ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE October 8, 2010

1. ACADEMIC UNIT: Women and Gender Studies

2. COURSE PROPOSED:
   WST 440 Politics of Women's Health 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Amanda Smith
   Phone: 5-3897
   Mail Code: 4902
   E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
   - Literacy and Critical Inquiry—L
   - Mathematical Studies—MA
   - Humanities, Fine Arts and Design—HU
   - Social and Behavioral Sciences—SB
   - Natural Sciences—SQ

Awareness Areas
   - Global Awareness—G
   - Historical Awareness—H
   - Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses:
   Is this a multi-section course?: ☒ No ☐ Yes; Is it governed by a common syllabus?

Georganne Scheiner-Gillis
Chair/Director
(Print or Type)

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
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<th>Identify Documentation Submitted</th>
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1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   **OR**
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

4. Course illustrates use of social and behavioral science perspectives and data.

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
### Course Prefix | Number | Title | Designation
---|---|---|---
WST | 440 | Politics of Women's Health | SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course is designed to advance the basic understanding and knowledge about human interaction.</td>
<td>For example, the readings on Women and AIDS focus on teaching students how human interaction underlies the risk of and experience of living with AIDS. Use this particular topic to by World Health Organization, “Gender and Health,” pp. 30-34. (A) 2) Maticka-Tyndall, Eleanor. 1992. “Social construction of HIV transmission and prevention among heterosexual young adults.” (A) 3) Zierler, Sally and Nancy Krieger. 1997. “Reframing women's risk: Social inequalities and HIV infection.”</td>
<td>Course syllabus: required readings, and examples of text provided.</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in sociology, anthropology and/or political science.</td>
<td>Criteria 2 and 3: Almost all the readings in the course are written by scholars in sociology, anthropology, or political science. Examples include readings by Riessman, Diamond, Armstrong, and Messing</td>
<td>Course syllabus: required readings, and examples of text provided.</td>
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<td>3. The course emphasizes distinct knowledge base of the</td>
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<td>social behavioral sciences (e.g., sociological anthropological).</td>
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<td>4. Course illustrates use of social and behavioral sciences perspectives and data.</td>
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<tr>
<td>The course exams, discussions, and paper are designed to give students experience in using social science perspectives and data. For example, the film paper teaches students to use films as data to analyze social scientific questions regarding the social stereotyping and social construction of women's health and illness.</td>
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<td>Course syllabus: &quot;evaluations&quot; (assignments) explained on pages 3 and 4.</td>
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WHAT THIS COURSE OFFERS:
Typically when we think of health differences between men and women, we focus on biology: hormones, muscle strength, reproductive organs... In contrast, this class will help you understand how gender -- ideas about men and women embedded in culture and social structure -- affects both physical health and our ideas about health. A gender focus will allow us to explore why in Africa HIV infection is more common among women than among men, why the U.S. media focus so heavily on breast cancer even though lung cancer kills almost twice as many women, and why the U.S. rate of cesarean sections is more than twice that recommended by the World Health Organization.

This class will help you understand how social factors affect women’s health, women’s health care, and medical attitudes toward the normal female body. It will also give you information and skills needed to understand how social and policy changes can improve women’s health. Along the way, you will have numerous opportunities, through written assignments, in-class activities, and class discussions to improve your ability to develop, critique, and communicate a logical argument.

Note: Due to the subject, we will on occasion discuss genitalia, sexuality, body image, and violence, sometimes using slang terms (in intellectually appropriate ways). If you would find this difficult, please see me to discuss reasonable alternatives, or consider taking a different course.

HOW TO GET THE MOST OUT OF THIS COURSE:
To realize the promises of this course, you must take responsibility for your own learning. Because class sessions will be based on discussion and analysis of the readings, you will need to do the assigned readings before coming to class. Answering the questions in your study guide before class will help you get the most out of the readings and prepare you to actively participate in the discussions.

Similarly, because so many of your opportunities to gain knowledge and develop skills will occur in the classroom, regular attendance is crucial, as is a commitment to participate in classroom discussion. Be forewarned, however, that this will not always feel comfortable: typically I ask a student a question, wait as long as it takes for the student to answer, and then ask more questions, often ending with “Why should we care?” I do so because I think each of you is worth the time and has the intelligence needed to do think issues through in depth. Feel free to ask me “why should we care?” whenever needed.

Finally, you will get the most from the assignments (and get the highest grades) if you meet internal deadlines for submitting paper proposals and draft references and if you begin your paper early enough to get comments from me on at least one draft.

KEEPING IN TOUCH
You can leave notes/papers for me with the Women and Gender Studies receptionist (West Hall
EMAIL
1) Check your “junk” or “spam” mailbox every day or two. Make sure you add my email address to your email program’s contact list or address book, to decrease the chances that notes from me will end up in your junk mailbox.
2) Check periodically to make sure your mailbox is not full.
3) If you have not received an email from me for a week, probably something is wrong. Check your email system, try sending yourself an email note, then send me an email, then speak with me.

ACADEMIC DISHONESTY:

The ASU “Student Academic Integrity Policy” manual defines plagiarism as “using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.”

Academic dishonesty, including inappropriate collaboration, plagiarizing, or cheating on exams, will not be tolerated. Students who engage in academic dishonesty should expect to receive a grade of “XE” (failed due to academic dishonesty).

Before writing your papers, please read the following web page, listed under “external links” in Blackboard: (http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml). If you use either ideas, sentences, or distinctive phrases from another source, you must identify your source. If you use distinctive phrases or sentences from your source, you must also use quotation marks as well as identifying your source. Taking multiple sentences more or less sequentially from another source is also plagiarism, even if you note your source and change a couple of words in each sentence. I won’t excuse you because you “didn’t know”: if you are unclear, see me or a librarian.

REQUIRED READINGS:
2) Karen Messing, One-Eyed Science
   Warning: Katan’s book is fabulous, but contains language some would consider vulgar, plus explicit (although more funny than erotic) descriptions of lesbian sexuality. If this is a problem for you, read Why I Wore Lipstick to My Mastectomy or another breast cancer memoir instead.
4) Study guide and packet of articles (labeled “A” below) available for purchase from
   Alternative Copy, 715 S. Forest Ave., 480-829-7992. You can order the reader online at
   http://www.alternativecopy.com. (Look at the tiny print in upper right corner for a button
   that says “Order readers.”)

OPTIONAL BOOK:
Boston Women’s Health Book Collective. Our Bodies Ourselves: New edition for a New era
NOTES

- Class members are expected to treat each topic and each other with maturity and respect. Discrimination, harassment, intimidation, personal attacks, and disruptive behavior (including “hogging” the discussion) will not be tolerated. Any student who disrespects other students or the instructor may be dropped from class and face disciplinary action.
- I am happy to discuss exams at any time, and happy to discuss your papers and review drafts until two days before a given paper is due.
- No hats, except for religious or health reasons: I can’t teach effectively – and can’t remember your names – if I can’t see your faces. Let me know if you need an exception.
- No extra credit. Ever.
- Paper and exam grades will be posted on Blackboard Announcements (not Gradebook). It is your responsibility to check that your grades are recorded accurately and to retain your papers so we can correct any recording errors.
- Please see me before the end of the second week of classes if you need accommodation for a qualified disability. All information is confidential. Disability Resources for Students is located in Matthews Center 143 (965-1234, www.asu.edu/drc.)
- For native English speakers, any papers that do not meet minimum standards for English spelling and grammar will fail. Warning: if I find a consistent grammar error in your papers, I will require you to go to the Writing Center to fix it, and will dock your paper by 20 points until you do so. Writing expectations are lower for non-native English speakers; please see me to discuss.
- Although I have tried to make this syllabus comprehensive and accurate, I may have to make some changes as we go along.

EVALUATIONS:
To evaluate your progress in achieving this course’s promises and to provide you with feedback on your learning, I will look at the following items. These items total 1000 points, with A=900 points, B=800 points, etc.

1. Two exams (350 points each): Exams will include essay questions and may include other types of questions. I encourage you to study in groups.

2. Participation (150 points). This will be measured through a series of written assignments. Some of these (“participation points”) are noted on the syllabus, must be about one page, typed single-spaced. The rest will take various forms and will occur during class sessions at unannounced times. These assignments cannot be made up. To get credit, students must both bring their assignments to class and attend class on the day the assignment is due. Note: Participation points noted on syllabus will be worth more than other assignments.

3. Film Paper (150 points)
*Please read sample paper on Blackboard/documents.
**You may not write about the series Scrubs.
On your own or in groups of up to three people, view either two feature films or four hours of one television series that depicts women health care workers, women who have illnesses, or women who have disabilities. Your purpose is to discuss how the media portray these types of women (not women in general), focusing on what these films suggest about gender. I will
provide you with a list of films/shows (but you can propose an alternative if you’d like).

To analyze a film, you have to be able to separate your perspective from the filmmaker’s perspective. Ask yourself which character or characters the filmmaker intends you to sympathize with. That character’s perspective is your best clue to the film/filmmaker’s perspective. The following questions, then, ask what the filmmaker is trying to accomplish or say in this film.

Because your emphasis is on arguing a thesis, you should have no more than a couple of sentences at the beginning summarizing the film. It’s better to weave your summary of the film into your discussion of the thesis (e.g., “Spike Lee’s film Do the Right Thing tells us that all humans, regardless of race, are racist. The film, which depicts one day in the life of a poor New York City community, shows the interactions between members of different races, all of whom seem equally to dislike the others.”)

The first paragraph of your paper should lay out your argument, phrased so that it covers both movies or all 4 shows you saw. Your argument should take approximately the following form: “These films/shows send the message that ____________.”

The message you select should be a statement about gender roles. For example:

“These films argue that only males have the intelligence to be doctors.”
“Those films argue that only females have the common sense and empathy to be doctors.”
“Although these films are intended to increase our empathy with women, they unintentionally reinforce stereotypes about women.”

The rest of your paper should largely be devoted to providing evidence to back up your argument. For example, you might write: “These films argue that only males have the intelligence to be doctors…. They do this in three ways. First, the films portray males as intelligent by showing... Second...

Finally, discuss the positive or negative consequences that will occur if people believe the message of these films/shows, making it clear whether you think those social consequences are good or bad. (e.g. “Suggesting that women are _____ is wrong because...) Take a stand.

4) Plagiarism review.
Submit all short policy papers as files to “safe assignments” (anti-plagiarism software) on Blackboard. To do so, first go to the blackboard site for this class, and then to assignments. Submit your paper to the appropriate assignment. To check whether your assignment was submitted successfully, go back to the “assignment area” in Blackboard and click on the view/submit link. If you do not see your assignment, you did not successfully upload it.

For information on submitting files, please go to wiki.asu.edu. About halfway down the page you will see “instructional tools,” and below this “safe assignment.” Click on “How do students submit files?” If you have technical questions, such as not knowing how to attach a file, call computer commons (965-6500) or submit a “problem ticket” to http://asu.edu/alti/ltlab/mailforms/saerror.html.

GRADING WRITTEN WORK

The primary requirements are that your papers be logical, grounded in evidence, and provide a gender analysis; a paper that solely looks at the biology of disease in women is not appropriate for this class. The following explains the differences between grades:
A: Outstanding: creative, logical, analytical rather than merely descriptive. Shows clear grasp of concepts and demonstrates ability to synthesize material from both inside and outside the classroom. Written at the college level, using appropriate citation style and standard English, with the very minimum of spelling, punctuation, or grammatical errors.

B: Very Good. Clearly above average. Written work is presented at the college level, but might have an occasional confusing spot, sentence or spelling mistake, and a somewhat less developed or less creative analysis.

C: Good. Average. These papers might reveal that the writer probably understand the concepts, but the quality of writing is confusing or underdeveloped so that these essays would not teach concepts to an uneducated audience. These are essays that summarize the readings.

D/E: Below expectations. Below what one would normally expect from a student at their level. Writing marred by mechanical problems. Papers will fail if the level of writing is so confusing, underdeveloped, or error ridden that the reader cannot tell what the writer knows or means.

**SCHEDULE**

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<th>Introduction and Crucial Tasks</th>
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<td>1) Add my email address to your email program’s contact list or address book</td>
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<td>2) Add my name to your “safe sender” or “safe contact” list. In Outlook, you’ll need to do some version of the following: Select Actions</td>
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<td>3) Either begin checking your ASU email account regularly or forward your asu email to whatever address you typically use. To do so, go to myasu, then click on Computing, Phone, and Data Services (right hand column), then Email Update. Under destination address, type in the address you actually use for reading your mail (hotmail, cox, whatever).</td>
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| 8/27 | Riessman, Catherine Kohler. “Women and medicalization” (A) |

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<th>9/1-3</th>
<th>Gender and the Distribution of Illness</th>
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<td>Office on Women’s Health, “Lesbian health fact sheet.” (A)</td>
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<td>“So you want to be a sensitive health care provider.” (In study guide)</td>
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| 9/8  | Women and AIDS  
1) World Health Organization, “Gender and Health,” pp. 30-34. (A)  
| 9/10 | Barb Brados speaking on living with AIDS |
| 9/15 | Intersex  
Film: *Is it a boy or a girl?*  
Read background on intersex in study guide |
| 9/17 | Drug abuse (not in study guide)  
Guest lecture: Women and methamphetamine. Prof. Vera Lopez  
Meth fact sheet (blackboard documents)  
*Optional*: “Lopez on drugs and girls,” Blackboard documents. |
| 9/22-24 | Nursing Aides and Nursing Homes:  
Read background data page in study guide.  
Participation points: Based on Diamond’s book, summarize *one* health problem and *one* non-biological *cause* of that health problem. Then outline *one* policy that would help to alleviate the problem by *attacking the underlying (non-biological) cause*. A policy is a concrete course of action agreed upon by a government, nonprofit organization, professional association, neighborhood association, religious body, or the like, such as AMA guidelines for medical education or laws that punish corporations that pollute the environment.  
Be sure you don’t confuse treatment or early identification with prevention. (For example, mammograms neither treat nor prevent breast cancer.) Also don’t confuse policy with either typical doctors’ practices or your views regarding doctors’ practices. |
| 9/29 | Childbirth  
| 10/1 | Film: *Born in the USA* |
| 10/6-8 | Political Economy of Health Research  
**BOOK**: Messing, *One-Eyed Science* (chapter 1-5, 7, 8). For more information on the Triangle Shirtwaist fire, see Blackboard, external links  
*Participation points: In one page (single-spaced), identify *three* occupational health risks (described by Messing) that women *typically* face (across occupations). Then compare those three risks to the occupational health risks that you or someone you know has faced on the job. |
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<td>10/15</td>
<td>Rape and the Military (not in study guide)&lt;br&gt;&lt;em&gt;Read/view the following before class:&lt;/em&gt;&lt;br&gt;&lt;em&gt;Blackboard document: Military sexual trauma&lt;/em&gt;&lt;br&gt;&lt;em&gt;Blackboard external links:&lt;/em&gt;&lt;br&gt;1) Rape in the Military: <a href="http://www.pbs.org/now/shows/421/index.html">http://www.pbs.org/now/shows/421/index.html</a>. (30 min.)&lt;br&gt;2) Rape in the Congo.</td>
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<tr>
<td>10/20</td>
<td>First exam</td>
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<td>10/22</td>
<td>No class meeting today:&lt;br&gt;On your own or in a group of up to three people watch two films and write your “film paper.” (see above).</td>
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<td>10/29</td>
<td>Female Genital Mutilation&lt;br&gt;World Health Organization fact sheet on female genital mutilation in study guide.&lt;br&gt;Film: FGM selections&lt;br&gt;* Film paper due</td>
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<td>11/10</td>
<td>Living with disability: Andrea Decker</td>
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| 11/12-17 | Alcohol abuse  
Young, Amy M. et al., 2005. “Drinking Like a Guy.” Substance use and Misuse  
40:241-267. (A)  
Film: Spin the Bottle |
| 11/19   | Lecture on US Health care system (not in study guide)  
Optional: Blackboard, course documents, on health insurance in the U.S. |
| 11/24   | Politics of Breast Cancer (RW: PPT lecture)  
| 11/26   | No class: Thanksgiving                                                |
| 12/1    | Living with Breast cancer:  
**BOOK:** Tania Katan, My One-Night Stand With Cancer: A Memoir  
*Participation points: Identify two strategies Katan uses to deal with her cancer and its treatment. How do these strategies help or hurt her?* |
| 12/3    | Pulling It All Together (no readings)                                 |
| 12/8    | Second exam                                                            |
One-Eyed Science

Occupational Health and Women Workers

Karen Messing

Foreword by Jeannie Mager Stellman
A provocative look at why researchers are blind to the health problems of women workers

After decades of research by the author and her colleagues into what women do in positions such as bank teller, secretary, waitress, nurse, factory worker, and poultry processor, Karen Messing is astonished to find that for many policymakers, researchers, and activists, the topic of women's occupational health doesn't exist.

Messing investigates the controversial topics of male/female differences in jobs, health, and basic biology. The pain and suffering of women workers is illustrated in vivid case studies of health risks for women in the workplace, including musculoskeletal disease, the hazards of office work, emotional stress, and reproductive hazards.

No longer can employers, administrators, and health professionals ignore the very real problems women encounter in their jobs. Throughout the book, Messing captures the everyday reality of workplace tasks and stresses—from lifting boxes to juggling mental tasks under pressure to the emotional labor of caring for upset or abusive people—by combining on-site observing with listening to the workers' descriptions of their work lives.

Responding to the tough question, why are scientists so unresponsive to the needs of women workers, Messing describes long-standing difficulties in gaining attention for the occupational health of women, ranging from the structure of the grant process and the conferences crucial to the professional life of researchers to the basic assumptions of scientific practice. Messing laments the separation of even most feminist health researchers from workplace concerns and asserts that it is time to develop a science that can prevent women workers' pain and suffering.

Karen Messing is former co-Director of CINBIOSE and Professor of Biological Sciences at the University of Quebec, Montreal.

In the series Labor and Social Change, edited by Paula Reyman and Carmen Sirianni

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Photo by Geniveve Denis
Printed in U.S.A.

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Philadelphia 19122

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Making Gray Gold

Narratives of Nursing Home Care

Foreword by Catharine R. Stimpson

Timothy Diamond
Sociology/Health Care/Women’s Studies

This evocative firsthand report on the work of nurses and other caregivers in nursing homes is set powerfully in the context of wider political, economic, and cultural forces that shape and constrain the quality of care for America’s elderly. Diamond’s compelling stories of nursing home life count the economic and emotional costs of business-as-usual policies and regulations to the residents and workers. In a society in which some two million people live in 16,000 nursing homes, with their numbers escalating daily, this thought-provoking work demands immediate and widespread attention.

"Making Gray Gold is a cry for change in the huge machine that is the American health care system. I wish that every bureaucrat who regulates the industry, doctor who has patients in a home, politician who talks about health care, investor who holds stock in a health care corporation, and health care researcher would read this book."
—From the Foreword by Catharine R. Stimpson

"[An] unnerving portrait of what it’s like to work and live in a nursing home. . . . By giving voice to so many unheard residents and workers Diamond has performed an important service for us all."
—Diane Cole, New York Newsday

"With Making Gray Gold, Timothy Diamond describes the commodification of long-term care in the most vivid representation in a decade of round-the-clock institutional life. . . . A personal addition to the troublingly impersonal national debate over health-care reform."
—Madonna Harrington Meyer, Contemporary Sociology

**Timothy Diamond** is associate professor of sociology at California State University.

Women in Culture and Society
a series edited by Catharine R. Stimpson

The University of Chicago Press

Cover photograph: Ted Lacey
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Note: This book is a memoir analyzed from a social science perspective in class.