middle-income countries: An ecological study. *BMJ Open*, 11, e047388. <https://doi.org/10.1136/bmjopen-2020-047388>
- Weber, A.M., Cislighi, B., Meausoone, V., Abdalla, S., Meija-Guevara, I., Loftus, P., Hallgren, E., Seff, I., Stark, L., Victora, C.G., Buffarini, R., Barros, A.J.D., Domingue, B.W., Bhushan, D., Gupta, B., Nagata, J.M. Shakya, H.B., Richter, L.M., Norris, S.A., Ngo, T.D., Haberland, N., McCarthy, K., Cullen, M.R., & Darmstadt, G.L. on behalf of the Gender Equality, Norms, and Health Steering Committee. (2019). Gender norms and health: Insights from global survey data. *Lancet*, 393, 2455-2468. [http://dx.doi.org/10.1016/S0140-6736\(19\)30765-2](http://dx.doi.org/10.1016/S0140-6736(19)30765-2)
- World Health Organization. (2018). *The health and well-being of men in the WHO European region: Better health through a gender approach*.