

Course Title: *LGBTQ Health: Global History and Context.*

Course Number: *UGPH 0640*

Course Pre- and Co-requisite(s): *None*

Course Location: *Room 334, Piscataway*

Course Date & Time: *Tuesday 3-5pm*

Course Instructor: *Henry F. Raymond DrPH, MPH. Associate Professor, Epidemiology, Rutgers School of Public Health
hfisher.raymond@rutgers.edu*

Office Hours: *By appointment only.*

Course Assistant: *None*

Course Website: canvas.rutgers.edu

Required Course Text: *None*

Additional/Supplemental Readings/Resources: *Journal articles, book chapters and other materials listed in Course Schedule available online or through library electronic resources. All material posted online is for class use only and should not be reproduced / shared with others.*

Course Description: This course examines LGBTQ populations across history to the present day and the relationship of stigma, discrimination and exploitation that result in health disparities. The course introduces students to the historical context of LGBTQ health and health disparities through the lens of the manifestation of dominant patriarchal systems that produce those disparities. The course highlights a cultural humility approach to ameliorating the effects of stigma, discrimination and exploitation on the individual and community levels.

**Note: This course will take a Freirean approach to the topic. Freire opposed the idea that students were empty vessels to be filled by teachers. Instead he proposed an approach called dialogics where participants come together, cooperate, organize and synthesize material throughout the learning process. In short, we will work together to explore this topic through mutual discovery, dialog, reflection and synthesis. Freire, P., 1970.*

Selected Concentration Competencies Addressed:

- A. Articulate the concept of gender, sex, gender identity, or sexual orientation as it is situated across culture, history, legal, medicine, or the political context;
- B. Connect the origins, causes or manifestations of health among LGBTQ populations;

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives:

- A. Demonstrate knowledge of LGBTQ history from ancient times to the present;
- B. Assess the various ways LGBTQ populations have been celebrated, crucial to society, stigmatized, discriminated against and exploited.
- C. Evaluate the historical origins of policies / laws related to disparities among LGBTQ populations.
- D. Explain how historical contexts affect social and environmental factors that interact with individual behavioral factors to influence health outcomes among sexual minorities.
- E. Explain how cultural humility and cultural competence differ
- F. Demonstrate an understanding of the implications of employing cultural humility in individual and community interactions in clinical, research and public health settings.

Course Requirements and Grading: *In this section, Instructor should include*

- **1. Class participation:** Students should come to class having done the readings and be prepared to engage in thoughtful discussion of class topics through sharing opinions and asking questions.
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- **2. Learning Circle:** Student learning circles will be required to lead the class discussion one week during the semester. The learning circle must come to class prepared to facilitate a productive discussion of the week's topic. The instructor will attempt to give leaning circles their preference for week and/or topic. A grading rubric will be distributed at the beginning of the semester that outlines how the learning circle will be evaluated. Depending on the number of students enrolled in the course learning circles may be asked to address more than one topic in the syllabus.
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- **3. Final Paper:** Students will be required to write a 8-12 page, double-spaced paper in the form of survey of a particular geography or places' / cultures' LGBTQ history detailing how society has interacted with LGBTQ individuals and communities over time, how its present situation for LGBTQ people came about and the implications for LGBTQ health in the present day in that geographic /cultural context. Employ the conceptual framework we have used throughout this course to guide your investigation. You may also use the idea of a timeline as the backbone of your paper.
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- **4. Final Presentation:** Students will present a summary of their final paper in the last two sessions of the semester. Presentations will be a maximum of 10 minutes, including a 1-2 minutes for questions and answers. Students must use at least one visual aid to enhance their presentation (e.g., PowerPoint, video, etc.). A grading rubric will be provided to students early in the semester.
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- **5. Reflections:** Students will submit weekly through Canvas short personal reflections on the impact of class discussions on their own perspectives / implications for public health practice in relation to LGBTQ history. Each must be between 300-400 words.

Late submissions will not be accepted, except under extraordinary circumstances and at the instructor's discretion.

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- **6. Attendance and Participation:** Attendance is required. Each student will be allowed one (1) absence without receiving a reduced grade. Each additional absence will result in a 2-point deduction in your attendance grade, for a maximum of 5-points. More than three or more absences may result in the student being dropped from the course. Absences may be considered excused (i.e., not impacting your grade) with appropriate medical documentation at the instructor's discretion. Participation is key to active learning. Thus, you are expected to come to each class having read the required readings and being prepared to discuss them. The instructor and discussion leaders may call on students to answer questions or to discuss relevant topics and students are required to respond appropriately.

GRADING

- Assignment Point Allocation:
- Class participation 15 pts
- Learning circle 10 pts
- Final Paper 15 pts
- Presentation 15 pts
- Reflections (10 total) 30 pts
- Attendance 15 pts
- Total 100 pts

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- *Please include information that links the course assessments to the course competencies. Choose one of two options:*

OPTION 1) Include a table after your Course Objectives that shows how your competencies, objectives, modules, and assessments are related.

Competency	Course Objectives(s)	Lessons	Assessment(s)
A,B	A, B,C,D,E,F	All	Participation, facilitate learning circle, final project.

Grading Policy: 94 – 100 A
 90 – <94 A-
 87 – <90 B+
 84 – <87 B
 80 – <84 B-
 77 – <80 C+
 70 – <77 C
 <70 F

Course Schedule: *Include week by week listing of each class session:*

NOTE please complete the Online 30 material BEFORE class meets each week?

Session/ Date	Topics	Readings	Assignment Due
1 9/6	<ul style="list-style-type: none"> ▪ Course Overview ▪ Introduction of instructor and students ▪ Overview of course format ▪ Forming learning circles ▪ Introduction theoretical lens and course conceptual framework (aka the professor's known bias) 	<p>None</p> <p>Online 30: http://newlearningonline.com/new-learning/chapter-2/paulo-freire-on-education-that-liberates listen until the end of the credits</p>	
2 9/13	<ul style="list-style-type: none"> ▪ Patriarchy, religion, sexuality and gender. 	<p>1. Gilligan and Richards a) Between patriarchy and democracy: Contradictions in American Constitutionalism, (p 225-235) b) Augustine on Conversion (p 102-118) c) Irrational prejudice: anti-semitism as the model for racism, sexism and homophobia (p 238-240)</p> <p>Online 30: https://blogs.spectator.co.uk/2016/06/homophobic-murder-will-gays-become-new-jews/</p>	Discussion leader topic preferences due
3 9/20	<p>Ancient and Traditional</p> <ul style="list-style-type: none"> ▪ Africa ▪ North America 	<p>Evans-Pritchard, E.E. (1970) Sexual inversion among the Azande. <i>American Anthropologist</i>. 72:1428-1434</p> <p>Roscoe, W., "Strange Country This": An introduction to North American gender diversity. And Narratives of Domination or the cant of conquest?: Competing views of alternate genders. (p 3-21)</p> <p>O'Murry and Roscoe, Boy Wives and Female Husbands-p.141-157.</p> <p>Carrier and O'Murray, Woman-Woman Marriage in Africa.</p> <p>Kendall, When a woman loves and woman in Lesotho.</p> <p>Online 30: Preston 1987 A right to exist: eunuchs and the state in 19th century india. <i>Modern Asian Studies</i>, 21, 2, p 371-387</p>	Reflection 1
4 9/27	<ul style="list-style-type: none"> ▪ Japan ▪ Greece 	<p>1. Furukawa, M. The changing nature of sexuality: The three codes framing</p>	Reflection 2

	<ul style="list-style-type: none"> ▪ Rome 	<p>homosexuality in modern Japan. US-Japan Women's Journal S 7 1994, p 98-123)</p> <p>2. Fone, B., Inventing Eros and legitimizing Eros. In Homophobia. (p 17-28)</p> <p>Online 30: https://www.youtube.com/watch?v=RmTZLL48SxY</p> <p>Optional: Pflugfelder, Gregory M. (1997). <i>Cartographies of desire: male-male sexuality in Japanese discourse, 1600-1950</i>. Pp 23-63</p>	
5. 10/4	Late Middle Ages and Renaissance: systematic illegalization of LGBTQ through the church and religion.	<p>Fone, B.,</p> <p>a) repenting pleasure (123-127)</p> <p>b)Theorizing Sin. (133-140)</p> <p>C) criminalizing sodomy (140-145)</p> <p>Online 30: https://www.youtube.com/watch?v=Rm5qBsyHea8</p>	Reflection 3
6. 10/11	Victorian sodomy laws / Paragraph 175 and their impact	<p>1. Human Rights Watch. This Alien Legacy,</p> <p>a) Introduction</p> <p>b) Sodomy colonialism and codification. (1-25)</p> <p>https://www.hrw.org/sites/default/files/reports/lgbt1208_webwcover.pdf</p> <p>Online 30: https://time.com/3910900/uganda-lgbt-transgender/</p>	Reflection 4
7. 10/18	<p>Developed World</p> <ul style="list-style-type: none"> • Weimar Germany: The birth of the term "homosexual" 	<p>Beachy, R. Gay Berlin, Chpt. 6.</p> <p>Oosterhuis, H. In Homosexuality and male bonding in pre-Nazi Germany. Homosexual emancipation in Germany before 1933: Two traditions. (p1-27)</p> <p>Online 30: https://youtu.be/wyi9D8VwAWI</p>	Reflection 5
8. 10/25	<ul style="list-style-type: none"> • Iran • United States: Towards equality through marriage. 	<p>O'Murray and Roscoe, Islamic Homosexualities, pp97-104. And pp187-196.</p>	Reflection 6

		<p>1. Skovgaard-Peterson, J., 1995. Sex change in Cairo: Gender and Islamic law. https://quod.lib.umich.edu/j/jii/4750978.0002.302?view=text;rgn=main</p> <p>2. Herek, 2006 Legal recognition of same sex relationships in the US. American Psychologist, 61:6 (607-618)</p> <p>Online 30: Javaid Rehman; Eleni Polymenopoulou, Is Green a Part of the Rainbow: Sharia, Homosexuality, and LGBT Rights in the Muslim World, 37 Fordham Int'l L.J. 1 (2013)</p> <p>Optional: Francis and Mialon, 2010. Tolerance and HIV. Journal of Health Economics. 29 (250-267)</p> <p>Raifman, 2017. Difference-in-differences analysis of the association between state same sex marriage policies and adolescent suicide attempts. JAMA Pediatrics. 171(4) 350-356.</p>	
9. 11/1	<p>Developing World</p> <ul style="list-style-type: none"> • Colonialism • Neo-colonialism / culture wars 	<p>1. Amnesty International. Making Love a Crime. (21-46). https://www.amnestyusa.org/wp-content/uploads/2017/04/making_love_a_crime_-_africa_lgbti_report_emb_6.24.13_0.pdf</p> <p>Fisher, M. (2013). From colonialism to 'kills the gays': The surprisingly recent roots of homophobia in Africa. https://www.washingtonpost.com/news/worldviews/wp/2013/06/27/from-colonialism-to-kill-the-gays-the-surprisingly-recent-roots-of-homophobia-in-africa/?utm_term=.b838d640b9d4</p> <p>Online 30: https://www.youtube.com/watch?v=PdqDjY6ehvg</p>	Reflection 7

		Optional: Kaoma, K. American Culture Warriors in Africa, Chpt 1. (14-34)	
10. 11/8	New Natural Law: Augustine and Aquinas today	Bamforth and Richards, Patriarchal religion, sexuality and gender: A critique of new natural law. (pp1-4, sexual autonomy, emotion and love pp 245-261 and The homophobia of new natural law pp 261-266) Online 30: https://www.youtube.com/watch?v=r_UfYY7aWko	Reflection 8
11. 11/15	Stigma, Discrimination and Health	1.Hatzenbuelher et al. (2013). Stigma as a fundamental cause of population health inequalities. AJPH. 103, 5: (813-821). 2.Brandes, A. (2014). The negative effect of stigma, discrimination and the health care system on the health and gender of sexual minorities. Tulane Journal of Law and Sexuality. (155-178) Online 30: https://youtu.be/YPYkYTysfQc	Reflection 9
12. 11/29	<ul style="list-style-type: none"> ▪ Intro to Cultural Humility ▪ Dr. Raymond 	1.Trevalen & Garcia. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. <i>Journal of health care for the poor and underserved</i> . 9(2). (117-123). Metzl JM, Hansen H. Soc Sci Med. 2014 Feb;103:126-33. doi: 10.1016/j.socscimed.2013.06.032. Structural competency: theorizing a new medical engagement with stigma and inequality. Online 30: https://www.youtube.com/watch?v=dTFZ_3mMblI https://www.youtube.com/watch?v=i26A5oecUWM https://www.youtube.com/watch?v=8OI0TSnctxc	Reflection 10

13. 12/6	<ul style="list-style-type: none"> ▪ Cultural Humility mini-Workshop 	<p>None</p> <p>Online 30: Special Reflection on your experience of today's class Due next week.</p>	
14. 12/13	<ul style="list-style-type: none"> ▪ Presentations 	<p>Online 30: https://www.apa.org/pi/lgbt/resources/hi-story</p>	
15. 12/20	<ul style="list-style-type: none"> ▪ Debrief and Wrap Up ▪ Advocacy 	<p>Online 30: https://www.youtube.com/watch?v=z762DfV7Gig https://www.youtube.com/watch?v=nP09gmFdXyA</p>	Final Paper Due

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or

stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html