



**SPECIAL TOPICS IN GENDER & HEALTH (GWS 533)
GENDER, SEXUALITY, AND REPRODUCTION :
PUBLIC HEALTH PERSPECTIVES**

FALL 2012

Monday & Wednesday 2:30-3:45 PM
Sterling Hall 1313

INSTRUCTOR

Jenny Higgins, PhD, MPH

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Office: Sterling 3414, 475 North Charter Street

Office hours: Thursdays 12:15-2:15 PM; schedule through link on Learn@UW or
<https://tools.wiscal.wisc.edu/available/schedule/581/view.html>

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 “sexual health” as a phenomenon in public health research, policy, and programs, looking back to feminist responses to population control policies of the 1970s. The subsequent weeks of the semester will cover substantive topical areas in the field (e.g., adolescent sexual development, contraception, and HIV/AIDS). Course materials will expose students to the epidemiological and data-driven aspects of these topics (e.g., prevalence, trends, definitions) as well as the feminist socio-cultural critiques of the empirical research. For example, we will read a CDC report on the proportion of HIV cases transmitted through sexual contact among “MSM” (men who have sex with men), while also reading social scientists’ critiques of “MSM” as an overly-reductive category in public health. We will read empirical pieces on the prevalence and trends of “unintended pregnancy” in the US, while also engaging with literature that questions the usefulness of “intended” and “unintended” to real women’s and men’s pregnancies and births. When appropriate, we will read a historical analysis or formative piece of work on a particular topic. In course assignments, students will have several opportunities to synthesize both the epidemiological and socio-cultural aspects of course topics and an additional topic of their choosing. Although most materials focus on the US, several weeks offer international comparisons, and we will endeavor to adopt a cross-cultural perspective throughout the course.

COURSE LEARNING OBJECTIVES

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

- Understand the evolution of “sexual health” as a concept in the public health field.
- Be familiar with the 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.

PREREQUISITES

Students enrolled in this course 1) must be GWS majors or GWS certificate students and 2) must have taken GWS 100, 101, and/or 103. Any exceptions must be cleared with the professor before the start of the semester.

A NOTE ON COMMUNICATING WITH THE PROFESSOR

I will 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.

Please do not rely entirely upon email to communicate with me.¹ Emails are fine for short questions, but discussions of papers and exams should take place during in-person meetings. I welcome you to office hours, and suggest you plan ahead to make appointments for the busy weeks before deadlines. Questions about grades will only be discussed during office hours or appointments, not over email or in class.

ASSESSMENT AND GRADING POLICY

Student grades will be based on the following:

<i>ITEM</i>	<i>%</i>	<i>DUE DATE</i>
Participation and Attendance	20%	Ongoing, every class
4 Summary-Critique Memos	25%	Rolling dates; see course schedule
Socio-Medical Portfolio	30%	Final product due on 11/12
Final Exam	25%	12/19

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

¹ Thanks to Dr. Ellen Samuels of the Gender and Women’s Studies Department for sharing this syllabus material.

COURSE REQUIREMENTS

Course Readings, Assignments, and Examinations

This course will involve reading primarily from journals and policy briefs but also from one required textbook. Articles will be available on Learn@UW and through a coursepack available for purchase at StudentPrint (333 Campus Mall). Throughout the semester, I will use [Learn@UW](#) to post ALL important information (syllabi, readings, handouts, additional material, links to useful research and writing resources, etc.). Be sure to check the class site throughout the week for relevant announcements and updates.

The one book required for the course (*Promises I Can Keep*) is for sale at *A Room of One's Own Bookstore*, 315 West Gorham Street (just off State Street, a few blocks down from the UW Bookstore), 257-7888. It will also be on reserve at the College Library (Helen C. White).

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.² 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 in the class 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. There is no wrong answer to many of the questions I pose, and 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.

Attendance

² Thanks to Dr. Judith Houck of the Gender and Women's Studies department for sharing a version of this syllabus material.

Attendance in this class is required and essential for our community learning process. Students will receive one “freebie” class 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 or meet with me to discuss what you missed.

Religious Holidays: Absences due to religious holidays will not be penalized. However, you must inform me at least two weeks in advance if you are missing a class for religious reasons, and you are responsible for finding out what happened in class that day and for turning in assignments.

Classroom Conduct

Please respect your fellow students’ right to a quiet and non-distracting learning environment. **Cell phone use, websurfing, texting, IMing, and other distractions of modern life are NOT allowed during class.** Please turn off your phone as soon as you enter the classroom.

Use of computers: Computers are allowed in class only for the purpose of note-taking and only if approved by Dr. Higgins. See Dr. Higgins after class to get on the Approved Laptop List. If you use a laptop computer during class, you must sit in one of the front rows of the classroom. Laptop privileges may be revoked at any time.

Late, Missed, or Incomplete Work

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 an 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.

COURSE READINGS

Required Books

1. Edin K, Kefalas M. Promises I can keep: Why poor women put motherhood before marriage. Berkeley: University of California Press; 2011. ISBN: 978-0520271463

Recommended (not required):

1. Dixon-Mueller R. Population policy & women's rights: Transforming reproductive choice. Westport, CT: Praeger; 1993. ISBN-10: 0275946118; ISBN-13: 978-0275946111

2. Petchesky RP, Judd K. Negotiating reproductive rights: Women's perspectives across countries and cultures. New York: Zed Books; 1998. ISBN-10: 1856495361; ISBN-13: 978-1856495363
3. Fields J. Risky lessons: Sex education and social inequality. New Brunswick, NJ: Rutgers University Press; 2008. ISBN-10: 0813543355; ISBN-13: 978-0813543352
4. Nathanson CA. Dangerous passage: The social control of sexuality in women's adolescence. Philadelphia: Temple University Press; 1991. ISBN: 1-56639-077-X
5. Schalet AT. Not under my roof: Parents, teens, and the culture of sex. Chicago: University of Chicago Press; 2011. ISBN: 9780226736198
6. Sobo EJ. Choosing unsafe sex: AIDS-risk denial among disadvantaged women. Philadelphia: University of Pennsylvania Press; 1995. ISBN-10: 081223314X; ISBN-13: 978-0812233148
7. Thompson MS, Russell A, Sobo EJ. Contraception across cultures: Technologies, choices, constraints. Oxford ; New York: Berg; 2000. ISBN-10: 1859733867; ISBN-13: 978-1859733868
8. Oudshoorn N. The male pill : a biography of a technology in the making. Durham, NC: Duke University Press; 2003. ISBN-10: 0822331950; ISBN-13: 978-0822331957
9. Gutmann MC. Fixing men: Sex, birth control, and AIDS in Mexico. Berkeley: University of California Press; 2007. ISBN-10: 0520253302; ISBN-13: 978-0520253308

A NOTE ABOUT EXTRA CREDIT & HONORS CREDIT

Although I strongly encourage students to attend campus and community events relating to reproductive and sexual health, I fear I will not offer extra credit for your participation in such events. I also regret that this class cannot be used to earn honors credits.

UNIVERSITY OF WISCONSIN POLICIES AND EXPECTATIONS

Where to Take Concerns about the Course

If you have questions or concerns about course content, your grade, or any other important issue related to this class, by all means, speak to me. If the question or concern is still not resolved, or if you do not feel comfortable speaking with me directly about your concern, make an appointment with the Chair of the Gender & Women's Studies Department, Dr. Jane Collins, by emailing jcollins@ssc.wisc.edu. She will attempt to resolve the issue and inform you of the Appeals Procedure if no resolution is reached informally.

Academic Integrity

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. It is your responsibility to learn what constitutes plagiarism and the correct rules for citing sources. Please refer to the Dean of Students' web page for further information: www.wisc.edu/students/amsum.htm

In consultation with the Dean of Students office, I will deal harshly with violations of academic misconduct in GWS 533. The work in this course is challenging. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Disability Access

In order to receive disability-related academic accommodations in GWS 533, students must first be registered with the McBurney Disability Resource Center (<http://www.mcburney.wisc.edu/>). Students who have or think they may have a disability are invited to contact the McBurney Center for a confidential discussion at 608-263-2741 (phone), 608-225-7956 (text), or by email at mcburney@studentlife.wisc.edu.

If you have already registered with the McBurney Center, and if you wish to request any accommodations on the basis of disability, you should schedule an office appointment with me **within the first two weeks of the semester (by Wednesday, September 19th)**. Please schedule this office appointment through the online scheduling assistant (see page 1) or, if necessary, by email. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs. You should bring a copy of your service plan to our meeting.

Please note that I am unlikely to honor an accommodation request made within 72 hours of an assignment or exam. Advanced planning on your part enables both of us to create an accessible classroom environment. Please do not delay in contacting me regarding your accommodation requests.

COURSE SCHEDULE

Session 1 – Introduction to Class	
9/5 Weds	<u>Readings:</u> None <u>Assignment:</u> Complete student information form (in class)
Session 2 – From “Population Control” to “Reproductive Rights” to “Sexual Health”: The Evolution of a Concept within Public Health (Part 1)	
9/10 Mon	<u>Readings:</u> <ol style="list-style-type: none">1. Lepore J. Birthright: What's next for Planned Parenthood? The New Yorker November 14, 2011.2. Petchesky RP. From population control to reproductive rights: Feminist fault lines. Reproductive Health Matters 1995;3(6):152-1613. Correa S. From reproductive health to sexual health: Achievements and future challenges. Reproductive Health Matters 1997;5(10):107-116.
Session 3 – From “Population Control” to “Reproductive Rights” to “Sexual Health”: The Evolution of a Concept within Public Health (Part 2)	
9/12 Weds	<u>Readings:</u> <ol style="list-style-type: none">1. Haslegrave M. Implementing the ICPD Programme of Action: What a difference a decade makes. Reproductive Health Matters 2004;12(23):12-18.2. Sandfort TGM, Ehrhardt AA. Sexual health: A useful public health paradigm or a moral imperative? Archives of Sexual Behavior 2004;33(3):181-187.3. Asian Communities for Reproductive Justice: A New vision for advancing our movement for reproductive health, reproductive rights, and reproductive justice. 2005.
Session 4 – Sexual Development and Adolescent Sexual Health, Part 1	
9/17 Mon	<u>Readings:</u> <ol style="list-style-type: none">1. Brief CDC fact sheet on Adolescent Sexual Behaviors: http://www.cdc.gov/healthyyouth/sexualbehaviors/index.htm2. CDC. Vital signs: Teenage Pregnancy--United States, 1991-2009. Morbidity and Mortality Weekly Report 2011;60(13):414-420.3. Schalet A. Must we fear adolescent sexuality? MedGenMed 2004;6(4):44.4. Carpenter LM. Gender and the meaning and experience of virginity loss in the contemporary United States. Gender & Society 2002;16(3):345-365.

Session 5 – Sexual Development and Adolescent Sexual Health, Part 2

9/19

Readings:

Weds

1. 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.
2. Fine M. Sexuality, schooling, and adolescent females: The missing discourse of desire. Harvard Educational Review 1998;58(1):29-53.
3. Fine M, McClelland SI. Sexuality education and desire: Still missing after all these years. Harvard Educational Review 2006;76(3):297-338.

Session 6 – Unintended Pregnancy Definitions, Trends, and Concepts, Part 1

9/24

Readings:

Mon

1. Finer LB, Henshaw SK. Disparities in rates of unintended pregnancy in the United States, 1994 and 2001. Perspectives on Sexual and Reproductive Health 2006;38(2):90-96.
2. 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.
3. Trussell J, Vaughan B, Stanford J. Are all contraceptive failures unintended pregnancies? Evidence from the 1995 National Survey of Family Growth. Family Planning Perspectives 1999;31(5):246-+.
4. Luker KC. A reminder that human behavior frequently refuses to conform to models created by researchers. Family Planning Perspectives 1999;31(5):248-249.

Session 7 – Unintended Pregnancy Definitions, Trends, and Concepts, Part 2

9/26

Readings:

Weds

1. Gipson JD, Koenig MA, Hindin MJ. The effects of unintended pregnancy on infant, child, and parental health: A review of the literature. Studies in Family Planning 2008;39(1):18-38.
2. Santelli J, Rochat R, Hatfield-Timajchy K, Gilbert BC, Curtis K, Cabral R, et al. The measurement and meaning of unintended pregnancy. Perspectives on Sexual and Reproductive Health 2003;35(2):94-101.

Assignment:

You must have completed at least one memo by this date.

Session 8 – The Lived Contexts of (Unintended?) Pregnancy, Part 1

10/1 Mon	<u>Readings:</u> 1. Edin K, Kefalas M. Promises I can keep: Why poor women put motherhood before marriage. Berkeley: University of California Press; 2011. <i>Read the introduction and Chapters 1-4 (pages 1-103)</i>
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Session 9 – The Lived Contexts of (Unintended?) Pregnancy, Part 2

10/3 Weds	<u>Readings:</u> 1. Edin K, Kefalas M. Promises I can keep: Why poor women put motherhood before marriage. Berkeley: University of California Press; 2011. <i>Read Chapters 4-6 and conclusion (pages 104-22)</i>
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Session 10 – Maternal Mortality

10/8 Mon	<u>Readings:</u> 1. 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.
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Session 11 – Sociomedical Portfolio Workshop

10/10 Weds	<u>Readings:</u> 4 sample sociomedical portfolio papers from prior GWS 533 students <u>Assignment:</u> Socio-medical topic and 5 references due (please bring to class).
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Session 12 – Contraception, part 1

10/15 Mon	<u>Readings:</u> 1. Frost JJ, Singh S, Finer LB. US women's one-year contraceptive use patterns, 2004. Perspectives on Sexual and Reproductive Health 2007;39(1):48-55. 2. Darroch JE, Sedgh G, Ball H. Contraceptive technologies: Responding to Women's Needs. New York: The Guttmacher Institute; 2011. 3. Summary table of contraceptive efficacy: http://www.contraceptivetechnology.org/table.html
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Session 13 – Contraception, part 2

10/17

Readings:

Weds

1. Miller WB. Why Some Women Fail to Use Their Contraceptive Method - a Psychological Investigation. Family Planning Perspectives 1986;18(1):27-32.
2. Higgins JA, Hirsch JS. Pleasure, power, and inequality: Incorporating sexuality into research on contraceptive use. American Journal of Public Health 2008;98(10):1803-1813.

Assignment:

You must have completed at least two memos by this date.

Session 14 – Abortion, part 1

10/22

Readings:

Mon

1. Jones RK, Kooistra K. Abortion incidence and access to services in the United States, 2008. Perspectives on Sexual and Reproductive Health 2011;43(1):41-50.
2. Sedgh G, Singh S, Shah IH, Ahman E, Henshaw S, Bankole A. Induced abortion: Incidence and trends worldwide from 1995-2008. Lancet 2012 (online ahead of print):1-8.
3. Cohen SA. New data on abortion incidence, safety, illuminate key aspects of worldwide abortion debate. Guttmacher Policy Review 2007;10(4):2-5.

Assignment:

1-2 page Sociomedical Portfolio prospectus and 10 references due (please upload to Learn@UW).

Session 15 – Abortion, part 2

10/24

Readings:

Weds

1. Finer LB, Frohwirth LF, Dauphinee LA, Singh S, Moore AM. Reasons US women have abortions: Quantitative and qualitative perspectives. Perspectives on Sexual and Reproductive Health 2005;37(3):110-118.
2. Jones RK, Moore AM, Frohwirth LF. Perceptions of Male Knowledge and Support Among US Women Obtaining Abortions. Women's Health Issues 2011;21(2):117-123.
3. Renne EP. The pregnancy that doesn't stay: The practice and perception of abortion by Ekiti Yoruba women. Social Science & Medicine 1996;42(4):483-494.

******CLASSES WILL NOT HELD ON 10/29 or 10/31 DUE TO INSTRUCTOR TRAVEL, BUT:******

Assignment:

A complete draft of your Socio-Medical paper is due by class time (2:30 pm) on Monday, October 29th. Please upload the document to the appropriate dropbox on Learn@UW and leave a hard copy in the box outside Professor Higgins's office.

Session 16 – Sexual Violence, part 1

11/5 Readings:
Mon

1. CDC. Sexual violence: Facts at a Glance. Atlanta: Centers for Disease Control and Prevention; 2008.
2. United Nations (UN). Violence against women. Geneva: United Nations Department of Public Education; 2009 November.
3. Heise, LL. Violence against women: An integrated, ecological framework. *Violence Against Women*;4(3):262-290.

Session 17 – Sexual Violence, part 2

11/7 Readings:
Weds

1. Coker, AL. Does physical partner violence affect sexual health? A systematic review. *Trauma, Violence, & Abuse* 2007;8(2):149-177.
2. Martin SL, Curtis, S. Gender-based violence and HIV/AIDS: Recognizing links and acting on evidence. *Lancet* 2004;363:1410-1411.
3. Moore AM, Frohwirth L, Miller E. Male reproductive control of women who have experienced intimate partner violence in the United States. *Social Science & Medicine* 2010;70(11):1737-1744.

Session 18 – HIV/AIDS, part 1

11/12 Readings:
Mon

1. CDC. HIV in the US: An overview. Atlanta: Centers for Disease Control; 2010.
2. Kaiser Family Foundation (KFF). The global HIV/AIDS epidemic. Washington, DC: KFF; 2011.

Assignment:

FINAL SOCIOMEDICAL PORTFOLIO DUE (please upload to Learn@UW).

Session 19 – HIV/AIDS, part 2

11/14 Readings:
Weds

1. Sobo EJ. Inner-City Women and Aids - the Psychosocial Benefits of Unsafe Sex. *Culture Medicine and Psychiatry* 1993;17(4):455-485.
2. Higgins JA, Hoffman S, Dworkin SL. Rethinking Gender, Heterosexual Men, and Women's Vulnerability to HIV/AIDS. *American Journal of Public Health* 2010;100(3):435-445.

Assignment:

You must have completed at least three memos by this date.

Session 20 – Catch-up Session

11/19 No assigned readings.
Stay tuned for more details on how we will spend class time.

****NO CLASSES ON WEDNESDAY 11/21 DUE TO THANKSGIVING****

Session 21 – (Hetero) Men, Reproduction, and Sexual Health, part 1

- 11/26** Readings:
Mon
1. Greene ME, Biddlecom AE. Absent and problematic men: Demographic accounts of male reproductive roles. *Population and Development Review* 2000;26(1):81-+.
 2. Kalmuss D, Tatum C. Patterns of men's use of sexual and reproductive health services. *Perspectives on Sexual and Reproductive Health* 2007;39(2):74-81.

Session 22– (Hetero) Men, Reproduction, and Sexual Health, part 2

- 11/28** Readings:
Weds
1. Solomon H, Yount KM, Mbizvo MT. 'A shot of his own': The acceptability of a male hormonal contraceptive in Indonesia. *Culture Health & Sexuality* 2007;9(1):1-14.
 2. Gutmann MC. Scoring men: Vasectomies and the totemic illusion of male sexuality in Oaxaca. *Culture Medicine and Psychiatry* 2005;29(1):79-101.
 3. 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.

Session 23 – LGBTQ Sexual Health, part 1

- 12/3** Readings:
Mon
1. CDC. HIV among gay, bisexual, and other men who have sex with men. Atlanta: Centers for Disease Control; 2010.
 2. 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.
 3. 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.

Session 24 – LGBTQ Sexual Health, part 2

12/5

Readings:

Weds

1. Dodge B, Jeffries WL, Sandfort TGM. Beyond the down low: Sexual risk, protection, and disclosure among at-risk black men who have sex with both men and women (MSMW). Archives of Sexual Behavior 2008;37(5):683-696.
2. Niang CI, Tapsoba P, Weiss E, Diagne M, Niang Y, Moreau AM, et al. 'It's raining stones': stigma, violence and HIV vulnerability among men who have sex with men in Dakar, Senegal. Culture Health & Sexuality 2003;5(6):499-512.

Session 25 – Sexual Pleasure and the Promotion of Sexual Well-being, Part 1

12/10

Readings:

Mon

1. Oriel 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.
2. 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.
3. Hogarth H, Ingham R. Masturbation Among Young Women and Associations with Sexual Health: An Exploratory Study. Journal of Sex Research 2009;46(6):558-567.

Session 26 – Sexual Pleasure and the Promotion of Sexual Well-being, Part 2

12/13

Readings:

Weds

1. 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

Assignment:

You must have completed at all memos by this date.

FINAL EXAM SCHEDULED FOR WEDNESDAY, 12/19, 12:25-2:25 PM

WRITING FELLOWS

We are terrifically fortunate to have three peer writing tutors called **Writing Fellows** working with the class this semester. They are Logan Middleton (lmiddleton@wisc.edu), Tracy Shoberg (shoberg@wisc.edu), and Kate Wierschke (wiershke@wisc.edu). Each of you will work with one of them 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 your professor.

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 two course assignments: your first summary-and-critique memo and your sociomedical portfolio (described in more depth below). I will explain more in class about how the draft process will work for your first memo. For your socio-medical portfolio, you will submit a **polished draft** on the due date indicated (Monday, October 29th). You will upload these drafts to Learn@UW and drop off hard copies to a labeled box outside my office. Your Writing Fellow will read your essay carefully, make comments, and meet with you individually to discuss your writing and make suggestions for revision. **You then revise your paper and submit a final version of the paper. Your final paper must include a cover sheet indicating what you changed and why during your revision process. You must also pass 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.

ASSIGNMENTS

This class requires four main tasks in addition to the reading: weekly participation, four summary-critique memos, a socio-medical portfolio on a topic of your choosing, and a final exam. I've included more information about each of these items below. I will also include more information in class as the semester ensues. I believe in giving students as many tools as possible to succeed, including clear guidelines and expectations.

1) PARTICIPATION

Percent of your grade: 20%

Due date: Every class (except for one "freebie")

Students are required to assign themselves a participation grade after each class based on the rubric below. I will review these grades and adjust them as I see fit.

How to Grade Your Participation (based out of a maximum of 9.5/9.5 points)

1) Attendance points 3

If you show up on time and stay the whole class period, you earn full credit.
If not, adjust accordingly.

2) Attention points 2

If you pay attention to the conversation, give yourself full credit.
If you read a magazine, do a crossword puzzle, or take a nap, adjust accordingly.

3) Preparation points 2

If you read all the readings, give yourself full credit. If not, adjust accordingly.

4) Participation

Participation points gauge several aspects of course involvement. They reflect whether you have understood the basic issues, engaged with the material, volunteered your opinions, and listened to your classmates. Choose the category (and the point assignment) that best fits your situation.

Category A—no participation 0
did not participate in discussion

Category B—good participation 1

answered a question when directly asked
volunteered an item for a board list or close-ended question

Category C—better participation	2 or
asked a question	2.5
participated in small groups discussion	
voluntarily offered an interpretation of an event or reading	
voluntarily responded to a classmate’s comment	
voluntarily offered a summary of a reading	

The discussion format is based upon the notion that students can and do learn from each other. To acknowledge this, **one BONUS half-point may be assigned by your peers**. After every discussion, you will indicate which two people you believe contributed the most value to discussion that day and explain why. Please note that this is not a reward for sheer quantity. Instead, perhaps someone asked one question that you made you rethink an issue. Perhaps somebody brought two disparate strains together in a way that enlivened discussion. So carefully consider which of your classmates helped you engage and analyze the material. I will compile these points after each class. If at least two of your classmates indicated that you made a particularly valuable contribution, you will receive an additional bonus half point on your participation grade for that day.

2) SUMMARY-AND-CRITIQUE MEMOS

Percent of your grade: 25%

Description: 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.

Due date: Rolling and ongoing; for each block of weeks outlined in the syllabus, 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. For example, if you choose to write a memo on abortion, which we will cover in class on Monday October 22nd and Wednesday, October 24th, you would upload your memo to Learn@UW before class on Wednesday 10/24. Please upload each memo to the corresponding dropbox folder on the Learn@UW site (e.g., your first memo would go in the “Memo 1” dropbox; your fourth memo would go in the “Memo 4” dropbox).

Dates on the syllabus 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 26th, although you are more than welcome to write more than one memo before that time.

Assignment Goals: Engaging with the readings through writing is essential to success in this class. Work in the public health field often demands the reading and synthesis of a vast literature on a particular topic in a short amount of time and space. Moreover, public health practitioners are often required to summarize the literature *very briefly* so that it can be easily digested by colleagues, constituents, and policy-makers. The memos require you to develop your skills in synthesizing several texts in a clear, concise, but intelligent and sophisticated way. Doing so will also greatly help you retain the material for the final exam and your later life. Skills you build in the memos will also be useful in building your sociomedical portfolio for the course, since the latter assignment also requires both summary and critique of the literature.

Expectations for the memos:

Substantive expectations

- Brief summary of the scope and profile of that particularly topic (e.g., prevalence and trends of unintended pregnancy in the US)
- Brief description of the socio-cultural critiques and/or contexts the issue (e.g., how the concept has evolved over time, or how social science research sheds different light on models used in public health)
- Synthesis and integration of *as many of the readings as possible* into themes and larger arguments. Example of vague, unhelpful synthesis: “The articles for this week discuss various aspects of unintended pregnancy.” Example of more thoughtful, engaged synthesis: “Although policy makers have been concerned with the problem of unintended pregnancy for decades, some researchers have questioned the very meanings of ‘unintended’ and whether these meanings have salience for real women and men.”
- Brief exploration of common themes among the readings, and/or ways in which the readings differ in important ways
- If applicable, brief discussion of relevant policy or program implications of the combined texts

Writing and logistical expectations

- Grammatically correct writing
- Good paragraph structure (e.g., thesis statement, supporting evidence, smooth transition sentences between paragraphs if the memo includes more than one paragraph)
- Properly labeled (i.e., with your name, date, the week’s topic, and the memo number)
- 1 page or less (1-inch margins, 12 point font)
- Appropriate citations: Cite the readings in the format of your choosing—preferably in a numbered medical citation format. It’s fine if the citations fall onto a second page of text.
- Submitted *before* class begins into the appropriate dropbox folder on Learn@UW

Questions to consider that may help you in your writing process:

- What epidemiologic or empirical information do the readings provide about the topic at hand (e.g., rates, trends, disparities, etc.)?
- What do the readings indicate, if anything, about the evolution of this concept or changes in this issue over time?
- What, if anything, did you find particularly interesting, compelling, or frustrating about the readings?
- How do the readings agree with and speak to each other? Disagree with each other?
- How do the readings tie into larger themes of the course?

You may also allude to other literature we have read for the course, *as long as you are primarily engaged with the readings for that particular week.*

Prior GWS 533 students have found the memos challenging, particularly the first one or two. Some have described feeling overwhelmed about how to do all that the assignment asks in one measly page. That said, memos tend to drastically improve over the course of the semester, and many students have told me the memos were helpful not only with integration of course themes but also with preparation for the final exam. Though I do expect you to push yourself with this assignment, I also want to set you up for success. I will share a number of example memos from prior semesters. I am also happy to accept a “warm up” memo as your first memo and/or allow you to write a fifth memo to replace an earlier one.

3) SOCIO-MEDICAL PORTFOLIO

Percent of your grade: 30%

Due Dates:

- 1) Topic and at least 5 resources due on Wednesday, October 10th.
- 2) 1-2 prospectus and at least 10 resources due on Monday October 22nd.
 - a. *Note that you must meet with me to discuss your prospectus the week of October 22-26. I will have sign-ups available.*
- 3) Paper draft due on **Monday, October 29th**. Your Writing Fellow will read and meet with you about your draft.
- 4) **FINAL PAPER due Monday, November 12th**

Assignment goals and overview: 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., American Psychological Association (APA), the International Committee of Medical Journal Editors (ICMJE), or a particular journal's style) and as long as you use the style consistently throughout the paper.

Expectations for the sociomedical portfolios:

Substantive expectations

- A review the epidemiologic data and/or medical and empirical literature about a the topic
- An exploration the literature that provides a greater socio-cultural context for the topic and/or offers criticism of the public health/scientific literature or approach
- A set of recommendations for research, policy, and programs on that topic
- 10 or more appropriate citations, at least 5 of which must be from peer-reviewed journals

Writing and logistical expectations

- 6 pages maximum, double spaced, 1-inch margins
- Grammatically correct writing

- Good paragraph structure (e.g., thesis statement, supporting evidence, smooth transition sentences between paragraphs)
- Properly labeled (i.e., with your name, date, the portfolio's title)
- Specific and consistent citation style
- Submitted *before* class on March 21st begins into the appropriate dropbox folder on Learn@UW

Note that we will have several opportunities to discuss this assignment in class. You will also have the chance to workshop your project topic and prospective with your classmates during class time in the weeks before the portfolio's due date.

4) FINAL EXAM

Due Date: December 19th (exam scheduled for 12:25-2:25 pm)

Percentage of your grade: 25%

The final 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.

LEARNING CONTRACT AGREEMENT

I, _____ [*printed name*],
have read the attached syllabus and understand the objectives, requirements, deadlines, and
grading criteria of the course.

Signed,

Signature

Date