

HS 3630a Fall 2010
Instructor: Dr. Treena Orchard

Syllabus for HS 3630a: Sexuality, Gender & Health

Instructor: Dr. Treena Orchard

Class: Wednesdays

Time: 12.30-3.30

Room: SSC-3006

Office Hours: 3.30-5.00 pm Wednesdays or by appointment, Rm 208 HS Bldg.

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Course Description

This is an advanced undergraduate course in health sciences that explores how sexuality, gender, and health are experienced, valued, and socially constructed. The materials selected provide a sound overview of the basic concepts and theoretical approaches related to these three issues and also introduce students to some of the newer fields of research that are emerging. The more traditional areas of concentration include the body, heterosexuality and gender, reproductive health practices, HIV/AIDS, and health and healing in post-colonial settings. Topics that could be considered more cutting-edge include sex and gender among gay men and transgendered individuals, bio-technologies and the redefinition of life and death, structural/symbolic violence, and the ethical and emotional challenges of conducting fieldwork. By examining classic and modern contributions to these diverse fields of study, students will be equipped with foundational theoretical and methodological skills as well as a critical awareness of how health is experienced, embodied, and impacted by larger factors of economy, politics, gender, and sexuality.

Class Schedule and Format

The course is held once per week and runs for three hours. The basic format for each class will be as follows: an overview of class objectives, student presentations of readings, interactive lecture by myself, a break, group work, and class discussion. Although I am going to lecture and lead the discussions on the assigned readings and some additional contextual information, students are encouraged to participate and share their perspectives on the respective themes as much as possible. Indeed, a significant portion of the evaluation for this course depends upon you being able to demonstrate your comprehension of the materials through oral presentations, weekly reading responses, and the formulation of the applied assignment.

Evaluation

Class Attendance	5%
Write-ups on weekly readings (n=4)	20%
Mid-Term Exam	25%
Applied Assignment	20%
Final Exam	35%

Details

Class Participation and Attendance (5%)

Given the relatively small size of the class (n=60), the focus on group work, and the marks allotted to attendance, you must take part in every class. Regular, punctual class attendance is critical and any absence, along with repeatedly late arrivals to class, will affect your mark. Everyone is expected to have the four readings assignments done *before* class.

Reading Write-Ups (20%)

During the course of this class you will write four critical summaries based on in-class readings of your choosing, and each one is worth 5% of your total mark. While this may seem like a lot of writing, in an upper year class like this illustrating how you understand and apply aspects of the readings is very important. This approach also helps ensure that you are completing the assigned materials and allows for feedback on your writing skills and analytical development. Each assignment should be 2 double-spaced pages and no more than 500 words. Use APA style for in-text citations and references (2-3), which can be on a separate page. Two are due before the mid-term (September 29th and October 13th) and two are due after the mid-term (November 10th and December 1st). An outline of what I am looking for in the write-ups will be posted on Web CT.

Mid-Term Exam (25%)

The exam will cover the first half of the readings and will consist of 10-15 short answer questions and your choice of 1 of 2 possible essays. I will provide you with an outline of the content of the essay options to help you prepare and organize your responses.

Applied Assignment (20%)

“Reading” the different messages about sexuality, gender, and health in *popular media* (i.e., Internet, television, music, magazines, other forms of advertising), *health-related settings* (i.e., health clinics, hospitals, student health services, the gym), or *university environments* (i.e., on-campus groups, pubs and restaurants, seasonal advertising, courses offered) is important to the development of your understanding of how ideas that pertain to these important issues are produced within our society. Select one of the three public domains listed above and examine how it shapes the representation, production, and/or communication of 2-3 of the key issues that we have discussed in class. Some examples: ‘The representation of teenage sexuality in contemporary vampire movies/series’; ‘Representations of gender and health in men’s magazines’; ‘Silenced sexualities: representations of lesbian and gay experiences in mainstream health settings.’ This assignment is not a formal research essay, but you are required to describe your project, summarize some of the main findings within your general topic area, discuss the primary themes that shape your analysis of the 2-3 key issues you focus upon, and provide a brief summary of the significance of your selected topic in relation to the broader issues of sexuality, gender, and health. The assignment should consist of 8-10 written pages, including references (6-10 academic references, not including Internet sources unless that is the domain you are focusing on), and be double-spaced.

Final Exam (35%)

The final examination is comprehensive and will consist of short answers and a broad range of essay questions. Together we can discuss some of the most pertinent topics from which to draw the essay questions, which will constitute 75% of the final.

Grading scheme:

I use the format provided below for grading, which is the university-wide scale that has been approved by the UWO Senate:

A+	90-100	Exceptional
A	80-89	Superior work, above average.
B	70-79	Good work, meeting all requirements, and eminently satisfactory.
C	60-69	Competent work, meeting requirements.
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

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Your contributions regarding class evaluation

At the end of the course you will complete the formal evaluation materials distributed by the University. However, finding out what did and did not appeal to you at the end of the class does not leave much room for change. For this reason, half way through the course you will be asked to jot down your thoughts on what you like about the class, what could be improved, and so forth.

Policies

Late assignments

All assignments must be turned in on time and only hard copies will be accepted. If you have a medical reason for not being able to complete an assignment or an examination a note from your Physician indicating the severity of your condition must be submitted to the Faculty of Health Sciences Dean's office. You may visit Western's Policy on Accommodation for Medical Illness at: <https://studentservices.uwo.ca/secure/index.cfm> for further details. If you have a non-medical reason for handing in a late assignment 3% will be deducted per day, including week-ends.

Electronic devices

Cellular phones must be turned off during class and lap-top computers will only be allowed to be open if your work on them pertains to class. You will learn more if you are fully engaged in the materials presented and the discussions.

Plagiarism

The Applied Assignment may be subject to submission for textual similarity review to the 'commercial plagiarism detection software under license to the University for the detection of plagiarism. All assignments submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com. See the following site for more details: <http://www.turnitin.com>.

Student Inquiries

If you have any questions or comments regarding the class you may raise them during class or privately through e-mail. If you require information regarding Student Support Services or the Student Development Services, see their Web site: <http://www4.registrar.uwo.ca>.

Creating a "healthy" classroom

Teaching and learning is a two-way process and to ensure the best and most productive experience for us all I ask that we all be considerate of the following: arrive on time, do not be disruptive, respect one another, and be willing to challenge yourself.

REQUIRED Materials: available in the UWO Bookstore

DeVries, Maggie (2008). *Missing Sarah: A Vancouver Woman Remembers Her Vanished Sister*. Toronto: Penguin Canada.

Reading Package

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**First class, September 15, 2010: Introduction to the course and to one another.
Viewing of the film *Quinceanera* and class discussion.**

Topic 1, September 22, 2010: Overview and Key concepts

Lupton, Deborah (1994). *Medicine as Culture*. London: SAGE Publications Ltd., Pp.5-19. ISBN (Pbk): 07619-4030-8.

Davenport, Beverly Ann (2000). Witnessing and the Medical Gaze: How Medical Students Learn to See at a Free Clinic for the Homeless. *Medical Anthropology Quarterly*, 14(3), 310-327.

Topic 2, September 29, 2010: The Body

Corbin, Juliet (2003). The Body in Health and Illness. *Qualitative Health Research*, 13(2), 256-267.

Draper, Jan (2002). "It Was a Really Good Show": The Ultrasound Scan, Fathers, and the Power of Visual Knowledge. *Sociology of Health & Illness*, 24(6), 771-795.

1ST WRITE UP DUE

Topic 3, October 6, 2010 : 'Other' Sexualities and Genders: Experiences of Gay Men and Transgendered People

Schilder, Arn; Treena Orchard; Christopher Buchner; Mary Lou Miller; Kim Fernandes; Steffanie Strathdee; and Robert Hogg (2008). 'It's like the treasure': Beliefs Associated with Semen Among Young HIV-Positive and HIV-Negative Men Who Have Sex With Men. *Culture, Health & Sexuality*, 10(7), 667-679.

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Broad, K.L. (2002). GLB + T?: Gender/Sexuality Movements and Transgender Collective Identity (De) Constructions. *International Journal of Sexuality and Gender Studies*, 7(4), 241-264. OR

Bauer, Greta; Rebecca Hammond; Robb Travers; Mathhias Kaay; Karin Hohenadel; and Michelle Boyce (2009). "I Don't Think This Is Theoretical; This Is Our Lives: How Erasure Impacts Health Care for Transgender People", *Journal of the Association of Nurses in AIDS CARE*, 20(5), 348-361.

Topic 4, October 13, 2010: At the Intersection of Sexuality, Gender, and Health: Sara's Story

DeVries, Maggie (2008). *Missing Sarah: A Vancouver Woman Remembers Her Vanished Sister*. Toronto: Penguin Canada. Read 5 chapters of your choice.

2ND WRITE UP DUE

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Topic 5, October 20, 2010: Reproductive Health Practices and Moral Dilemmas: Male and Female Circumcision

Bell, Kirsten (2005). Genital Cutting and Western Discourses on Sexuality. *Medical Anthropology Quarterly*, 19(2), 125-148.

Benatar, Michael and David Benatar (2003). Between Prophylaxis and Child Abuse: The Ethics of Neonatal Male Circumcision. *American Journal of Bioethics*, 3(2), 35-48.

-Informal class evaluation

Topic 6, October 27, 2010: In Class Mid-Term Examination

Topic 7, November 3, 2010: A Modern Pandemic: HIV/AIDS

Treichler, Paula (1999). The Burdens of History: Gender and Representation in AIDS Discourse, 1981-1988. In *How to Have Theory in an Epidemic: Cultural Chronicles of AIDS*. Pp. 42-98. Durham: Duke University Press. ISBN (Pbk): 0-8223-2318-4.

Topic 8, November 10, 2010: Doing Ethnography and the Challenges of Fieldwork

Bolton, Ralph (1995). Tricks, Friends, and Lovers: Erotic Encounters in the Field. In *Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork*, eds. Don Kulick and Margaret Wilson. Pp. 140-167. London: Routledge. ISBN (Pbk): 0-415-08819-4.

Simon, Greg (2006). Anger Management: Working Through Identity and Objectification in Indonesia. In *Dispatches from the Field: Neophyte Ethnographers in a Changing World*, eds. Andrew Gardner and David Hoffman. Pp. 105-118. Long Grove, Illinois: Waveland Press, Inc. ISBN (Pbk): 1-5776-6451-5.

3RD WRITE UP DUE

Topic 9, November 17, 2010: Health and Healing in Post-Colonial Settings

O'Neil, John and Patricia Kaufert (1995). *Irniktapunga!:* Sex Determination and the Inuit Struggle for Birthing Rights in Northern Canada. In *Conceiving the New World Order*, eds. Fay Ginsburg and Rayna Rapp. Pp. 59-73. Berkeley: University of California Press. ISBN (Pbk): 0-5200-8914-6.

Waldram, James (1993). Aboriginal Spirituality: Symbolic Healing in Canadian Prisons. *Culture, Medicine, and Psychiatry*, 17(3), 345-362.

***Applied assignments due.** This date is somewhat flexible based on your other course requirements.

Topic 10, November 24, 2010: Violence, Everyday and Gender-Based

Bourgois, Philippe, Bridget Prince, and Andrew Moss (2004). The Everyday Violence of Hepatitis C Among Young Women Who Inject Drugs in San Francisco. *Human Organization*, 63(3), 253-264.

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Asencio, Marysol (1999). Machos and Sluts: Gender, Sexuality, and Violence Among a Cohort of Puerto Rican Adolescents. *Medical Anthropology Quarterly*, 13(1), 107-126.

Topic 11, December 1, 2010: Bio-Technologies and the Redefinition of Life, Death, and Human Value

Lock, Margaret (2000). On Dying Twice: Culture, Technology, and the Determination of Death. In *Living and Working with the New Medical Technologies: Intersections of Inquiry*, eds. M. Lock, A. Young, and A. Cambrosio. Pp. 233-262. Cambridge: Cambridge University Press. ISBN (Pbk): 0-521-65568-4.

Scheper-Hughes, Nancy (2003). Rotten Trade: Millennial Capitalism, Human Values and Global Justice in Organs Trafficking. *Journal of Human Rights* 2(2): 197- 226.

4th WRITE UP DUE

Week 12, December 8, 2010: Summary of course, discussion of final exam essay questions, and viewing of the film *Hedwig and the Angry Inch*.