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
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% |
| 2 Write-ups on selected readings- Due Oct. 2 & Oct. 23 | 23% |
| Research Paper- Due December 2 | 35% |
| Final Exam | 40% |

Details

Class Attendance (2%)
In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes. Regular attendance is expected and essential for all courses, but particularly those that include participation/attendance grades in their evaluation schemes. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Persistent absenteeism may have serious repercussions and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences per term will be considered
persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

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). 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 AND DO NOT STRAY FROM THE TEXT (i.e., discuss how the points relate to current issues or events).

Each write-up contains the following sections:

1. **Introductory paragraph (1 pgh)**- introduces the 2 main points to be explored. 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)**- summarize 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. No bibliography or cover page is needed, but refer to the article you use (i.e., “In the article by Schilder et al., 2008…” ) and ensure your name and student # are on the assignment. ONLY paper copies handed in at the beginning of class are accepted.

An example of how to introduce your write-up:
In this write-up, I examine Schilder et al.’s (2008) article about how sexuality informs HIV prevention programs for gay men. Specifically, I focus on the impact of fertility and masculinity on 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.

**Intro (2.5 pts); 1st body pgh (2 pts); 2nd 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 12-15 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%.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>One could scarcely expect better from a student at this level</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
<td>Superior work that is clearly above average</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
<td>Good work, meeting all requirements and eminently satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
<td>Competent work, meeting requirements</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td>Fair work, minimally acceptable.</td>
</tr>
<tr>
<td>F</td>
<td>below 50</td>
<td>Fail</td>
</tr>
</tbody>
</table>

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 through written assignments which must not be missed unless there is 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 consider a new due date for an assignment. Late assignments are docked 3% per day and anything beyond 5 days late will not be accepted.

**Electronic devices**
Although you are welcome to use a computer during lecture, please use it for scholastic purposes only and refrain from engaging in activities that may distract other students. From time to time, I 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, you may **not** make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any material posted to the course website. If personal devices are being used for non-class purposes, students may be asked to stop this behaviour or leave class.

**Student Code of Conduct**
Code of Student Conduct defines the standard of conduct expected of students registered at The University of Western Ontario, provides examples of behaviour that constitutes a breach of this conduct, provides examples of sanctions that may be imposed, and sets out the disciplinary procedures that the University follows. See [http://studentexperience.uwo.ca/student_experience/studentconduct.html](http://studentexperience.uwo.ca/student_experience/studentconduct.html).

**Accommodation for Medical Illness or Non-Medical Absences**
The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:
(i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
(ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
(iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;

b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;

c. The duration of the excused absence will terminate prior to the end of the 48-hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;

d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;

e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfill the academic expectations they may have missed

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
The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it’s important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at http://www.health.uwo.ca/. You can also check out the Campus Recreation Centre or the McIntosh Gallery (http://www.mcintoshgallery.ca/), for alternative spaces to reconnect with your bodies and restore your spirit. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state. There are ALWAYS solutions to our situation and although it often feels like it, the world will NEVER fall apart if we don’t make or delay certain decisions. Acknowledging and working through our stresses is essential to making sure they don’t dominate our lives in damaging or isolating ways. Myself and the other professors in our school are here for you*

If you are in emotional or mental distress please see Mental Health@Western (http://www.uwo.ca/uwocom/mentalhealth/) for a list of options about how to obtain help. Western has developed an interactive mental health learning module: https://uwo.ca/health/mental_wellbeing/education/module.html. It’s also advisable to have a wellness safety plan if you don’t want to reach out to formal services. Having the numbers of a few trusted individuals, perhaps marked as ‘favourites’ in your phone contacts, is another strategy.

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 work hard and protect my ‘me’ time. Let’s keep our communications to Monday- Friday during the daytime (i.e., 8 am- 5pm). This is not to restrict your access to me, I’m just letting you know what my preferred boundaries are. These timings also extend to our TA.

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
- Course Reading Package: available in Bookstore (last year’s is fine).

September 9 & 11, 2019: Introductions and Viewing of the film *Quinceanera*

September 16 & 18, 2019: Overview and Key concepts


September 23 & 25, 2019: The Body


September 30 & October 2, 2019: ‘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; 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.
**FIRST WRITE-UP DUE October 2**

October 7 & 9, 2019 Reproductive Health Practices and Moral Dilemmas: Male and Female Circumcision

**October-14 & 16, 2019: NO CLASSES**


SECOND WRITE-UP DUE October 23

**October 28 & 30, 2019: Doing Ethnography & the Challenges of Fieldwork**


**NO CLASSES NOVEMBER 4 + 6 BECAUSE OF FALL BREAK**

**November 11 & 13, 2019: Health and Healing in Post-Colonial Settings**


**November 18 & 20, 2019: Violence, Everyday and Gender-Based**

November 25 & 27, 2019: At the Intersection of Sexuality, Gender, & Health: Sara’s Story

December 2: Viewing Hedwig and the Angry Inch* (No Class December 4th)
RESEARCH PAPERS DUE