

GENDER AND HEALTH
Sociology 570
Spring 2015
Thursday 1:00pm – 3:40pm
Davison Hall, Room 128

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Office Hours: Tuesday 12-2pm at 112 Paterson Street, Room 460 (Rutgers Health
Institute -- <http://www.ihhpar.rutgers.edu/directions.asp>) or by appointment

Website: sakai.rutgers.edu (course designation: “Gender and Health (Soc 570)”)

Course Description: In this class we will explore how health is shaped by being sexed and gendered human beings. In the first half of the class we will focus on theoretical and conceptual frames for thinking about sex/gender and health including biomedical, social construction, relational, biosocial, intersectional, cultural, and critical realist frames. I do this in order to provide a set of tools for you to apply to your own projects. In the second half of the class, we will apply these theoretical frames to specific substantive areas decided on by the class during the first week, including perhaps masculinities/femininities and transgendered issues. In addition, the second half of the class can include topics such as methodologies, funding, and publication outlets for this type of work.

Learning Goals:

1. Learn how health outcomes and inequalities are shaped by structural, social, and cultural factors associated with sex/gender.
2. Explore a range of theoretical/conceptual frames for analyzing sex/gender and health issues.
3. Understand, identify, and learn to apply relational and biosocial approaches to gender and health.
4. Critically analyze the conceptual and empirical underpinnings of research on sex/gender and health.
5. Identify significant new research questions and approaches to the study of sex/gender and health.

Several methods will be used in to measure achievement of these objectives:

1. Participating in in-depth weekly discussions of assigned readings
2. Leading the discussion for one or more seminars
3. Writing synthetic critical reports on assigned readings
4. Writing a final research paper or research proposal

Diversity Statement: The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such.

Academic Misconduct: Academic honesty is a subject that I take very seriously. I encourage all students to familiarize themselves with the Rutgers University policies and procedures on academic honesty, available at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>. All violations of academic integrity, for example, copying or plagiarizing others' work for your written assignments, will be referred to the appropriate authorities and sanctioned accordingly.

Students With Disabilities: In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me at the beginning of the semester. Students with disabilities must be registered with the Office of Student Disability Services and must provide verification of their eligibility for such accommodations.

Overview of Course Requirements and Grading: Course grades will be based on four requirements: participation/class facilitation, memos, two article selections/analyses and a final paper.

Incompletes will only be given for serious extenuating circumstances and with advance permission.

(1) Participation in weekly discussion and class facilitation (15 percent of grade).

I expect everyone to be fully prepared and participatory. This means reading all of the assignment material *before* class as well as reading all of the memos *before* class.

In addition, during the semester each student is required to facilitate discussion in one or two classes. On the day(s) you facilitate, come prepared with questions and discussion topics to facilitate conversation. Further, make sure you read all student memos/reflections in planning your discussion. Summarizing the reading in a way that presumes others in class have not read them is not facilitating the class discussion.

(2) Weekly memos (7 weeks * 5 percent = 35 percent)

In order to best understand with the material, students must submit (to Sakai) a short (~2 page) memo engaging with the readings by **noon on the Wednesday before class**. Memos are due for seven classes of your choice, but not including the week(s) you facilitate, the first week, or the weeks when other writing assignments are due (Weeks 7 and 8 – see below). These memos should integrate the readings (not summarize or analyze individual articles) in a way that shows you've read all of the work and are

thinking through some of the issues in the material. The memos should also include questions and/or observations that you would like to discuss in the class.

Further, for the weeks focusing on conceptual frameworks (weeks 2-5 and 10) please include an additional paragraph or two explaining how that week's framework(s) could or could not be applied to your specific area of interest. Articulate what knowledge can or cannot be gained using this approach and what method(s) might be well suited for these investigations.

(3) Article selection and analyses for relational and biosocial approaches (2 weeks * 5 percent = 10 percent)

One critical aspect of this course is to understand, identify, and learn to apply relational and biosocial approaches to gender and health. As such, one of the assignments will be for everyone to identify a paper that actually applies each of these approaches (not just theorizes about them). In addition, each person will write a ~2 page discussion about how the article uses the approach and areas that could be improved (submitted to Sakai by noon the day before class). The whole class will be reading the articles chosen and therefore the articles need to be assigned the week before class. This means that you will need to upload your article for relational approaches by 2/26 and your article for biosocial approaches by 3/5.

(4) Final paper (40 percent of grade)

The culminating project for this class will be a research-focused paper. I would very much like this paper to be useful for your school career, in that it will be something like a draft of a QP, dissertation proposal, a research outline of a project you are considering, a draft of a manuscript you are submitting for publication, or a synthetic review of the literature on a topic you are interesting in learning more about. It is therefore difficult to set exact parameters of length and scope, because it will vary dramatically dependent on what you want to do. As a guidepost, I'll say that if you are starting something from scratch for this paper, I'd expect it to be about 15-20 pages plus references. However, if you are reworking something you've already begun, I'd expect it to be more fleshed out and the appropriate length for what you are working on.

Please begin thinking about this project very early in the semester and discuss your thoughts with me early and often.

Completion of the proposal/paper will proceed in four steps.

1. Discuss your project ideas with me at least once prior to Spring Break.
2. Submit a brief (3-5 pages) proposal **by the start of class on April 9th.**
3. Short (~10-15 minutes) presentations to the class on **April 30th.**
4. The final project will be due during finals week – exact date TBA.

Schedule and Readings: All readings, with the exception of the following book, will be on our Sakai website.

Kempner, Joanna. 2014. *Not Tonight: Migraine and the Politics of Gender and Health*. University of Chicago Press.

The reading will be updated throughout the class and are subject to change. Further, the schedule may change as needed. Students will be given ample warning of all changes.

Week 1 (1/22)	Introduction, Expectations, and Basic Concepts
	<p>Read, Jen'nan Ghazal, and Bridget K. Gorman. 2010. "Gender and health inequality." <i>Annual Review of Sociology</i> 36: 371-386.</p> <p>Springer, Kristen W., Olena Hankivsky, and Lisa Bates. 2012. "Gender and Health: Relational, Intersectional, and Biosocial Approaches." <i>Social Science & Medicine</i>. 74(11). 1661-1666.</p>
Week 2 (1/29)	Gendered Constructions of Medical Diagnoses
<p>**Meet at the Health Institute at Noon for her Talk**</p> <p>Karuna</p>	<p>Conrad, Peter. 2005. "The shifting engines of medicalization." <i>Journal of health and social behavior</i> 46(1). 1: 3-14.</p> <p>Kempner, Joanna. 2014. <i>Not Tonight: Migraine and the Politics of Gender and Health</i>. University of Chicago Press</p>
Week 3 (2/5)	Sociological Understandings of Health and of Gender
Alesha	<p>Sociological Understandings of Health</p> <p>Braveman, Paula, Susan Egerter, and David R. Williams. 2011. "The social determinants of health: coming of age." <i>Annual review of public health</i> 32: 381-398.</p> <p>Link, Bruce G., and Jo Phelan. 1995. "Social conditions as fundamental causes of disease." <i>Journal of health and social behavior</i> 80-94.</p> <p>SKIM: Lutfey, Karen, and Jeremy Freese. 2005. "Toward Some Fundamentals of Fundamental Causality: Socioeconomic Status and Health in the Routine Clinic Visit for Diabetes1." <i>American Journal of Sociology</i> 110(5). 1326-1372.</p> <p>Sociological Understandings of Gender.</p> <p>West, C. & Zimmerman, D. 1987. "Doing gender." <i>Gender & Society</i>, 1(2), 125-151.</p>

	<p>Risman, Barbara J. 2004. "Gender as a social structure theory wrestling with activism." <i>Gender & society</i> 18(4). 429-450</p> <p>Ridgeway, Cecilia. 2009. "Framed before we know it: How gender shapes social relations." <i>Gender & Society</i> 23 (2): 145-60.</p>
Week 4 (2/12)	Biomedical and Relational Understandings of Sex/Gender and Health
John	<p>Biomedical Understandings of Sex/Gender and Health Wizemann, T. M., & Pardue, M.-L. (Eds.) 2001. Executive Summary of <i>Exploring the Biological Contributions to Human Health: Does Sex Matter?</i> Washington D.C.: National Academy of Sciences.</p> <p>Skim – get the point -- Federman, D. D. 2006. "The biology of human sex differences." <i>New England Journal of Medicine</i>, 354(14), 1507-1514.</p> <p>Patsopoulos, Nikolaos A., Athina Tatsioni, and John PA Ioannidis. 2007. "Claims of sex differences: an empirical assessment in genetic associations." <i>JAMA</i> 298(8): 880-893.</p> <p>Relational Understandings of Sex/Gender and Health Hammarström, Anne, Klara Johansson, Ellen Annandale, Christina Ahlgren, Lena Aléx, Monica Christianson, Sofia Elwér et al. 2014. "Central gender theoretical concepts in health research: the state of the art." <i>Journal of epidemiology and community health</i> 68(2). 185-190.</p> <p>Connell R.W. 2012. "Gender and health in theory: Conceptualizing the issue in local and world perspective." <i>Social Science & Medicine</i>. 74(11):1675-83.</p> <p>Courtenay, Will H. 2000. "Constructions of masculinity and their influence on men's well-being: a theory of gender and health." <i>Social science & medicine</i> 50(10): 1385-1401.</p>
Week 5 (2/19)	Biosocial Approaches to Sex/Gender and Health
Brandon	<p>Krieger Nancy. 2003. "Gender, sexes, and health: What are the connections, and why does it matter?" <i>International Journal of Epidemiology</i> 32:652-7.</p> <p>Fausto-Sterling, A. 2005. "The bare bones of sex: Part 1 - Sex and gender." <i>Signs</i>, 30(2), 1491-1527.</p> <p>Springer, Kristen W., Jeanne Mager Stellman, and Rebecca Jordan-</p>

	<p>Young. 2012. "Beyond a Catalogue of Differences: A Theoretical Frame and Good Practice Guidelines for Researching Sex/Gender in Human Health." <i>Social Science & Medicine</i>. 74(11). 1817-1824.</p> <p>Messing, K., & Mager Stellman, J. 2006. "Sex, gender and women's occupational health: the importance of considering mechanism." <i>Environmental Research</i>, 101(2), 149-162.</p> <p>Cheslack-Postava, Keely, and Rebecca M. Jordan-Young. 2012. "Autism spectrum disorders: Toward a gendered embodiment model." <i>Social science & medicine</i> 74(11): 1667-1674.</p>
Week 6 (2/26)	Methodological Approaches to Studying Gender & Health: Exemplars
Kristen	<p>Almeling, Rene. 2007. "Selling genes, selling gender: egg agencies, sperm banks, and the medical market in genetic material." <i>American Sociological Review</i> 72(3). 319-340.</p> <p>Backhans, Mona Christina, Bo Burström, Lars Lindholm, and Anna Månsdotter. 2009. "Pioneers and laggards—Is the effect of gender equality on health dependent on context?." <i>Social science & medicine</i> 68(8):1388-1395.</p> <p>Springer, Kristen W., and Dawne M. Mouzon. 2011. "'Macho Men' and preventive health care implications for older men in different social classes." <i>Journal of Health and Social Behavior</i> 52(2). 212-227.</p> <p>Reczek, Corinne, and Debra Umberson. 2012. "Gender, health behavior, and intimate relationships: Lesbian, gay, and straight contexts." <i>Social Science & Medicine</i> 74(11). 1783-1790.</p> <p>Pudrovska, Tetyana. 2014. "Early-Life Socioeconomic Status and Mortality at Three Life Course Stages An Increasing Within-Cohort Inequality." <i>Journal of health and social behavior</i> 55(2). 181-195.</p>
Week 7 (3/5)	Snow Day
Week 8 (3/12)	Applied Relational Approaches to Sex/Gender and Health
	articles assigned by students.
Week 9 (3/19)	Spring Break
Week 10 (3/26)	Intersectional Approaches to Sex/Gender and Health

Brandon	<p>Choo, H. Y., & Ferree, M. M. (2010). Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities. <i>Sociological Theory</i>, 28(2), 129-149</p> <p>Hankivsky, Olena. 2012. "Women's health, men's health, and gender and health: implications of intersectionality." <i>Social science & medicine</i> 74(11). 1712-1720.</p> <p>Warner, David F., and Tyson H. Brown. 2011. "Understanding how race/ethnicity and gender define age-trajectories of disability: An intersectionality approach." <i>Social Science & Medicine</i> 72(8). 1236-1248.</p> <p>Rosenfield, Sarah. 2012. "Triple jeopardy? Mental health at the intersection of gender, race, and class." <i>Social Science & Medicine</i>. 74(11):1791-1801.</p> <p>Weber L and Messias DKH. 2012 "Mississippi front-line recovery work after Hurricane Katrina: An analysis of the intersections of gender, race, and class in advocacy, power relations, and health." <i>Social Science & Medicine</i>. 74(11):1833-41.</p>
Week 11 (4/2)	Social Movements (Organization, Policy, Social Contestation)
Nick	<p>Bell, Susan E. 2009. <i>DES Daughters, Embodied Knowledge, and the Transformation of Women's Health Politics in the Late Twentieth Century</i>. Temple University Press.</p>
Week 12 (4/9)	Masculinity and Men's Health
John	<p>**review from week 4: Courtenay, Will H. 2000. "Constructions of masculinity and their influence on men's well-being: a theory of gender and health." <i>Social science & medicine</i> 50(10): 1385-1401.</p> <p>Griffith, Derek. M. 2012. "An intersectional approach to Men's Health." <i>Journal of Men's Health</i>, 9(2), 106-112.</p> <p>Griffith, Derek M., Katie Gunter, and Daphne C. Watkins. 2012. "Measuring masculinity in research on men of color: Findings and future directions." <i>American journal of public health</i> 102(S2): S187-S194.</p> <p>O'brien, Rosaleen, Kate Hunt, and Graham Hart. 2005. "'It's caveman stuff, but that is to a certain extent how guys still operate': men's accounts of masculinity and help seeking." <i>Social science & medicine</i></p>

	<p>61(3). 503-516.</p> <p>Springer, Kristen W. 2010. "Economic Dependence in Marriage and Husbands' Health: Testing Three Possible Mechanisms." <i>Gender & Society</i>. 24(3). 378-401.</p> <p>Himmelstein, Mary S., and Diana T. Sanchez. 2010. "Masculinity impediments: Internalized masculinity contributes to healthcare avoidance in men and women." <i>Journal of health psychology</i>. 1-10.</p>
Week 13 (4/16)	Transgender and Health Issues
Nick	<p>Guest Speaker: Dr. Stephanie Sasso. Clinical Psychologist specializing in the health of Transgender and Gender Non-Conforming (TCNC) people.</p> <p>Readings TBD by April 1.</p>
Week 14 (4/23)	Breast Cancer as a Case Study. Pulling Everything Together
Alesha/Karuna	<p>Sulik, Gayle. 2014. "# Rethinkpink Moving beyond Breast Cancer Awareness SWS Distinguished Feminist Lecture." <i>Gender & Society</i> 28(5): 655-678.</p> <p>Pudrovska, Tetyana, Deborah Carr, Michael McFarland, and Caitlyn Collins. 2013. "Higher-status occupations and breast cancer: A life-course stress approach." <i>Social Science & Medicine</i> 89: 53-61.</p> <p>Zavestoski, Stephen, Sabrina McCormick, and Phil Brown. 2004. "Gender, embodiment, and disease: Environmental breast cancer activists' challenges to science, the biomedical model, and policy." <i>Science as culture</i> 13(4): 563-586.</p> <p>Hesse-Biber, Sharlene. 2014. "The Genetic Testing Experience of BRCA-Positive Women Deciding Between Surveillance and Surgery." <i>Qualitative health research</i> 24(6): 773-789.</p> <p>Dietze, Eric C., Christopher Sistrunk, Gustavo Miranda-Carboni, Ruth O'Regan, and Victoria L. Seewaldt. 2015. "Triple-negative breast cancer in African-American women: disparities versus biology." <i>Nature Reviews Cancer</i>. Advance on line publication. (**dense biologically, but try to follow the main points).</p>
Week 15 (4/30)	Presentations