



GWS 534: Gender, Sexuality, and Reproduction: Public Health Perspectives

Welcome to GWS 534!



About the Course

Course description

This course explores several theoretical lenses, disciplinary approaches, and substantive topical areas relating to reproductive and sexual health. We will begin the course by investigating the development of both "reproductive justice" and "sexual health" as phenomena in public health research, policy, and programs, looking back to feminist responses to population control policies of the 1970s. Subsequent weeks of the semester will cover substantive topical areas in the field (e.g., adolescent sexual development, contraception, and sexual and reproductive violence). Course materials will expose students to epidemiological and data-driven aspects of these topics (e.g., prevalence, trends, definitions) as well as feminist socio-cultural critiques of the empirical research.

Course objectives

Ideally, students who successfully complete this course will be able to:

- Understand the evolution of “reproductive health,” “sexual health,” and “reproductive justice” as concepts in the public health field.
- Be familiar with epidemiologic data on various topics relating to sexual health, both domestically and internationally.
- Identify and engage with feminist socio-cultural critiques of the classic epidemiologic and medical research in the field.
- Synthesize aspects of both the empirical and socio-cultural literature in order to articulate how to best address public health policies and programs aimed at improving sexual and reproductive health.
- Through independent project work, be able to locate, review, and critique both the medical literature and the social science literature on topics relating to reproductive and sexual health

Meet Professor Jenny Higgins, PhD, MPH (she/her)



I'm Professor of Gender and Women's Studies and Obstetrics and Gynecology, where I also direct [UW CORE](#), a research initiative at UW-Madison focused on addressing critical needs in reproductive health and healthcare in Wisconsin and beyond. I've got a PhD in gender studies and an MPH in global health. I love public health and its intersections with gender, inequity, and justice.

I conduct mixed-methods research on sexuality, gender, and reproductive health. My professional website, <http://www.jennyhiggins.net>, contains more information about my research.

I live with my sweetheart, Bobby, our 10-year-old son, Atticus, and the world's best cat (seriously), Stellanuna Moonpie. I love writing letters, paddle-boarding, going to my teeny-tiny neighborhood library, further entrenching my laugh lines, and getting a good night's sleep. I'm currently in deep with Kwik Trip Karuba Gold coffee drinks, the last two Taylor Swift albums,

and 80s workout playlists.

My email and communication preferences

jenny.a.higgins@wisc.edu

Emails are fine for short questions, but discussions of papers and exams should take place during office hour meetings. I welcome you to office hours, and suggest you plan ahead to make appointments for the busy weeks before deadlines.

I do my best to stay on top of class-related emails, but I anticipate that some messages will slip under the radar. If you have sent me an email but have not heard back from me within 48 hours days, you are welcome to send me a follow-up email.

Course location & meeting time

Mon/Wed 8am-9:15am, Sterling 2301

Office hours

Mondays 4-4:30

Wednesdays 9:30 to 10:30

By Zoom on both Mondays and Wednesdays. On Wednesdays, you may also come in person in my office (Medical Sciences Center 4245) if you wish.

Zoom link: <https://uwmadison.zoom.us/j/2167576545>

COVID-19 policies

What to expect this fall

Per university guidance, our class will be meeting in person, and all of us will be required to wear masks the entire time. I certainly wish we were able to see each other's full faces and more easily project our voices, but I also appreciate that we'll be taking care of each other. If you'd like to review the university's guidelines about this semester's COVID-related guidelines, you can see [here](#).

Official language from UW-Madison:

UW-Madison continues to monitor COVID-19 transmission rates on campus and in the community and will continue to update policies in response. For the latest information, visit the [COVID-19 response](#) news page.

UW-Madison Mask Mandate

Masks are now required inside campus buildings, regardless of vaccination status.

Required Testing

Employees and students who have not shared proof of COVID-19 vaccination with UHS will be required to test weekly on campus.

Land acknowledgement

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were

forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

Required resources

All reading materials for this class will be provided on Canvas. The readings for each class will be posted under the Module with the corresponding date.

This course will utilize Top Hat. See the Canvas page for course-specific information.

Assignment and assessment list

Student grades will be based on the following:

<i>Item</i>	<i>%</i>	<i>Due Date</i>
Participation & Attendance	20%	Ongoing, every class
4 Summary-Critique Memos	30%	Rolling dates, see schedule
Socio-Medical Portfolio	30%	Final product due 12/8
Final Exam	20	12/20

Final grades will be assessed in the following manner:

A=93-100 B=83-87 C=70-77

AB=88-92 BC=78-82 D=65-69 F=under 65

Participation

Because the discussion of readings is a major component of this course, you will be graded on your preparation for and involvement in class. This approach asks that you engage fully with the material and explore your own beliefs about the topics covered. Expressing one's ideas and getting reactions from others can help you evaluate your own opinions and ultimately sharpen your thinking. Although I set the grading criteria, you assign your own participation grade daily (though I reserve the right to change these grades). Please note that the most valuable participation does not necessarily come from the student who speaks the most. Students who do not listen to their classmates or who do not make room for various viewpoints and speakers will not earn the highest participation grades.

During class, I may call on students who do not have their hands raised. I will do this for several reasons. First, some students need to be invited into the conversation. By calling on students who are not volunteering their ideas, I am issuing that invitation. Second, I want all students to shoulder the responsibility of moving the class forward by summarizing and analyzing course readings, by connecting the readings to established themes and concerns of the course, by engaging with and responding to the contributions of the other students, and by taking intellectual risks; I am unwilling to let any student abdicate this responsibility by letting

the other students do all the heavy lifting in class. Third, I see the classroom as a place for actively working through questions that have no right answer. As a result, contributing to class discussion is not always about what you know when you walk into class. I also want to tap into what you struggle with and what you are confused by; I want to know what you think, wonder, guess, fear, believe, and hope. Your willingness to share where you are with an issue will help us all. I do not call on people with the aim of embarrassing them. Finally, I believe that insightful participation is a skill that all students need to develop, just as they develop their analysis and writing skills.

Self-graded participation will be reported in a “quiz” (not really a quiz) **on Canvas**, due at the end of each class session.

Summary-and-critique memos

Summary-and-critique memos represent a pithy summary of the readings for a particular topic as well as a critique and/or thematic integration of the readings. Memos can be no longer than one page (citations excluded). Students must write FOUR memos over the course of the semester. Memos are due on an ongoing and rolling basis. You choose the topic(s) for which you would like to further engage with the material. The memo for each topic is due on the last day that topic is covered in class.

Dates on the assignments indicate the dates by which you must have written a certain number of memos. For example, all students must submit their first memo by September 29th, although you are more than welcome to write more than one memo before that time. Memos are due before class on the final date they can be submitted.

Socio-medical portfolio

This assignment provides an opportunity for you to further explore a topic of your choosing within the sexual and reproductive health field, and to examine this topic within a gendered, socio-cultural lens. The assignment comprises three important aspects: 1) a review of the public health and/or biomedical literature on the topic; 2) an exploration of the literature that provides a greater socio-cultural context for the topic and/or offers criticism of the public health/scientific literature or approach; and 3) set of recommendations for research, policy, and programs on that topic.

Topics may include those already included on the syllabus, but must be further specified (e.g., condom use in Japan, where condom use is far more prevalent than in the West). Topics not on the syllabus but that fall under the rubric of sexual and reproductive health are also warmly welcomed. At your request, I can provide a list of a number of potential topics.

Socio-medical portfolios must include a minimum of 10 citations. You may use the citation style of your choosing as long as you can identify what style it is (e.g., the International Committee of Medical Journal Editors (ICMJE), American Psychological Association (APA), or a particular journal’s style) and as long as you use the style consistently throughout the paper.

Final exam

The final open-book, open-note exam will give you the chance to reflect on what you have

learned over the course of the semester and synthesize the material in new ways. You will have the opportunity to showcase your engagement with the class texts and then to push further, critically and analytically. The exam also provides a reward for those who have continually engaged with the reading over the course of the semester.

The final will allow you select from various prompts or questions provided. That is, you won't be forced to answer every single prompt. A choice of questions means that you will not be required to have mastery of all subjects in the class, but you will be expected to write with both clarity and sophistication about a majority of the topics.

I will provide more information in advance of the final, with in-class preparation and review sessions.

Late, missed, or incomplete work

Assignments are due before class on the day they are assigned unless otherwise noted. Assignments handed in or emailed after the specified due date and time will be deducted 5 percentage points per 24 hours. For example, if an assignment is passed in one day late, the highest possible grade that the student could earn would be a 95 rather than a 100; if the assignment is two dates late, the highest possible grade would be an 90. I will not accept assignments more than five days after the original due date. After five days, you will receive an "F" for that portion of your grade. Incomplete final grades will not be given EXCEPT in situations of serious illness or family emergency, which must be documented.

Writing Fellows

We are terrifically fortunate to have peer writing tutors called Writing Fellows working with the class this semester. Each of you will work with a Writing Fellow individually outside the classroom on two of your writing assignments to improve the clarity and effectiveness of your writing. The underlying philosophy behind the Writing Fellows program is the following: **“All writers, no matter how accomplished, can improve their writing by sharing works in progress and making revisions based on constructive criticism.”** Similar programs are in place at universities such as Brown, Michigan, Swarthmore, and Penn.

Writing Fellows:

- will read your writing and make constructive suggestions for revision.
- are trained in how to evaluate critically and respond helpfully.
- work closely with Professor Higgins.

You will have one of the following four Writing Fellows working with you:

1. Julie Abelson (jabelson@wisc.edu)
2. Isabella Lisak (ilisak@wisc.edu)
3. Katie Mallow (kamalloy@wisc.edu)
4. Regan Norton (rnorton2@wisc.edu)

Writing Fellows will not grade your essays, teach you specific-course content (they are not expected to attend classes or do course readings), nor guarantee that your paper receives an A grade.

How It Works:

The Writing Fellow will work with you on your socio-medical portfolio. You will submit 1) a detailed outline and 2) a polished draft on the due dates indicated. You will upload these drafts to Canvas. Your Writing Fellow will review your materials carefully, make comments, and meet with you individually to discuss your writing and make suggestions for revision. You then revise your outline, then your paper draft, and submit a final version of the paper for my review. Your final paper must include a cover sheet indicating what you changed and why during your revision process. You must also turn in the original draft with the Writing Fellow's comments.

What Is a “polished draft”?

A polished draft represents your best efforts on the assignment. It should rigorously follow the guidelines outlined below (regarding formatting, content, etc.). A polished draft is not an outline, rough draft, or first draft. Be sure to proofread your draft for grammar and spelling so your Writing Fellow can focus on larger issues such as organization, presentation, and clarity of style.

Course Policies and Expectations

Attendance policy

Attendance in this class is required and essential for our community learning process. Students will receive two “freebie” classes per semester in which they can miss a class without penalty. Unless cleared by the professor two weeks beforehand, each additional absence will result in deduction of five (5) percentage points of your semester grade (for example, a 90% AB would become an 85% B).

Lecture notes and PowerPoint slides will not be posted online or shared. If you must miss class, please obtain notes from a classmate and/or meet w a classmate to discuss what you missed.

If you encounter COVID-related challenges such as a positive COVID test, close COVID exposure, or economic difficulties, we will of course make exceptions to this attendance policy. Please be in touch with me directly about such challenges by email.

Participation policy

Because the discussion of readings is a major component of this course, you will be graded on your preparation for and involvement in class. This approach asks that you engage fully with the material and explore your own beliefs about the topics covered. Expressing one’s ideas and getting reactions from others can help you evaluate your own opinions and ultimately sharpen your thinking. Although I set the grading criteria, you assign your own participation grade daily (though I reserve the right to change these grades). Please note that the most valuable participation does not necessarily come from the student who speaks the most. Students who do not listen to their classmates or who do not make room for various viewpoints and speakers will not earn the highest participation grades.

Accommodations

I want to work with any and all students with disabilities in this class. You deserve to be here. In order to receive disability-related academic accommodations in GWS 534, students must first be registered with the McBurney Disability Resource Center.

The McBurney Center supports students by working with them and with their instructors to ensure that materials and processes in class meet students' needs. If you have a disability (or think you might) and want more information about accommodations, please contact the McBurney Disability Resource Center or call (608) 263-2741. The McBurney Resource Center, located at 702 West Johnson Street, provides useful assistance and documentation for a range of needs. If you need accommodation to fully participate in class, whether your need is documented or not, and whether it is temporary or permanent, you are encouraged to reach out to the McBurney Center and to your instructor.

I am 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.

Basic needs statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Plagiarism

Academic integrity is critical to maintaining fair and knowledge-based learning at UW-Madison. Academic dishonesty is a serious violation and degrades the value of your degree. If you present the words or ideas of others without giving them proper credit, you are guilty of plagiarism. Plagiarism means presenting the words or ideas of others without giving them credit, even if it was done unintentionally. It is your responsibility to learn what constitutes plagiarism and the correct rules for citing sources. In general, all the ideas and words must be your own. If you use someone else's exact words, they should be enclosed in quotation marks with the exact source listed.

In consultation with the Dean of Students office, I will deal harshly with violations of academic misconduct in GWS 534. The work in this course is challenging. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Course schedule/calendar

Date	Topic	Readings/Due Dates
Weds 9/8	Rosh Hashana	(no class)
Mon 9/13	Introduction to class	
Wed 9/15	Population control to reproductive rights	<p>Petchesky RP. From population control to reproductive rights: Feminist fault lines. <i>Reproductive Health Matters</i> 1995;3(6):152-161</p> <p>Haslegrave M. Implementing the ICPD Programme of Action: What a difference a decade makes. <i>Reproductive Health Matters</i> 2004;12(23):12-18.</p> <p>Bhatia, Rajani, et al. "A feminist exploration of 'populationism': engaging contemporary forms of population control." <i>Gender, Place & Culture</i> 27.3 (2020): 333-350.</p>
Mon 9/20	Reproductive justice	<p>Ross, Loretta & SisterSong. What is reproductive justice? <i>Reproductive Justice Briefing Book: A Primer on Reproductive Justice & Social Change</i> (n.d.): 4-5.</p> <p>Asian Communities for Reproductive Justice: A New vision for advancing our movement for reproductive health, reproductive rights, and reproductive justice. 2005.</p> <p>Crear-Perry et al. Social and structural determinants of health inequities in maternal health. <i>Journal of Women's Health</i> 2021;30(2):230-235.</p> <p>Johnson, Alexis McGill. "I'm the Head of Planned Parenthood. We're Done Making Excuses for Our Founder." <i>New York Times</i>. April 17, 2021. https://www.nytimes.com/2021/04/17/opinion/planned-parenthood-margaret-sanger.html</p>
Wed 9/22	Sexual health and justice	<p>Correa S. From reproductive health to sexual health: Achievements and future challenges. <i>Reproductive Health Matters</i> 1997;5(10):107-116.</p> <p>Sandfort TGM, Ehrhardt AA. Sexual health: A useful public health paradigm or a moral imperative? <i>Archives of Sexual Behavior</i> 2004;33(3):181-187.</p> <p>Frederick et al. Differences in orgasm frequency among gay, lesbian, bisexual, and heterosexual men and women in a U.S. national sample. <i>Archive of Sexual Behavior</i> 2018;47:273-288.</p>
Mon 9/27	Adolescent sexuality 1	<p>Centers for Disease Control (CDC). Sexual Risk Behaviors can Lead to HIV, STD's & Teen Pregnancy. https://www.cdc.gov/healthyyouth/sexualbehaviors/index.htm</p> <p>Lindberg, Laura D., John S. Santelli, and Sheila Desai. "Changing patterns of contraceptive use and the decline in rates of pregnancy and birth among US adolescents, 2007–2014." <i>Journal of Adolescent Health</i> 63.2 (2018): 253-256.</p> <p>Schalet A. Must we fear adolescent sexuality? <i>MedGenMed</i> 2004;6(4):44.</p>

Chambers, Brittany D., and Jennifer Toller Erasquin. "Reframing the way we think about teenage motherhood." *Global Perspectives on Women's Sexual and Reproductive Health Across the Lifecourse*. Springer, Cham, 2018. 59-71.

Wed 9/29 Adolescent sexuality 2

Tolman DL. Doing desire: Adolescent girls' struggles for/with sexuality. In: Richardson L, Taylor V, Whittier N, editors. *Feminist Frontiers V*. Boston: McGraw Hill; 2001. p. 375-385.

Fine M. Sexuality, schooling, and adolescent females: The missing discourse of desire. *Harvard Educational Review* 1998;58(1):29-53.

Fine M, McClelland SI. Sexuality education and desire: Still missing after all these years. *Harvard Educational Review* 2006;76(3):297-338.

Gomez, Anu Manchikanti, and Mikaela Wapman. "Under (implicit) pressure: young Black and Latina women's perceptions of contraceptive care." *Contraception* 96.4 (2017): 221-226.

Mon 10/4 Unwanted/unintended/unacceptable pregnancy, part 1

Finer, Lawrence, and Mia Zolna. "Unintended pregnancy in the United States: incidence and disparities, 2006." *Contraception* 2011;84(5):478-485.

Sonfield A, Kost K, Gold RB, Finer LB. The public costs of births resulting from unintended pregnancies: National and state-level estimates. *Perspectives on Sexual and Reproductive Health* 2011;43(2):94-102.

Cleland, John, Kazuyo Machiyama, and John B. Casterline. "Fertility preferences and subsequent childbearing in Africa and Asia: A synthesis of evidence from longitudinal studies in 28 populations." *Population studies* 74.1 (2020): 1-21.

Potter, Joseph E., et al. "Challenging unintended pregnancy as an indicator of reproductive autonomy." *Contraception* 100.1 (2019): 1-4.

Wed 10/6 Unwanted/unintended/unacceptable pregnancy, part 2

Aiken, Abigail RA, Chloe Dillaway, and Natasha Mevs-Korff. "A blessing I can't afford: factors underlying the paradox of happiness about unintended pregnancy." *Social Science & Medicine* 132 (2015): 149-155.

Aiken, Abigail RA, et al. "Rethinking the pregnancy planning paradigm: unintended conceptions or unrepresentative concepts?." *Perspectives on sexual and reproductive health* 48.3 (2016): 147.

Gomez, Anu Manchikanti, et al. "It's not planned, but is it okay? The acceptability of unplanned pregnancy among young people." *Women's Health Issues* 28.5 (2018): 408-414.

[Memo 1 must be completed by the time class starts this date (10/6)]

Mon 10/11 [Indigenous People's Day] Lived contexts of (unintended) pregnancy.

Carpenter, Emma, et. al. (2020) Pregnancy (im)possibilities: identifying factors that influence sexual minority women's pregnancy desires, *Social Work in Health Care*, 59:3, 180-198.

Students will watch a to-be-determined film.

Wed 10/13	Maternal mortality	<p>Hunt P, Bueno de Mesquita J, UNFPA. Reducing maternal mortality: The contribution of the right to the attainable standard of health London: United Nations Population Fund; 2010.</p> <p>Rosenfield, Allan, and Deborah Maine. "Maternal mortality-a neglected tragedy: Where is the M in MCH?." <i>The Lancet</i> 326.8446 (1985): 83-85.</p> <p>Desai, Sonalde. "Maternal education and child health: A feminist dilemma." <i>Feminist Studies</i> 26.2 (2000): 425-446.</p> <p>Say, Lale, et al. "Global causes of maternal death: a WHO systematic analysis." <i>The Lancet global health</i> 2.6 (2014): e323-e333.</p>
Mon 10/18	Maternal mortality part 2	<p>Wendland, Claire. "Who counts? What counts? Place and the limits of perinatal mortality measures." <i>AMA journal of ethics</i> 20.3 (2018): 278-287.</p> <p>Owens, Deirdre Cooper, and Sharla M. Fett. "Black maternal and infant health: historical legacies of slavery." <i>American journal of public health</i> 109.10 (2019): 1342-1345.</p> <p>Crear-Perry, Joia, et al. "Social and structural determinants of health inequities in maternal health." <i>Journal of Women's Health</i> 30.2 (2021): 230-235.</p> <p>Bray, Stephanie RM, and Monica R. McLemore. "Demolishing the myth of the default human that is killing Black mothers." <i>Frontiers in public health</i> 9 (2021): 630.</p>
Wed 10/20	Sociomedical workshop	[Sociomedical portfolio topic and 5 references due before class on this day]
Mon 10/25	Contraception 1	<p>The Guttmacher Institute: Contraceptive Use in the United States Fact sheet (2021). https://www.guttmacher.org/fact-sheet/contraceptive-method-use-united-states</p> <p>Birgisson, Natalia. et.al. Preventing Unintended Pregnancy: The Contraceptive CHOICE Project in Review. <i>Journal of Women's Health</i>. 2015;24(5): 349-353.</p> <p>Senderowicz, Leigh. "'I was obligated to accept': A qualitative exploration of contraceptive coercion." <i>Social science & medicine</i> 239 (2019): 112531.</p> <p>Manzer, Jamie L., and Ann V. Bell. "'We're a Little Biased': Medicine and the Management of Bias through the Case of Contraception." <i>Journal of health and social behavior</i> (2021): 00221465211003232.</p>
Wed 10/27	Contraception 2	<p>Higgins JA, Hirsch JS. Pleasure, power, and inequality: Incorporating sexuality into research on contraceptive use. <i>American Journal of Public Health</i> 2008;98(10):1803-1813.</p> <p>Littlejohn, Krystale. "It's those Pills that are Ruining Me": Gender and the Social Meanings of Hormonal Contraceptive Side Effects. <i>Gender and Society</i> 2013;27(6): 843-863</p> <p>Borrero, Sonya, et al. "Medicaid policy on sterilization—anachronistic or still relevant?." <i>The New England journal of medicine</i> 370.2 (2014): 102.</p>

Agénor, Madina, et al. "Contraceptive Care Disparities Among Sexual Orientation Identity and Racial/Ethnic Subgroups of US Women: A National Probability Sample Study." *Journal of Women's Health* (2021).

Mon 11/1 Abortion 1

The Guttmacher Institute. Abortion Incidence and Service Availability in the United States, 2017
<https://www.guttmacher.org/report/abortion-incidence-service-availability-us-2017>

The Guttmacher Institute. Abortion Incidence in the United States, 2017.
<https://www.guttmacher.org/infographic/2019/abortion-incidence-united-states-2017>

Sedgh G, Singh S, Shah IH, Ahman E, Henshaw S, Bankole A. Induced abortion: Incidence and trends worldwide from 1995-2008. *Lancet* 2012:1-8.

Miller, Sarah, Laura R. Wherry, and Diana Greene Foster. "What happens after an abortion denial? A review of results from the Turnaway study." *AEA Papers and Proceedings*. Vol. 110. 2020.

Gerdtz, Caitlin, et al. "Impact of clinic closures on women obtaining abortion services after implementation of a restrictive law in Texas." *American journal of public health* 106.5 (2016): 857-864.

Wed 11/3 Abortion 2

Moseson, Heidi, et al. "Abortion experiences and preferences of transgender, nonbinary, and gender-expansive people in the United States." *American Journal of Obstetrics and Gynecology* 224.4 (2021): 376-e1.

Suh, Siri. "A Stalled Revolution? Misoprostol and the pharmaceuticalization of reproductive health in Francophone Africa." *Frontiers in Sociology* 6 (2021).

Moseson, Heidi, et al. "Self-managed abortion: a systematic scoping review." *Best practice & research Clinical obstetrics & gynaecology* 63 (2020): 87-110.

Ralph, Lauren, et al. "Prevalence of self-managed abortion among women of reproductive age in the United States." *JAMA network open* 3.12 (2020): e2029245-e2029245.

[Sociomedical portfolio detailed outline due before class on this day]

Mon 11/8 Sexual violence and repro coercion 1
(Daylight Savings)

Centers for Disease Control and Prevention (CDC). National Intimate Partner & Sexual Violence Survey (2015): 1-11.
<https://www.cdc.gov/violenceprevention/pdf/2015data-brief508.pdf>

UN Women. Facts and figures: Ending violence against women. (2021).
<https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

Potter, Sharyn, et. al. Outcomes of Sexual Assault Victimization in Early Adulthood: National Estimates for University and Nonuniversity Students. *Journal of Interpersonal Violence*. 2021. 1-11.
<https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/full/10.1177/08862605211035858>

Wed 11/10	Sexual violence and reproto coercion 2	<p>Bedera, Nicole, and Kristjane Nordmeyer. "“Never go out alone”: An analysis of college rape prevention tips." <i>Sexuality & Culture</i> 19.3 (2015): 533-542.</p> <p>Silverman, Jay G., and Anita Raj. "Intimate partner violence and reproductive coercion: global barriers to women's reproductive control." <i>PLoS medicine</i> 11.9 (2014): e1001723.</p> <p>Moore AM, Frohwirth L, Miller E. Male reproductive control of women who have experienced intimate partner violence in the United States. <i>Social Science & Medicine</i> 2010;70(11):1737-1744.</p> <p>Grace, Karen and Jocelyn Anderson. Reproductive Coercion: A Systemic Review. <i>Trauma, Violence, & Abuse</i>. 2018. 19(4)371-390.</p> <p>Bedera, Nicole, and Kristjane Nordmeyer. "An inherently masculine practice: Understanding the sexual victimization of queer women." <i>Journal of interpersonal violence</i> (2020): 0886260519898439.</p>
Mon 11/15	HIV/AIDS and STIs 1	<p>Center for Disease Control. HIV/AIDS in the United States https://www.cdc.gov/hiv/statistics/overview/ataglance.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fhiv%2Fstatistics%2Fbasics%2Fataglance.html</p> <p>Center for Disease Control. 2013. Incidence, Prevalence, and Cost of Sexually Transmitted Infections in the United States. https://www.cdc.gov/std/stats/STI-Estimates-Fact-Sheet-Feb-2013.pdf</p> <p>UNAIDS. Global HIV Fact Sheet. 2021. https://www.unaids.org/sites/default/files/media_asset/UNAIDS_FactSheet_en.pdf</p> <p>Martin SL, Curtis, S. Gender-based violence and HIV/AIDS: Recognizing links and acting on evidence. <i>Lancet</i> 2004;363:1410-1411.</p> <p>Sobo EJ. Inner-City Women and Aids - the Psychosocial Benefits of Unsafe Sex. <i>Culture Medicine and Psychiatry</i> 1993;17(4):455-485.</p> <p>Quinn, Katherine, Lisa Bowleg, and Julia Dickson-Gomez. "“The fear of being Black plus the fear of being gay”: The effects of intersectional stigma on PrEP use among young Black gay, bisexual, and other men who have sex with men." <i>Social science & medicine</i> 232 (2019): 86-93.</p>
Wed 11/17	HIV/AIDS and STIs 2	<p>Munro, Jenny. "Global HIV interventions and technocratic racism in a West Papuan NGO." <i>Medical anthropology</i> 39.8 (2020): 704-719.</p> <p>Ortblad, Katrina F., et al. "The arc of HIV epidemics in sub-Saharan Africa: new challenges with concentrating epidemics in the era of 90-90-90." <i>Current Opinion in HIV and AIDS</i> 14.5 (2019): 354.</p> <p>Nguyen, Vinh-Kim, et al. "Remedicalizing an epidemic: from HIV treatment as prevention to HIV treatment is prevention." <i>Aids</i> 25.3 (2011): 291-293.</p> <p>Hodson, Nathan, and Susan Bewley. "Pursuing ethical coherence in the</p>

prevention of vertical transmission of HIV: justice and injustice in Option B+." (2017): 163-166.

[Sociomedical portfolio polished draft due before class]

Mon 11/22 Catch-up session No assigned readings
[Memo 3 must be completed by the time class starts on this date]

Wed 11/24 no class due to Thanksgiving

Mon 11/29 Cisgender men and sexual health 1
Law, Caroline. "Men on the margins? Reflections on recruiting and engaging men in reproduction research." *Methodological Innovations* 12.1 (2019): 2059799119829425.

Lohan, Maria. "How might we understand men's health better? Integrating explanations from critical studies on men and inequalities in health." *Social science & medicine* 65.3 (2007): 493-504.

Greene ME, Biddlecom AE. Absent and problematic men: Demographic accounts of male reproductive roles. *Population and Development Review* 2000;26(1):81-+.

Bowleg L, Teti M, Massie JS, Patel A, Malebranche DJ, Tschann JM. 'What does it take to be a man? What is a real man?': ideologies of masculinity and HIV sexual risk among Black heterosexual men. *Culture Health & Sexuality* 2011;13(5):545-559.

Wed 12/1 Cisgender men and sexual health 2
Gutmann MC. Scoring men: Vasectomies and the totemic illusion of male sexuality in Oaxaca. *Culture Medicine and Psychiatry* 2005;29(1):79-101.

Freeman, Emily, Ernestina Coast, and Susan F. Murray. "Men's roles in women's abortion trajectories in urban Zambia." *International perspectives on sexual and reproductive health* 43.2 (2017): 89-98.

Maternowska, M. Catherine, Mellissa Withers, and Claire Brindis. "Gender, masculinity and migration: Mexican men and reproductive health in the Californian context." *Culture, health & sexuality* 16.8 (2014): 989-1002.

Mon 12/6 Queer repro health 1
Young RM, Meyer IH. The trouble with "MSM" and "WSW": Erasure of the sexual-minority person in public health discourse. *American Journal of Public Health* 2005;95(7):1144-1149.

Mayer KH, Bradford JB, Makadon HJ, Stall R, Goldhammer H, Landers S. Sexual and gender minority health: What we know and what needs to be done. *American Journal of Public Health* 2008;98(6):989-995.

Agénor, Madina, et al. "Exploring the cervical cancer screening experiences of black lesbian, bisexual, and queer women: The role of patient-provider communication." *Women & health* 55.6 (2015): 717-736.

Students are invited to read this academic paper:

Reed, S. J., Miller, R. L., Valenti, M. T. & Timm, T. M. (2011). Good gay females and babies' daddies: Black lesbian community norms and the acceptability of pregnancy. *Cult Health Sex*, 13(7), 751-765. DOI:

10.1080/13691058.2011.571291

I would also like them to take a look at a few brief comics created by Transboycomics AKA Will Betke-Brunswick...
...one about "pregnant people" versus "pregnant women,"
...one about contraceptives,
...and one about testosterone and fertility.

Wed 12/8	Queer repro health 2	Jennings, Linn, et al. "Inequalities in lesbian, gay, bisexual, and transgender (LGBT) health and health care access and utilization in Wisconsin." Preventive medicine reports 14 (2019): 100864. Charlton, Brittany M., et al. "Sexual orientation differences in teen pregnancy and hormonal contraceptive use: an examination across 2 generations." American journal of obstetrics and gynecology 209.3 (2013): 204-e1. [Final sociomedical portfolio assignment due by Friday, December 8th at 5 PM]
Mon 12/13	Pleasure!	Higgins JA, Hirsch JS. The pleasure deficit: Revisiting the "Sexuality Connection" in reproductive health. Perspectives on Sexual and Reproductive Health 2007;39(4):240-247 Oriol J. Sexual pleasure as a human right: Harmful or helpful to women in the context of HIV/AIDS? Women's Studies International Forum 2005;28(5):392-404. Philpott A, Knerr W, Maher D. Promoting protection and pleasure: amplifying the effectiveness of barriers against sexually transmitted infections and pregnancy. Lancet 2006;368(9551):2028-2031. Mitchell, Kirstin R., et al. "What is sexual wellbeing and why does it matter for public health?." The Lancet Public Health (2021).
Wed 12/15	Last day of class!	No readings assigned [Final memo (#4) due before class on this day]
Mon 12/16	Study day	
Mon 12/20	Final exam	7:25 PM-9:25 PM