GWS 103: Gender, Bodies, and Health
University of Wisconsin-Madison

Spring 2019 | M/W 12:05-12:55 pm | Birge 145

Instructor
Professor Annie Menzel
Pronouns: she/her/hers
acmenzel@wisc.edu
Office: 3416 Sterling Hall
Office hours: Thursdays 12-2 pm

Course Description
This course examines both physiological and social processes relating to gender and health across the lifespan. The course objective is to connect information about your body and personal health to larger social movements and political contexts. In particular, it considers how gender-based oppression, in its intersections with multiple kinds of social inequalities, shapes health and health disparities.

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, ability, sexual identity, gender identity) shape health and health disparities.
- Demonstrate knowledge of health movements
- Describe how gender affects the roles we play as health-care consumers, activists, and practitioners.
- Become more informed and active participants in health care—our own and that of our families and/or our communities

Course Information
- 3 credits
- No Prerequisite, elementary level, course designation “N”
- All face-to-face instruction
- Credit hours earned by traditional Carnegie definition

Fall 2018 Teaching Assistants
Malú Machuca-Rose, machucarose@wisc.edu
Pronouns: they/them/theirs
Office: Sterling 3405
Sections: 308, 311, 313, 315

Katka Showers-Curtis, showerscurti@wisc.edu
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Office: Sterling 3405
Sections: 303, 306, 309, 310

Flint Devine, fdevine2@wisc.edu
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Sections: 301, 304, 305, 307

Cyra Polizzi, ckpolizzi@wisc.edu
Pronouns: they/them/theirs, she/her/hers
Office: Sterling 3417
Sections: 302, 312, 314
**READINGS**

Course Packet
- **PDF file on Canvas**
- **Available for printing on demand** at the L&S Copy Center located in the Social Science Building, Sewell Hall, Room 6120, 1180 Observatory Drive (cost: approximately $50)
- **On reserve** at Woodman Astronomy Library (6515 Sterling Hall), College Library (2)

Canvas
There are also frequent web readings that do not appear on in the course packet. These are organized by week in Canvas and are marked CANVAS on the reading schedule below.

**ASSIGNMENTS AND EXAMS**

Assignment #1: Resource Scavenger Hunt

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.

*Due to Canvas Friday, 2/15 by 5 pm*

Assignment #2: Scientific health research

This assignment requires you to connect course readings and topics to the scientific literature. You will generate an **annotated bibliography** of sources, and write up your results in a 3-page paper. Detailed instructions are on Canvas.

*Annotated bibliography due to Canvas Tuesday, March 26 by 5 pm*
*Paper due to Canvas Friday, April 12 by 5 pm*

**Discussion postings**
You are responsible for posting about the readings (any of the readings for that week) on your discussion section’s Canvas board 5 times during the semester, one in each quiz period. You will post once between the start of the semester and the first quiz, once between the second quiz and the third quiz, and so on.

You must post a discussion question to Canvas ON or BEFORE the Tuesday before each quiz by 5 pm.

Discussion question posting periods:
1. Weds, 1/23 - Tuesday, 2/12
2. Weds, 2/13 - Tuesday, 2/26
3. Wednesday, 2/27 - Tuesday, 3/19
4. Wednesday, 3/20 - Tuesday, 4/2
5. Wednesday 4/3 - Tuesday, 4/23

Quizzes

There will be 5 quizzes in the course, each worth 5% of your final grade. The quizzes will be taken on Canvas. They will be available for 3 days and you will have 1 hour to complete the quiz. You may use course materials, but you may not take the quiz with other students. The syllabus calendar below lists which quizzes cover which week’s material. Quizzes will focus on applying course material and may include short answer, multiple choice, and/or essay questions.

Open on Canvas during the following dates (must be completed by 5pm Friday):
1. Tues 2/19 - Friday, 2/22 (weeks 2, 3, 4)
2. Tuesday 3/5 - Friday, 3/8 (weeks 5,6)
3. Tuesday 3/26 - Friday, 3/29 (weeks 7,8)
4. Tuesday, 4/9 - Friday, 4/12 (weeks 9-10)
5. Tuesday 4/30 - Friday, 5/3 (weeks 11-12)

Final Exam: Tuesday, 5/7 2:45-4:45 pm, location TBA

The exam will cover all weeks of the course and take place during our assigned exam time. You will not be able to use readings or notes for the final exam. Per
university policy, if you have two exams scheduled at the same time, you must contact your professor within the first three weeks of the semester to make accommodations. If you have more than 2 exams in a 24-hour period, we kindly ask that you ask the professor of the smaller class first for an alternative time. We cannot accommodate alternate final exam times due to travel or extra-curricular activities.

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 make an appointment during my office hours, Thursdays 1pm-3pm. https://anniemenzel.youcanbook.me/. If your concern is still not addressed, you can contact the GWS department chair, Aili Tripp, atripp@wisc.edu.

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 teaching team and is not guaranteed.

Extra credit

Quizzes and the final exam will usually have an extra credit question or two. If you receive a grade of 69 or less on a quiz or assignment, you will eligible ONCE this semester to improve your grade by completing an alternate assignment.
Honors credit or “green sheets”

Unfortunately, due to the large class size, we are unable to offer honors credit in this course. GWS 103 will be offered with an honors section in Fall 2019.

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 Faculty Notification Letter (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 continued 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/982347/. Note: our course’s Join Code is 982347.

**How much does it cost?** A Top Hat subscription is $26 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 yearlong subscription for $38 or a 4-year subscription for $75.

**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 own 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**

**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 may be dropped from the course, unless you have cleared it with the instructor and TA. 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 many 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.

**Academic Honesty Policy**

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/.

**Grading**

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<thead>
<tr>
<th>Component</th>
<th>Due Dates</th>
<th>% Final Grade</th>
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<tbody>
<tr>
<td>Attendance, participation in sections</td>
<td>Weekly</td>
<td>15%</td>
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<tr>
<td>Discussion posts</td>
<td>One per posting period</td>
<td>5%</td>
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<td>Posting periods:</td>
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<td>1. Weds, 1/23 - Tuesday, 2/12</td>
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<td>5. Wednesday 4/3 - Tuesday, 4/23</td>
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<tr>
<td>Top Hat participation</td>
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<td>Assignment 1: Resource scavenger hunt</td>
<td>Friday, 2/15</td>
<td>15%</td>
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<td>Assignment 2: Scientific health research</td>
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<td>Annotated bibliography</td>
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<td>3-page paper</td>
<td>Friday, 4/12</td>
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<td>Quizzes</td>
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<td>Final exam</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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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
ACCOMMODATION 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 Faculty Notification Letter (VISA), please check in with your TA to make sure they received it by week 2 of class. If you do not have a Faculty Notification Letter (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 her office hours or contact her by email: showerscurt@wisc.edu. If you’d rather speak with me (Dr. Menzel) you may make an appointment using my office hours scheduler (see page 1 of the syllabus).

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

Weds 1/23
Read the syllabus (sign and date last page for section)

YOU MUST ATTEND DISCUSSION SECTION THIS WEEK. UNLESS CLEARED WITH THE TEACHING TEAM, YOU WILL BE DROPPED IF YOU DO NOT ATTEND.
ASSIGNMENT DUE to your TA during section: Syllabus contract (last page of syllabus, to be printed, signed, and dated)

Week 2: How is health political?

Mon 1/28
What is gender? What is health?
- Davey Shlasko, “Sex and Gender Terminology”
- Mildred Blaxter, “What is Health?”
- Heather Corinna, “What is Feminist Sex Education?”

Weds 1/30
Health Inequities 1
- G. Sen and P. Ostlin, “Gender Inequity in Health: Why It Exists and How We Can Change It”
- Camara Phyllis Jones, “Levels of Racism: A Theoretic Framework and a Gardener’s Tale”
- Beata Tsosie-Pena, “Environmental Racism: A Letter From New Mexico to Flint.” (CANVAS)
- Eli Clare, “The Mountain,” from Exile and Pride

Week 3 How is health political? cont’d

Mon 2/4
Health inequities 2
- Interview with Mohawk Midwife Katsi Cook: “Women Are the First Environment”
- Keuroghlian AS, Ard KL, Makadon HJ. “Advancing health equity for lesbian, gay, bisexual and transgender (LGBT) people through sexual health education and LGBT-affirming health care environments”
- Linda Villarosa, “Why America’s Black Mothers and Babies Are in a Life-or-Death Crisis” NYT Sunday Magazine (CANVAS)
- Jeff Krehely, “How to Close the LGBT Health Disparities Gap” (CANVAS)

Weds 2/6
The Healthcare System
- Miranda Waggoner and Cheryl Stults, “Gender and Medicalization”
• Santayani Dasgupta, “Medicalization” from Keywords for Disability Studies
• Heather Corinna, “Dealing With Doctors: Taking Care of Your Healthcare Destiny” (CANVAS)
• Casey Quinlan, “How Medical Schools are Failing the LGBTQ Community” (CANVAS)
• Vanessa Northington Gamble, “Under the Shadow of Tuskegee: African Americans and Health Care”

**Week 4: Sexual and reproductive anatomy**

Mon 2/11
Sex, gender, anatomy
• Heather Corinna, “Reproductive and Sexual Anatomy: What’s Up Down There?”
• Dean Spade, “Purportedly Gendered Body Parts” (CANVAS)
• Lily Puckett, “8 Fascinating Things You Didn’t Know About the Clitoris” (CANVAS)

Weds 2/13
Intersex traits
• Anne Fausto-Sterling, “Of Spiral and Layers”
• InterACT, “Intersex 101” and “Responses to Common Prosurgery Arguments” (CANVAS)
• Cary Gabriel Costello, “Intersex Genitalia Illustrated and Explained” (CANVAS)
• Cary Gabriel Costello, “Trans and Intersex Children: Forced Sex Changes, Chemical Castration, and Self-Determination” (CANVAS)

Fri. 2/15 ASSIGNMENT #1 DUE ON CANVAS 5pm Resource Scavenger Hunt

**Week 5: Hormones I**

Mon 2/18
Hormones and gender
• Anne Fausto-Sterling, “Am I a Boy or a Girl?”
• Maddie Deutsch, “Medical Transition”
• Davey Shlasko, “Transition handout”
• Jules Chytten-Brennan, “Surgical Transition”
• Alex Verman, “What it’s Like to Medically Transition as a Non-binary person” (CANVAS)

Weds 2/20
Hormones and menstruation
• Theresa Hornstein and Jeri Schwerin “The Reproductive Cycle”
• Heather Corinna, Menstruation (CANVAS)
• Sam Riedel, “Yes, Trans Women Can Get Period Symptoms” (CANVAS)
• Jennifer Weiss-Wolf, “The Politics of Periods” (CANVAS)
• “How Do Homeless Women Cope with Their Periods?” (video) (CANVAS)

Fri. 2/22 Quiz 1 DUE 5PM (covers weeks 2-4)

Week 6: Hormones, bodies, body image

Mon 2/25
Endocrine politics
• Sydney Parker, “When Missed Periods are a Metabolic Problem” (CANVAS)
• Blake Bakkila, “These 8 Women with PCOS Are Embracing their Beards and Body Hair” (CANVAS)
• Katrina Karkazis and Rebecca M. Jordan-Young, “The Powers of Testosterone: Obscuring Race and Regional Bias in the Regulation of Women Athletes” (CANVAS)
• Ruth Padawer, The Humiliating Practice of Sex-Testing Female Athletes (CANVAS)

Weds 2/27
Body image
• Stella Medvedyk et al, “Ideology, Obesity and the Social Determinants of Health: a Critical Analysis of the Obesity and Health Relationship.”
• Lara Frater, selection from Fat Chicks Rule! (CANVAS)
• Ayu Sutriasa, “How to Decolonize the Way You Think About Your Body” (CANVAS)
• Charlotte Morabito, “When You’re Fat, It Can Be Especially Hard to Come Out as Queer” (CANVAS)
• Disability Visibility Project Interview: Dominika Bednarska and Alice Wong, including video clip of Bednarska’s show, My Body Love Story (CANVAS)
Week 7: Sexuality

Mon 3/4
Sexuality I
• Loree Erickson, Transforming Cultures of (Un)Desirability: Creating Cultures of Resistance
• Heather Corinna, “Sexuality: WTF Is It, Anyway?” (CANVAS)
• West Anderson, At the Intersection of Asexuality and Queerness (CANVAS)

Weds 3/6
Sexuality II
• Heather Corinna, “Sex Starts With You: Arousal, Orgasm, Masturbation, and Fantasy”
• Elizabeth Armstrong et al, “Is Hooking Up Bad for Young Women?” (CANVAS)
• adrienne maree brown, “Liberating Desire: It’s Time to Shift Your Fantasies” (CANVAS)
• Heather Corinna and CJ Turett, “Yes, No, Maybe, So: A Sexual Inventory Stocklist” (CANVAS)
• Kai Cheng Thom, “How Trans Women are Reclaiming Their Orgasms” (CANVAS)
• Jenavieve Hatch, “Straight Women Are Having Fewer Orgasms Than Everybody Else” (CANVAS)

Fri. 3/8 Quiz 2 DUE 5PM (covers weeks 5-6)

Week 8: Sexual health

Mon 3/11
Sexually Transmitted Infections
• Heather Corinna, “Safe and Sound: Safer Sex for Your Body, Heart, and Mind”
• Heather Corinna, “Unpacking a Bag Full of STI Stigma” (CANVAS)
• Guttmacher Briefs on Sex and HIV Education (CANVAS)

Weds 3/13
HIV/AIDS
- Paula Triechler and Catherine Warren, “Maybe Next Year: Feminist Silence and the AIDS Epidemic”
- The Well Project, “Transgender Women: HIV Prevention as a Priority” (CANVAS)
- The Well Project, “HIV and Pregnancy” (CANVAS)

Week 9: Reproductive justice

Mon 3/25
Reproductive justice 101
- Loretta Ross and Rickie Solinger, “A Reproductive Justice History”
- SisterSong website, “Reproductive Justice” (CANVAS)

Weds 3/27
Sterilization
Required:
- Alexandra Stern, “Sterilized in the Name of Public Health”
- No Más Bebés (film we'll start watching class, you finish on your own)

Recommended:
- Myla Vicente Carpio, “The Lost Generation: Indian Women and Sterilization Abuse”

Fri. 3/29 Quiz 3 DUE 5PM (covers weeks 7-8)

Week 10: Not getting/being pregnant

Mon 4/1
Contraception
Required:
- Heather Corinna, “To Be or Not to Be...Pregnant: Contraception”

Recommended:
• Jenn Stanley, “CHOICE/LESS: The Backstory, Episode 1: The 1956 Puerto Rican Pill Trial” (CANVAS)

Weds 4/3
Abortion
• Our Bodies, Ourselves, “Early Abortion,” “Medication Abortion,” “Aspiration Abortion,” “Dilation and Evacuation Abortion,” “Safe and Supported: Inside the DIY Abortion Movement” (CANVAS)
• Guttmacher Institute, “Induced Abortion Worldwide,” “State Facts About Abortion: Wisconsin” (CANVAS)
• National Network of Abortion Funds, “About,” “Abortion Funds Speak Out about 42 Years of Hyde” (CANVAS)
• We Testify, Abortion Stories (read at least 3) (CANVAS)

Week 11: Pregnancy and childbirth

Mon 4/8
Pregnancy
Required:
• Syrus Marcus Ware, “Confessions of a Black Pregnant Dad”
• Deitra Leonard Lowdermilk, “Anatomy and Physiology of Childbirth”
  o Read 209-top of 217 (through “Breasts) and 227-228 (“Endocrine System”) (CANVAS)
• Our Bodies, Ourselves, Pregnancy and Preparing for Birth
  o Read 362-366, 372-374, 386-387
• Ada Calhoun, “Jailed for Using Drugs while Pregnant” (CANVAS)

Recommended:
• Stephen Patrick and Davida Schiff, “A Public Health Response to Opioid Use in Pregnancy”
• Disability Visibility Podcast, Christina Mills and Eli Gelardin, Parts I and II (CANVAS)

Weds 4/10
Childbirth
Required:
• Our Bodies, Ourselves, “Labor and Birth”
• Miriam Zoila Pérez, “Doula Comeback Tied to Gaps in Modern Birth Care” (CANVAS)
• Mary Annette Pember, “The Midwives’ Resistance: How Native Women are Reclaiming Birth on Their Terms” (CANVAS)
• Black Women Birthing Justice, “Birth Justice” (CANVAS)

Recommended:
• Julia Chinyere Oparah and Black Women Birthing Justice, “Beyond Coercion and Malign Neglect: Black Women and the Struggle for Birth Justice”

Fri. 4/12 Quiz 4 DUE 5PM (covers weeks 9-10)

**Week 12: Mammaries; Mental Health**

Mon 4/15
**Mammaries**
• WHO, The Physiology of Breastfeeding
• Silliman et al, “The Mother’s Milk Project”
• Audre Lorde, “Breast Cancer: Power vs Prosthesis”
• Britni de la Cretaz, “What it’s Like to Chestfeed” (CANVAS)

**RECOMMENDED**
• Sarah Beauchamp, “Councilwoman Catherine Emmanuelle Can’t Breastfeed During Meetings Because It Disturbs ‘Decorum’” (CANVAS)

Weds 4/17
**Mental Health**
• Isabelle Kwai, “The Most Popular Office on Campus” (CANVAS)
• Aisha Harris, “A History of Self-Care” (CANVAS)
• Leah Lakshmi Piepzna-Samarasinha, “Suicidal ideation 2.0” (CANVAS)
• Julie Schelfo, “Suicide on Campus and the Pressure of Perfection” (CANVAS)
• Tamar Carmel, Ruben Hopwood, and lore m. dickey, “Mental Health Concerns” (CANVAS)
Fri. 4/19 ASSIGNMENT #2 DUE ON CANVAS 5pm: Scientific health research

**Week 13: Gender, chronic illness, disability; Gender-based violence I**

**Mon 4/22**

*Gendering chronic illness and disability*

- Kate Horowitz, “Performance of a Lifetime: On Invisible Illness, Gender, and Disbelief” (CANVAS)
- Mia Mingus, “Access Intimacy, Interdependence, and Disability Justice” (CANVAS)
- Johanna Hedva, “Sick Woman Theory” (CANVAS)
- Christine Miserandino, “The Spoon Theory” (CANVAS)
- Jennifer Brea, “What Happens When You Have a Disease Doctors Can’t Diagnose” (CANVAS)

**Weds 4/24**

*Institutional gender-based violence*

- Sarah Deer, “The Beginning and End of Rape: Confronting Sexual Violence in Native America” (video) (CANVAS)
- Andrea Ritchie, “Survivors of Sexual Violence by Police Need More Than a Quick Fix” (CANVAS)
- Zenobia Jefferies, “Me Too Creator Tarana Burke Reminds Us This Is About Black and Brown Survivors” (CANVAS)
- Carimah Townes, “Trans Women of Color Are Missing From The Conversation About Transphobia” (CANVAS)

**Week 14: Gender-based violence, cont’d;**

**Mon 4/29**

*Interpersonal violence*

- Heather Corinna, “Blinder Off: Getting A Good Look at Abuse and Assault” (CANVAS)
- Excerpts from *The Revolution Starts at Home* (CANVAS)
- Maggie Ginsberg, “Facing the Truth behind the Statistics of Sexual Assault” (CANVAS)
- UHS handouts: “Rights for Victims of Sexual Assault, Domestic Violence, Dating Violence, Sexual Harassment and/or Stalking,” “Resources for Victims,” and “Survivor Services” (CANVAS)
• Power and control wheels (CANVAS)
• Miriam Zoila Perez and Mia Mingus, “What Would it Take to Actually End Intimate Violence?” (CANVAS)

Weds 5/1
Course wrap-up

Fri. 5/3 • Quiz 5 DUE 5PM (covers weeks 11-13)

COMPREHENSIVE FINAL EXAM Tuesday 5/7, 2:45-4:45, location TBA
GWS 103 Spring 2019
Learning Contract
Course contract
GWS 103, Spring 2019

I, ____________________________, have read the attached syllabus. I understand the objectives, requirements, deadlines, and grading criteria of the course.

Signed,

(signature)

Date
Section number
TA name