

GWS 534: Gender, Sexuality, and Reproduction
University of Wisconsin-Madison

FALL 2018

M/W 2:30pm-3:45pm

Sterling 1339

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Office hours: Wed. 12-2pm or by appointment:

“The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labour for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom” (bell hooks in *Teaching to Transgress*)

COURSE DESCRIPTION

This course brings public health—the practice of preventing disease and promoting good health within groups of people, from small communities to entire countries—into conversation with gender, sexuality, and feminist studies. Although we will emphasize sexuality and reproduction, we will also touch on related health topics such as violence, obesity, and substance use. As both public health and feminist studies are interdisciplinary fields, we will draw on a range of literatures including health policy and promotion, epidemiology, education, feminist science studies, medical sociology and medical anthropology. We will call into question stable categories of gender *and* health by identifying how they are produced through processes such as colonialism, neoliberalism, racialization, and so on. Students will complete self-directed case studies of gender and public health issues of their choice, which may include topics such as sex education, the medicalization of childbirth, rape culture, gender and environmental health, HIV/AIDS activism, substance use and abuse, and sex work.

Course attributes: 3 credits; Honors designation; intermediate level, social science (S) course; writing intensive; face-to-face instruction; credit hours earned by traditional [Carnegie definition](#); prerequisites: GWS majors or certificate students and must have taken GWS 101, 102, or 103 or consent of instructor

COURSE OBJECTIVES

- Identify theoretical approaches and methodologies in the fields of Gender & Women’s Studies and Public Health
- Evaluate public health messages aimed at a population you belong to
- Analyze how gender, sexuality, and health are produced through political processes including racialization, colonialism, and neoliberalism
- Critique public health science through interdisciplinary feminist theories
- Apply course concepts to a public health issue of your choice through a conceptual literature review.

TEACHING APPROACH

There are a number of things about my approach to teaching and learning that you should know in order to have the best possible experience in this course. I use an engaged approach to teaching and learning that is interactive, emphasizes mutual participation and responsibility, and values each individual's contribution to the learning process.

What this means is that the course expects you to be an active learner, relate what you learn to your own life, and engage in dialogue with both the instructor and other students on the topics we cover. Especially in the study of the social world, you are already an "expert" on a lot of the topics we cover in this course. In my courses there are no wrong opinions, but there may be assumptions that need challenging. We will discuss some controversial issues in this course, and it is very important to respect other people and "agree to disagree." While all points of view are respected in my classroom, derogatory or hateful language and statements are never permitted so that the classroom can be the safest space possible for everyone to learn.

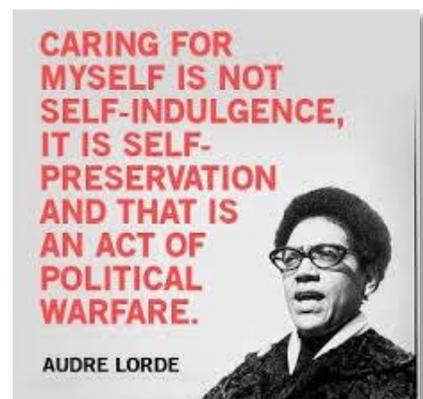
Because not everyone learns in the same ways, we will use a lot of different learning strategies in this course, including lectures, films, small and large group discussion, experiential exercises, free-writing, etc. If you anticipated sitting through lectures and then taking a multiple-choice exam, this probably isn't the best class for you.

Statement on names and pronouns

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I am committed to using the correct name and pronoun for you in this course. Please advise me of your name's proper pronunciation, and any name not reflected in your student account early in the semester so that I may make appropriate changes to my records.

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 me at least two weeks in advance so that we can discuss possible arrangements.



READINGS

All readings are available to download on our Canvas site. There is no text to purchase for this course. *You should complete the readings by the date listed on the calendar below. This should go without saying, but is worth repeating that reading is not optional.* Please come to class prepared to discuss the readings. Preparing for class will *definitely* help your participation grade. If you have questions about how to best approach your task of reading and note-taking in order to prepare for class, please come talk to me.

ASSIGNMENTS

All assignments must be submitted via Canvas on the day that they are due. The assignment is still due on Canvas even if you were not in class! Assignments will receive a 10% grade deduction for each day they are late. No papers will be accepted after one week past the deadline.

All papers must use Times New Roman font, 12 point, double-space, 1 inch margins. Use APA style citation (the course readings below are cited using this style). See https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

“Public Health and You”

DUE 9/26

Public health messages are *everywhere*. For this assignment you will locate a public health message aimed at “you,” meaning that it is targeted at some population you belong to (based on race, class, gender, ability, sexuality, age, etc.). Examples include health education materials (brochures, posters, websites) and health policies (related to campus, dorm, community, workplace, etc.). Submit the material (photos/scans/web links acceptable) along with a 2-3 page paper (approximately 600-900 words) that addresses the following: Who is the target audience? What is the objective or purpose? What knowledge, attitudes or behaviors does the material try to influence? How does the material account or fail to account for intersections of race, class, gender, sexuality, age, ability, etc.? What assumptions does it make about populations or individual bodies?

Theory critique paper

DUE 10/24

In a 3-4 page paper (approximately 900-1,100 words), select one theoretical framework from the course (intersectionality, critical race theory, governmentality, risk, embodiment, etc.) and comment on its utility in analyzing issues of gender in public health. Consider the following questions in your analysis: What kinds of critique does the theory enable? How can the theory help us to make sense of health inequalities? What are the theory’s advantages and limitations? How can the theory potentially help to make public health policies, programs, or research more effective and/or more liberatory?

Group case study

DUE 12/3, 12/5 or 12/10

This assignment is an opportunity to explore a gender and public health topic not already covered in the course. Students will be grouped in teams of 3-4 according to their topic of interest, identify 1-2 relevant scientific articles, present the readings, and facilitate class discussion. All students in the course will read these articles as well. You will be graded as a group and will also assign each other a peer evaluation score.

Literature Review (final paper)

DRAFT DUE 11/21; REVISED DUE 12/19

This 10-12 page paper requires you to conduct and write up an in-depth review of the research literature on a public health topic of your choice. There are many types of literature reviews with different objectives; for this assignment you will be conducting what's known as a "conceptual literature review," which aims to synthesize areas of conceptual knowledge that contribute to a better understanding of scholarly concerns. You will also use elements of a "systematic literature review" in that you're required to document and justify your search methodology and evaluate the quality of your sources. We will cover the methodology of writing a literature review in class.

There is no sit down final exam scheduled for this course.

CLASS PARTICIPATION AND ATTENDANCE

You will be graded on both attendance and your actual participation in our class discussions—in order to get the most out of this course you need to show up *and* participate in the class discussions/activities. You may miss 2 course meetings without an effect on the attendance portion of your grade, no questions asked. After 4 unexcused absences, you will need to schedule a meeting with me in order to stay in the course. After 6 unexcused absences, you will receive an F in the course, no exceptions.

Assignments are still due via email on the date stated in our schedule, regardless of whether or not you were in class that day. I shut the classroom door about 10 minutes past the scheduled start of class; if you enter class after the door is shut, you are considered absent for that day. Absences due to religious observances are always excused; per university policy please let know in the first 2 weeks of the semester. If you have other extenuating circumstances that prevent you coming to class, please contact me IN ADVANCE so that we can work together to find a possible solution. Emailing me after an absence does not constitute approval for that absence.

I structure our class meetings so that everyone has a chance to participate in ways that they feel most comfortable. We will have large and small group discussions that offer you opportunities to share your thoughts and ask questions. You will be graded on your frequency of participation, quality of participation, and respect of our discussion ground rules. Classroom guidelines will be developed as a group during our first meeting, but will include the following:

- Show up on time and expect to stay for the whole class
- Absolutely NO texting, cell phone use, or superfluous internet surfing.
- Respect others/agree to disagree
- Understand that there are no wrong opinions, but you may have assumptions that need challenging

GRADING

Final letter grades are as follows:

% of final grade	Course component
20%	In-class attendance and participation
15%	Public Health and You
15%	Theory critique paper
15%	Group case studies
10%	Literature review draft
25%	Literature review final
100%	Total

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

ACADEMIC HONESTY POLICY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

It is important to understand that academic dishonesty is not only harmful to yourself; it is also harmful to your peers and colleagues at UW as we come together as a community of learners. While there is a zero-tolerance policy of academic dishonesty in this course, we will work together to clear up misunderstandings about appropriate use of sources, appropriate citation and documentation, and the uses of intellectual property.

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 McBurney Faculty Notification

Letter (VISA), please check in with me to make sure I've received it within the first 2 weeks of class. If you do not have a McBurney 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 me ASAP to discuss how best to accommodate you. In some cases, I may recommend that you consult with the McBurney Disability Resource Center: <https://mcburney.wisc.edu/>.

COURSE CALENDAR

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.

PART 1: FOUNDATIONS	
Week 1:	
Wed. 9/5	<ul style="list-style-type: none"> • Read the syllabus. No really, read it. Maybe twice.
Week 2: What is public health, anyways?	
Mon. 9/10 <i>Public health 101</i>	<ul style="list-style-type: none"> • Andresen, E. & Bouldin, E.D. (2010). <i>Public Health Foundations: Concepts and Practices</i>. San Francisco, CA: Jossey-Bass. Ch. 1, 2. Skim Ch. 11.
Wed. 9/12 <i>Health is political (duh)</i>	<p>**Class ends at 3:20 today**</p> <ul style="list-style-type: none"> • Metzel, J. (2010). Introduction: Why ‘Against Health’?. In J. Metzel & A. Kirkland (Eds.), <i>Against health: How health became the new morality</i> (pp. 1-11). New York, NY: NYU Press. • Rapp, R. (2001). Gender, body, biomedicine: How some feminist concerns dragged reproduction to the center of social theory. <i>Medical Anthropology Quarterly</i>, 15(4), 466-477.
Week 3: Critical public health	
Mon. 9/17 <i>Methodologies</i>	<ul style="list-style-type: none"> • Bowleg, L. (2017). Towards a critical health equity research stance: Why epistemology and methodology matter more than qualitative methods. <i>Health Education & Behavior</i>, 44(5), 677-684. • Raphael, D. (2000). The question of evidence in health promotion. <i>Health Promotion International</i>, 15(4), 355-367.
Wed. 9/19 <i>Can there be a feminist public</i>	<ul style="list-style-type: none"> • Inhorn, K.L. & Whittle, M.C. (2001). Feminism meets the “new” epidemiologies: Toward an appraisal of antifeminist bias in epidemiological research on women’s health. <i>Social Science and</i>

health?	<p><i>Medicine</i>, 53, 553-567.</p> <ul style="list-style-type: none"> • Bowleg, L. (2012). The problem with the phrase women and minorities: intersectionality—an important theoretical framework for public health. <i>American journal of public health</i>, 102(7), 1267-1273.
PART 2: ANALYTIC LENSES	
Week 4: Intersectionality	
Mon. 9/24	<ul style="list-style-type: none"> • Mullings, L. & Schulz, A.J. (2006). Intersectionality and health: An introduction. In A.J. Schulz & L. Mullings (Eds.), <i>Gender, Race, Class, and Health: Intersectional Approaches</i> (pp. 11-20). San Francisco, CA: Jossey-Bass. • Bauer, G. R. (2014). Incorporating intersectionality theory into population health research methodology: Challenges and the potential to advance health equity. <i>Social science & medicine</i>, 110, 10-17.
Wed. 9/26	<ul style="list-style-type: none"> • Farmer, P. (2003). On suffering and structural violence: Social and economic rights in the global era. In <i>The Paul Farmer Reader</i> (pp. 328-349). Berkeley, CA: University of California Press. • Dworkin, S. (2005). Who is epidemiologically fathomable in the HIV/AIDS epidemic? Gender, sexuality, and intersectionality in public health. <i>Culture, Health, & Sexuality</i>, 7(6), 615-623. <p>ASSIGNMENT DUE on CANVAS 11:59pm: “Public Health and You”</p>
Week 5: Critical Race Theory	
Mon. 10/1	<ul style="list-style-type: none"> • Ford, C. L., & Airhihenbuwa, C. O. (2010). The public health critical race methodology: praxis for antiracism research. <i>Social Science & Medicine</i>, 71(8), 1390-1398. • Garcia, J.J.L. & Sharif, M.Z. (2016). Black lives matter: A commentary on racism and public health. <i>American Journal of Public Health</i>, 105, e27-e30. • Graham, L., Brown-Jeffy, S., Aronson, R., & Stephens, C. (2011). Critical race theory as theoretical framework and analysis tool for population health research. <i>Critical Public Health</i>, 21(1), 81-93.
Mon. 10/3	<ul style="list-style-type: none"> • Daniels, J. & Schulz, A.J. (2006). Constructing whiteness in health disparities research. In A.J. Schulz & L. Mullings (Eds.), <i>Gender, Race, Class, and Health: Intersectional Approaches</i> (pp. 89-127). San Francisco, CA: Jossey-Bass. • Bailey, M. & Peoples, W. (2017). Toward a black feminist health science studies. <i>Catalyst: Feminism, theory, technoscience</i>, 3(2), 1-27.

Week 6: Queer Theory	
Mon. 10/8	<ul style="list-style-type: none"> • Heyes, C.J. "Feminist solidarity after queer theory: The case of transgender." <i>Signs: Journal of Women in Culture and Society</i>, 28(4) (2003): 1093-1120. • McRuer, R. (2010). Compulsory able-bodiedness and queer/disabled existence. In L.J. Davis (ed.) <i>The disability studies reader, 3rd edition</i> (pp 383-392). New York, NY: Routledge.
Wed. 10/10	<ul style="list-style-type: none"> • Dean, T. (2009). Confessions of a Barebacker. In T. Dean, <i>Unlimited Intimacy: Reflections on the Subculture of Barebacking</i> (pp. 1-47). Chicago: University of Chicago Press.
Week 7: Governmentality/Imperialism	
Mon. 10/15	<ul style="list-style-type: none"> • Shaw, S. (2012). <i>Governing How We Care: Contesting Community and Defining Difference in US Public Health Programs</i>. Philadelphia, PA: Temple University Press. Ch. 1. • Barcelos, C.A. (2014). Producing (potentially) pregnant teen bodies: biopower and adolescent pregnancy in the USA. <i>Critical Public Health</i> 24(4), 476-488.
Wed. 10/17	<ul style="list-style-type: none"> • Briggs, L. (2002). <i>Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico</i>. Chapters 1 and 2. Berkeley, CA: University of California Press.
PART 3: APPLICATIONS	
Week 8: Sexual and reproductive health	
Mon. 10/22	<ul style="list-style-type: none"> • Sandfort, T. G., & Ehrhardt, A. A. (2004). Sexual health: a useful public health paradigm or a moral imperative?. <i>Archives of sexual Behavior</i>, 33(3), 181-187. • Higgins, J. A., Kramer, R. D., & Ryder, K. M. (2016). Provider bias in long-acting reversible contraception (LARC) promotion and removal: perceptions of young adult women. <i>American journal of public health</i>, 106(11), 1932-1937. • Reisner, S. L., Perkovich, B., & Mimiaga, M. J. (2010). A mixed methods study of the sexual health needs of New England transmen who have sex with nontransgender men. <i>AIDS patient care and STDs</i>, 24(8), 501-513.
Wed. 10/24	<ul style="list-style-type: none"> • Lupton, D. (2015). Quantified sex: a critical analysis of sexual and reproductive self-tracking using apps. <i>Culture, health & sexuality</i>, 17(4),

	<p>440-453.</p> <ul style="list-style-type: none"> • Mamo, L. (2007). Negotiating conception: Lesbians' hybrid-technological practices. <i>Science, technology, & human values</i>, 32(3), 369-393. <p>ASSIGNMENT DUE on CANVAS 11:59pm: Theory critique paper</p>
Week 9: HIV/AIDS	
Mon. 10/29	<ul style="list-style-type: none"> • Wilson, B.D.M. & Miyashita, A. (2016). Sexual and gender diversity within the black men who have sex with men HIV epidemiological category. <i>Sexuality Research and Social Policy</i>, 13, 202-214. • Bailey, M. M. (2009). Performance as invention: Ballroom culture and the politics of HIV/AIDS in Detroit. <i>Souls</i>, 11(3), 253-274.
Wed. 10/31	<ul style="list-style-type: none"> • Auerbach, J. D., Kinsky, S., Brown, G., & Charles, V. (2015). Knowledge, attitudes, and likelihood of pre-exposure prophylaxis (PrEP) use among US women at risk of acquiring HIV. <i>AIDS patient care and STDs</i>, 29(2), 102-110. • Sevelius, J. M. (2013). Gender affirmation: A framework for conceptualizing risk behavior among transgender women of color. <i>Sex roles</i>, 68(11-12), 675-689.
Week 10: Fat Studies	
Mon. 11/5	<ul style="list-style-type: none"> • LeBesco, K. (2010). Neoliberalism, public health, and the moral perils of fatness. <i>Critical Public Health</i>, 21(2), 153-164. • Guthman, G. (2013). Fatuous measures: the artifactual construction of the obesity epidemic. <i>Critical Public Health</i>, 23(3), 263–273.
Wed. 11/7	<ul style="list-style-type: none"> • Bombak, A. E., McPhail, D., & Ward, P. (2016). Reproducing stigma: Interpreting “overweight” and “obese” women's experiences of weight-based discrimination in reproductive healthcare. <i>Social Science & Medicine</i>, 166, 94-101. • McPhail, D., & Bombak, A. E. (2015). Fat, queer and sick? A critical analysis of “lesbian obesity” in public health discourse. <i>Critical Public Health</i>, 25(5), 539-553.
Week 11: Trans and intersex health	
Mon. 11/12	<ul style="list-style-type: none"> • Bauer, G. R., Hammond, R., Travers, R., Kaay, M., Hohenadel, K. M., & Boyce, M. (2009). “I don't think this is theoretical; this is our lives”: how erasure impacts health care for transgender people. <i>Journal of the Association of Nurses in AIDS Care</i>, 20(5), 348-361.

	<ul style="list-style-type: none"> • Davis, G., Dewey, J. M., & Murphy, E. L. (2016). Giving sex: Deconstructing intersex and trans medicalization practices. <i>Gender & Society, 30</i>(3), 490-514.
Wed. 11/14	<ul style="list-style-type: none"> • Thompson, H. & King, L. (2015). Who counts as “transgender”? Epidemiological methods and a critical intervention. <i>Transgender Studies Quarterly, 2</i>(1), 148-159. • Lombardi, E. & Banik, S. (2016). The utility of the two-step gender measure within trans and cis populations. <i>Sexuality Research and Social Policy, 13</i>, 288-296. • Barcelos, C. Go fund inequality: The politics of crowdfunding transgender health care. Working paper
Week 12: Violence	
Mon. 11/19	<ul style="list-style-type: none"> • Moya, E. M., Chávez-Baray, S., & Martinez, O. (2014). Intimate partner violence and sexual health: voices and images of Latina immigrant survivors in southwestern United States. <i>Health promotion practice, 15</i>(6), 881-893. • GLBTQ Domestic Violence Project, <i>Trauma-informed Approaches for LGBTQ+ Survivors of Intimate Partner Violence</i>, pages 3-25.
Wed. 11/21	<ul style="list-style-type: none"> • Cooper, H., Moore, L., Gruskin, S., & Krieger, N. (2004). Characterizing perceived police violence: implications for public health. <i>American Journal of Public Health, 94</i>(7), 1109-1118. • American Public Health Association Statement on Police Brutality • INCITE! Women of Color Against Violence, <i>Law Enforcement Violence Against Women of Color and Trans People of Color: A Critical Intersection Of Gender Violence & State Violence</i>, Selections <p>ASSIGNMENT DUE on CANVAS 11:59pm: Final paper draft</p>
Week 13: Substance use and abuse	
Mon. 11/26	<ul style="list-style-type: none"> • Paterno, M. T., Fiddian-Green, A., & Gubrium, A. (2018). Moms supporting moms: Digital storytelling with peer mentors in recovery from substance use. <i>Health promotion practice</i>, DOI: 1524839917750816. • Flavin, J., & Paltrow, L. M. (2010). Punishing pregnant drug-using women: Defying law, medicine, and common sense. <i>Journal of Addictive Diseases, 29</i>(2), 231-244.
Wed. 11/28	<ul style="list-style-type: none"> • Peralta, R. L. (2007). College alcohol use and the embodiment of hegemonic masculinity among European American men. <i>Sex</i>

	<p><i>roles, 56(11-12), 741-756.</i></p> <ul style="list-style-type: none"> • Washington, R., Marconi, A., Reeves, M. & Jardas, E. (2018). The color of drinking: an exploratory study of the impact of UW–Madison’s alcohol culture on students of color. UW Madison University Health Services. Retrieved from: https://www.uhs.wisc.edu/wp-content/uploads/6_13_2018_ColorOfDrinkingBooklet_RLG.pdf.
Week 14: Student case study presentations	
Mon. 12/3	<ul style="list-style-type: none"> • TBD
Wed. 12/5	<ul style="list-style-type: none"> • TBD
Week 15: Student case study presentations and course wrap-up	
Mon. 12/10	<ul style="list-style-type: none"> • TBD
Wed. 12/12	<ul style="list-style-type: none"> • TBD
Wed. 12/19	Final paper due on CANVAS 7:30pm