

HS 3630a Fall 2011
Instructor: Dr. Treena Orchard

Syllabus for HS 3630a: Sexuality, Gender & Health

Instructor: Dr. Treena Orchard

Class: Monday from 2.30-3.30 + Wednesday from 1.30-3.30

Room: TC-309

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 basic format for each class will be as follows: an overview of class objectives, 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.

Evaluation

Class Attendance	10%
Write-ups on selected readings (n=4)	20%
Applied Assignment	30%
Final Exam	40%

Details

Class Participation and Attendance (10%)

Given the relatively small size of the class 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 readings done *before* class begins.

Reading Write-Ups (20%)

During the course of this class you will write four critical summaries based on selected class readings of your choice, 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 the ideas

and concepts contained in 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 write-up will be 2 double-spaced pages or between 500-600 words, and if you exceed this word limit marks will be deducted. Each write-up must contain an *introductory paragraph*, which introduces the topic of the assignment, a description of the 2-3 main points to be examined from the reading(s), and a concluding sentence that clearly articulates the importance of your topic in relation to the broader subjects of sexuality, gender and/or health. The next portion of the write-up, basically the “*body section*”, is where you discuss your perspectives on the 2-3 main points that constitute the focus of the assignment. It is recommended that 1-2 well-organized paragraphs be used to analyze each point to be discussed. In academic writing, one paragraph consists of 5-7 sentences, and this rule must be adhered to. Each assignment must also contain a *concluding paragraph*, which summarizes the main topics examined and reiterates the importance of your analysis of these topics with respect to the sexuality, gender and/or health. This paragraph must contain original writing and cannot be cut and pasted from the introductory paragraph. Use in-text citation and the APA reference style throughout, which you will find descriptions of on-line. ONLY paper copies will be accepted.

Applied Assignment (30%)

Representations of sexuality, gender, and health are produced in a myriad of different ways depending upon the contexts, cultures, and time period in which they are based. Some examples of these contexts include the *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). For this assignment, each student will select one of the three contexts 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.’

You are required to describe your selected topic, the main issues to be examined, summarize your findings as they relate to the main arguments about your chosen subject in the academic literature, discuss the primary themes that you are focusing on in your analysis, 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 (8-10 academic references, not including Internet sources unless that is the domain you are focusing on), and be double-spaced. Specifics with respect to paragraph structure, the introductory and concluding paragraphs, and APA style and referencing are the same as the guidelines for the write-ups, described above. I will post examples of past assignments on WEB CT to give you a sense of how past students have approached the paper. It is also advisable to arrange a brief meeting with me before you begin your research and formulating your ideas for the assignment, just to be sure that you are on the right track.

Final Exam (40%)

The final examination is comprehensive and will consist of a series of definitions, 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 70% 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. It should also be noted that I do NOT round grades up and a 79% is a 79% and not an 80%.

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

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. In the cast of family emergencies or other unforeseen circumstances, allowances will also be made for late assignments on a case-by-case basis. 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.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

Additionally,

1. All required papers 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 papers 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 (<http://www.turnitin.com>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

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

LECTURE OUTLINE:

First week, September 12 and 14, 2011: Introduction to the course and to one another

Viewing of the film Quinceanera and class discussion on Wednesday

Topic 1, September 19 and 21, 2011: 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 26 and 28, 2011: 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 Monday

Topic 3, October 3 and 5, 2011 : ‘Other’ Sexualities and Genders: Experiences of Gay Men and Transgendered People

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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; Mathias 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. (posted on WEB CT)

Topic 4, October 10 and 12, 2011: 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 the first 5 chapters and further if your time permits.

View Film: *Finding Dawn* on Wednesday

2ND WRITE UP DUE Monday

Topic 5, October 17 and 19, 2011: 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 24 and 26, 2011: 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.

View *STD and HIV 'Slideshow'*

Topic 7, October 31 and November 2, 2011: Doing Ethnography and the Challenges of Fieldwork

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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 Monday

Topic 8, November 14 and 16, 2011: 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 week.**

Topic 9, November 21 and 23, 2011: 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.

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 10, November 28 and 30, 2011: 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 Monday

LAST WEEK- December 5 and 7, 2011: Summary of course, discussion of final exam essay questions, and viewing of the film *Hedwig and the Angry Inch*.