

Latina Sexuality and Health
MALS 374(40395)
WGS 340 (45615)
Spring 2019
Department of Mexican American and Latina/o Studies
College of Liberal Arts
University of Texas at Austin
Monday & Wednesday, 2:30-4:00 pm
Room CMA 5.190

Course Instructor: Deborah Parra-Medina, PhD, MPH, FAAHB

Office: GWB 2.302

Office hours: Mondays 12:30-2:00pm

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Course Description

This course provides an overview of Latinas' health issues presented over the life-course: beginning in childhood and moving through adolescence, reproductive years, and aging. The approach to studying Latinas' health is broad, taking into account economic, social, and human rights factors. This course particularly emphasizes the impact of women's capacity to manage their lives in the face of societal pressures and obstacles on health outcomes. Specific attention will be given to critical determinants of Latina's health such as: poverty; unequal access to education, food, and health care; caregiving; traditional/cultural practices; and violence. Other areas of focus include maternal mortality, sexually transmitted diseases, teen-pregnancy, and body image. This course also examines and discusses researcher-proposed and developed interventions designed to improve and enhance Latinas' health by focusing on the aforementioned issues. Central to course materials and discussions are considerations of how race, ethnicity, class, culture, and gender shape Latinas' health outcomes.

Course Structure

The course is interactive in nature and activities include: lectures, media viewing, in-class critical thinking assignments, student presentations and out-of-class readings. This instructor for this course is Dr. Parra-Medina. Dr. Vanessa Errisuriz will guest lecture to cover Dr. Parra-Medina's planned absences. Dr. Morales-Campos will lecture and facilitate classes on Adolescence, her area of expertise.

Course texts

Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity by Lorena Garcia (2012)

Speaking from the Body: Latinas on Health and Culture edited by Angie Chabram-Dernersesian and Adela de la Torre (2008)

In addition to the two books, required readings consist of journal articles, book chapters, and reports by government or non-profit organizations. Electronic copies of all readings will be available on the course website

Course Requirements and Policies

Participation (5% of grade)

Participation is the expression of engagement with the course material, and the process of learning. Students are expected to attend every class, as classroom discussions constitute the basis of this seminar-style course. However, if attendance is not possible participation may take other forms, such as attending office hours.

Reflection Papers (25% of grade)

Students will write five brief (250-270 words, double-spaced) reflection papers over the course of the semester. Reflection papers are intended to prompt deeper consideration of course topics. The reflection papers should demonstrate your understanding and engagement with both the Monday and Wednesday readings of the weeks that the papers are assigned. Students will receive full credit for on-time submission of each reflection paper. Late submissions will receive partial credit. The reflection papers are due on the Tuesdays at 11pm on Canvas. Specific due dates are listed on the course schedule.

Midterm Exam (30% of grade)

In-class, short answer exam based on readings and class lectures.

Final Exam (30% of grade)

In-class, short answer exam based on readings and class lectures. Not comprehensive.

Health Tool Research Project (10% of grade)

You will search for a credible health resource for women such as a website, application, etc, and present it to the class. You must do research and present the following: 1) Creators of the resource; 2) Credibility of the resource; 3) How is it funded (private, public, government)?; 4) What is the purpose of the resource (i.e., why was the resource developed?, what health issue does it address?); 5) How do you use the resource?. This is an exercise to understand how to be a good and conscious consumer of health information. The presentation should be 5-7 minutes in length.

Grading Policies

Grade	Percent	Grade	Percent
A	94%-100%	C	73%-77%
A-	90%-93%	C-	70%-72%
B+	88%-89%	D+	68%-69%
B	80%-82%	D	63%-67%
B-	78%-79%	D-	60%-62%
C+	78%-79%	F	59% or below

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, 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 early in the semester so that I may make appropriate changes to my records.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in a previous class), you must cite your sources. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code, which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let

me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Course Outline

All instructions, assignments, readings and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly, and use it to ask questions about the course schedule. Changes to the schedule may be made at the instructors' discretion and if circumstances require. It is your responsibility to note these changes when announced (although we will do our best to ensure that you receive the changes with as much advance notice as possible).

INTRODUCTION TO SEXUALITY AND HEALTH			
Week	Date	Readings	Assignment/Notes
1	Wednesday 1/23	Syllabus	First Day of Class Introductions
What is Women's Health and Sexuality?			
2	Monday 1/28	Davidson P, McGrath S, Meleis A, et al. (2011). The Health of Women and Girls Determines the Health and Well-Being of Our Modern World: A White Paper from the International Council on Women's Health Issues: 870-86	**Recommended Event: Celebracion: January 29, 2019 @ 4:00 PM, GWB 2.206
2	Wednesday 1/30	Connell, Raewyn. (2012) Gender, health and theory: Conceptualizing the issue, in local and world Perspective. <i>Social Science & Medicine</i> :1675-1683	
Latina Sexuality and Latina/o Health Disparities			
3	Monday 2/4	Asencio, Marysol & Katie Acosta. (2010). Mapping Latina/o Sexualities Research and Scholarship. <i>In Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies</i> (pp. 1-12).	Reflection Paper 1 due Tuesday 2/5 11:59pm
3	Wednesday 2/6	Vega, William, Rodrigues, Michael & Gruskin, Elisabeth. (2009) Health Disparities in the Latino Population <i>Epidemiol Reviews</i> : 31: 99–112.	
Latina Health Disparities and Consumerism			
4	Monday 2/11	Leybas-Amedia V, Nuno T, Francisco G. Effect of acculturation and income on Hispanic women's health. <i>Journal of Health Care for the Poor and Underserved</i> . 16 (4): 128-141	Guest Lecture: Dr. Vanessa Errisuriz ** Recommended Event: Sana Sana: Sexual Health February 12, 2019 @ 4:00PM, GWB 2.206
4	Wednesday 2/13	Consuming Health Information Health Tool Research Project & Presentation Overview	

CHILDHOOD: Latina/o/x Childhood Health			
5	Monday 2/18	Zuvekas A, Wells B, Lefkowitz B. (2000). Mexican American infant mortality rate: Implications for public policy. <i>Journal of Health Care for the Poor and Underserved</i> , 11 (2): 243-57.	
5	Wednesday 2/20	Torres, M. (2013). Latina Voices in Childhood Obesity A Pilot Study Using Photovoice in South Carolina. <i>American Journal of Preventive Medicine</i> , 44(3S3), 225-231.	
CHILDHOOD: Childhood Sexuality and Mental Health			
6	Monday 2/25	Arreola, Sonya Grant. (2010). Latina/o Childhood Sexuality. In <i>Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies</i> (pp.48-61)	Presentations Reflection Paper 2 due Tuesday 2/26 11:59 pm
6	Wednesday 2/27	Flores, Yvette. (2013). The Mental Health of Chicana and Chicano Children. In <i>Chicana and Chicano Mental Health: Alma, Mente y Corazón</i> (pp.15-32)	Guest Lecture: Dr. Vanessa Errisuriz
ADOLESCENCE: Young Latinas and Sexuality			
7	Monday 3/4	Garcia, L. (2012). "Introduction: Studying the 'Other' Girls" In <i>Respect Yourself, Protect Yourself</i> (pp.1-18). (Chap 1)	Presentations Guest Lecture: Dr. Daisy Morales-Campos
7	Wednesday 3/6	Frost, JJ and Driscoll, AK. (2006). Sexual and reproductive health of US Latinas: A literature review. <i>Occasional Report</i> , New York: Guttmacher Institute, No. 19. pp. 9-19 and 27-32.	Presentations Guest Lecture: Dr. Daisy Morales-Campos **Recommended Event: LatinXperts March 5 @ noon, GWB 2.206
ADOLESCENCE: Communication and Sex			
8	Monday 3/11	Garcia, L. (2012). "She's Old School Like That": Mother and Daughter Sex Talks. In <i>Respect Yourself, Protect Yourself</i> (pp.19-55). (Chap 2) VIDEO - "You're Dead to Me" (2014) film by Wu Tsang https://www.youtube.com/watch?v=hMLGik-Ut6o [13 minutes]	Presentations Guest Lecture: Dr. Daisy Morales-Campos Reflection Paper 3 due Tuesday 3/12 11pm
8	Wednesday 3/13	Mid-Term Exam	
9	3/18-3/22	Spring Break	

ADOLESCENCE: Sex Practices			
10	Monday 3/25	Garcia, L. (2012). "Handlin' Your Business": Sexual Respectability and Peers. <i>In Respect Yourself, Protect Yourself</i> (pp. 115-145). (Chap 4) VIDEO - Baby Mama High (2013) https://www.pbs.org/video/independent-lens-baby-mama-high/ [20 minutes] PODCAST - 17 and (Not) Pregnant https://latinousa.org/2017/02/24/17-not-pregnant/ [14 minutes]	Presentations Guest Lecture: Dr. Daisy Morales-Campos
10	Wednesday 3/27	Historical Trauma and Modern Day Oppression: How does this relate to Eating Disorders	Guest Speaker: Gloria Lucas, Nalgona Positivity Pride
ADULTHOOD: Reproductive Health and Pregnancy			
11	Monday 4/1	"The Reproductive Health, Rights, and Justice of Latinas: An Imperative for Latina Leadership" speech by Lourdes A. Rivera, Senior Vice President of U.S. Programs, Center for Reproductive Rights	Presentations
11	Wednesday 4/3	García, Lorena. (2008). When the Joys of Pregnancy Bring a Shocking Discovery: A Latina Epidemiologist Confronts Gestational Diabetes. In <i>Speaking from the Body: Latinas on Health and Culture</i> (pp. 144-153). (Chap 12)	Pregnancy Panel – Four Latina moms will share their birth stories with the class and answer questions.
ADULTHOOD: Chronic Illness (Parkinson's and Lupus)			
12	Monday 4/8	Sosa-Riddle, Adalijza. (2008). My Spirit in Rebellion, My Body with Parkinson's Disease: Soy soldadera rebelde. In <i>Speaking from the Body: Latinas on Health and Culture</i> (pp. 103-115). (Chap 8)	Presentations Reflection Paper 4 due Tuesday 4/9 11:59 pm
12	Wednesday 4/10	Delgado Gaitan, Concha. (2008). A Language for Healing: Finding Sacred Meaning in Transcending Chronic Lupus. In <i>Speaking from the Body: Latinas on Health and Culture</i> (pp. 80-92). (Chap 6)	Presentations
ADULTHOOD: Chronic Illness (Diabetes)			
13	Monday 4/15	Keating, Ana Louise. (2008). "Working toward Wholeness": Gloria Anzaldúa's Struggles to Live with Diabetes and Chronic Illness. In <i>Speaking from the Body: Latinas on Health and Culture</i> (pp. 133-143). (Chap 11)	Presentations
13	Wednesday 4/17	de Ybarra, Jessica. (2008). "A Tapestry to Illness: A Latina Physician's Family Gives Voice to Diabetes and Illness" In <i>Speaking from the Body: Latinas on Health and Culture</i> (pp. 122-132). (Chap 10).	Presentations

AGING: Mother and Daughter Relationships through Aging			
14	Monday 4/22	Yvette, Flores. (2008). Embodying Dementia: Remembrances of Memory Loss. In Speaking from the Body: Latinas on Health and Culture (pp. 31-43). (Chap 2)	Presentations
14	Wednesday 4/24	de la Torre, Adela. Countering the Pain that Never Heals: Platicas That Mend the Soul. In Speaking from the Body: Latinas on Health and Culture (pp. 44-56). (Chap 3)	Presentations
AGING: Aging and Health			
15	Monday 4/29	Cianelli, R. (2010). "HIV: A Health-Related Disparity Among Older Hispanic Women." Hispanic Health Care International, 8 (2): 58-64.	Reflection Paper 5 due Tuesday 4/30 11:59pm
15	Wednesday 5/1	Flores, Yvette. (2013). Mental Health and Aging: Finding Balance en la tercera edad. In Chicana and Chicano Mental Health: Alma, Mente y Corazón (pp. 122-136).	
Effective Solutions			
16	Monday 5/ 6	De la Torre, A. (2008). Latina Health: Empirical Realities, Alternative Interpretations, and Policy Recommendations. In Speaking from the Body: Latinas on Health and Culture (pp. 173-189). (Chap 14)	
16	Wednesday 5/8	Final Exam	