

GENDER AND HEALTH SOCY 7171-002

Spring Semester 2015
COTT 111
Tuesday 9.30-12.00pm

Instructor: Professor Sanyu Mojola
Email: sanyu.mojola@colorado.edu
Office hours: Tuesdays 3-5pm or by appointment
Location: IB31 (1440 Grandview Ave, basement)

Syllabus Course Description

This interdisciplinary graduate seminar will examine the social dynamics around particular diseases to illuminate gendered processes both in the US as well as cross culturally. Specifically, we will focus on diseases where there are stark gender differences in health outcomes and:

- 1) Examine the etiology (causation) and epidemiology of each disease
- 2) Explore the social and biological explanations as well as their limitations, and
- 3) Unpack how social processes around each disease illuminate understandings of what it means to be a man or a woman (or “do” masculinity or femininity) in different societies around the world.

We will examine gender disparities in health and illness around a variety of chronic and infectious diseases including breast/prostate cancer, sexually transmitted diseases including HIV/AIDS, as well as mental illness (depression), accidental and genetically caused disabilities, sexual/reproductive dysfunction (infertility/impotence), and eating disorders.

NB: Portions of the syllabus could be adjusted to spend more time on diseases that may be of particular interest to students who are registered for the class. This will be discussed on the first day of class.

REQUIRED BOOKS:

Hunter, Mark (2010) Love in the Time of AIDS: Inequality, Gender and Rights in South Africa. Bloomington, In: Indiana University Press.

Bordo, Susan (2003) Unbearable Weight: Feminism, Western Culture and the Body. (10th Anniversary Edition). Berkeley, Calif: University of California Press

ELECTRONIC RESERVES:

All other articles and book chapters for weekly course readings are available on Desire 2 Learn.

CLASSROOM POLICIES:

1. This class meets only once a week. As such, I expect students to attend every class this semester and to make it a priority. You are expected to come on time and to stay until the end of the allotted period unless you have excused yourself ahead of time.
2. I expect you to come to class having completed all the readings for class and be prepared to regularly and thoughtfully contribute to class discussions each week. These contributions should be primarily grounded in readings done for the class that day.
3. You are responsible for keeping track of all announcements and syllabus changes made in class whether you are there or not. Announcements are often made right at the beginning of class. In addition, you are responsible for getting lecture material, class assignment sheets and handouts you missed from your classmates and not from the professor.
4. All phones and music devices must be switched off before class begins. Laptop use is allowed, but only for note taking and reference to class readings. Text messaging, emailing, IMing, twittering, facebooking and surfing the web during class time is completely unacceptable.
5. Please do your best to meet with me during office hours unless you have a recurring conflict.
6. Class will consist of varying combinations of lectures, discussions and multi-media presentations. The literature on gender and health is vast, and we will only be sampling from a limited number of topics. I encourage you to see me if you would like more references for a particular topic that interests you.
7. You are responsible for turning in assignments on time. Assignments are due in class in **hard copy**. Assignments that are up to one week late will receive a grade 20% lower, and will not be accepted at all (receive 0%) after that.
8. Grades: Grades are awarded on the basis of quality of work turned in rather than effort or what a student feels they “deserve.” Please see me early on in the semester if you are concerned about your grades. Assignments are distributed over the entire semester so there is plenty of time to improve. The grading rubric is as follows:

A	Consistently performs well above expectations for the course
A-	Performs above expectations for the course
B+	Meets expectations for the course
B	Occasionally performs below expectations for the course
B-	Consistently performs below expectations for the course
C range:	Unsatisfactory work for a PhD student (student not completing work, no attending class, etc.). Instructor has serious concerns regarding student progression toward degree.

UNIVERSITY POLICIES

Classroom Behavior:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference by the end of the first week of class so that I may make appropriate changes to my records. Please also read the following policies regarding classroom behavior

<http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment:

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/odh/>

Religious Observances and Athletic Engagements:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please inform me in person by the **end of the second week of class (Tuesday January 20th)** if you will be unable to attend class, or turn in assignments on time because of religious obligations and observances, or athletic engagements so that we can work out a revised schedule with you to meet course requirements.

http://www.colorado.edu/policies/fac_relig.html

Students with Disabilities:

Please inform me in person by the **end of the second week of class (Tuesday January 20th)** if you qualify for accommodations because of a disability. Please bring along a letter from Disability Services by then so that she can work with you to enable you to do your best in this course. Disability Services determines accommodations based on documented disabilities (Contact: 303-492-8671, Center for Community N200, and <http://www.colorado.edu/disabilityservices> or by email at dsinfo@colorado.edu). If you have a temporary medical condition or injury, see *Temporary Injuries* under Quick Links on the Disability

Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>

CU Honor Code:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Please read the Honor Code at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/> and what constitutes a violation at <http://www.colorado.edu/academics/honorcode/studentinfo/violation.htm>

Academically dishonest behavior such as turning in work done by someone else, having someone else sign the attendance sheet on your behalf and cheating on exams will be taken seriously in this course and could result in failing the course or more severe consequences.

COURSE REQUIREMENTS AND ASSESSMENT:

1. Weekly Class Assignments:

Short weekly writing assignments will be required for 8 classes this semester. On a given day, 3 or 4 students will be presenting and turning in a summary and critique based on one of the readings for the class that day. The rest of the class will be submitting a 2 page written response paper to one of the questions posed each week.

a) 4 Summary and critique presentations: 30% of class grade

The presentation should assume that the class has read the article and should address the following:

- a) In one paragraph, describe the main argument(s) of the article
- b) What are 2 strengths of the article?
- c) What are 2 weaknesses of the article?
- d) Give 2 ways in which this article adds to or challenges what you already know from this class
- e) Give two (clearly stated) questions that arose for you from the reading to open up class discussion.

This presentation should be handed in at the end of the class in which you present. It should be typed, double spaced and 12" font size and no more than 2 pages. Each student is expected to show up and present on the assigned day. If you are unable to do so, you are personally responsible for swapping with a class mate who has not yet presented to present on that day.

b) 4 Response papers: 30% of class grade

A set of questions will be posed for the readings each week. Your task if you are not presenting will be to prepare a short 2 page critical response to one of the questions posed, drawing on all the readings (if applicable) for that day's class.

2. Final paper: 40% of class grade

You will be required to submit a 15 page (including references) final research paper (double spaced, 12" font) in hard copy. It should be on a topic of your choice, but should exhibit substantial engagement with class material. More specific guidelines will be given in class.

COURSE READINGS

Week 1: Jan 13th Introduction

Week 2: Jan 20th Review some classic readings in gender theory:

West, Candace and Don Zimmerman (1987) *Doing Gender* Gender and Society 1(2):125-151

Lorber, Judith (1993) *Believing is Seeing: Biology as Ideology*. Gender and Society 7(4): 568-581

Connell, Robert W. (1995) *The Social Organization of Masculinity* (pg 30-50) in Stephen M.Whitehead and Frank J.Barrett, eds. (2001) The Masculinities Reader. Malden, Mass: Polity.

Shields, Stephanie (2008) *Gender: An Intersectionality Perspective*. Sex Roles 59: 301-311)

Week 3: Jan 27th Theorizing Gender and Health

Freund, Peter E.S. and Meredith B. McGuire (1999) *A Sociological Perspective on Health, Illness and the Body* (Ch 1, pp 1-9) and *Who Becomes Sick, Injured or Dies?* (Ch 2, pp 10-37) in Health, Illness and the Social Body: A Critical Sociology. 3rd Edition. New Jersey: Prentice Hall Inc

Bird, Chloe E., and Patricia P.Rieker (1999) *Gender matters: an integrated model for understanding men's and women's health*. Social Science and Medicine 48:745-755

Pollard, Tessa M. and Susan Brin Hyatt (1999) *Sex, gender and health: integrating biological and social perspectives* (Ch 1: 1-17). In Pollard, Tessa M and Susan Brin Hyatt, eds (1999) Sex, Gender and Health. New York, NY: Cambridge University Press

Peake, Susan, Lenore Manderson and Helen Potts (1999) *Part and Parcel of Being a Woman: Female Urinary Incontinence and Constructions of Control*. Medical Anthropology Quarterly 13(3): 267-285

Whitehead, Stephen M. (2002) “*Materializing men's bodies*” (Ch 6:181-204) in Whitehead, Stephen M. (2002) Men and Masculinities. Malden, MA: Polity - Blackwell Publishers

Week 4: February 3rd Breast Cancer

Baquet, Claudia R., Shiraz I. Mishra, Patricia Commiskey, Gary L. Ellison, and Mary DeShields (2008) *Breast Cancer Epidemiology in Blacks and Whites: Disparities in Incidence, Mortality, Survival Rates and Histology*. Journal of the National Medical Association 100 (5): 480 - 488

Ravdin, Peter M., Kathleen A. Cronin, Nadia Howlader, Christine D. Berg, Rowan T. Chlebowski, Eric J. Feuer, Brenda K. Edwards, and Donald A. Berry (2007) *The Decrease in Breast-Cancer Incidence in 2003 in the United States*. New England Journal of Medicine 356 (16): 1670-1674

Hall, Lynda (1997) *Re-Figuring Marked Bodies on the Borders: Breast Cancer and "Femininity"*. Journal of Gay, Lesbian and Bisexual Identity 2(2):101-121

Mathews, Holly F. (2000) *Negotiating Cultural Consensus in a Breast Cancer Self-Help Group*. Medical Anthropology Quarterly 14(3):394-413

Andsager, Julie L., Stacey J.T. Hust and Angela Powers (2000) *Patient-Blaming and Representation of Risk Factors in Breast Cancer Images*. Women and Health 31(2/3): 57-79

Week 5: Feb 10th Prostate Cancer

E. David Crawford (2009) *Understanding the Epidemiology, Natural History, and Key Pathways Involved in Prostate Cancer* Urology 73 (5A): 4-10 Suppl. S

Thompson, Ian M., Donna K. Pauler, Phyllis J. Goodman, Catherine M. Tangen, M. Scott Lucia, Howard L. Parnes, Lori M. Minasian, Leslie G. Ford, Scott M. Lippman, E. David Crawford, John J. Crowley, and Charles A. Coltman, Jr. (2004) *Prevalence of Prostate Cancer among Men with a Prostate-Specific Antigen Level ≤ 4.0 ng per Milliliter* New England Journal of Medicine 350:2239-46.

Clark, Jack A, Nelda Wray, Baruch Brody, Carol Ashton, Brain Giesler and Herbert Watkins (1997) *Dimensions of Quality of Life Expressed by Men Treated for Metastatic Prostate Cancer*. Social Science and Medicine 45(8):1299-1309

Chapple, Alison and Sue Ziebland (2002) *Prostate cancer: embodied experience and perceptions of Masculinity*. Sociology of Health and Illness 24(6):820-841

Gray, Ross E, Margaret I.Fitch, Karen D.Fergus, Eric Mykhalovskiy and Kathryn Church (2002) *Hegemonic Masculinity and the Experience of Prostate Cancer: A Narrative Approach*. Journal of Aging and Identity. 7(1):43-62

Asencio, Marysol, Thomas Blank, Lara Descartes, and Ashley Crawford (2009) *The Prospect of Prostate Cancer: A Challenge for Gay Men's Sexualities as They Age*. Sexuality Research and Social Policy 6(4):38-51

Week 6: Feb 17th Gender and disabilities

Asch, Adrienne and Michelle Fine (1988) *Introduction: Beyond Pedestals*. (Pp 1 – 37) In Fine, Michelle and Adrienne Asch, eds (1988) Women with Disabilities: Essays in Culture, Psychology and Politics. Philadelphia: Temple University Press

Hussain, Yasmin (2005) *South Asian disabled women: negotiating identities* The Sociological Review 53 (3): 522–538

Blum, Linda M. (2007) *Mother-Blame in the Prozac Nation: Raising Kids with Invisible Disabilities*. Gender and Society 21(2):202-226

Gerschick, Thomas J. and Adam Stephen Miller. *Coming to Terms: Masculinity and Physical Disability* (pg 303 – 316) in Messner, Michael and Michael Kimmel (2007) Men's Lives 7th edition. New York: Pearson Education.

Gerschick, Thomas J. (2000) *Toward a theory of disability and gender*. Signs 25(4):1263-1268

Gibbs, Lisa (2005) *Applications of Masculinity Theories in a Chronic Illness Context*. International Journal of Men's Health 4(3):287-

Week 7: Feb 24th Infertility

Duwe, Kara N., Jennita Reefhuis, Margaret A.Honein, Laura A.Schieve, Sonja A.Rasmussen, and the National Birth Defects Prevention Study (2010) *Epidemiology of Fertility Treatment Use among U.S. Women with Liveborn Infants, 1997-2004*. Journal of Women's Health 19(3):407-416

Inhorn, Marcia C. (2003) *"The Worms are Weak": Male Infertility and Patriarchal Paradoxes in Egypt*. Men and Masculinities 5(3): 236-256

Greil, Arthur L. (2002) *Infertile Bodies: Medicalization, Metaphor and Agency*. (Ch 5: 101-118) In Marcia C. Inhorn and Frank van Balen, eds (2002) Infertility around the globe : new thinking on childlessness, gender, and reproductive technologies. Berkeley, Calif: University of California Press.

Thompson, Charis M. (2002) *Fertility Ground: Feminists Theorize Infertility* (Ch 3: 52-78) In Marcia C. Inhorn and Frank van Balen, eds (2002) Infertility around the globe : new thinking on childlessness, gender, and reproductive technologies. Berkeley, Calif: University of California Press.

Bledsoe, Caroline, Fatoumatta Banja, Allan G. Hill (1998) *Reproductive Mishaps and Western Contraception: An African Challenge to Fertility Theory*. Population and Development Review 24 (1): 15-57

Week 8: March 3rd Sexual dysfunction

Lindau , Stacy Tessler, L. Philip Schumm, Edward O. Laumann, Wendy Levinson, Colm A. O'Muircheartaigh, and Linda J. Waite (2007) *A Study of Sexuality and Health among Older Adults in the United States* New England Journal of Medicine 357:762-74.

Loe, Meika (2006) *The Viagra Blues: Embracing or Resisting the Viagra Body*. (Ch 1: Pp 21-44) Rosenfeld, Dana and Christopher A.Faircloth, eds. (2006) Medicalized Masculinities. Philadelphia, PA: Temple University Press.

Wienke, Chris (2006) *Sex the Natural Way: The Marketing of Cialis and Levitra*. (Ch 2: 45-64) Rosenfeld, Dana and Christopher A. Faircloth, eds. (2006) Medicalized Masculinities. Philadelphia, PA: Temple University Press.

McLaren, Angus (2007) *The "impotence boom": From Kinsey to Masters and Johnson*. (Ch 9:208-234). In McLaren, Angus (2007). Impotence: A Cultural history. Chicago, IL: University of Chicago Press.

Debate: Female Sexual Dysfunction?

Moynihan, Ray (2003) *The making of a disease: female sexual dysfunction*. British Medical Journal 326:45-7

Leiblum, Sandra R. (2009) *Sexual Dysfunction, Female*. (pg 1-3) In The Corsini Encyclopedia of Psychology, edited by Irving B. Weiner and W. Edward Craighead. John Wiley and Sons.

Laumann, Edward O, Anthony Paik and Raymond C. Rosen (1999) *Sexual Dysfunction in the United States: Prevalence and Predictors* JAMA. 281(6):537-544

Week 9: Mar 10th *Eating disorders I*

Bordo, Susan (2003) Unbearable Weight: Feminism, Western Culture and the Body. (10th Anniversary Edition). Berkeley, Calif: University of California Press

Week 10: Mar 17th *Eating Disorders 2*

Flegal, Katherine, Margaret D. Carroll, Cynthia L. Ogden, and Lester R. Curtin (2010) *Prevalence and Trends in Obesity Among US Adults, 1999-2008*. JAMA 303(3):235-241

Nichter, Mimi (2000) *Looking Good among African American Girls*. (Ch 6: 159-180) in Nichter, Mimi (2000) Fat Talk: What Girls and Their Parents Say About Dieting. Cambridge, Mass: Harvard University Press. (Discuss Jennifer Hudson and Weight Watchers)

Warin, Megan, Karen Turner, Vivienne Moore and Michael Davies (2008) *Bodies, mothers and identities: rethinking obesity and the BMI*. Sociology of Health and Illness 30(1):97-111

Throsby, Karen (2007) "How could you let yourself get like that?": *Stories of the origins of obesity in accounts of weight loss surgery*. Social Science and Medicine 65: 1561-1571

Monaghan, Lee F. (2008) *Men, Physical Activity, and the Obesity Discourse: Critical Understandings From a Qualitative Study*. Sociology of Sport Journal 25:97-129

Week 11: Mar 24st SPRING BREAK – NO CLASS

Week 12: March 31st Mental Illness

Kessler, Ronald C., Wait Tat Chiu, Olga Demler, Kathleen R. Merikangas and Ellen E. Walters (2005) *Prevalence, Severity and Comorbidity of 12 month DSM-IV Disorders in the National Comorbidity Survey Replication*. Archives of General Psychiatry 62:617-627

Kessler, Ronald C., Patricia Berglund, Olga Demler, Robert Jin, Doreen Koretz, Kathleen R. Merikangas, A. John Rush, Ellen E. Walters and Philip S. Wang (2003) *The Epidemiology of Major Depressive Disorder: Results from the National Comorbidity Survey Replication (NCS-R)*. JAMA 289:3095-3105

Horwitz, Allan V. (2002) *The Structuring of Mental Disorders* (Ch 5:107-131) and *Social Causes of Distress* (Ch 7:158-180) in Horwitz, Allan V. (2002) Creating Mental Illness. Chicago, IL: University of Chicago Press.

Scheper-Hughes, Nancy (2001) *Mental Illness and Irish Culture* (Introduction: 58-75), *Saints, Scholars and Schizophrenics* (Ch 3:135-170) and *Brothers, Sisters and Other Lovers: Marriage, Celibacy, and Relations Between the Sexes*. (Ch 4:173-221) In Scheper-Hughes, Nancy (2001) Saints, Scholars and Schizophrenics: Mental Illness in Rural Ireland. Berkeley, Calif: University of California Press.

Smith, Marisa M. (2006) *Reconstructing the War Veteran in PTSD Therapy* (Ch 8: Pp 183-202) In Rosenfeld, Dana and Christopher A. Faircloth, eds. (2006) Medicalized Masculinities. Philadelphia, PA: Temple University Press.

Beauboeuf-Lafontant, Tamara (2007) *You have to show strength: An Exploration of Gender, Race and Depression*. Gender and Society 21(1):28-51

Week 13: April 7th Sexually transmitted infections I

Hunter, Mark (2010) Love in the Time of AIDS: Inequality, Gender and Rights in South Africa. Bloomington, IN: Indiana University Press.

Week 14: Apr 14th Sexually transmitted infections II

Mojola, Sanyu A. (2011) *Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk*. Social Science and Medicine 72(2): 149-156

Swidler, Ann and Susan Cotts Watkins (2007) *Ties of Dependence: AIDS and Transactional Sex in Rural Malawi*. Studies in Family Planning 38(3):147-162

Ferguson, Y. Owens, S. Crouse Quinn, E. Eng, and M. Sandelowski (2006) *The gender ratio imbalance and its relationship to risk of HIV/AIDS among African American women at historically black colleges and universities*. AIDS Care. 18(4):323-331

Wright, Jerome (1993) *African-American Male Sexual Behavior and the Risk for HIV Infection*. Human Organization 52(4):421-431

Freeman, Gregory A. (2003) *In search of death*. Rolling Stone 915:44-48

Week 15: Apr 21st Sexually transmitted infections III

Martinez, Rebecca G, Leo R.Chavez, and F.Allan Hubbell (1997) *Purity and Passion: Risk and Morality in Latina Immigrants' and Physicians' Beliefs about Cervical Cancer*. Medical Anthropology 17:337-362

Casper, Monica J. and Laura M.Carpenter (2008) *Sex, drugs and politics: the HPV vaccine for cervical cancer*. Sociology of Health and Illness 30(6):886-899

Hilton, Shona, Kate Hunt, Mairi Langan, Helen Bedford, and Mark Petticrew (2010) *Newsprint media representations of the introduction of the HPV vaccination programme for cervical cancer prevention in the UK (2005-2008)*. Social Science and Medicine 70:942-950

Carpenter, Laura M. and Monica J.Casper (2009) *A Tale of Two Technologies: HPV Vaccination, Male Circumcision and Sexual Health*. Gender and Society 23(6):790-816

Perrin, Karen M., Ellen M.Daley, Sandra F.Naoom, Jennifer L.Packing-Ebuen, Holly L.Rayko, Mary McFarlane and Robert J.McDermott (2006) *Women's Reactions to HPV Diagnosis: Insights from In-Depth Interviews*. Women and Health 43(2):93-110

Week 16: Apr 28th Student Presentations

Final Paper Due Monday May 4th 10am in hard copy in a box outside my office. Please check MyCUInfo and keep track of announcements in class for possible change.