

Course Syllabus for HS 4220: Health Issues Among Marginalized Populations

Instructor: Dr. Treena Orchard

Class: Monday- 2.30-5.30

Room: TBA

Office Hours: By appointment, Rm 216 HS Bldg.

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Course Description

This is an advanced undergraduate course in health sciences that examines from critical perspectives, namely medical anthropology, feminism, and political-economy theory, a series of health issues that are experienced by a diverse array of marginalized populations. One of the primary objectives of this class is for students to develop an understanding of how macro (i.e., gender, political-economy, race, poverty) and micro (i.e., individual factors within the context of people's daily lives) forces intersect to produce both marginality and particular health issues/experiences for people who are relegated to, or find themselves on, the margins of society. The course is structured topically, with different populations and issues explored weekly, including: the social geography of mental health; everyday suffering among drug users; youth 'at risk'; motherhood and surveillance among poor women; the unfortunate legacy of the "elephant man"; the violence of "starlight tours" for Aboriginal people in Saskatoon, Saskatchewan; immigrant and working class women's ideology regarding cancer; a social portrait of a British neurosurgeon who devotes his time to working in impoverished hospitals in the Ukraine; the lived experience of HIV care practitioners; and violence and barriers to existence among lesbian women. The focus is primarily on the North American context, however, the concepts and ideas employed in the class can also be applied in socio-economic, political, and gendered settings globally.

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 of the assigned readings and some additional contextual information, students are *strongly* encouraged to participate and share their perspectives on the respective themes as much as possible.

Evaluation

Class Attendance	2%
Detailed Outline for Research Paper	15%
Annotated Bibliography for Research Paper	30%
Research Paper	53%

Details

Class Attendance (2%)

Given the relatively small size of the class, the focus on group work and discussion, along with 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.

Detailed Outline for Research Paper (15%)

The evaluation for this class is built around the research paper, which is due at the end of the course. To that end, each student begins by preparing a detailed outline for the paper that features: **introduction (1 pg); statement of objectives (½ pg); methodology (½ pg)** to be used to gather your information (i.e., search engines to be used, key words, basic disciplines from which the data will be sought); a brief **overview of the literature (1.5 pgs)** that identifies the main research approaches (qualitative,

quantitative, historical, ethnographic) and focus of the literature broadly; the main **themes (1.5 pgs)** or issues to be explored in your paper (½ pg discussion per theme); concluding discussion regarding the **significance (½ pg)** of the proposed subject matter. The outline should be 5.5-6 double-spaced pages.

Rubric: Introduction (2 pts); Statement of Objectives (1 pt); Methodology (1pt); Overview of Literature (3 pts); Main Themes (6 pts); Statement of Significance (2 pts)

Annotated Bibliography for Research Paper (30%)

An annotated bibliography gives an account of the research that has been done on a given topic. Like any bibliography, an annotated bibliography is an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance. In many ways, it's like the abstract that prefaces a published academic article. An annotation of includes:

- (1) The study thesis or aims- this is fairly straight-forward and what i mean here is the primary aim or purpose of the study, which is sometimes framed as a question or hypothesis but at other times it's described more broadly as "the aim of this study was to...". any of these are fine!
- (2) Methods- Include the number of participants and breakdown by gender/race/age (e.g. 15 Black women between the ages of 25-40) and the specific methods (e.g. individual interviews, focus groups, household surveys, literature review)
- (3) The primary themes or findings that emerged from the study
- (4) Concluding sentence- tell me how each reference/source annotated will inform your research and/or understanding of your topic.
- (5) References- just list the full citation before each annotation.

This exercise is intended to help students prepare for their research paper and develop a strong sense of the main issues/arguments within the published literature that pertains to the subject matter of the final paper. Each student must prepare an annotated bibliography of 10 academic sources, and the annotations for each of the 10 sources should be 1 double-spaced paragraph (5-7 sentences each).

Rubric: Study Thesis or Aims (2 pts); Methods (1 pt); Primary Findings (4 pts); Concluding Sentence; (2 pts); References (1 pt)

Research Paper (53%)

The final research paper constitutes a very important part of the course and the subject matter is entirely up to the students' discretion. However, it is wise to arrange a meeting with me to discuss your ideas in order to ensure that the topic(s) are in line with my expectations and that they are also feasible. The research paper should feature discussions and analysis of the headings contained in the outline: **Introduction (2-3pgs)**, **Statement of objectives (1/2 pg)**; **Methodology (1/2pg -1pg)**; **Overview of the Literature (3 pgs)**; the main **Themes/Findings (5-6 pgs)**; and a **Conclusion (1.5 pgs)**, which reiterates the focus of the paper and includes a discussion of the significance of the subject matter related to your understanding of marginalization. The papers should be 12-14 double-spaced pages of text + 1-2 pgs for references. Use standard APA format; cite 15-20 academic references (in-text); should be organized by clearly identifiable headings; and can feature the use of "I" or the "active voice."

Rubric: Introduction (2pts); Objectives (1 pt); Methodology (1 pt); Overview of Literature (3 pts); Themes/Findings (5 pts); Conclusion (2 pts); References (1pt)

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 75-50%. 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](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

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

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

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.

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 UWO Bookstore

1 Reading Package

First Class- January 7, 2019

Introduction to the course and ideas about marginalization in relation to health

Viewing of the film: Maquilaopolis: City of Factories

Topic 1- January 14, 2019

Bio-Social Perspectives on Health Inequalities and Disease Distribution

Paul Farmer (1999). *Infections and Inequalities: The Modern Plagues*. Berkeley: University of California Press, pp.1-17 & 59-93 (Available on WebCT).

Topic 2- January 21, 2019

A Different Approach to Mental Health: The Importance of Place and Space

Brenda Gleeson, Chris Hay and Robin Law (1998). The geography of mental health in Dunedin, New Zealand, *Health & Place*, 4(1), 1-14.

Hester Parr (2000). Interpreting the 'hidden social geographies' of mental health: ethnographies of inclusion and exclusion in semi-institutional places, *Health & Place*, 6, 225-237.

Chris Philo (1997). Across the water: reviewing geographical studies of asylums and other mental health facilities, *Health & Place*, 3(2), 73-89 * a little tricky

Topic 3- January 28, 2019

Righteous Dopefiends: Structural Forces and Everyday Suffering Among Drug Users

Philippe Bourgois and Jeff Schonberg (2009). *Righteous Dopefiend*, Berkeley: University of California Press, pp.1-24 & 79-116.

OUTLINES FOR RESEARCH PAPER DUE

Topic 4- February 4, 2019

From "Flying Signs" to Flying High: Youth 'At Risk'

R. Kevin Grigsby (1992). Mental Health Consultation at a Youth Shelter: An Ethnographic Approach, *Child & Youth Care Forum*, 21(4), 247-261.

Hazel Kemshall (2008). Risks, Rights and Justice: Understanding and Responding to Youth Risk, *Youth Justice*, 8(1), 21-37.

Viewing the Film: Invisible City

Topic 5- February 11, 2019

Behind the 8 Ball: Motherhood, Surveillance, and Drug Use Among Poor Women

Kimber Richter and Gabriele Bammer (2000). A hierarchy of strategies heroin-using mothers employ to reduce harm to their children, *Journal of Substance Abuse Treatment*, 19, 403-413.

Tanya Telfair Sharpe (2001). Sex-for-Crack-Cocaine Exchange, Poor Black Women, and Pregnancy, *Qualitative Health Research*, 11(5), 612-630.

NO CLASS FEB 18TH : READING WEEK

Topic 6- February 25, 2019

The Legacy of "The Elephant Man": An Unfortunate(?) Intersection of Science, Stigma, and Sordid Fascination

Y. Michael Barilan (2005). The story of the body and the story of the person: Towards and ethics of representing human bodies and body-parts, *Medicine, Health Care and Philosophy*, 8, 193-205.

Joyce Turner, Barbara Biesecker, Jennifer Leib, Leslie Biesecker, and Kathryn Peters (2007). Parenting Children with Proteus Syndrome: Experiences With, and Adaptation to, Courtesy Stigma, *American Journal of Medical Genetics Part A*, 143A, 2089-2097.

Theodore Wilkie and J. Milton Rabson (1979). The Elephant Man- A Tragic Syndrome, *Aesthetic Plastic Surgery*, 3, 327-337.

ANNOTATED BIBLIOGRAPHIES DUE

Topic 7- March 4, 2019

You Can Check Out Any Time You Like, But You Can Never Leave: Social Injustice, Racism, and the Violence of “Starlight Tours”

Susanne Reber and Robert Renaud (2006). *Starlight Tour. The Last, Lonely Night of Neil Stonechild*, Toronto: Vintage Canada, pp. 1-77 (Available on WebCT).

Topic 8- March 11, 2019

Cancer as a Resistance and Cancer as an Idiom of Distress: Views from Working Class and Immigrant Women

Martha Balshem (1991). Cancer, control, and causality: talking about cancer in a working-class community, *American Ethnologist*, 18(1), 152-172.

Sandra Gifford (1994). The change of life, the sorrow of life: Menopause, bad blood, and cancer among Italian-Australian working class women, *Culture, Medicine and Psychiatry*, 18, 299-319.

Topic 9- March 18, 2019

The Other Side of the Gurney: The Lived Experience of Health Care Providers

Orchard, T., Salters, K., Michelow, W., Lepik, K., Palmer, A. & Hogg, R. (2015). “My job is to deal with what I can”: HIV care providers’ perspectives on adherence to HAART, addictions, and comprehensive care delivery in Vancouver, British Columbia, Canada, *Critical Public Health*, 26(5): 542-553.

Viewing of the Film: The English Surgeon

Topic 10- March 25, 2019

A Silence That Often Rears Its Head: Violence and Barriers to Existence Among Lesbian Women

D.J. Aaron, Y-F Change, N. Markovic, and R.E. LaPorte (2003). Estimating the lesbian population: A capture-recapture approach, *Journal of Epidemiology and Community Health*, 57, 207-209.

Sharron Hinchliff, Merryn Gott, and Elisabeth Galena (2005). ‘I daresay I might find it embarrassing’: General practitioners’ perspectives on discussing sexual health issues with lesbian and gay patients, *Health and Social Care in the Community*, 13(4), 345-353.

Ruthann Robson (1990).Lavender Bruises: Intra-Lesbian Violence, Law and Lesbian Legal Theory, *Golden Gate University Law Review*, 20(3), 567-591.

RESEARCH PAPERS DUE

Final Class- April 1, 2019---Film & Discussion