

**GWS 103**

# **Gender, Bodies & Health**

See Course Description (p. 4)

Spring 2020

3 credits

Elementary; Natural Science

**NOTE:** Based on the traditional “Carnegie unit” definition for credit hours in a traditionally formatted college course, you should expect to spend an average of approximately 7-8 hours a week outside of class on readings and assignments in a 14-week semester

## **Mosse Humanities 3650**

**MW 12:05 – 12:55**

**Dr. Cabell Gathman (she/her)**

**Office:** Sterling 3323

**Office hours:** W 10:30 – 11:30; F 3:00 – 4:00; by appointment (email >24 hours in advance)

**Email:** [chgathman@wisc.edu](mailto:chgathman@wisc.edu)

**Please do NOT contact me via Canvas messaging—use email.**

Electronic materials, assignments, and required activities available through Canvas course site: <https://canvas.wisc.edu/courses/187354>

**Discussion sections as scheduled—ALL time slots include 2-3 different sections, so learn your section number ASAP!**

NOTE: All sections meet in Week 1!

Section #	Day	Time	Room	TA
301	R	9:55 – 10:45	B235 Van Vleck	Cyra
302	R	9:55 – 10:45	B219 Van Vleck	Eileen
303	R	11:00 – 11:50	B235 Van Vleck	Eileen
304	R	1:20 – 2:10	B215 Van Vleck	Eileen
305	R	2:25 – 3:15	1323 Sterling	Esaí
306	W	1:20 – 2:10	2333 Sterling	Flint
307	W	1:20 – 2:10	1335 Sterling	Cyra
308	W	2:25 – 3:15	B333 Van Vleck	Flint
309	W	2:25 – 3:15	B337 Van Vleck	Liz
310	W	3:30 – 4:20	1323 Sterling	Esaí
311	W	3:30 – 4:20	2339 Sterling	Liz
312	R	11:00 – 11:50	B325 Van Vleck	Flint
313	R	12:05 – 12:55	B235 Van Vleck	Eileen
314	R	12:05 – 12:55	B325 Van Vleck	Flint
315	R	1:20 – 2:10	2116 Chamberlin	Esaí
316	R	2:25 – 3:15	1407 Sterling	Liz
317	W	1:20 – 2:10	B235 Van Vleck	Esaí
318	W	2:25 – 3:15	1323 Sterling	Cyra
319	R	11:00 – 11:50	B313 Van Vleck	Cyra
320	R	1:20 – 2:10	B223 Van Vleck	Liz

See Course Documents & Resources in Canvas for campus map & app for locating gender-inclusive restrooms. See section syllabi for TA contact information.

Cyra Polizzi	They/them; she/her
Eileen Stillwell	She/her
Esaí Ortiz-Rivera	He/him; they/them
Flint Devine	They/them
Liz Fansler	They/them

## Course Objectives

- 1) Understand how “gender,” “sex,” “health,” and “healthy bodies” are not “objective realities” but rather are socially constructed and shaped, particularly within social institutions dealing with health and healthcare such as medicine, the family, etc., which both create knowledge about bodies and control access to that knowledge.
- 2) Recognize how social, cultural, and physiological factors interact and shape the health experiences and outcomes of individuals and communities, particularly women and LGBTQI+ people.
- 3) Evaluate how various types of social inequality, by gender but also by race, weight, socioeconomic status, cis/transgender status, sexual orientation, age, etc., shape health and health disparities.
- 4) Demonstrate knowledge of the history of women’s and LGBTQI+ health movements and the roles played by women and LGBTQI+ people as health consumers, providers, and activists.
- 5) Develop skills to advocate for your own health and that of your community.

## Course Description

In this course, we will cover material on both the biology/physiology of individual bodies as well as the social contexts in which people with bodies must function, are viewed as “healthy” or “sick,” and navigate healthcare systems. We will pay particular attention to physiological processes and health concerns that are often understudied or dismissed due to their association with women or female-assigned people, with the recognition that any of these issues may also affect transgender, non-binary, and intersex people, and that there is no “universal experience” of “womanhood,” physical or social. For example, while menstruation, pregnancy, and birth disproportionately affect women, people who are not women may menstruate, become pregnant or give birth, and people who are women may be unwilling or unable to do any or all of these. In recognition of this fact, we will strive to be precise in our language when discussing health concerns and experiences, e.g. “pregnant people” rather than “pregnant women.”

Throughout the course, we will try to highlight the experiences and needs of people marginalized within healthcare systems and the larger society in various ways by sex and gender, including transgender folks, intersex people, and cisgender bisexual, pansexual, asexual, gay, and lesbian people. We will maintain an intersectional lens to explore how people multiply marginalized by other identities such as race, ability, size, etc. are specifically and holistically affected in terms of their health and healthcare outcomes.

## Communication

We welcome student email, but we ask that you follow these basic guidelines:

Please email:

- Requests for minor clarifications regarding course materials and assignments
- Requests to meet outside of normally scheduled office hours (we may or may not be able to accommodate these)
- More complicated questions, with the understanding that we may need to address them in class or with a one-on-one meeting—giving us lead time allows us to provide you with the best, most complete answer

Please do NOT email:

- Questions answered in this syllabus
- Questions answered in Canvas Announcements (always check here first!)

We will do our best to answer email in a timely fashion, which means **within 48 weekday hours**. We are unlikely to respond to email over the weekend.

Be sure to configure your Canvas notifications so that, at minimum, you are notified when Announcements are posted in the course. The teaching team will use Announcements rather than class email lists in most cases, to ensure that information cannot be accidentally deleted from an inbox. However, please do NOT use Canvas messaging to contact us individually; you should use your campus email account for this purpose.

## Electronic Devices

You will need some type of device in order to participate in lecture via TopHat for participation credit (see below—if this is not possible for you, please let your TA know ASAP), and we realize that device may be a phone. Please do not text, snap, or surf Instagram during class (unless a specific exercise requires it!); your classmates typically find this kind of behavior annoying, and imagine the shame if you were to accidentally deep like something.

Similarly, please limit laptop use to class note-taking, class-relevant googling, etc.

**If you have a personal need to be available for contact, please notify us ASAP.** You should keep your device as low as possible to receive notifications, and step out of the classroom if you need to respond.

## Accessibility

We want to provide students with all necessary accommodations. If you have formal accommodations mandated by the university, please provide documentation to us as early in the semester as possible, no later than the end of Week 3. You are under no obligation to disclose details of your disability to us, but if you choose to do so, we will treat them as confidential.

If you do not have official accommodations but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course (**this includes work and family responsibilities!**), we encourage you to meet with your TA ASAP to discuss how best to accommodate you.

In some cases, we may recommend that you work with the McBurney Center to receive official accommodations. Official accommodations can be useful because they provide a clear list of necessary accommodations that all instructors at UW-Madison should provide for you. This is especially helpful insofar as it relieves you as a student of the burden of self-advocacy with each new course. However, we realize that the requirements for official accommodations are not easily met by every student, and we want to provide all students with the tools to succeed in this course.

“Disability” is a broad category that includes physical, cognitive, and psychological issues, including chronic or mental illness. **Disabled people/people with disabilities have the right to an education.**

## Course Intro Survey (Link in Canvas)

To get to know you better as people, I have created an intro survey linked under Week 2 Content in Canvas that I ask you to fill out no later than **5pm on Thursday, January 30<sup>th</sup>**. I have chosen to put this form online in order to allow you more privacy and flexibility in filling it out. It is also a bit longer than similar forms used in hard copy since you will be able to type responses and you will receive course credit for completion. Your answers will be available **ONLY** to the instructor (Dr. Cabell Gathman) and your individual assigned TA for the course.

You will need to go through the entire form and submit it for credit, but you may decline to answer any question without penalty. The form is graded pass/fail (based purely on submission), and counts for **2% of your final grade**.

## Lecture Participation via Top Hat

You will need to sign up for a Top Hat account for this course. Top Hat allows us to check in with students during lectures, making lecture more interactive and responsive to student questions and interests. You should have received an email invitation to sign up; please let the instructor know if you have not. If you will be unable to use an electronic device for TopHat, or the registration fee constitutes a hardship, please let your TA know ASAP.

There are 25 non-exam lecture sessions in Weeks 1-14 of the semester. Each lecture session will offer TWO (2) opportunities to register attendance or answer a question for credit.

Out of the 50 possible participation points, you need at least **40 points** to receive full credit for the lecture participation category, which is worth **8% of your final grade**. If you have an occasional tech failure, that is considered a normal part of the drop category. Please only let us know if you are CONSISTENTLY unable to register participation via Top Hat.

This large number of drops should also account for unavoidable absences from class. **Please do not come to class if you are ill.** Your classmates and I appreciate you protecting us from exposure to your illness.

Since the academic calendar is scheduled around major Christian holidays, any religious observances will be excused in TopHat; these do NOT count against your drops, provided you notify the instructor by the end of Week 3 of class. All other absences, regardless of reasoning, are included in the drops.

Due to the way that TopHat interfaces with Canvas, we will only transfer lecture participation points at the end of the semester. As long as you have >80% of all available points in TopHat, you can expect to receive **full credit** in the lecture participation category.

## Discussion Section

Discussion section meets every week except for spring break, and your active participation in section is critical for your own and your classmates' learning. Your TA will discuss expectations for participation credit in more detail. **You must attend your scheduled section in Week 1 or you will be dropped from the course.** In Weeks 2-14, your two lowest scores, including zeroes, will be dropped; each remaining score is worth 2 percentage points on your final grade, for a total **of 24% of the final grade for the category.**

See section materials for make-up procedures for any additional absences beyond the two automatic drops.

## Child Attendance Policy

If circumstances arise such that you cannot attend class without bringing your (nonsick) child(ren) with you, you are welcome to bring them to class. To minimize disruption for everyone, please follow these guidelines:

1. Sit near the door in case you need to step out with them.
2. If you don't want them to hear course content, you should provide them with a device and headphones (they are welcome to hear course content if you so choose!).
3. If you anticipate the need to bring them more than a couple of times over the semester, you should schedule a meeting with me so that I know what to expect.

## Short Papers

You will complete two short papers for this class. The first will be based on completing an interview about social determinants of health, sexual biology, or other course topics from Weeks 2-6 with a person who has NOT taken this course or an equivalent. Detailed instructions will be distributed in section in Week 3; the assignment will be due via Canvas by 5pm on Friday of Week 7 (March 6<sup>th</sup>). The second paper will require you to identify a specific health topic, locate a few peer-reviewed articles on the issue, and develop a list of questions that you might pose to a healthcare provider. Detailed instructions will be distributed in Week 8; the assignment will be due via Canvas by 5pm on Friday of Week 12 (April 17<sup>th</sup>).

Each paper is worth 12% of your final grade, for a total of 24% of your final grade for the category.

## Exams

There will be TWO (2) in-class exams during the semester. Exam #1 will take place on Monday of Week 6 (2/24) and cover all readings, lectures, and discussion sections from Weeks 1-5. Exam #2 will take place on Monday of Week 11 (4/6) and cover all readings, lectures, and discussion sections from Weeks 6-10. Each exam will be worth 12% of your final grade.

## Final Exam

The final exam will take place as scheduled by the university during Finals Week. It will cover Weeks 11-14 as well as a cumulative section on Weeks 1-10. The final exam is worth 18% of your final grade.

## Required Textbooks

There are two required textbooks for this course:

**Boston Women's Health Collective and Judy Norsigian (eds.) 2011. *Our Bodies, Ourselves*. Simon & Schuster. ISBN: 978-1439190661.**

**Gathman, E. Cabell Hankinson (ed). 2016. *Women, Health, & Healthcare*. Dubuque, IA: Kendall Hunt. ISBN: 978-1524904166.**

You can purchase copies of the required books through local feminist bookstore, A Room of One's Own. Copies will also be on reserve in Memorial Library.

If you prefer an ebook version of the Kendall Hunt reader, you can purchase it here:

<https://he.kendallhunt.com/gathman>

## Course Grading Scheme

Course Intro Survey	2%
Lecture Attendance	8%
Interview Assignment	12%
Patient Advocacy Assignment	12%
Discussion Section	24%
Exam #1	12%
Exam #2	12%
Final Exam	18%
<b>TOTAL</b>	<b>100%</b>

## Final Grade Scale

A	92.5+
AB	87.5 – 92.49
B	82.5 – 87.49
BC	77.5 – 82.49
C	71.5 – 77.49
D	63.5 – 71.49
F	<63.5

**IMPORTANT note on grades:** Grades in this course are not negotiable, but we are happy to discuss course content and strategies for improvement in the future. We do not discuss grades via email, or immediately before or after class. We do require a 24-hour waiting period between receipt of a grade and discussion thereof. If you have questions about graded work, please set up a time to meet and discuss them with your TA.

# Semester Schedule

*Readings are marked as Women, Health, & Healthcare (WHH), Our Bodies, Ourselves (OBO), or PDF for download in Canvas (PDF)*

*All readings should be completed BEFORE the lecture session for which they are assigned!*

## **Week 1 (1/22): Introduction**

Wed (1/22): PDF: Course syllabus  
 PDF: "Pronoun Round Etiquette" (pp. 1-2)  
 PDF: "Sex and Gender Terminology" (pp. 1-12)

## **Week 2 (1/27 & 1/29): Disparities in Health & Care**

Mon (1/27): PDF: "What is Health Equity?" (pp. 1-4)  
 PDF: "Gender inequity in health: why it exists and how we can change it" (pp. 1-12)  
 WHH: "Privilege 101: A Quick and Dirty Guide" (pp. 42-45)  
 WHH: "Women's Health Disparities" (pp. 46-55)

Wed (1/29): PDF: "Levels of Racism" – Phyllis Jones (pp. 1212-1215)  
 WHH: "Under the Shadow of Tuskegee" (pp. 62-67)  
 PDF: "Violence on the Land, Violence on Our Bodies" (pp. 1-12)  
 WHH: "Toxins in Nail Salons" (pp. 374-376)  
 PDF: "The environmental injustice of beauty" (pp. 1-3)  
 WHH: "I Tried the Bleach and Failed" (pp. 199-200)

### **Week 3 (2/3 & 2/5): Disparities in Health & Care (cont.)**

- Mon (2/3):  
 PDF: "Gender and Medicalization" (pp. 1-4)  
 PDF: "Ten Principles of Disability Justice" (pp. 1-5)  
 WHH: "The Picture of Health" (pp. 174-183)  
 WHH: "Sick Woman Theory" (pp. 364-371)  
 WHH: "Critical Questions Before You Buy Pink" (pp. 372-373)
- Wed (2/5):  
 WHH: "Financially Vulnerable" (pp. 58-61)  
 WHH: "Immigrant Women's Health" (pp. 71-74)  
 WHH: "Primary Health Care and the LGBTQIA+ Patient Experience"  
 (pp. 75-80)  
 WHH: "Transgender and Trans Health 101" (pp. 81-87)  
 PDF: "Dealing With Doctors: Taking Control of Your Healthcare  
 Destiny" (pp. 1-14)

### **Week 4 (2/10 & 2/12): Physical Anatomy & Social Construction**

- Mon (2/10):  
 PDF: "Of Spirals and Layers" (pp. 3-11)  
 WHH: "Intersex Genitalia Illustrated and Explained" (pp. 98-106)  
 WHH: "Trans and Intersex Children" (pp. 109-112)  
 WHH: "Boys and Girls Alike" (pp. 113-116)  
 WHH: "Male and Female Hormones Revisited" (pp. 117-118)
- Wed (2/12):  
 PDF: "Purportedly Gendered Body Parts" (pp. 1-2)  
 PDF: "Reproductive Anatomy" (pp. 51-76)  
 PDF: "The Macho Sperm Myth" (pp. 1-9)  
 WHH: "Spreading My Legs" (pp. 39-40)  
 WHH: "Exposed at Last: The Truth About Your Clitoris" (pp. 95-97)

### **Week 5 (2/17 & 2/19): Sexuality & Intimacy**

- Mon (2/17):  
 OBO: "Chapter 5" (pp. 99-139)  
 OBO: "Chapter 6" (pp. 140-152)  
 OBO: "Chapter 7" (pp. 153-180)  
 PDF: "Part One: Asexuality 101" (pp. 3-13 ONLY)  
 PDF: "Yes, No, Maybe So: A Sexual Inventory Stocklist" (pp. 1-10)

- Wed (2/19): WHH: "The Gender Orgasm Gap" (pp. 165-166)  
 WHH: "Reasons Why There's Orgasm Inequity" (pp. 167-171)  
 PDF: "Is hooking up bad for young women?" (pp. 22-27)  
 PDF: "How Trans Women Are Reclaiming Their Orgasms" (pp. 1-11)  
 PDF: "Proposer gender, pleasure, and danger in casual sex offers among bisexual women and men" (pp. 80-88)

### **Week 6 (2/24 & 2/26): Sex Education**

- Mon (2/24): EXAM #1 – NO READINGS
- Wed (2/26): WHH: "Education for Sexual Intimacy & Agency" (pp. 132-139)  
 WHH: "Sexual Health Education" (pp. 141-146)  
 WHH: "Adolescent Sexual Health" (pp. 150-154)

### **Week 7 (3/2 & 3/4): Sexually Transmitted Infections**

- Wed (2/24): OBO: "Chapter 11" (pp. 274-307)  
 PDF: "Unpacking a bag full of STI stigma" (pp. 1-9)  
 PDF: "The HPV vaccine protects African American and white women equally from cancer" – Dr. Jen Gunter (pp. 1-5)  
 PDF: "HPV vaccine over age 26—is it worth it?" – Dr. Jen Gunter (pp. 1-4)  
 LINK: "CDC: About HIV/AIDS"  
 VIDEO: "The Science of HIV"
- Wed (2/26): LINK: "CDC: HIV Transmission"  
 LINK: "CDC: PrEP"  
 LINK: "CDC: Testing"  
 PDF: "Why Race Matters: Women and HIV" (pp. 1-9)  
 PDF: "Pregnancy and HIV" (pp. 1-9)  
 PDF: "Transgender Women: HIV Prevention as Priority" (pp. 1-7)  
 PDF: "Gender Affirmation: A Framework for Conceptualizing Risk Behavior Among Transgender Women of Color" (pp. 675-689)  
 PDF: "The Well Project: Pregnancy"

Interview Assignment DUE via Canvas by 5pm, Friday, March 6<sup>th</sup>.

## **Week 8 (3/9 & 3/11): Violence & Mental Health**

- Mon (3/9):
- OBO: "Chapter 24" (p. 695, box; 705-707, medical considerations)
  - WHH: "Breaking the Silence" (pp. 322-323)
  - WHH: "The Ashley Treatment and Who Tells the Story" (pp. 324-326)
  - WHH: "Power and Control Wheel: People With Disabilities" (p. 327)
  - WHH: "Violence Against Native Women: Battering" (p. 329)
  - WHH: "End Violence on Campus Power and Control Wheel" (p. 330)
  - WHH: "2014 Report on Intimate Partner Violence" (pp. 331-333)
- Wed (3/11):
- WHH: "Frequency, Causes, and Risk Factors for Depression" (pp. 345-349)
  - WHH: "Depression in Wisconsin Women" (pp. 350-351)
  - WHH: "The Wage Gap Correlates With Anxiety and Depression" (pp. 352-353)
  - PDF: "Gendered Restrooms and Minority Stress" (pp. 65-80)
  - WHH: "Selfies and Health" (pp. 354-361)

## **SPRING BREAK: 3/14 – 3/22**

## **Week 9 (3/23 & 3/25): Hormones & Puberty**

- Mon (3/23):
- PDF: "The Reproductive Cycle" (pp. 77-96)
  - PDF: "Puberty and Growing Up" (pp. 263-269)
  - PDF: "Induction and Maintenance of Amenorrhea in Transmasculine and Nonbinary Adolescents" (pp. 195-201)
  - WHH: "Period Products" (pp. 120-122)
  - PDF: "Period Tracking Apps Are Not For Women" (pp. 1-17; image-heavy)

- Wed (3/25): WHH: "No, I Won't Ask You About Your Period. Yes, You Can Tell Me About It." (pp. 123-124)  
 PDF: "Yes, Trans Women Can Get Period Symptoms" (pp. 1-9)  
 PDF: "When Missed Periods Are a Metabolic Problem" (pp. 1-6)  
 PDF: "The Humiliating Practice of Sex-Testing Female Athletes" (pp. 1-8)  
 PDF: "Roller derby doesn't enforce gender separation and women still rule the sport" (pp. 1-4)

### **Week 10 (3/30 & 4/1): Hormones & Medical Decision-Making**

- Mon (3/30): OBO: "Chapter 9" (pp. 201-256)  
 WHH: "Contraceptive Options and Decision Making" (pp. 212-222)  
 WHH: "The Future of Sex?" (pp. 223-229)  
 PDF: "Medical Transition" (1 page)
- Wed (4/1): PDF: "The Lost Generation: American Indian Women and Sterilization Abuse" (pp. 40-53)  
 WHH: "Indigenous Women's Dialogue" (pp. 245-259)  
 PDF: "Reproducing Eugenics, Reproducing While Trans: The State Sterilization of Trans People" (pp. 425-445)

### **Week 11 (4/6 & 4/8): Reproductive Justice**

- Mon (4/6): NO READINGS – EXAM #2
- Wed (4/8): WHH: "The Color of Choice: White Supremacy and Reproductive Justice" (pp. 202-209)  
 WHH: "The Need for Different Voices" (pp. 210-211)  
 PDF: "Sterilized in the Name of Public Health" (pp. 1128-1138)  
 PDF: "Queering Reproductive Justice Toolkit" (pp. 1-16)  
 WHH: "Expensive, Exhausting, and Deeply Unsexy: Babymaking While Queer" (pp. 276-278)

## **Week 12 (4/13 & 4/15): Miscarriage & Abortion**

- Mon (4/13):
- OBO: "Chapter 18" (pp. 461-473)
  - WHH: "Ask Bear: Is it okay to be so, so sad about my miscarriage?" (pp. 274-275)
  - PDF: "A National Survey on Public Perceptions of Miscarriage" (pp. 1313-1320)
- Wed (4/15):
- OBO: "Chapter 13" (pp. 316-346)
  - WHH: "Induced Abortion in the United States Fact Sheet" (pp. 263-265)
  - WHH: "State Facts About Abortions" (pp. 266-267)
  - WHH: "I Set Up #ShoutYourAbortion" (pp. 272-273)
  - WHH: "What Kind of Mother is Eight Months Pregnant and Wants an Abortion?" (pp. 268-271)
  - PDF: "The Stratified Legitimacy of Abortions" (pp. 503-514)

Active Patient Assignment DUE via Canvas by 5pm, Friday, April 17<sup>th</sup>.

## **Week 13 (4/20 & 4/22): Pregnancy & Birth**

- Mon (4/20):
- OBO: "Chapter 15" (pp. 383-392; 396-397)
  - WHH: "Hard Labor" (pp. 292-298)
  - WHH: "Culturally Appropriate Doula Support for Queer and Trans Patients" (pp. 299-305)
  - PDF: "Jailed for using drugs while pregnant" (pp. 1-7)
- Wed (4/22):
- OBO: "Chapter 16" (pp. 398-428)
  - WHH: "Birth Trends in the United States" (pp. 281-291)
  - PDF: "Why America's Black Mothers and Babies Are in a Life-or-Death Crisis" (pp. 1-20)
  - WHH: "Black Teen Mom Manifesto: For Your Child" (317-320)
  - PDF: "For non-binary parents, giving birth can be especially fraught" (pp. 1-6)

**Week 14 (4/27 & 4/29): Evidence & Autonomy in Care**

Mon (4/27): WHH: "Fat People Deserve Dignity and Societal Change"  
(pp. 404-408)  
PDF: "Weight Science: Evaluating the Evidence for a Paradigm Shift" (pp. 1-13)  
WHH: "Let's Talk About Intentional Weight Loss and Evidence-Based Medicine" (pp. 393-395)

Wed (4/29): WHH: "Weight Bias and Healthcare" (pp. 389-392)  
WHH: "A Doctor Walks Into a Bar" (pp. 409-410)  
PDF: "My Doctor Prescribed Me Weight Loss—I Actually Had Cancer" (pp. 1-5)  
PDF: "Goop and the Legal Pitfalls of Women's Wellness" (pp. 1-7)

**FINAL EXAM: Sunday, May 3, 2:45 – 4:45pm \*\*\* ROOM TBA**