

SOCIOL 190-002
LGBTQ Topics in Health & Medicine

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Fall 2020, Wednesdays 12PM-1:59PM Pacific Time*

Course Description

This Capstone Seminar is intended to provide undergraduate students with foundation in theoretical, empirical, and methodological approaches to LGBTQ topics in the sociology of health and medicine. Gender and sexual minority groups around the world have had a complex relationship with medical science and practice, especially as definitions of queer identities change over time alongside changes in science and medicine and changes to broader society.

Students in this course will engage with a wide array of medical and health-related questions that have impacted LGBTQ populations across a variety of historical periods and geographical locations. We will discuss developments and debates around topics such as changes to definitions and understandings of gender and sexual identities over time, queer approaches to reproductive medicine, aging and the life course, gender affirming health care, as well as the impacts of pandemics such as HIV/AIDS and COVID-19 on LGBTQ populations and communities. Students will develop projects that reflect their own goals and interests in relation to the themes and topics of the course.

*Each week, the first hour of the course will consist of an asynchronous lecture made available a week in advance of each class meeting. You are free to listen to it at any time during the week. For the second hour of this course (1PM-1:59PM), everyone is strongly encouraged to attend a synchronous Zoom meeting to discuss the week's readings.

Course Objectives

After successfully completing this course, you will be able to:

- Identify distinct groups within broadly defined LGBTQ populations, and describe key historical moments and overall patterns related to LGBTQ health and medicine.
- Draw connections between LGBTQ topics in health and medicine and broader social patterns.
- Use online resources to answer research questions related to LGBTQ health and medicine.

Course Materials

Required Materials

Each week you will find the assigned reading and research materials posted in *bCourses*. You are not required to purchase any books for this course.

Technical Requirements

Course materials can be accessed via *bCourses*. For more information on browser and device requirements, visit the following URL:
<https://guides.instructure.com/m/67952/1/720329-what-are-the-browser-and-computer-requirements-for-canvas>

For our Zoom discussions, you are welcome to participate over the phone or through an internet-connected device. If you are having technical difficulties, you can click on the “Help” button on the bottom left of the global navigation menu on *bCourses*. For further assistance, you can visit <https://technology.berkeley.edu>

Hour 1: Asynchronous Lecture Details

In order to allow more flexibility and reduce “Zoom fatigue” during remote learning, the first hour of this course will consist of an asynchronous lecture, in an audio file format similar to a podcast. I will also provide a text-based

transcript of each lecture. I will upload each week's asynchronous lecture to *bCourses* at least one week before the posted calendar date on the syllabus.

Hour 2: Zoom Discussion Details

Each Wednesday, we will meet on Zoom from 1PM-1:59PM. You are strongly encouraged to attend this Zoom session each week, since it will help us maintain community, check in, and learn from each other. However, if you cannot make it to our Zoom meetings for whatever reason, you will not be penalized for not attending.

- URL:<https://berkeley.zoom.us/j/93737163773>
- Meeting ID: 937 3716 3773
- Password: 190949

Office Hours

My Fall 2020 office hours will be conducted over Zoom or telephone in 15 minute slots at the following times:

- Wednesdays 11AM-12PM
- Fridays 12PM-1PM

You can book office hours at the following URL: <https://calendly.com/dlagos>

Questions and Answers Discussion

In *bCourses*, in the “Discussion” session for this course, there will be a discussion board called “Questions and Answers Discussion.” Please use this discussion to post questions relevant to the entire class. This can include questions about the course materials and topics or mechanics around assignments. The instructor will monitor this discussion, but you should also feel free to answer questions posted by other students. This helps to create a general FAQ so that all students in the course may benefit from the exchange.

Course Surveys and Evaluations

I will be sending you two online surveys during the course. The first survey will be sent to you during Week 1, and will ask a few short questions about your remote learning environment and needs over the coming semester. The second survey will be sent during Week 7 in order to evaluate how the course is going for you.

Before your course ends, please take a few minutes to participate in the course evaluation to share your opinions about the course. Information about the course evaluation will be made available in *bCourses*.

Course Requirements

In this course, students will learn and develop skills through the following activities:

- Reading the weekly reading assignments
- Listening to or reading the weekly asynchronous lecture (Hour 1)
- Attending the Zoom discussion (Hour 2)
- Complete 8 Research Exercises

Reading Assignments

Each week includes assigned readings relevant to the topics covered. You can access all of the assigned readings via *bCourses* and they are listed by week in the course schedule below.

Asynchronous Lectures

Each week's lectures provide important information and insights on the week's topics. These are not designed to summarize the readings - they are meant to complement them and provoke further questions in response to the readings. I recommend listening to them after you have completed the reading.

Research Exercises

Over the course of the semester, I will assign eight research exercises, each worth 12.5% of your total grade. I will distribute details about each assignment two weeks before each due date. Most assignments will involve doing an online activity related to the class, and writing 500-700 words about it.

The assignment descriptions and due dates are as follows:

- Research Exercise #1 - September 2
- Research Exercise #2 - September 16
- Research Exercise #3 - September 30
- Research Exercise #4 - October 14
- Research Exercise #5 - October 28
- Research Exercise #6 - November 18
- Research Exercise #7 - December 2
- Research Assignment #8 - December 16

Grading and Course Policies

Final Grade

Each Research Exercise will count towards 12.5% of your final grade. Grades will be based on a rubric distributed with each assignment.

Late Work Policy

Because each part of the course builds on the other, it is important to submit all work on time. You will have one week after the posted due date of each assignment to complete and submit each assignment without penalty. After that, each week that the assignment is late will result in a reduction of 20% in the total points you can earn for the individual assignment.

Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code. Read the entire [Berkeley Honor Code](#) for more information.

Collaboration and Independence

Reviewing lecture and reading materials can be enjoyable and enriching things to do with fellow students. This is recommended. However, all assignments are to be completed independently and should be the result of one's own independent work.

Incomplete Grades

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the preliminary research paper, may request an Incomplete grade. This request must be submitted in writing to the instructor. According to the policy of the university, Incomplete grades must be made up within the first three weeks of the next semester.

University Resources and Policies

Accessibility

If you require course accommodations due to a physical, emotional, or learning disability, contact UC Berkeley's [Disabled Students' Program \(DSP\)](#). Please notify me via email of the accommodations you would like to use.

Sexual Violence and Harrassment

If you have experienced sexual harassment or sexual violence, you can receive confidential support from an advocate through the [Center for Advocacy Resources and Education \(CARE\)](#). You can also report sexual harassment, sexual violence, or gender discrimination directly to the University's Title IX Office, the Office for Prevention of Harassment & Discrimination

at ask_ophd@berkeley.edu. Faculty can assist you in making a report or accessing resources as needed.

Please note: All professors, lecturers, and teaching assistants are considered Responsible Employees under the UC Sexual Violence and Sexual Harassment policy. This means they must notify the Title IX office following a disclosure of sexual violence or sexual harassment. For more information about mandated reporting, visit <https://svsh.berkeley.edu/responsible-employee>

Economic, Food, and Housing Support

If you are in need of economic, food, or housing support, you can find help at [The Basic Needs Center](#). You may be eligible for money to buy groceries via [CalFresh](#) or the University's [Food Assistance Program](#). If you are in need of food immediately, please contact the [UC Berkeley Food Pantry](#). The Basic Needs Center maintains a [COVID-19 Living Guide](#) with real-time updates that aims to provide clear and direct information about how students can access Basic Needs Center services in the case of various scenarios.

The UC Berkeley Financial Aid Office also offers [Short-Term Emergency Loans](#), and provides a way to request a [Cost of Attendance Adjustment](#). There is also an [Emergency Rental Assistance Program](#), which aims to help stabilize housing for undergraduate and graduate students in emergency financial situations by providing them with a month's rent.

Childcare

Student parents are eligible for up to 64 subsidized hours of subsidized [Back-Up Childcare](#) per fiscal year.

Mental Health Resources

[Counseling and Psychological Services \(CAPS\)](#): Individual, group, and career counseling for students, crisis drop-in, and after hours assistance.

[Social Services \(SOS\)](#): Counseling and case management for students presenting with alcohol/drug, sexual assault/rape, relationship or other violence concerns; chronic or newly diagnosed medical conditions, pregnancy, medical withdrawals. Support and resources for family housing residents at University Village.

Weekly Course Schedule

1 Introduction (August 26)

Readings

- Burns, Katelyn. (2020). “Coronavirus Has Cost Queer People Their Most Affirming LGBTQ Spaces.” *Vox*. May 26, 2020. <https://www.vox.com/identities/21266301/lgbtq-people-queer-spaces-coronavirus-pandemic>
- Chee, Alexander. (2020). “In This Pandemic, Personal Echoes of the AIDS Crisis.” *The New York Times*. June 18, 2020. Accessed Online August 8, 2020. <https://www.nytimes.com/2020/06/18/us/coronavirus-aids-epidemic-lessons.html>
- Mayer, Kenneth H., Judith B. Bradford, Harvey J. Makadon, Ron Stall, Hilary Goldhammer, and Stewart Landers. (2008). “Sexual and Gender Minority Health: What We Know and What Needs to Be Done.” *American Journal of Public Health* 98(6), 989-995

2 Historicizing “LGBTQ” (September 2)

Readings

- D’Emilio, John. [1983] (1993). “Capitalism and Gay Identity.” Chapter 31 in *The Lesbian and Gay Studies Reader*. Eds. H. Abelove, M. Barale, and D. Halperin. New York: Routledge, pp. 467-476
- Gill-Peterson, Julian. (2018). “Before Transsexuality: The Transgender Child from the 1900s to the 1930s.” Chapter 2 in *Histories of the Transgender Child*. Minneapolis, MN: University of Minnesota Press, pp. 59-96
- Gold, Michael. (2019). “The ABCs of L.G.B.T.Q.I.A.+” *The New York Times*. June 7, 2019. Accessed Online August 12, 2020. <https://www.nytimes.com/2018/06/21/style/lgbtq-gender-language.html>

Assignments Due

- Research Exercise #1

3 Assigning Sex and Gender (September 9)

Readings

- Barnes, Medora W. (2014). “Anticipatory Socialization of Pregnant Women: Learning Fetal Sex and Gendered Interactions.” *Sociological Perspectives* 58(2), 187-203
- Gill-Peterson, Julian. (2018). “Sex in Crisis: Intersex Children in the 1950s and the Invention of Gender” Chapter 3 in *Histories of the Transgender Child*. Minneapolis, MN: University of Minnesota Press, pp. 97-127
- Ming, Daniel. (2019). *The Fight to Stop Genital Surgeries on Intersex Infants*. Documentary Short, 10 Minutes. <https://www.youtube.com/watch?v=7THy-mcFWq8>

4 Legacies of Medicalization (September 16)

Readings

- Gill-Peterson, Julian. (2018). “From Johns Hopkins to the Midwest: Transgender Childhood in the 1960s” Chapter 4 in *Histories of the Transgender Child*. Minneapolis, MN: University of Minnesota Press, pp. 129-161
- Joynt, Chase and Kristen Schilt. (2018). *Framing Agnes*. Documentary Short, 19 Minutes.
- Epstein, Steven. (2003). “Sexualizing Governance and Medicalizing Identities: The Emergence of ‘State-Centered’ LGBT Health Politics in the United States.” *Sexualities* 6(2), 131-161

Assignments Due

- Research Exercise #2

5 The HIV/AIDS Pandemic (September 23)

Readings

- Hubbard, Jim. (2012). *United in Anger: A History of ACT UP*. Documentary Film, 90 Minutes.
- Schulman, Sarah. (2019). “The Gentrification of AIDS.” Chapter 2 in *The Gentrification of the Mind: Witness to a Lost Imagination*. Oakland, CA: University of California Press, pp. 36-52
- Hoppe, Trevor. (2014). “From Sickness to Badness: The Criminalization of HIV in Michigan.” *Social Science & Medicine* 101, 139-147

6 Social Stigma, Minority Stress, and Health (September 30)

Readings

- Meyer, Ilan H. (1995). “Minority Stress and Mental Health in Gay Men.” *Journal of Health and Social Behavior* 36(1), 38-56
- Hughto, Jaclyn M. White, Sari L. Reisner, and John E. Pachankis. (2015). “Transgender Stigma and Health: A Critical Review of Stigma Determinants, Mechanisms, and Interventions.” *Social Science & Medicine* 147, 222-231
- Lagos, Danya. (2019). “Hearing Gender: Voice-Based Gender Classification Processes and Transgender Health Inequality.” *American Sociological Review* 84(5), 801-827

Assignments Due

- Research Exercise #3

7 Intersections With Class, Race/Ethnicity, and Citizenship (October 7)

Readings

- McDermott, Elizabeth. (2011). “The World Some Have Won: Sexuality, Class, and Inequality.” *Sexualities* 14(1), 63-78
- Quinn, Katherine, Lisa Bowleg, and Julia Dickson-Gomez. (2019) “The Fear of Being Black Plus the Fear of Being Gay: The Effects of Intersectional Stigma on PrEP Use Among Black Gay, Bisexual, and Other Men Who Have Sex with Men.” *Social Science & Medicine* 232, 86-93
- Carrillo, Héctor and Jorge Fontdevila. (2014). “Border Crossings and Shifting Sexualities Among Mexican Gay Immigrant Men: Beyond Monolithic Conceptions.” *Sexualities* 17(8), 919-938

8 Going to the Doctor While LGBTQ (October 14)

Readings

- Clark, Kristy A., Jaclyn M. White Hughto, and John E. Pachankis. (2017). “What’s the Right Thing to Do?’ Correctional Healthcare Providers’ Knowledge, Attitudes, and Experiences Caring for Transgender Inmates.” *Social Science & Medicine* 193, 80-89
- Paine, Emily Allen. (2018). Embodied Disruption. “Sorting Out” Gender and Nonconformity in the Doctor’s Office. *Social Science & Medicine* 211, 352-358
- Sledge, Piper. (2019). From Decision to Incision: Ideologies of Gender in Surgical Cancer Care. *Social Science & Medicine* 239, 112550

Assignments Due

- Research Exercise #4

9 Sexual Health and Enjoyment (October 21)

Readings

- García, Lorena. (2009). “Now Why Do You Want To Know About That?” Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth. *Gender & Society* 23(4), 520-541
- Schilt, Kristen and Elroi Windsor. (2014). “The Sexual Habitus of Transgender Men: Negotiating Sexuality Through Gender.” *Journal of Homosexuality* 61, 732-748
- Jones, Angela. (2019). “Sex is Not a Problem: The Erasure of Pleasure in Sexual Science Research.” *Sexualities* 22(4), 643-668

10 Relationships and Family (October 28)

Readings

- Reczek, Rin and Debra Umberson. (2012). “Gender, Health Behavior, and Intimate Relationships: Lesbian, Gay, and Straight Contexts.” *Social Science & Medicine* 74, 1783-1790
- Thomeer, Mieke Beth, Emily Allen Paine, and Chénoia Bryant. (2017). Lesbian, Gay, Bisexual, and Transgender Families and Health. *Sociology Compass* 12:e12552
- Hsieh, Ning and Hui Liu. (2019). “Bisexuality, Union Status, and Gender Composition of the Couple: Reexamining Marital Advantage in Health.” *Demography* 56, 1791-1825

Assignments Due

- Research Exercise #5

11 Reproduction and Contraception (November 4)

Readings

- Nordqvist, Petra. (2011). Choreographies of Sperm Donations: Dilemmas of Intimacy in Lesbian Couple Donor Conception. *Social Science & Medicine* 73(11), 1661-1668
- Ela, Elizabeth J. and Jamie Budnick. (2017). “Non-Heterosexuality, Relationships, and Young Women’s Contraceptive Behavior.” *Demography* 54, 887-909
- Epstein, Rachel. (2018). “Space Invaders: Queer and Trans Bodies in Fertility Clinics.” *Sexualities* 21(7), 1039-1058

No Class on November 11 - Holiday

12 Aging (November 18)

Readings

- Maddux, Stu. (2010). *Gen Silent*. Documentary Film, 63 Minutes.
- Fabbre, Vanessa D. (2015). “Gender Transitions in Later Life: A Queer Perspective on Successful Aging.” *The Gerontologist* 55(1), 144-153
- Fredriksen-Goldsen, Karen I. (2017). “Dismantling the Silence: LGBTQ Aging Emerging From the Margins.” *The Gerontologist* 57(1), 121-128

Assignments Due

- Research Exercise #6

No Class on November 25 - Holiday

13 The COVID-19 Pandemic (December 2)

Readings

- Anderson, Austin R. and Eric Knee. (2020). “Queer Isolation or Queering Isolation? Reflecting Upon the Ramifications of COVID-19 on the Future of Queer Leisure Spaces.” *Leisure Studies*, In Press.
- Logie, Carmen H. and Janet M. Turan. (2020). “How Do We Balance Tensions Between COVID-19 Public Health Responses and Stigma Mitigation? Learning from HIV Research. *AIDS and Behavior*, In Press.
- van der Miesen, Anna I.R., Daphne Raaijmakers, and Tim C. van de Grift. (2020). “You Have to Wait a Little Longer”: Transgender (Mental) Health at Risk as a Consequence of Deferring Gender-Affirming Treatments during COVID-19. *Archives of Sexual Behavior* 49, 1395-1399

Assignment Due

- Research Exercise #7

14 Conclusion (December 9)

Final Assignment Due December 16

- Research Exercise #8