

## Course Syllabus for HS 3630F: Sexuality, Gender & Health

**Instructor:** Dr. Treena Orchard

**Class:** Mondays 12.30-2.30 + Wednesdays 12.30-1.30

**Room:** TBA

**Office Hours:** 2.30-4.30 pm Mondays or by appointment, Rm 216 HS Bldg.

**E-Mail:** [torchar2@uwo.ca](mailto:torchar2@uwo.ca)

**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	2%
Write-ups on selected readings (n=2)	23%
Research Paper	35%
Final Exam	40%

### *Details*

#### **Class Attendance (2%)**

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 (23%)**

During this class you will write two critical summaries based on in-class readings of your choosing, and each one is worth 11.5% of your total mark. Each assignment will focus on 2 key points of interest from one of the readings and will consist of 4 paragraphs (approximately 2 double-spaced pages). Your task is to demonstrate your understanding of the ideas contained with each point and how they are applied in the reading. Be specific in your selection of points, which generates a more interesting discussion versus one that is broad and unfocused. Be sure to link the points to the issues of sexuality, gender or health- but not all three. You are free to bring in a personal example to illustrate your points, but don't let that dominate your discussion.

Each write-up contains the following sections:

- (1) **Introductory paragraph (1 pgh)**- introduces the 2 main points to be explored and at the end of this paragraph you must state the importance of your topic in relation to sexuality, gender, and/or health. *For example: "Examining these two issues has extended my understanding of sexuality among gay men by demonstrating the different experiences of HIV positive and HIV negative men"*.
- (2) **The main sections (2 pghs)**- where you discuss your perspectives regarding the 2 points. 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.
- (3) **Concluding paragraph (1 pgh)**- summarizes the main points examined and in a sentence at the end you must reiterate the importance of your topics with respect to sexuality, gender, and/or health. This paragraph must not be cut and pasted from the introductory paragraph. No bibliography is needed, but refer to the article that you are focusing on (i.e., "In the article by Schilder et al., 2008..."). ONLY paper copies handed in at the beginning of class are accepted.

### **Examples**

1) In this write-up, I explore how the theories of functionalism and cultural studies have played a role in my understandings of health.

- The two points are: **functionalism** and **cultural studies** from the Lupton Chapter, which are discussed in relation to your understanding of health.

2) In this write-up, I examine how Schilder et al.'s (2008) discussion of fertility and masculinity impacts the development of culturally appropriate HIV prevention programs for gay men.

-The two points are: **fertility** and **masculinity** from the Schilder et al., (2008) article, which are discussed in relation to HIV programs for gay men that reflect their lived realities.

**Rubric: Intro (2.5 pts); 1<sup>st</sup> body pgh (2 pts); 2<sup>nd</sup> body pgh (2 pts); Concl. (2.5 pts); Organiz (1 pt)**

### **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 it is rooted in people's real lives. I 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 (which can be single-spaced to save paper). When organizing your paper, 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 Western University Senate. It should also be noted that **I DO NOT ROUND UP MARKS AND A 79% IS A 79% NOT AN 80%.**

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly 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

It is expected that the grades for this course will fall between 75-79%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy. It is anticipated that the course averages in years 1 through 4 grades will vary and this is the normative breakdown of average grades/year

- Year 1: 68-72
- Year 2: 70-74 (core) and 72-76 (elective)
- Year 3: 72-76 (core) and 74-78 (elective)
- Year 4: 74-80

**Policies:**

*Prerequisites*

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

*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 new examinations. Visit Western's Policy on Accommodation for Medical Illness at: <https://studentservices.uwo.ca/secure/index.cfm> for further details.

*Electronic devices*

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

**If personal devices are clearly being used for non-class purposes, students may be asked to stop this behaviour or leave class.**

#### *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* [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.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:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

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 Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### *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. Ombudsmen Office -- <http://www.uwo.ca/ombuds/>

### *Health and Wellness*

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [https://uwo.ca/health/mental\\_wellbeing/education/module.html](https://uwo.ca/health/mental_wellbeing/education/module.html).

### **Communicating with me**

I'm a peasant when it comes to tech.-related things and I am not available for comment at all times. I am a very busy woman and need my down time, just like each of you. I would like us to keep our communications to day-time (i.e., 8 am- 5pm). Also, let's stick to Monday-Friday versus week-ends. I share this information with you not to restrict your access to me in any way, just to let you know what my preferred boundaries or parameters are. These timings also extend to our TAs.

### **NAVIGATING OUR SITE ON OWL**

RESOURCES- ALL ARTICLES AND SOME SUPPLEMENTARY FILES OF INTEREST

LECTURE SLIDES- ALL SLIDES POSTED IN WORD

ANNOUNCEMENTS- I MAKE THEM OFTEN, SO PLEASE CHECK REGULARLY

**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 (last year's is fine).

**September 5, 2018: Introduction to the course and to one another**

**September 10 & 12, 2018: Viewing of the film *Quinceanera* and class discussion**

**September 17 & 19, 2018: 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.

**September 24 & 26, 2018: 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.

**October 1 & 3, 2018: '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.

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.

**FIRST WRITE-UP DUE October 3**

**NO CLASSES OCTOBER 8-12: THANKSGIVING & FALL BREAK**

**October 15 & 17, 2018 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.

**October 22 & 24 2018: 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.

**October 29 & 31, 2018: 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 31**

**November 5 & 7, 2018: 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.

**November 12 & 14, 2018: Health and Healing in Post-Colonial Settings**

O'Neil, John and Patricia Kaufert (1995). *Irniktakpunga!*: 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.

**November 19 & 21, 2018: 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.

**RESEARCH PAPERS DUE: November 21<sup>st</sup>**

**November 26 : Viewing *Hedwig and the Angry Inch***