GWS 533: Special Topics in Gender and Health
LGBTQ+ Health and Health Care in the Americas
University of Wisconsin-Madison

Spring 2020
2301 Sterling Hall
T/Th 2:30PM-3:45PM

Instructor
Emi Frerichs, PhD Candidate
Pronouns: Accepts all pronouns, may defer to she/her/hers
frerichs@wisc.edu
Office: Sterling Hall 3323
Office Hours: Tuesdays 12:15-2:15PM

Course Description

This course will examine issues in LGBTQ+ health and healthcare within the United States, Chican@ and Latinx communities, as well as several distinct Latin American countries. While examining the sexual and gender minority communities within their geographical context (including lesbian, gay, bisexual, pansexual, queer and asexual people, as well as transgender, gender non-conforming, and gender non-binary individuals), this course looks to highlight the specific health issues that impact them, as well as outline the theoretical mechanisms employed that seek to explain the disparities they face as well as reduce the frequency at which they occur. Throughout the semester, we will examine significant health issues that pertain specifically to the LGBTQ+ community, including sexual health, mental health and substance abuse, medical and surgical gender affirmation, as well as many others. While examining historical and political contexts that have shaped public and biomedical discourse, we will seek to explain health disparities faced by LGBTQ+ communities within a domestic context, as well as within transnational conversation. Additionally, throughout the course, the course materials will also incorporate a vast variety of cultural realia (TV, film, narrative, personal essays, music) that help us broaden our understanding of these very real lived experiences and connect them with the myriad issues that these communities face regarding their personal health and care.

Course Learning Objectives

After completing this course, you should be able to:

1. Understand and describe how sexual orientation and gender identity (can) impact the health of individuals and populations.
2. Demonstrate a basic understanding of the mechanisms of health disparities among LGBTQ+ populations, including socio-ecological theories and theories of the biological effects of stress and discrimination.
3. Identify health concerns relevant to LGBTQ+ communities both within the United States as well as within discussed Latin American counterparts.
4. Understand challenges faced historically and presently by LGBTQ+ populations within the United States, while putting these challenges into conversation with Latin American counterparts.
5. Summarize and explain common experiences of LGBTQ+ individuals within the healthcare system of their geographical context and the strategies LGBTQ+ people and communities (have) use(d) to achieve and maintain health.

6. Become more informed and active participants as future practitioners/advocates/allies of LGBTQ+ health and healthcare.

**Prerequisites & Course Information**

Completion of GWS 103 or permission from the instructor to enroll

3 Credits

All face-to-face instruction

**Required Texts:**

Zena Sharman, *The Remedy: Queer and Trans Voices on Health and Health Care*

Available at A Room of One’s Own, 315 West Gorham Street, just off of State Street, 608-257-7888


*This is available for purchase in several formats or as a free pdf download at the following URL: https://www.ncbi.nlm.nih.gov/books/NBK64806/pdf/Bookshelf_NBK64806.pdf*  

Please choose the option that will best facilitate your reading and absorbing the material.

**CANVAS**

[https://canvas.wisc.edu/courses/139200](https://canvas.wisc.edu/courses/139200)

Most of the course assignments are available through the Canvas course site as PDFs, which will be organized by week.

**RECOMMENDED, BUT NOT REQUIRED**

Throughout the semester, you will have readings available on Canvas that come from the following two texts. These two texts are highly recommended readings for anyone pursuing LGBTQ Health Studies or for someone who might wish to do further reading:


**Small Written and Creative Assignments (20%)**

Introductory Self-Reflection (5 pts)

LBGTQ+ Film or Series Review/Reflection (7.5 pts)

News Article Reflection (7.5 pts)

**Assignment #1 Queer Health Resource Entry (20%)**
Detailed Instructions are on Canvas.

Assignment #2 Groundbreaking Figures, Transformative Approaches (20%)
Detailed Instructions are on Canvas.

Quizzes
There will be three quizzes throughout the course, each worth 10% of your grade. They will all be taken on Canvas under the module “Quizzes,” from the comfort of your chosen environment. They will each be available for 3 days, and you will have 1.5 hours to take each quiz. You may approach these quizzes as open book, using all course materials and notes, but you may NOT take the quiz with other students—yes, we can tell!

The syllabus calendar below lists the course material covered by each quiz. Each quiz will focus on applying course material and may include short answer, multiple choice, and/or short answer questions.

Final Exam
There will be no final exam on Canvas. However, Assignment 2, for all intents and purposes, will serve as your “final exam.” This assignment should serve as your best work and a culmination of elements you’ve learned throughout the semester. Detailed instructions and a rubric will be available on Canvas.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Attendance, participation in lecture</td>
<td>Weekly</td>
<td>7%</td>
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<tr>
<td>Top Hat Participation</td>
<td>Every class meeting</td>
<td>3%</td>
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<tr>
<td>Small written and Creative Assignments</td>
<td>See Below</td>
<td>20% in Total</td>
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<tr>
<td>Introductory Self-Reflection</td>
<td>Sunday, January 26\textsuperscript{th}</td>
<td>(5%)</td>
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<tr>
<td>Film or Series Reflection</td>
<td>Sunday, February 23\textsuperscript{rd}</td>
<td>(7.5%)</td>
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<tr>
<td>News Article Reflection</td>
<td>April 5\textsuperscript{th}</td>
<td>(7.5%)</td>
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<tr>
<td>Assignment 1: Queer Health Resource Guide</td>
<td>Sunday, March 8\textsuperscript{th}</td>
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<tr>
<td>Assignment 2: Groundbreaking Figures</td>
<td>Sunday, May 3\textsuperscript{rd}</td>
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<tr>
<td>Quiz 1 (opens Friday, Feb. 14\textsuperscript{th} at 12AM)</td>
<td>Sunday, February 16\textsuperscript{th}</td>
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<tr>
<td>Quiz 2 (opens Friday, March 27\textsuperscript{th} at 12AM)</td>
<td>Sunday, March 29\textsuperscript{th}</td>
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<td>Quiz 3 (opens Friday, April 24\textsuperscript{th} at 12AM)</td>
<td>Sunday, April 26\textsuperscript{th}</td>
<td>10%</td>
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Total 100%

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

Class Policies and Email
In the era of immediate (and constant!) information, it’s hard not to get caught up in the abuse of technology regarding email communication. Before sending an email, contemplate the necessity of sending it as well as the urgency (i.e., if you can inquire in person!). I will do my absolute best throughout the semester to respond to your emails within 24 business hours. I check email daily Monday-Friday, and inconsistently on weekends. You should expect a response within 24 hours during the week. If you have not heard back from me within 24 hours during the week, you may send me a follow-up message to ensure I received the first. If an exam or assignment is taking place or due on a Sunday, I will not necessarily respond to e-mail after 5:00 PM on the Friday prior to the exam date or due date. I will not discuss your grade, or explain complicated concepts over e-mail, but you are more than welcome to come visit me in office hours or schedule an appointment with me when I am available.

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.

I 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 me before the assignment is due. Any possible extension on an assignment is at my discretion and is not guaranteed.

Attendance
As I say to all of my students regarding attendance and participation- the first step is showing up! Our consistent presence and community-building in class is fundamental for a productive learning environment; this class will incorporate elements of discussion throughout lecture that will rely on your regular attendance. That attendance primarily will be captured through Top Hat questions that will note your presence at every lecture. That being said, you will be allowed one excused absence, no questions asked, as a “gimme” absence. Your overall grade in the course will be lowered by 1% point of your final semester grade for each additional absence. If you need to miss a section due to illness, excused university athletics participation or religious observance, please let me know as soon as possible so that I may accommodate you appropriately.

Class goals and a note on Self-Care
Our lecture will provide us with an opportunity to gain a more nuanced understanding of the content covered in the course readings. You should expect to actively engage with course material on a critical level, having done the readings before coming to lecture every day. My hope is to provide a mixed atmosphere of discussion and lecture in order to provide a resource for you to grapple with course concepts, while enjoying the support of a community of peers.

My most important ground rule for the classroom is respect; an environment where respect is given and received is my greatest concern in order to foster a community of learning. Thinking critically before speaking/sharing is a given, taking into account the importance of conscious language and diverse human experiences; using that conscious language will be pivotal in order to maintain an inclusive and constructive space. If you have any questions along the way about how to help maintain that space and contribute to that atmosphere, never hesitate to ask.
That being said, if at any point during class you feel unsafe or that you cannot mentally or emotionally be a part of a particular conversation, please feel free to step outside or talk to me before or after lecture. We will discuss delicate issues that may be both unfamiliar to some of us and deeply personal for others. If students choose to share personal experiences with the class, that information should never leave the classroom.

Grade disputes
Please allow 24 hours after receiving a grade before contacting me 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!

Laptop and Cell phone policy in lecture
Laptop usage in the classroom can be very distracting, but I would like to entrust you with the ability to make good decisions regarding their usage during lecture (taking notes). 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 in 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. You will find that throughout lecture, I will pass through the room. In the instance that I find you abusing technology within the classroom, I may ask you to refrain from utilizing it again at any time.

If you plan to use your laptop in lecture to take notes or view the readings, please sit in the front of the room. Many students find their classmates’ use of social media etc. extremely distracting, so these rules help ensure an optimal learning environment for everyone.

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. If you need to attend to an urgent matter by text, please step out of class. Thanks for helping us create a good learning environment for all.

Accessibility
I am committed to creating an environment that is respectful and accessible to all students. Please talk to me as soon as possible if you need additional assistance, accommodations, and/or are experiencing difficulties participating in class, keeping up with readings, or comprehending course materials. Please let me know if anything is going on in your life that affects your ability to work to your potential in this class. If you want more information about accommodations, please contact the McBurney Disability Resource Center: www.McBurney.wisc.edu or call 263-2741
**Academic Integrity**

It's a no brainer- it is not worth it. Even your worst work is better than being caught turning in someone else’s work- you are bound by the University’s policies regarding plagiarism and cheating. **In order to avoid charges of plagiarism, cite all sources that you use appropriately.** If you have questions regarding citations, sources, or academic integrity, please ask me or visit the writing center. I highly recommend taking assignments to the writing center before submitting them!

**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 receive a Top Hat invitation by email. But if you didn’t receive this email, you may also register by visiting our course website, link coming soon.

**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?** Research backs up the hypothesis that in-class electronic polling improves student learning and performance. Many students that I have encountered in my tenure at UW have spoken highly of classroom experiences that involve Top Hat and how it engages them while learning lecture material.

**What if I don’t own an electronic device?** No problem. Let your me 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 you can submit them directly to me.

**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 per my discretion, and I reserve the right to change it at any time. I will inform you if I make changes to the syllabus schedule. The listed materials for each day are what you should have read before coming to lecture that day.

**Week 1: Introduction and the State of Queer Health in the U.S. and more**

Tues 1/21
• Please read the syllabus thoroughly. By continuing in this course, you are confirming you have read all syllabus details and expectations.

Thurs 1/23
• Introduction to “The Remedy,” pg. 9-22
• “A Brief and Transformative Account of Queer History,” Lawrence LaFountain-Stokes

Great optional review material, not required:
Davey Shlasko, “Sex and Gender Terminology”

Due Sunday, January 26th at 11:59PM: Introductory Self-Reflection

Week 2: The State of Queer Health in the U.S. and more cont’d

Tues 1/28
• **Chapter 2 (up to page 67)**, Institute of Medicine Committee on Lesbian, Gay, Bisexual, and Transgender Health Issues and Research Gaps and Opportunities (2011). *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding.*
• When Health Care Isn’t Caring: Lambda Legal's Survey on Discrimination Against LGBT People and People Living with HIV (2010).

Thurs 1/30
• “Our Many Selves,” Holiday Simmons and Freshi White, *Trans Bodies, Trans Selves* pg. 3-23
• Mauro Cabral. “I am Transgender and Being Myself is Not a Disorder.” *The Guardian.*
• Selected Translated Segments on Trans/Transgénero/Travesti/ LGBTQ+ Surveys in Perú, Guatemala, Argentina, Mexico

Week 3: Understanding Health Disparities and Minority Stress through Theory

Tues 2/4
• “LGBT people suffer from poorer health: doctors must work to change that,” Celine Gounder, *The Guardian*
• “Sexual Minority Women and Contraceptive Use: Complex Pathways Between Sexual Orientation and Health Outcomes,” Jenny Higgins et al.

Thurs 2/6


**Week 4: Understanding Health Disparities and Minority Stress Cont’d**

Tues 2/11

• “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” Kimberle Crenshaw
• “Navigating this Life as a Black Intersex Man,” Sean Saifa Wall, *The Remedy,* pg. 39-44
• “La conciencia de la mestiza/Towards a New Consciousness,” Gloria Anzaldúa, *Borderlands/La Frontera: The New Mestiza,* fourth edition (pp.100-120).

Thurs 2/13

• The Weathering Hypothesis, Linnea Evans
• “Legal Issues,” Kylar W. Broadus and Shannon Price Minter *Trans Bodies, Trans Selves,* pg. 174-214
• “Trans Grit,” Cooper Lee Bombardier, *The Remedy,* pg. 137-144

**First Quiz! Opens up on 2/14 at 12AM and closes Sunday, 2/16 at 11:59PM!**

**Week 5: Sexual Identity and Sexual Health**

Tues 2/18

• “Five Things You Need to Know About Bisexual People,” Margaret Robinson, *The Remedy,* pg. 175-183
• “Name Game: Being Seen in my Entirety,” Kyle Shaughnessy, *The Remedy,* pg. 25-29
• “Sexuality,” Tobi Hill-Meyer and Dean Scarborough, *Trans Bodies, Trans Selves,* pg. 355-388
Thurs 2/20
- “Immigration,” Kate Kourbatova and Elana Redfield, *Trans Bodies, Trans Selves*, pg. 40-53
- “Race, Ethnicity and Culture,” Kortney Ryan Ziegler and Naim Rasul, *Trans Bodies, Trans Selves*, pg. 24-39
- “Executive Summary of a Southern Latinx LBGTQ+ Regional Assessment,” Gabriela Betancourt, Judith Montenegro, Joaquín Carcaño, Latinos in the South & Latinos Commission on AIDS
- Selected Excerpts from “Report on Human Rights Conditions of Transgender Women in Mexico,” Transgender Law Center, Cornell University, Law School, LGBT Clinic
- Selected Translations from *Programa Compañeros*, Ciudad Juárez, México

Film or Series Reflection due on Canvas on Sunday, February 23rd at 11:59PM

Week 6: Sexual Identity and Sexual Health cont’d

**SEX WORK**

Tues, 2/25
- “Sex Work Solidarity as Healing in Four Parts,” Amber Dawn, *The Remedy*, pg. 119-127
- “My Experiences as a Young Trans Woman Engaged in Survival Sex Work,” Janet Mock
- Posted Selections from artist Xandra Ibarra
- Posted Selections from *The Red Umbrella Project*
- “Transgender Sex Workers and Sexual Transmigration between Guadalajara and San Francisco,” Cymene Howe, Susanna Zaraysky and Lois Lorentzen, *Latin American Perspectives*

Thurs, 2/27
- “How Sex Worker Made San Francisco Safer for Everyone,” Hanna Alberazi
- “When Walking While Trans is a Crime,” Emma Whitford, *The Cut*
- Selected Excerpts from *The Red Umbrella Diaries*
- Translated excerpts from *Cuerpos Desobedientes*, Josefina Fernández

Week 7: Sexual Identity and Sexual Health cont’d

**HIV/AIDS**

Tues 3/3

• “HIV/AIDS Prevention for Sexual and Gender Minority People,” *The Fenway Guide*, pg. 325-360
• Selected excerpts from *How to Survive a Plague*
• “Pedro Zamora’s Real World of Counterpublicity” in *Disidentifications: Queers of Color and the Performance of Politics*, José Esteban Muñoz
• “How to Demand a Medical Breakthrough: Lessons From the AIDS Fight,” Nureth Aizenman, NPR

Thurs 3/5
• Center for Disease and Control Prevention entries: “HIV and African American Gay and Bisexual Men,” “HIV and Hispanic/Latino Gay and Bisexual Men”
• “Read This Before Your Next Clinical Visit: Cheap Advice for Frequent Patients,” Francisco Ibáñez-Carrasco, *The Remedy*, pg. 53-58
• Selected excerpts from *Antes que anochezca (Before Night Falls)*
• “When condoms aren’t enough,” John Byrne, *The Atlantic*
• Center for Disease Control and Prevention entry on PrEP

Assignment One: Queer Health Resource Guide due on Canvas on Sunday, March 8th at 11:59PM

Week 8: Gender Affirmation Services, Transitioning, Hormones
Tues 3/10
• “Chapter One: Contexts, Concepts and Terms” in *Transgender History*, Susan Stryker
• “Medical Transition,” Maddie Deutsch, *Trans Bodies, Trans Selves*, pg. 241-264
• “Surgical Transition,” *Trans Bodies, Trans Selves*, pg. 265-290

Thurs 3/12
• “Chapter Two: A Hundred-Plus Years of Transgender History,” in Transgender History, Susan Stryker
• Selected Clips from *Stonewall: The Uprising*
• Selected Clips from *Paris is Burning*
• “Paris is Burning Shows the Seductive Nature of Inclusion, but Queer People Need More,” Amrou Al-Kadhi, *The Guardian:*
  https://www.theguardian.com/commentisfree/2019/jun/14/mainstream-pride-flag-queer-people-paris-is-burning
BREAK: Week 9 [Spring Recess]
3/15-3/22 Spring Recess

Week 10: Gender Affirmation Services, Transitioning, Hormones, cont’d

Tues 3/24
- Selections from WPATH: Standards of Care for the Health of Transsexual, Transgender, and Gender Non-Conforming People
- “How Microdosing Testosterone Changed My Life,” Alyza Enriquez, *Vice*
- “What it Means to Transition When You’re Non-Binary,” Joshua M. Ferguson, *Teen Vogue*

Thurs 3/26
- Martín De Mauro Ruovsky, “The *Travesti* Critique of the Gender Identity Law in Argentina,” *Transgender Studies Quarterly*, Vol. 6, No. 2
- Trans Memory Archive, TSQ
- Selected excerpts from Naty Menstrual, Pedro Lemebel and Marlene Wayar

Quiz 2 opens Friday, March 27th at 12AM and closes on Sunday, March 29th 11:59PM!

Week 11: Mental Health & Substance Abuse

3/31
- “Mental Health Concerns,” *Trans Bodies, Trans Selves*, pg. 305-332
- WPATH Standards of Care: “Mental Health”

4/2
News Article Reflection due on Sunday, April 5th at 11:59PM

Week 12: Disability/Ability & Body Image

4/7

- “Disabilities and Deaf Culture,” Syrus Marcus Ware and Zack Marshall, *Trans Bodies, Trans Selves*, pg. 54-61
- Examined Life Excerpt with Judith Butler and Sunaura Taylor
- “Through the Body,” Fayza Bundalli, *The Remedy*, pg. 223-228

4/9

- “Mixed-Raced, Non-Binary, Queer Fat Femme: How I Fail and Succeed in Finding Liberation,” Cicely Blain, *The Body is Not An Apology*
- “When You’re Fat, It Can Be Especially Hard to Come Out as Queer,” Charlotte Morabito
- Selections from Laura Aguilar, Letters and Photography

Week 13: Discrimination in Care and Medical Health & Education

Tues, 4/14

- “Principles for Taking an LGBTQ-Inclusive Health History and Conducting a Culturally Competent Physical Exam,” *The Fenway Guide*, pg. 159-192

Thurs 4/16

- “Using Medical Education to Advance Health of LGBT Individuals,” Kristen L. Eckstrand, *The Remedy*, pg. 63-72

Week 14: Methods towards better research and practices

Tues, 4/21

- “Unlearning: Improving Trans Care by Reorienting Medical and Nursing Discourse,” Soma Navidson, *The Remedy*, pg. 31-38
Tues, 4/23
- All Queer Health Innovation Profiles, *The Remedy*

**Quiz 3 opens at 12:00AM on April 24th and is due Sunday, April 26th at 11:59PM**

**Week 15: Exciting research, closing comments**

4/28
Innovative Studies- The Pride Study

4/30
Course wrap-up

**Assignment #2, Your Final Assignment: Memorable Figures, Transformative Approaches is due on Canvas at 11:59PM on Sunday, May 3rd**