

HS 3630f Fall 2017
Instructor: Dr. Treena Orchard

Syllabus for HS 3630F: Sexuality, Gender & Health

Instructor: Dr. Treena Orchard
Class: Mondays 12.30-2.30 + Wednesdays 12.30-1.30
Room: SEB- 2099
Office Hours: 2.30-4.30 pm Mondays or by appointment, Rm 216 HS Bldg.
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Teaching Assistant: TBA

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 Format

The basic format for each class will be as follows: an overview of class objectives and an interactive lecture led by me with significant class discussion and involvement. Although I lead our lecture and discussions of the assigned readings and some additional contextual information, students are encouraged to participate and share their perspectives as much as possible.

Evaluation

Class Attendance	5%
Write-ups on selected readings (n=2)	20%
Research Paper	35%
Final Exam	40%

Details

Class Participation and Attendance (5%)

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.

Write-Ups (20%)

During the course of this class you will write two critical summaries based on in-class readings of your choosing, and each one is worth 10% 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 will focus on **2 key points** and will consist of 4 paragraphs (approximately 2 double-spaced pages). Each write-up contains a brief **introductory paragraph** that introduces the 2 main points to be explored from the readings and clearly articulates the importance of your topic in relation to sexuality, gender, and/or health. Next is the **main section**, where you discuss your perspectives regarding the 2 points and I recommend using 1 well-organized paragraph to analyze each point. In academic writing, one paragraph consists of 5-7 sentences, and this rule must be adhered to. Each assignment must wrap-up with a **concluding paragraph**, which summarizes the main points examined and reiterates the importance of your topics with respect to sexuality, gender, and/or health. This paragraph must contain original writing and not be cut and pasted from the introductory paragraph. Use APA style and no bibliography is needed, but refer to the article that you are focusing on (i.e., Schilder et al., 2008). ONLY paper copies handed in class will be accepted.

Research Paper (35%)

Each student will select a specific issue and/or population related to sexuality, gender, OR health that is of specific interest and conduct his/her/their own independent research. Base your research within the qualitative/ethnographic/lived experience literature (RESEARCH TIP: use these terms as key words in your searches), because it aligns with the materials we use in class and because it is rooted in people's real lives. I also want you to discuss how the issues you have focused on have informed or complicated how you understand sexuality, gender and/or health (i.e., 1/2page as part of the Conclusion). I will post examples to give you a sense of how this assignment has been approached by other students who have taken our class. It is advisable to arrange a brief meeting with me before you begin your research, to make sure that you are on the right track.

The assignment should be 10 double-spaced pages, including academic references. When organizing your paper, please use the following headings: **Introduction**, **Statement of objectives**; **Methodology**; **Main Themes**; and a **Conclusion**, which reiterates the focus of the paper and includes a discussion of the significance of the subject matter related to your understanding of sexuality/gender/health. Employ standard APA format and PLEASE use "I" or the "active voice."

Final Exam (40%)

The final examination is comprehensive and will consist of short answers (30%) and 2 essay questions (35% each). The short answers are primarily from the first few lectures and I will hold a vote towards the end of class, during which you indicate the top 6 lectures from the term. I will then devise the essay questions based on these lectures. The essay questions are very open-ended, which gives you ample room to answer them in your own voice.

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.

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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

Policies:

Late assignments

This class is evaluated primarily through examinations, which must not be missed unless in the case of a medical condition, family emergency, or other unforeseen circumstances. A note from your Physician indicating the nature of your condition must be submitted to the School of Health Studies Main Office, and only upon receipt of such a letter will I reschedule an examination. You may visit Western's Policy on Accommodation for Medical Illness at: <https://studentservices.uwo.ca/secure/index.cfm> for further details. With respect to the written assignments, nothing past the due dates will be accepted without a Doctor's note, and the extended deadline will only be up until 1 week after original due date.

Electronic devices

Cellular phones must be turned off during class and lap-top computers will only be allowed to be open during lectures if you are making notes regarding lecture materials.

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.

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.

Information about communication

I'm a peasant when it comes to tech. and being connected. In fact, I don't want to be linked up and available all the time. I do a ton of work as it is and we all need our down time and space to not only work on our respective projects but also just to 'be.' With that in mind, I would like us to keep our communications to day-time (i.e., 8 am- 5pm), as I'm typically up and working early and I retire from work early, shutting down my computer around 6 pm each day. And, brace yourselves (!), I don't do any email or electronic work on my phone--so if you email me after 6pm, you won't hear back until the following morning. Also, let's stick to Monday-Friday versus week-ends. I share this information with you guys, not to restrict your access to me in any way, just to let you know what my preferred boundaries or parameters are.

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REQUIRED Materials: available in the Bookstore

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

-Course Reading Package: available in Bookstore

First class, September 11 & 13, 2017: Introduction to the course and to one another. Viewing of the film *Quinceanera* and class discussion

Topic 1, September 18 & 20, 2017: 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 25 & 27, 2017: 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.

Topic 3, October 2 & 4, 2017: 'Other' Sexualities and Genders: Experiences of Gay Men and Transgendered People

****FIRST WRITE-UP DUE October 3**

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.

NO CLASSES DURING FALL BREAK WEEK** (October 9th and 11th)

Topic 4, October 16 & 18, 2017 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.

Topic 5, October 23 & 25 2017: 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 6 or 7 chapters and then as much of the remainder of the book as your schedule permits.

Topic 6, October 30 & November 1, 2017: 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.

****SECOND WRITE-UP DUE October 30**

Topic 7, November 6 & 8, 2017: Doing Ethnography & 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.

Topic 8, November 13 & 15, 2017: 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.

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

Topic 9, November 20 & 22, 2017: 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.

***Applied assignments due November 22st.**

Topic 10, November 27 & 29, 2017: 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.

Final Day-- December 4, 2017: *Hedwig and the Angry Inch*