

GWS 103: Women and Their Bodies in Health and Disease

Spring 2018 | M/W 8:50am-9:40am | Sterling 1310

Instructor: Chris Barcelos, PhD, MPPA
 Assistant Professor, Gender and Women's Studies
Office: Sterling 3414
Email: Barcelos@wisc.edu
Drop-in office hours: Wed. 1pm to 3pm
Office hours by appointment:
<https://barcelosofficehours.youcanbook.me/>



Course learning objectives

After completing this course, you should be able to:

- Understand and describe physiological processes and phenomena relating to health (for example, menstruation, aging) and ill health (for example, cancer, chronic disease).
 - Recognize that bodies are located in a social context that influences health and illness.
 - Understand and analyze the interplay between physiological processes and social processes.
 - Contextualize health within the social and cultural influences on people's lives.
 - Evaluate how multiple kinds of social inequalities (e.g., race, ethnicity, social class, sexual identity, gender identity) shape health and health disparities.
- Demonstrate knowledge of feminist health movements
- Describe how gender affects the roles we play as health-care consumers, activists, and practitioners.
- Become more active patients and better-educated healthcare consumers.

Course Information

- **3 credits**
- **No Prerequisite, elementary level, course designation "N"**
- **All face-to face instruction**
- **Credit hours earned by traditional [Carnegie definition](#)**

The focus of this course is to connect information about your body and personal health to larger social and political contexts. The course content is inclusive and affirming of the bodies, identities, and experiences of all people who consider themselves women, including cisgender women, transgender women, and non-binary individuals adjacent to the category of woman, as well as those that have ever been considered female by the medical system, including trans men, intersex people, and genderqueer/nonbinary people.

Spring 2018 Teaching Assistants (TAs)

Name	Email	Office	Sections	Pronouns
Malú Machuca-Rose	machucarose@wisc.edu	Sterling 3417	303, 305, 310	they/them/theirs
Grace Morrison	gmorrison@wisc.edu	Sterling 3417	304, 307, 308	she/her/hers
Katka Showers-Curtis	showerscurti@wisc.edu	Sterling 3417	301, 311, 312	zir/hir/his
Dee Cavender Wilkinson	dcwilkinson@wisc.edu	Sterling 3417	302, 306, 309	she/her/hers

READINGS

All readings are available as PDF downloads on our Canvas course website: <https://canvas.wisc.edu/>. The good news is that there is no book to buy!! The bad news is that you have to be disciplined about downloading and/or printing all course readings on your own.

We will read several chapters from each of the following books. These are all excellent personal health books that you should have on your bookshelf. Buying them is optional, but highly recommended.

- Boston Women's Health Book Collective, *Our Bodies, Ourselves* (2011 edition), ISBN: 978-1439190661
- Laura Erickson-Schroth, *Trans Bodies Trans Selves*, ISBN: 978-0199325351
- Heather Corinna, *S.E.X.: The All-You-Need-To-Know Sexuality Guide to Get You Through Your Teens and Twenties* (2nd edition), ISBN: 978-0738218847

Our local independent, feminist bookstore, *A Room of One's Own* at 315 W. Gorham St. has extra copies of these books stocked for us this semester. Ask at the front desk where to find them.

ASSIGNMENTS AND EXAMS

Assignment #1 Resource Scavenger Hunt

DUE on Canvas 2/14 by 11:59pm

This assignment requires you locate and obtain information about health resources in Madison and your hometown. You will write up your results in a 3 page paper. Detailed instructions are on Canvas.

Assignment #2 Personal Health Inquiry Assignment

DUE on Canvas 4/18 by 11:59pm

In this assignment, you will spend one month observing some aspect of your health, collecting data, and writing up your observations in a 2-3 page paper. For example, you may choose to observe chronic illness symptoms, mood/mental health, mindfulness activities, menstruation/ovulation, medication use, etc. Detailed instructions are on Canvas. If monitoring your health in this way is likely to cause you distress, rather than provide you with useful information, you may complete an alternate assignment as long as you *notify your TA by Monday, 3/19*.

Discussion postings

DUE on Canvas various dates by Tuesday at 5pm

You are responsible for posting about the readings (any of the readings for that week) on your discussion section's Canvas board 6 times during the semester: twice during weeks 1-5, twice during weeks 6-9, and twice during weeks 10-14. Your TA will give you additional instructions about these posts.

Late assignment policy

Assignments submitted to Canvas after the specified due date and time will be deducted five percentage points (5%) per 24 hours. For example, if an assignment is one day late, the highest possible grade a student could earn would be a 95 versus 100. If the assignment is two days late, the highest possible grade would be a 90.

We will not accept assignment more than five days after the due date. After five days, you will receive a zero (F) for that portion of your grade. If you have extenuating circumstances, such as a serious illness or family emergency, you must contact your TA before the assignment is due. *Any possible extension on an assignment is at the discretion of the TA and is not guaranteed.*

Exams

IN CLASS 2/28, 4/11, and 5/10

There are 3 non-cumulative exams in this course. Exams take place in lecture. Exam 1 covers all lectures, discussion sections, readings, and handouts from weeks 2-5. Exam 2 covers all lectures, discussion sections, readings, and handouts from weeks 6-9. The final exam covers all material from week 10 until the end of the course.

Exams will be taken through the Top Hat platform (see FAQ below about Top Hat). This requires you to bring a laptop or tablet to the exam. If you do not own a laptop or tablet, you can borrow one for free from several sites on campus: <https://ecs.library.wisc.edu/>. Van Hise is the closet location to Sterling Hall, however, rentals are first come, first served. The only place you can reserve a device in advance is through College Library: <https://www.library.wisc.edu/college/services-at-college/equipment/>.

If you arrive at the exam without a device, you will unable to retake the exam and will receive a grade of zero. There are no exceptions to this policy. Please plan ahead!

Extra credit

There will be an optional extra credit question on each exam. Unfortunately, do not offer any other forms of extra credit in this course.

CLASS POLICIES

Communication/questions

*If you have day-to-day questions or concerns about your section, assignments, lecture content, grades, or other important issue related to this class, **please speak to your teaching assistant first.*** There are many of you and only one of me; your question will be answered much more efficiently if you contact your TA first! You are also welcome to come to my drop-in office hours Wed. 1pm-3pm or make an appointment: <https://barcelosofficehours.youcanbook.me/>. If your concern is still not addressed, you can contact the GWS department chair, Aili Tripp, atripp@wisc.edu.

Grade disputes

Please allow 24 hours after receiving a grade before contacting your TA to discuss it. All grade inquiries and disputes must occur within 2 weeks after receiving the grade.

Photography, audio/video recording in lecture

Unless you have a McBurney Visa that states you are allowed to record lectures for accommodation reasons, you are not permitted to photograph or audio or video record any part of lectures, including my slides and verbal lecture. The purpose of this policy is to protect my privacy and intellectual property, as well as to help preserve academic integrity. Students found abusing this policy will be subject to disciplinary processes. This policy is also for your own privacy and protection!

Attendance

Students are expected to attend all lectures and discussion sections. If you must miss lecture due to illness, religious observance, or family emergency, obtain the lecture notes from a classmate and, if necessary, meet with your TA.

If you must be absent from discussion section, please notify your TA as soon as possible. Each student receives ONE "freebie" absence at discussion section without penalty. **Each additional discussion absence will result in deduction of 2 percentage points of your semester grade** (for example, an 88% AB would become an 86% B). If you have extenuating circumstances that prevent you from attending your discussion section, please speak with your TA in advance to discuss possible ways to make up the absence.

Participating in discussion section each week is an easy way to improve your grade; it's also a great way to enhance your learning. You may not attend a different discussion section in order to make up an absence. **Students may attend their designated section only.**

Religious Holidays: Absences due to religious holidays will not be penalized. However, you must inform your TA at least **two weeks in advance** if you are missing a discussion section for religious reasons. You are responsible for finding out what happened that day and for turning in assignments.



Laptop and Cell phone policy in lecture

Many professors at UW and elsewhere prohibit students from using laptops in the classroom. I *do* allow laptops/tablets in the classroom, as I recognize them as tools that can help you learn. You are welcome to use your computer in class in order to take notes or view the readings. You are *not allowed* to use technology in the classroom to absentmindedly surf the web, check

email, or use social media. In other words, be present to the class and do not engage in multi-tasking. It is up to you to assess your ability to use your computer in the classroom and be mindful about it.

If you plan to use your laptop in lecture to take notes or view the readings, you must 1. Register on the approved laptop-user list within the first 2 weeks of the semester (on Canvas) and 2. Sit in the first 6 rows of the classroom. These rules help ensure an optimal learning environment for everyone. Laptop privileges may be revoked.

Phones are to be used ONLY for Top Hat. If no Top Hat questions are on the lecture screen, please put your phone away. Texting or using your phone outside of Top Hat during class is NOT allowed. Thanks for helping us create a good learning environment for all.

Statement on self- and community-care related to course content

We will cover some intellectually and emotionally challenging topics in this class. I am committed to making my courses academically rigorous while maintaining an ethic of self- and community- care related to intense content. I aim to help deepen your capacity for both personal/emotional engagement and nuanced political and academic engagement with these topics. I make an effort to give a heads up about potentially intense content, but it is not possible for me to anticipate the potential needs of all students. If you have concerns about your ability to participate in a particular course topic, please notify your TA at least two weeks in advance so that you can discuss other possible arrangements. However, please honestly assess your readiness to participate in this course and its content this semester. Your enrollment in this course indicates that you have read this syllabus, including this statement, and agree to participate in the course in a thoughtful and respectful manner.

TOP HAT INFORMATION AND POLICIES

What is Top Hat? Top Hat (www.tophat.com) is an app that helps us engage students during class. It allows you to submit answers to in-class questions and surveys using your phone, tablet, or laptop. Some of you have used iClickers in the past; Top Hat is a similar classroom response system that's now supported by UW-Madison.

Why do we use Top Hat? It's a great way to engage learning in large classes is to gather real-time input from all students present. Sometimes questions will ask for your opinion; sometimes they will review material I've covered. Although these questions sometimes have right answers (which I will share), there are no penalties for answering questions incorrectly. The point is to stop, think, and engage with the material. Your answers also help me figure out if I need to review a topic.

How do I purchase and register Top Hat? You should have received a Top Hat invitation by email. But if you didn't receive this email, you may also register by visiting our course website:

<https://app.tophat.com/e/374763>. Note: our course's Join Code is 374763.

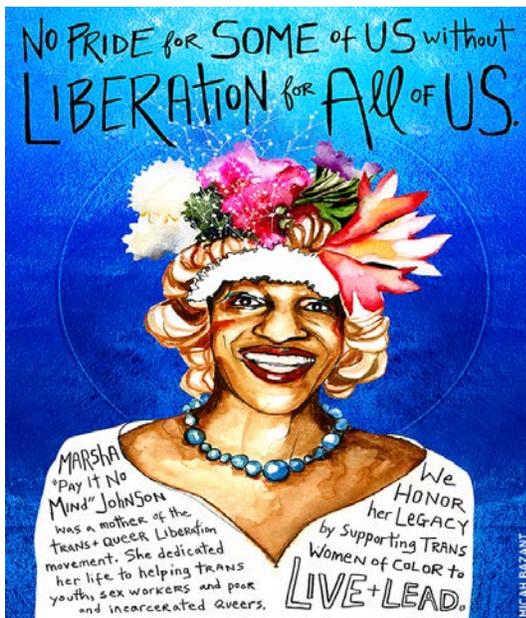
How much does it cost? A Top Hat subscription is \$35 for a semester. This subscription will work for all of your courses that use Top Hat (not just this one). You can also buy a year long subscription for \$50 or a 4-year subscription for \$95. This is not bad considering there is no textbook to buy!

How will Top Hat benefit me? I hear from students that Top Hat questions posed during class help them synthesize and retain the material. Research backs this up: in-class electronic polling improves student learning and performance.

What if I don't have an electronic device? No problem. Let your TA know within the first 2 weeks of the semester. When I pose a Top Hat question in lecture, jot down your response on a piece of paper and submit to your TA in discussion section that week.

FREQUENTLY ASKED QUESTIONS

What if I'm absent on the day of an exam? We do not offer make-up exams, so students receive a zero for that portion of their grade if they miss an exam. Please plan accordingly. If your travels require your absence on 2/28, 4/11, or 5/10, then you may wish to drop the course.



Are there sections the first week of the course? Do I have to attend every section? Yes, there are sections the first week: please attend or you will be dropped from the course!!!! Check out the attendance policy on page 3 for more details on missing a discussion section.

Do I need to check Canvas often? Absolutely. Canvas is where all of your readings are located! Canvas will also list all grades and allow you to turn in assignments. It is imperative and YOUR RESPONSIBILITY that you check Canvas regularly.

Should I do the readings before lecture? Yes! Having completed the readings before lecture

will GREATLY help your understanding of course material. You must also complete all assigned readings before you attend discussion section.

GRADING

% of final grade	Course component
20%	Attendance and participation in sections
5%	Top Hat participation
15%	Exam 1 (2/28)
15%	Exam 2 (4/11)
15%	Exam 3 (5/10)
15%	Assignment 1: Resource scavenger hunt
15%	Assignment 2: Personal health inquiry
100%	Total

Final letter grades are as follows:

A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
D	60-69
F	below 60

ACADEMIC HONESTY POLICY

In a nutshell: don't do it. Academic dishonesty is a serious violation: it undermines trust and honesty between you and me, degrades the value of your degree, and defrauds those who may eventually depend upon your knowledge and integrity. Examples of academic misconduct include, but are not limited to: cheating on an exam (copying from another student's paper, continuing to work on an exam after the time has expired), copying the work of someone else, submitting for credit work done by someone else, stealing exams or course materials, tampering with the grade records, or knowingly and intentionally assisting another student in any of the above. **Unfortunately, we have had to fail a number of prior GWS 103 students due to academic dishonesty.** Our use of TurnItIn in particular has located a number of plagiarized assignments from former 103 students.

If you present the words or ideas of others without giving them proper credit, you are guilty of plagiarism. Learn what constitutes plagiarism and the correct rules for citing sources. Refer to the Dean of Students' webpage for more information: <https://www.students.wisc.edu/doso/>.

This course follows the policies and potential sanctions outlined by the UW Office of Student Conduct and Community Standards: <https://conduct.students.wisc.edu/academic-misconduct-sanctions/>.

ACCOMODATION POLICY

I am committed to making sure my courses are accessible to students with a range of disability accommodations and learning needs. If you have a McBurney VISA, please make it available to your TA by week 2 of class. If you do not have a McBurney VISA but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course, I encourage you to meet with your TA ASAP to discuss how best to accommodate you. In some

cases, we may recommend that you consult with the McBurney Disability Resource Center: <https://mcburney.wisc.edu/>.

If you wish to request accommodations for the lecture portion of class (e.g.: lecture captioning, extended test times/locations) you must inform our McBurney Lecture/Exam Coordinator TA, Katka Showers-Curtis. You can meet with Katka during hir office hours or contact hir by email: showerscurti@wisc.edu. If you'd rather speak with me (Dr. Barcelos) you may make an appointment using my office hours scheduler (see page 1 of the syllabus). Please bring a copy of your service plan/VISA to any meeting with a TA or me.

We are unlikely to honor exam accommodation requests made within 72 hours of any exam. Advanced planning on your part helps us create an accessible classroom environment for all.

COURSE CALENDAR AND READINGS

Please note: This syllabus is a “living document” in the sense that course readings and assignments may change according to the needs of student learning. I will inform you if I make changes to the syllabus schedule!

Week 1: Introduction to course	
Wed. 1/24	<ul style="list-style-type: none"> • Read the syllabus. No really, read it. <p>YOU MUST ATTEND DISCUSSION SECTION THIS WEEK OR YOU WILL BE DROPPED FROM THE COURSE!</p> <p><i>ASSIGNMENT DUE to your TA during section: Syllabus contract</i></p>
Week 2: Models of gender, sexuality, and health	
Mon. 1/29 <i>What is gender?</i> <i>What is health?</i>	<ul style="list-style-type: none"> • Davey Shlasko, “Sex and Gender Terminology” • Mildred Blaxter, “What is Health?” • Heather Corinna, “What is Feminist Sex Education?”
Wed. 1/31 <i>How is health political?</i>	<ul style="list-style-type: none"> • Our Bodies Our Ourselves, “The Politics of Women’s Health” • Elizabeth Nash, et al. “Policy Trends in the States, 2017”
Week 3: How is health political, cont.	
Mon. 2/5 <i>Health inequalities</i>	<ul style="list-style-type: none"> • Jasmia Hamilton and Brooke Barnhart, “Multiple Marginalization and Health” • Jeff Krehely, “How to Close the LGBT Health Disparities Gap”

	<ul style="list-style-type: none"> • Rhithu Chatterjee and Rebecca Davis, “How Racism May Cause Black Mothers to Suffer the Death of Their Infants.” • Vanessa Northington Gamble, “Under the Shadow of Tuskegee: African Americans and Health Care”
Wed. 2/7 <i>The healthcare system</i>	<ul style="list-style-type: none"> • Miranda Waggoner and Cheryl Stults, “Gender and Medicalization” • Heather Corinna, “Dealing With Doctors: Taking Care of Your Healthcare Destiny” • Amy Littlefield, “Catholic Rules Forced this Doctor to Watch Her Patient Sicken—Now, She’s Speaking Out” • Casey Quinlan, “How Medical Schools are Failing the LGBTQ Community” • Jennifer Nicole Herman, “Building Fat Patient Power While Accessing Healthcare”
Week 4: Anatomy: What’s up down there?	
Mon. 2/12 <i>Part 1</i>	<ul style="list-style-type: none"> • Dean Spade, “Purportedly Gendered Body Parts” • Theresa Hornstein and Jeri Schwerin, “Reproductive Anatomy” • Anne Fausto-Sterling, “Of Spiral and Layers” • Lily Puckett, “8 Fascinating Things You Didn’t Know About the Clitoris”
Wed. 2/14 <i>Part 2</i>	<ul style="list-style-type: none"> • Anne Fausto-Sterling, “Of Molecules and Sex” • Cary Gabriel Costello, “Intersex Genitalia Illustrated and Explained” • Cary Gabriel Costello, “Trans and Intersex Children: Forced Sex Changes, Chemical Castration, and Self-Determination” • Jules Chyppen-Brennan, “Surgical Transition” <p>ASSIGNMENT #1 DUE ON CANVAS 11:59pm: Resource Scavenger Hunt</p>
Week 5: The biology and politics of hormones	
Mon. 2/19 <i>Hormones and sex/gender</i>	<ul style="list-style-type: none"> • Anne Fausto-Sterling, “Am I a Boy or a Girl?” • Maddie Deutsch, “Medical Transition” • Davey Shalsko, “Transition handout”
Wed. 2/21 <i>Menstruation</i>	<ul style="list-style-type: none"> • Theresa Hornstein and Jeri Schwerin “The Reproductive Cycle”

	<ul style="list-style-type: none"> • Breanne Fahs, “Raising Bloody Hell: Inciting Menstrual Panics through Campus and Community Activism” • Sam Riedel, “Yes, Trans Women Can Get Period Symptoms” • Katie Dupere, “These Period-Friendly Boxers Help Trans Men Look and Feel Good” • Oh Joy Sex Toy, “Glad Rags and the Moon Cup”
Week 6: Reproductive justice	
Mon. 2/26 <i>Reproductive justice 101</i>	<ul style="list-style-type: none"> • Loretta Ross and Rickie Solinger, “Reproductive Justice in the 21st Century”
Wed. 2/28	<p>Exam #1 in class</p> <p><i>(covers all lectures, discussion sections, readings, and handouts from weeks 2-5)</i></p>
Week 7: Sexuality	
Mon. 3/5 <i>Sexual identity</i>	<ul style="list-style-type: none"> • Heather Corinna, “Sexuality: WTF Is It, Anyway?” • Leila Rupp and Verta Taylor, “Straight Girls Kissing” • Lisa Wade, “What’s So Cultural About Hook Up Culture?” • Nic Clarkson, “Penis Is Important For That” • Dean Spade, “For Lovers and Fighters”
Wed. 3/7 <i>Sexual pleasure</i>	<ul style="list-style-type: none"> • Elizabeth Armstrong, Laura Hamilton, and Paula England, “Is Hooking Up Bad for Young Women?” • Heather Corinna, “Sex Starts With You: Arousal, Orgasm, Masturbation, and Fantasy” • Heather Corinna and CJ Turett, “Yes, No, Maybe, So: A Sexual Inventory Stocklist” • S. Nicole Lane, “How Feminist Porn is Traversing the Mainstream” • Kai Cheng Thom, “How Trans Women are Reclaiming Their Orgasms” • Jenavieve Hatch, “Straight Women Are Having Fewer Orgasms Than Everybody Else”

Week 8: Sexual health

<p>Mon. 3/12 <i>STIs</i></p>	<ul style="list-style-type: none"> • Heather Corinna, “Safe and Sound: Safer Sex for Your Body, Heart, and Mind” • Heather Corinna, “Unpacking a Bag Full of STI Stigma” • Guttmacher Briefs on Sex and HIV Education • Michaelleen Doucleff, “Going Bare Down There May Boost Risk of STIs” • Rachel Kramer Bussel, “Beyond Yes or No: Consent as Sexual Process” • Adrienne Fugh Berman, “Cervical Cancer Vaccines in Context”
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<p>Wed. 3/14 <i>HIV/AIDS</i></p>	<ul style="list-style-type: none"> • Centers for Disease Control Info Sheets: HIV Basics, HIV Transmission, HIV Testing, PrEP • Paula Triechler and Catherine Warren, “Maybe Next Year: Feminist Silence and the AIDS Epidemic” • The Well Project, “Transgender Women: HIV Prevention as a Priority” • The Well Project, “HIV and Pregnancy”
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Week 9: Not getting/being pregnant

<p>Mon. 3/19 <i>Contraception</i></p>	<ul style="list-style-type: none"> • Heather Corinna, “To Be or Not to Be...Pregnant: Contraception” • Rewire Contraception: Read at least 3 articles • Jenn Stanley, “CHOICE/LESS: The Backstory, Episode 1: The 1956 Puerto Rican Pill Trial” • Sistersong and National Women’s Health Network, “Long-Acting Reversible Contraception Statement of Principles”
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<p>Wed. 3/21 <i>Abortion</i></p>	<ul style="list-style-type: none"> • Our Bodies, Ourselves, “Abortion” • Guttmacher Institute, “An Overview of Abortion Laws” • Guttmacher Institute, “State Facts About Abortion: Wisconsin” • Shoutyourabortion.com (read at least 3 stories) • Rachel Wilson, “How to Run a Back Alley Abortion Service”
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Week 10: Pregnancy and childbirth

Mon. 4/2
Pregnancy & breastfeeding

- Our Bodies, Our Selves, “Pregnancy and Preparing for Birth”
- Gloria Malone, “Project Teenbirth and the Importance of Unconditional Support”
- Britni De La Cretaz, “What’s It’s Like to Chestfeed”
- Sarah Beauchamp, “Councilwoman Catherine Emmanuelle Can't Breastfeed During Meetings Because It Disturbs ‘Decorum’”

Wed. 4/4
Childbirth

- Our Bodies, Our Selves, “Labor and Birth”
- Miriam Zoila Pérez, “Doula Comeback Tied to Gaps in Modern Birth Care”
- Mary Annette Pember, “The Midwives’ Resistance: How Native Women are Reclaiming Birth on Their Terms”
- Theresa Morris and Joan Robinson, “Forced and Coerced Cesareans in the United States”

Week 11: Substance use and abuse

Mon. 4/9
Gender, college, drinking, and drugs

- Laura Hamilton and Elizabeth Armstrong, “The (Mis)education of Monica and Karen”
- Hannah Harris Green, “Prescription Opioid Addiction Is a Woman’s Issue”
- Nathan Tauger, “For Pregnant People Who Use Drugs, Emergency Declaration Doesn’t Mean Much”
- Ginger Hale, “Sober in the City: A Feminist Walks into AA”

Wed. 4/11

Exam #2 in class

(covers all lectures, discussion sections, readings, and handouts from weeks 6-9)

Week 12: Mental and emotional health

Mon. 4/16
Mental health

- Tamar Carmel, Ruben Hopwood, and lore m. dickey, “Mental Health Concerns”
- Aisha Harris, “A History of Self-Care”
- Leah Lakshmi Piepzna-Samarasinha, “Suicidal ideation 2.0”
- The Icarus Project, “Navigating Crisis”

	<ul style="list-style-type: none"> Julie Schelfo, "Suicide on Campus and the Pressure of Perfection"
<p>Wed. 4/18 <i>Body image</i></p>	<ul style="list-style-type: none"> Ayu Sutriasa, "How to Decolonize the Way You Think About Your Body" Deb Burgard, "What is Health at Every Size?" Millian Kang and Katherine Jones, "Why Do Women Get Tattoos?" Charlotte Morabito, "When You're Fat, It Can Be Especially Hard to Come Out as Queer" Zeba Blay, "Let's Talk About Colorism in the Natural Hair Community" Sumajane, "5 Ways the Body Positive Movement is Failing Those Who Need It Most" <p>ASSIGNMENT #2 DUE ON CANVAS 11:59pm: Personal Health Inquiry</p>
Week 13: Chronic illness	
<p>Mon. 4/23 <i>Gendering chronic illness and disability</i></p>	<ul style="list-style-type: none"> Katie Horowitz, "Performance of a Lifetime: On Invisible Illness, Gender, and Disbelief" Mia Mingus, "Access Intimacy, Interdependence, and Disability Justice" Karin Willison, "If You Have Healthcare Today, Thank a Disabled Person" Christine Miserandino, "The Spoon Theory" Jennifer Brea, "What Happens When You Have a Disease Doctors Can't Diagnose"
<p>Wed. 4/25 <i>The politics of breast cancer</i></p>	<ul style="list-style-type: none"> Audre Lorde, "Breast Cancer: Power vs. Prosthesis" Liz A, "What Should My New Boobs Look Like?" Jacqueline Clark, "How 'Pink Ribbon Culture' Harms Breast Cancer Survivors and Patients" Jennie Grimes, "a voice"
Week 14: Gender-based violence	
<p>Mon. 4/30 <i>Institutional</i></p>	<ul style="list-style-type: none"> Andrea Smith, Beth Ritchie, Julia Sudbury, and Janelle White, "The Color of Violence: Introduction"

	<ul style="list-style-type: none"> • Lisa Jervis, “An old enemy in a new outfit: How date rape became gray rape and why it matters” • Zenobia Jefferies, “Me Too Creator Tarana Burke Reminds Us This Is About Black and Brown Survivors” • Sofia Resnick, “Rape Kits: A Decade and a Billion Dollars Later, Why Can’t We Fix the Backlog?” • Carimah Townes, “Trans Women of Color Are Missing From The Conversation About Transphobia”
Wed. 5/2 <i>Interpersonal</i>	<ul style="list-style-type: none"> • Heather Corinna, “Blinder Off: Getting A Good Look at Abuse and Assault” • Excerpts from “The Revolution Starts at Home” • Power and control wheels: General, LGBTQ, college, immigrant women, Trans specific • UHS handouts: “Rights for Victims of Sexual Assault, Domestic Violence, Dating Violence, Sexual Harassment and/or Stalking,” “Resources for Victims,” and “Survivor Services”
EXAM WEEK	
Thurs. 5/10	Final exam, 5:05pm to 7:05pm, location TBD (covers all material from weeks 10- 14)

Learning Contract
GWS 103
Spring 2018

I, _____ [*printed name*],
**have read the attached syllabus. I understand the objectives,
requirements, deadlines, and grading criteria of the course.**

Signed,

Signature

Date

Section number and TA name