

Queer Bioethics



HON 381
MW 4:35-5:50pm
Sage 141

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Synopsis

This upper-level honors seminar combines the fields of bioethics and health policy with queer studies to examine the myriad challenges persons who are lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) may face in the medical system. Some of the pressing ethical issues include access to health care and culturally competent mental health resources, treatments for intersex children, standards for blood donation from same-sex sexually active men, access to assisted reproductive technologies and adoption, health insurance coverage, violence (self and other-inflicted) toward gay and transgender youth, exclusion from clinical trials, and so-called “psychotherapies” designed to change sexual orientation. This course will carefully examine a range of issues from the perspectives of LGBTQI groups and their health care providers, and will be particularly attentive to the ways in which factors such as race, class, ability, and age intersect with sexuality to produce unique outcomes and experiences.

Readings:

The following texts are required and available for purchase at the ASU Bookstore:

1. Karkazis, K. 2008. *Fixing Sex: Intersex, Medical Authority, and Lived Experience*. Durham, NC: Duke University Press.
2. Waidzunus, T. 2015. *The Straight Line: How the Fringe Science of Ex-Gay Therapy Reoriented Sexuality*. Minneapolis: University of Minnesota Press.

All other readings will be posted on Blackboard.

Assessment:

The elements of the course are the readings and other materials, course discussion, a short response paper, the final project and a final exam.

The grade weighting is:

Discussion and class participation: 45%

Short paper: 10%

Project outline: 10%

Final project: 35%

Readings

Readings, viewings and other homework are not separately graded, but they are essential to all the other elements in this course.

Discussion and class participation

This class demands respectful engagement with one another and with the texts. We recognize that it seems odd to *demand* participation, and yet, this seminar class will not function without your engagement. We ought to all be demanding of ourselves and of one another, and be mindful of the things we need to do to create a safe space for challenging and enriching discussions. We are all equally responsible for the quality of the conversation, and that is a demanding responsibility. We want to hear what you think of the texts and the ideas. Some of them are very challenging; our class is a place for you to take (intellectual) risks, to ask questions, to share insights and respond to one another seriously and generously.

A note on readings: **Plan/expect to spend at least 4-6 hours outside of class reading, rereading, annotating, and preparing per week.** It is impossible to play catch up in this class, so plan ahead and finish the readings before you come to class.

Short paper

About halfway through the semester, you will write a short four to five-page paper. Paper topics will be posted by early February.

Final project

The final project can be a research paper, video, website, artwork, podcast, etc, on a topic of your choosing. The topic will be due Feb 6, the detailed outline due Mar 1. You may work individually or in groups. More information is forthcoming.

Schedule of Readings

Week 1

9 Jan Introduction to the course — Expectations, goals

Republican Party Platform, 2016:

<https://www.gop.com/platform/renewing-american-values/>

11 Jan Solomon, A. "Identity or Behavior: A Moral and Medical Basis for LGBTQ Rights." *Hastings Center Report* 2014; 44: S4-S5.

Warner, M. 2012. "Queer and Then." *Chronicle of Higher Education*.

Excerpts from: Warner, M. 1999. *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*. Cambridge: Harvard UP.

Optional:

"Whipping Girl FAQ on cissexual, cisgender, and cis privilege"

<http://juliaserano.blogspot.com/2011/08/whipping-girl-faq-on-cissexual.html>

Jagose, A. "Queer Theory." *Australian Humanities Review*.

16 Jan Martin Luther King, Jr. Holiday — No class

What is "Gay"?

18 Jan Wahlert, L. 2012. "The Painful Reunion: The Remedicalization of Homosexuality and the Rise of the Queer," *Journal of Bioethical Inquiry* 9(3): 261–75.

Somerville, S. "Scientific Racism and the Emergence of the Homosexual Body." *Journal of the History of Sexuality* 1994; 5(2): 243-266.

23 Jan Das, G. "Mostly Normal: American Psychiatric Taxonomy, Sexuality, and Neoliberal Mechanisms of Exclusion." *Sexuality Research and Social Policy* 2016; 13(4): 390-401.

This American Life. Episode 204: "81 Words." Jan 8, 2002.

Transcript: <http://www.thisamericanlife.org/radio-archives/episode/204/81-words>

Optional:

"The Myth Buster." <http://www.apa.org/monitor/2011/02/myth-buster.aspx>

25 Jan Waidzunas, T. and S. Epstein. "For men arousal is orientation?: Bodily truthing, technosexual scripts, and the materialization of sexualities through the phallographic test." *Social Studies of Science* 2015; 45(2): 187-213.

30 Jan Guest lecturer: Dr. Patrick Grzanka, Department of Psychology, UTK
Grzanka, P.R., K.H. Zeiders, J.R. Miles. "Beyond "born this way?" reconsidering sexual orientation beliefs and attitudes." *Journal of Counseling Psychology* 2016 Jan; 63(1): 67-75.

Sex Development

1 Feb Karkazis, K. 2008. *Fixing Sex: Intersex, Medical Authority, and Lived Experience*. Durham, NC: Duke University Press.

6 Feb Karkazis, K. 2008. *Fixing Sex: Intersex, Medical Authority, and Lived Experience*. Durham, NC: Duke University Press.

8 Feb Excerpts from: Dreger, A. 1998. *Hermaphrodites and the Medical Invention of Sex*. Cambridge, MA: Harvard University Press.

Trans/Gender Identity

- 13 Feb Fausto-Sterling, A. "Pink and Blue."
Available online: <http://bostonreview.net/wonders/anne-fausto-sterling-trans-kids>

This American Life. Episode 374: "Someone Out There: Tom Girls." Feb 13, 2009.
<http://www.imatyfa.org/media/09feb-tomgirls/>

Lindemann-Nelson, J. "Still Quiet After All These Years." *Journal of Bioethical Inquiry* 2012; 9:249-259.
- 20 Feb American Psychological Association Fact Sheet: Gender Diversity and Transgender Identity in Adolescents.

American Psychological Association. "Guidelines for Psychological Practice With Transgender and Gender Nonconforming People." *American Psychologist* 2015 70(9): 832-864.

American Psychiatric Association Fact Sheet: Gender Dysphoria.

Reisner, S. et al. "Comprehensive Transgender Healthcare: The Gender Affirming Clinical and Public Health Model of Fenway Health." *Journal of Urban Health* 2015; 92(3): 584-592.
- 27 Feb Excerpts: Preciado, Beatriz/Paul. 2008. *Testo Junkie: Sex, Drugs and Biopolitics in the Pharmacopornographic Era*.
- 1 Mar Clare, E. 2013. "Body Shame, Body Pride: Lessons from the Disability Rights Movement." In Stryker, S. and A. Aizura (Eds.), *The Transgender Studies Reader 2* (pp. 261-265). New York: Routledge.

Gorton, R.N. 2013. "Transgender as Mental Illness." In Stryker, S. and A. Aizura (Eds.), *The Transgender Studies Reader 2* (pp. 644-652). New York: Routledge.
- 5-12 Mar Spring Break
- HIV/AIDS and Clinical Trials
- 13 Mar Watch: "How to Survive a Plague" (2012) and/or "And the Band Played On" (1993) and/or "Dallas Buyer's Club" (2013)

Read: <http://nymag.com/daily/intelligencer/2016/11/an-excerpt-from-david-frances-how-to-survive-a-plague.html>
- 15 Mar Excerpts from: Epstein, S. 2007. *Inclusion: The Politics of Difference in Medical Research*. Chicago: University of Chicago Press.

Fisher, C.B. and B. Mustanski. "Reducing Health Disparities and Enhancing the Responsible Conduct of Research Involving LGBT Youth" *Hastings Center Report* 2014; 44(s4): S28-S31.

The If and What of the Clinical Encounter

20 Mar Mayer, K.H., J.B. Bradford, H.J. Makadon, R. Stall, H. Goldhammer, and S. Landers. "Sexual and Gender Minority Health: What We Know and What Needs to Be Done." *American Journal of Public Health* June 2008; 98(6): 989-995.

Schuklenk, U. & Smalling, R.J. "Queer Patients and the Health Care Professional—Regulatory Arrangements Matter." *Journal of Medical Humanities* 2013; 34(2): 93-99.

Aging and Illness

22 Mar McGlotten, S. and L.J. Moore. "The Geriatric Clinic: Dry and Limp: Aging Queers, Zombies, and Sexual Reanimation" *Journal of Medical Humanities* 2013; 34(2): 261-268.

25 Mar Jain, L. "Cancer Butch." *Cultural Anthropology* 2007; 2: 501-538.
Stacey, J. 1997. *Teratologies: A Cultural Study of Cancer*. London: Routledge, pp. 1-29.

Optional:

Sontag, S. 1990. *Illness as Metaphor and AIDS and Its Metaphors*. New York: Doubleday, pp. 93-183.

Infertility and Assisted Reproduction

27 Mar Excerpts from: Mamo, L. 2007. *Queering Reproduction: Achieving Pregnancy in the Age of Technoscience*. Durham, NC: Duke University Press.

3 Apr Berkowitz, D. 2013. Gay men and surrogacy. In A.E. Goldberg and K.R. Allen (Eds.), *LGBT-parent families: Innovations in research and implications for practice* (pp. 71-85). New York: Springer.

Activity: Find 1-3 articles (scholarly, news, opinion pieces) about international surrogacy practice. Write a 500 word response (not summary).

5 Apr Murphy, T. "Ethics of Fertility Preservation in Transgender Body Modification." *Journal of Bioethical Inquiry* 2012; 9: 311–316.

Hempl, J. "My Brother's Pregnancy and the Making of a New American Family." *TIME*, 12 Sept 2016.

Available online: <http://time.com/4475634/trans-man-pregnancy-evan/>.

Sex Education

10 Ap Wilkerson, A. "I Want to Hold Your Hand: Abstinence Curricula, Bioethics, and the Silencing of Desire." *Journal of Medical Humanities* 2013; 34: 101-108.

Fine, A. and McClelland. "Sexuality Education and Desire: Still Missing After All These Years." *Harvard Educational Review* 2006; 76(3): 297-338.

Violence and Suicide

12 Apr Waidzunus, Tom J. "Young, Gay, and Suicidal: Dynamic Nominalism and the Process of Defining a Social Problem with Statistics." *Science, Technology and Human Values* 2012; 37(2): 199-225.

Jackman, K., Honig, J. and Bockting, W. "Nonsuicidal self-injury among lesbian, gay, bisexual and transgender populations: an integrative review." *Journal of Clinical Nursing* 2016. doi: 10.1111/jocn.13236

Optional:

Grzanka, P. and E. Mann. "Queer Youth Suicide and the Psychopolitics of "It Gets Better"." *Sexualities* 2014; 17(4): 369-393.

Mental Health and "Psychotherapies"

17 Apr Waidzunus, T. 2015. *The Straight Line: How the Fringe Science of Ex-Gay Therapy Reoriented Sexuality*. Minneapolis: University of Minnesota Press.

19 Apr Waidzunus, T. 2015. *The Straight Line: How the Fringe Science of Ex-Gay Therapy Reoriented Sexuality*. Minneapolis: University of Minnesota Press.

Optional:

Earp, B. D., A. Sandberg, and J. Savulescu. 2014. "Brave new love: The threat of high-tech "conversion" therapy and the bio-oppression of sexual minorities." *AJOB Neuroscience* 5(1): 4-12.

Queerness and Disability

24 Apr Excerpts: McRuer, R. 2006. *Crip Theory: Cultural Signs of Queerness and Disability*. New York: New York University Press.

26 Apr Last day of class

Policies

Attendance: Daily attendance is required. Each student is allowed one absence, with no explanation necessary. Additional absences will negatively affect your final grade (e.g., taking you from a B to a B-). The instructor reserves the right to fail those who miss twenty percent of the class meetings or more for any reason.

Penalty for late assignments: *Late assignments are not accepted.*

Regrading policy: If you think the grade we gave you on an assignment is wrong, you may submit it to be regraded. It must be resubmitted within one week, with a paragraph explanation as to why you think our assessment was incorrect and why the paper or project deserves a different grade. Please refer to our grading rubric when making your case and remember that grades are earned, not given.

Electronic devices: You are welcome to use a laptop or tablet in class if you are referencing relevant readings. Do not use the laptop or tablet to check e-mail or Facebook or shop for shoes because that will significantly affect your overall participation grade. (It will affect your grade for the worse, just to be clear). If we have exercises that entail web searches, then I will make that explicit.

A note on content: We will be exploring sensitive subjects in this class, concerning identity, violence and suicide, death and illness, health and well-being, art and nudity. If you are uncomfortable with

any of the topics, please schedule an appointment to speak with me, and we will discuss possible accommodations.

Unless you are otherwise instructed, all assignments are to be submitted to Blackboard via Dropbox, which simplifies time-stamping and ensures fairness, and hard copies directly to the Instructors.

Reading assignments are to be completed in advance. You must come to class prepared and ready to participate in discussion. Please bear in mind that theoretical literature often must be read two or three times to achieve comprehension.

At ASU, we work very hard to promote a campus environment that is safe and conducive to learning and university-related business. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. If someone is being disruptive, we reserve the right to ask them to stop, and if that does not resolve the problem, to eject that person from class.

Students with permanent or temporary disabilities who would like to discuss course requirements and accommodations are asked to see the instructors within the first week of class. Any athletes or others with school-related special scheduling needs should feel free to approach us.

The syllabus is a contract between the student and the teachers. If you come back for the second class, you agree to abide by the terms we have laid out in the syllabus. While we reserve the right to make small changes to the reading schedule, policies or due dates, we agree to not make any significant changes to the syllabus without consulting the class.

Academic Integrity

If you submit work that is not your own, you will be fully disciplined in accordance with university policies. Cheating, plagiarism, or other forms of academic dishonesty are strictly forbidden and will result in a failing grade for the assignment, the class, and disciplinary action with the Dean. It is your responsibility to be aware of, understand, and adhere to the rules and regulations of Barrett, The Honors College and Arizona State University. If you have questions about this, raise them with me. The art of scholarship is weaving together ideas from others in useful and distinctive ways.

The general rules are these: do not claim someone else's work as your own. If you are using someone else's concepts, cite them. If you cite a fact, then trace it to its primary source and cite that (not the *New York Times* reporter who was also just using it or the review article that cited it). If you are using that person's reporting on it or the review article that cited it, make that distinction and tell me where to find the quote (including page number).