

The University of Western Ontario
London Canada

Department of Gender, Sexuality & Women's Studies and School of Health Studies

September 2022 – April 2023

HS/GSWS 2244: Women and Health

Wednesdays 1:30 pm – 4:30 pm

Location: HSB-240

Instructors	Office Hours	Location
Jessica Polzer	Wednesdays, 12-1, in person Or by appointment	Lawson Hall, 3255
Teaching Assistants	Office Hours	Location
Grecia Alaniz (Fall)	TBA	TBA
TBA (Winter)	TBA	TBA

Women and Health: Course Perspective & Organization

This course takes a critical, interdisciplinary approach to understanding women's health. The course is organized into six modules with each module covering a topic area that is relevant to women and health. The topics covered in this course are:

Module 1:	The Medicalization of Women's Health
Module 2:	Representing Gender and Women's Health
Module 3:	The Politics of Reproduction
Module 4:	Diversity and Experiences of Health and Health Care
Module 5:	The Social Determinants of Women's Health
Module 6:	Gender, Work, and Health

Course Objectives

Through engagement with course materials and facilitated in-class discussions, students will:

- gain a critical awareness of the social and political forces that shape women's health;
- articulate the links between constructions of gender and health, with a particular focus on women and women's bodies;
- consider how medical and popular knowledge about health is implicated in the social reproduction of gender difference and gender roles;
- develop a deeper understanding of how women's experiences of health and health care vary according to social position, including social class, race, age, Indigeneity, and sexual identity;
- learn about the gendered dimensions of intersecting social and health inequities, nationally and internationally;
- broaden their understanding of women's "choices" in relation to their health and reproduction.

Through class discussion and completion of written assignments and papers students will also gain a number of practical skills. Specifically, students will:

- (i) develop their ability to read and analyze scholarly and popular texts closely and rigorously;
- (ii) learn to question and analyze critically how women's health issues are framed in the popular media;
- (iii) gain experience developing and applying a critical perspective to issues in women's health;
- (iv) participate in informed discussions and critical dialogues about issues relevant to women's health in an interdisciplinary group setting; and
- (v) develop greater reflexivity (self-awareness) of their own understandings of health, its determinants and its relationship to gendered constructions and experiences.

Required Texts and Course Packages

There is no required text book for this course. All readings will be put on OWL. Students will be required to read and write a critical book review of *The Immortal Life of Henrietta Lacks*, which will be made available at the campus bookstore.

Prerequisites

The prerequisite for this course is registration in second year or higher. Students are responsible for ensuring that they have successfully completed all prerequisites. Lack of prerequisites may not be used as the basis for appeal. 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.

Course Philosophy: Engaged Pedagogy

“Engaged pedagogy begins with the assumption that we learn best when there is an interactive relationship between student and teacher. As leaders and facilitators, teachers must discover what the students know and what they need to know. This discovery happens only if teachers are willing to engage students beyond a surface level. [...] When we see the classroom as a place where teacher and students can share their ‘inner light’ then we have a way to glimpse who we are and how we might learn together” (hooks, 2010, pp. 19-20)

In keeping with this teaching philosophy, the Instructor will strive to cultivate an inclusive learning environment so that every student has an opportunity to bring something to the class discussion.

The success of this class is dependent on the Instructor *and* the students coming to class prepared to discuss assigned readings. The Instructor will come to each class prepared to give a lecture and an overview of the key themes and background that are relevant to the week's topic and to facilitate group discussions. Students are expected to have completed the readings prior to class each week, to bring notes they have made on the readings to class, and to contribute to class discussion on a regular basis. Making notes on readings will assist the student in their written assignments and in preparing for exams.

In this sense, learning is a *co-responsibility* that requires the active participation of all those involved – teachers, teaching assistants and students.

- It is the responsibility of the professor to come to class prepared to lecture on course material, to facilitate student discussion and their engagement with course material, and to address and respond to students' questions about course material in class and during specified office hours.
- It is the responsibility of the teaching assistants to attend class, assist the professor in the preparation and grading of exams and papers and to address students' questions about course material during the year and before exams.
- It is the responsibility of students to prepare for class by completing required course readings before class, to attend class regularly and listen to the lectures, take notes in class, and to ask questions about course material in class and on OWL.

Recognition of First Nations Territory

Western University is situated on the traditional land of the Anishinaabeg, Haudenosaunee, Lenape and Attawandaron peoples who have longstanding relationships to the region of southwestern Ontario and the City of London. In close proximity to Western, there are three local First Nations communities: the Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region of southwestern Ontario, there are 9 First Nations and a growing Indigenous urban population. Western recognizes the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America) to the development of Canada.

Creating and maintaining a respectful learning environment

Etiquette in the Classroom

In order to maintain a respectful and productive learning environment, it is essential that students arrive at class ready to listen and attend to lectures and films. Disrespectful and disruptive behaviour during class will not be tolerated and will affect one's participation grade. Disrespectful and disruptive behaviour includes the following: texting or talking on mobile phones, chatting on or browsing Facebook or other social media sites, persistent talking during lectures or films, wearing headphones, emailing, and/or surfing the Internet for non-class purposes. Students observed to be engaging in this behaviour during class will be asked to stop. If disruptive behaviour persists, the professor will use her discretion and judgment in deciding how best to deal with the situation. On the first day of class, all students in the class will be invited to share their views on this policy. Student viewpoints will be considered in deciding upon appropriate consequences for disruptive behaviour in the classroom.

Etiquette for Online Communication

Students should direct questions concerning the course to their assigned TA using OWL message. The TA will field questions and will forward those questions or concerns to the Instructor as they see fit.

Responses to students' emails will be made as promptly as possible. If a student does not receive a response from the TA within 48 hours, a second email is acceptable as a polite reminder of the student's question or concern. If you need to contact the course instructor, please do so by sending an OWL message. Please do NOT email the Instructor except for in cases of emergency when it is not possible to access OWL.

Support Services

Registrar's Office: <http://www.registrar.uwo.ca>

Student Development Centre -- <http://academicsupport.uwo.ca/>

Student Support Services: <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC: <http://westernusc.ca/services/>

Academic Support and Engagement: <http://www.sdc.uwo.ca/>

Student Health -- <https://www.uwo.ca/health/>

Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

Students who are in emotional/mental distress should refer to Health and Wellness at: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

For immediate help in the event of a crisis, phone 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

University Policies

COVID-Related Policies

It is our collective responsibility to manage COVID-related risks in the classroom and to ensure that the classroom is comfortable for everyone. To the best of your ability, please practice physical distancing. Currently, masking is not required. Please note that policies on masking may change.

In the event of a COVID-19 resurgence when we are mandated to deliver courses online, the course will proceed either synchronously (i.e., at the times indicated in the timetable), asynchronously (e.g., posted on OWL for students to view at their convenience), or using a combination of the two. The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

Use of 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 electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

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.

Accommodation Policies

Students with Disabilities

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Accommodation for Late/Missed Assignments and Tests

It is the expectation that students will submit assignments by, and write tests and/or examinations on, the assigned dates. Students may proactively request permission from the Instructor (via OWL message) to submit assignments up to two days past the assigned date so that they can manage times of intense workload. Students who submit assignments late without obtaining academic consideration or making a prior agreement with the Instructor will be penalized 3% for every 24-hour period past the assignment deadline.

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. 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
- ii. 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 are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

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 the 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.

For the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

For Western University's Policy on Academic Consideration for Student Absences, see:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is provided here: <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

Attendance

Attendance will be recorded. Persistent absenteeism (3 weeks or more/term) may be rendered grounds for failure in the course in accordance with the policies of the Department of Gender, Sexuality and Women's Studies and the School of Health Studies. Persistent absenteeism will result in being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair.

Turnitin

All required papers will 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>.

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

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. To support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. 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, refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. As well, Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>) is a trusted provider within the community. If you don't want to reach out to formal services, you may want to have a wellness safety plan in place with a few trusted individuals.

Getting involved in community events can be beneficial to your health. There are numerous cultural events offered at Western throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>) and the McIntosh Gallery (<http://mcintoshgallery.ca/>). As well, the local London community offers many cultural events that may be of interest.

Grade Descriptions

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

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 72-76. In the event that the course average falls outside this range, the grades will be reviewed by the instructor, in consultation with the Undergraduate Chair, to see if an adjustment is necessary to bring the average in line with this expectation.

Evaluation

Engagement (2 X 10% = 20%)

Engagement includes regular attendance and thoughtful contributions during class and online. Guidance for what constitutes thoughtful contribution will be provided in class. Each term, the following will be considered in evaluating engagement:

- Attendance: Up to 5 points for consistent attendance. Attendance will be recorded each week. A rubric for attendance points will be posted on OWL.
- Contributions: This will be graded primarily on the basis of participation in in-class and on-line discussions. Other opportunities to contribute will also be provided and may include: responses to prompts or questions posed during lecture; brief reports of attendance at seminars related to course themes; completion of critical thinking practice drills. Guidance will be posted on OWL.

Papers: (2 X 15% = 30%)

Term 1: Critical Media Analysis (due November 16, in class)

The objective of this paper is to test students' understandings of key course concepts and cultivate students' close reading and critical analysis skills. Students will be asked to compose a critical analysis of a news media article or other media piece that focuses on gendered constructions of health. Students are required to select their own media piece. Detailed instructions and guidance will be provided in class and on OWL.

Term 2: Critical Book Review (due April 5, in class)

For this assignment, students will read and review the book *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. Students will critically reflect on the themes of the book and relate them to relevant course concepts. Detailed instructions and guidance will be provided in class and on OWL.

Exams: (50% total: 2 X 25%)

The December exam will cover material from September to December. The April exam will cover material from January to April. Dates and locations of exams are set by the Registrar's Office. All material covered in class (including regular and guest lectures, films and other learning materials) is testable.

Assignments must be submitted in class and on OWL. Assignments will NOT be accepted by email.

Class Schedule

Week #	Date	Topic
MODULE 1 – THE MEDICALIZATION OF WOMEN’S HEALTH		
1	Sept 14	The politics of “women’s health”
2	Sept 21	The medicalization of female sexuality
3	Sept 28	Women and medicalization
4	Oct 5	From medicalization to healthism and risk
5	Oct 12	The corporatization of women’s health
MODULE 2 – REPRESENTING GENDER AND WOMEN’S HEALTH		
6	Oct 19	Representations of gender and health in the biomedical sciences
7	Oct 26	Representations of gender and health in popular culture
fall reading week (oct 31-nov 6)		
8	Nov 9	Appearance-related health issues in the media: Cosmetic surgery
MODULE 3 – THE POLITICS OF REPRODUCTION		
9	Nov 16	The politics of birth <i>Critical Media Analysis due</i>
10	Nov 23	Reproductive “choice”
11	Nov 30	Race and reproductive “choice”
12	Dec 7	Reproductive technologies
Study Day: Dec 9; Exams: Dec 10-22		
MODULE 4 – DIVERSITY AND EXPERIENCES OF HEALTH AND HEALTH CARE		
1	Jan 11	Critical book review – part 1
2	Jan 18	Intersectional approaches to health and health care
3	Jan 25	Indigenous women
4	Feb 1	Black Canadian women
5	Feb 8	Sexually diverse and gender nonconforming identities
MODULE 5 – THE SOCIAL DETERMINANTS OF WOMEN’S HEALTH		
6	Feb 15	Violence against women
spring reading week (feb 18-26)		
7	March 1	Critical book review – part 2
8	Mar 8	Structural violence and social suffering
MODULE 6 – GENDER, WORK, AND HEALTH		
9	March 15	Challenging gendered constructions of work and work safety
10	March 22	Domestic labour in the global economy
11	Mar 29	Globalization, gender, and health
12	Apr 5	Exam Review <i>Critical Book Review due</i>
Study days: April 11, 12; Exams: Apr 13-30		

Please note that required readings may change slightly! All readings will be put on OWL.

Required Readings

All required readings are posted on OWL.

TERM 1: SEPTEMBER – DECEMBER, 2021

MODULE 1: THE MEDICALIZATION OF WOMEN'S HEALTH

Week 1 – September 14

Introduction: The politics of “women’s health”

Boscoe, M., Basen, G., Alleyne, G., Bourrier-Lacroix, B. & White, S. (2004). The women's health movement in Canada: Looking back and moving forward. *Canadian Woman Studies*, 24(1), 7-13.

Nelson, J. (2015). More than Medicine: A History of the Feminist Women’s Health Movement. Introduction. New York: New York University Press. pp. 1-14.

Week 2 – September 21

The medicalization of female sexuality

Ehrenreich, B. & English, D. (1990). The sexual politics of sickness. In Conrad, P. & Kern, R. (Eds.), *The Sociology of Health and Illness: Critical Perspectives (3rd edition)*. St. Martin’s Press: New York. pp. 270-284 of 534. ISBN 9780312023607

Hartley, Heather & Tiefer, Leonore (2003). Taking a Biological Turn: The Push for a “Female Viagra” and the Medicalization of Women’s Sexual Problems. *Women’s Studies Quarterly*, 31(1/2), 42-54.

Film: Orgasm, Inc.

Week 3 – September 28

Women and medicalization

Riessman, C. (2003). Women and medicalization: A new perspective. In Rose Weitz (Ed.), *The Politics of Women’s Bodies: Sexuality, Appearance & Behavior*. Oxford University Press: New York. pp. 46-63 of 299. ISBN 019514977-7

Tone, A. (2012). Medicalizing reproduction: The Pill and home pregnancy tests. *The Journal of Sex Research*, 49(4), 319-327.

Brubaker, S. (2007). Denied, embracing, and resisting medicalization: African American teen mothers’ perceptions of formal pregnancy and childbirth care. *Gender and Society*, 21(4), 528-552.

Film: The Pill

Week 4 – October 5

From medicalization to healthism and risk

Batt, S. & Lippman, A. (2010). Preventing disease: Are pills the answer? In Anne Rochon Ford & Diane Saibil (Eds.) *The Push to Prescribe: Women and Canadian Drug Policy*. Toronto: Women's Press, pp. 47-66 of 297. ISBN 9780889614789

Dubriwny, T. (2013). The postfeminist concession: Young women, sex, and paternalism. *The Vulnerable, Empowered Woman: Feminism, Postfeminism, and Women's Health*. New Brunswick, NJ: Rutgers University Press. pp. 107-142.

Polzer, J. & Knabe, S. (2009). Good girls do... get vaccinated: HPV, mass marketing and moral dilemmas for sexually active young women. *Journal of Epidemiology and Community Health*, 63(11), 869-870.

Week 5 – October 12

The corporatization of women's health

*King, S. Pink Ribbons Inc. (2010). The emergence of cause-related marketing and the corporatization of the breast cancer movement. In Reed, L. & Saukko, P. (Eds.) *Governing the Female Body: Gender, Health and Networks of Power*. Albany: SUNY Press. pp 85-111 of 310. ISBN 978-1438429526

Ehrenreich, B. (2001, November). Welcome to Cancerland: A mammogram leads to a cult of pink kitsch. *Harper's*, 45-53.

Nielsen, E. (2018). Angry stories of survivorship. Chapter 3 in *Disrupting Breast Cancer Narratives: Stories of Rage and Repair*. Toronto: University of Toronto Press, pp. 47-77.

Film: Pink Ribbons, Inc.

MODULE 2: REPRESENTING GENDER AND WOMEN'S HEALTH

Week 6 – October 19

Representations of gender and health in the biomedical sciences

Martin, Emily (1999). The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. In Hess-Biber, S., Gilmartin, C. & Lydenberg, R. (Eds.) *Feminist Approaches to Theory and Methodology: An Interdisciplinary Reader*. Oxford University Press: Oxford. pp. 15-28 of 400. ISBN 0195125223

Smith, S. & Condit, D. (2000). Marginalizing women: Images of pregnancy in Williams Obstetrics. *The Journal of Perinatal Education*, 9(2), 14-26.

Week 7 – October 26

Representations of gender and health in popular culture

Roy, S. (2007). 'Taking Charge of Your Health': Discourses of Responsibility in English-Canadian Women's Magazines. *Sociology of Health and Illness*, 30(3), 463-477.

Duncan, M. (1994). The politics of women's body images and practices: Foucault, the Panopticon, and Shape magazine. *Journal of Sport and Social Issues*, 18, 48-65.

October 31 - November 6 – fall reading week

Week 8 – November 9

Appearance-related health issues in the media: Cosmetic surgery

Morgan, K. (1991). Women and the knife: Cosmetic surgery and the colonization of women's bodies, *Hypatia*, 6(3), 25-53.

Kaw, E. (1993). Medicalization of Racial Features: Asian American Women and Cosmetic Surgery, *Medical Anthropology Quarterly*, 7(1), 74-89.

Brooks, A. (2004). "Under the knife and proud of it": An analysis of the normalization of cosmetic surgery, *Critical Sociology*, 30(2), 207-239.

Film: The Perfect Vagina - <https://www.youtube.com/watch?v=nw9qKBI4D3o>

MODULE 3: THE POLITICS OF REPRODUCTION

Week 9 – November 16

The politics of birth

Guest Presenter: TBA

Critical Media Analysis paper due in class and on OWL

Block, J. (2007). Introduction. In *Pushed: The Painful Truth about Childbirth and Modern Maternity Care*, DaCapo Press: Cambridge. pp. xvii-xxv, 1-43 of 316. ISBN 9780738211664

Bourgeault, I. (2002). The evolution of the social science of midwifery and its Canadian contributions. *Canadian Journal of Midwifery Research and Practice*, 1(2), 4-8. Brooks, A. (2004). "Under the knife and proud of it": An analysis of the normalization of cosmetic surgery, *Critical Sociology*, 30(2), 207-239.

National Aboriginal Council of Midwives (NACMO). Diverse pathways: Bringing Indigenous midwifery home.

Please browse these websites on Indigenous midwifery: <https://indigenoumidwifery.ca/history-strategic-plan/>; <https://indigenoumidwifery.ca/indigenous-midwifery-in-canada/>

Week 10 – November 23

Reproductive “choice”

Kaufert, P. & O’Neil, J. (1990). Cooptation and control: The reconstruction of Inuit birth, *Medical Anthropology Quarterly*, 4(4), 427-442.

Crossly, M. (2007). Childbirth, complications and the illusion of “choice”: A case study, *Feminism and Psychology*, 17(4), 543-563.

Film: The Business of Being Born

Week 11 – November 30

Race and reproductive “choice”

Roberts, D. (2003) “The Future of Reproductive Choice for Poor Women and Women of Color” In Rose Weitz (Ed.), *The Politics of Women’s Bodies: Sexuality, Appearance & Behavior*. Oxford University Press: New York, pp. 282- 289 of 299. ISBN 0195149777

Lopez, I. (1998) An ethnography of the medicalization of Puerto Rican Women’s Reproduction. In Lock M. & Kaufert, PA. (Eds.) *Pragmatic Women and Body Politics*. Cambridge University Press: Cambridge, pp 240-259 of 364. ISBN 0521629292

Lombard, A. (2021). Coerced and forced sterilization of Indigenous women and girls. The Toronto Star, March 9.

Film: The Last Abortion Clinic

Week 12 – December 7

Reproductive technologies

Corea, G. (1979). The goddess and the cow. Chapter 4 in *The Mother Machine: Reproductive Technologies from Artificial Insemination to Artificial Wombs*. New York: Harper & Row. pp. 60-69 of 374. ISBN 0060913258

Rapp, R. (1998). Refusing prenatal diagnosis: The meanings of bioscience in a multicultural world. *Science, Technology, & Human Values*, 23(1), 45-70.

Carson, A., Webster, F., Polzer, J. and Bamford, S. (2021). The power of potential: Assisted Reproductive Technology (ART) and the counterstories of women who discontinue fertility treatment. *Social Science & Medicine*, Tuesday September 29, 2020. <https://doi.org/10.1016/j.socscimed.2021.114153>

Film: Making Babies

TERM 2: JANUARY – APRIL, 2022

MODULE 4: DIVERSITY AND EXPERIENCES OF HEALTH AND HEALTH CARE

Week 1 – January 11

Critical book review – part 1

Skloot, R. (2010). *The Immortal Life of Henrietta Lacks*. New York: Random House. (pages TBA)

Week 2 – January 18

Intersectional approaches to health and health care

Sherwin, S. (1992). Gender, race and class in the delivery of health care. In *No Longer Patient: Feminist Ethics and Health Care*. Temple University Press: Philadelphia. pp. 223-240 of 286. ISBN 0877228892

Bowleg, L. (2012). The problem with the phrase ‘women and minorities’: Intersectionality – an important theoretical framework for public health. *American Journal of Public Health, 102(7)*, 1267-73.

Hankivsky, O. and Chrisoffersen, A. (2008). Intersectionality and the determinants of health: a Canadian perspective. *Critical Public Health, 18(3)*: 271-283.

Week 3 – January 25

Indigenous women

Browne, Annette J. & Fiske, Jo-Anne. (2001). First Nations Women’s Encounters with Mainstream Health Care Services. *Western Journal of Nursing Research 23(2)*, 126-147.

Wakewich, P. et al. (2016). Colonial legacy and the experience of First Nations women in cervical cancer screening: a Canadian multi-community study, *Critical Public Health, 26:4*, 368-380.

Audio lecture: Talaga, T. (2018). All our Relations: Finding the Path Forward. Massey Lecture Series, CBC. Please listen to lecture 1, “We were always here”: <https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-forward-1.4763007>

Week 4 – February 1

Black Canadian women

Etowa, J. et al. (2007). Determinants of Black women’s health in rural and remote communities. *CJNR, 39(3)*, 56-76.

Waldron, I. (2005). African Canadian Women Resisting Oppression: Embodying Emancipated Consciousness through Holistic Self-Healing Approaches to Mental Health. In *Surviving in the hour of darkness: Health and wellness of women of colour and indigenous women*. Harding, G. Sophie (Ed.) University of Calgary Press: Calgary. 13-32.

Etowa, J. & Hyman, I. (2021). Unpacking the health and social consequences of COVID-19 through a race, migration and gender lens. *Canadian Journal of Public Health*, 112: 8-11.

Nnorom et al. (2019). Dying to learn: A scoping review of breast and cervical cancer studies focusing on Black Canadian women. *Journal of Health Care for the Poor and Underserved*, 30(4), 1331-1359.

Film: Remember Africville, <https://www.nfb.ca/film/remember-africville/>

Week 5 – February 8

Sexually diverse and gender nonconforming identities

McDonald, C., McIntyre, M., Anderson, B. (2003). The view from somewhere: Locating lesbian experience in women's health. *Health Care for Women International*, 24: 697-711.

Taylor, E. and Bryson, M. (2016). Cancer's margins: Trans* and gender nonconforming people's access to knowledge, experiences of cancer health, and decision-making. *LGBT Health*, 3(1), 1-11.

Lorde, A. (1980, 1997). Breast cancer: A black lesbian feminist experience. *The Cancer Journals*. San Francisco: aunt lute books. pp. 24-54.

Film: On Hold: Canadian Transgender Health Access, https://video.vice.com/en_ca/video/on-hold-canadian-transgender-health-access/55d64adb1956df9a33a757fe

MODULE 5: THE SOCIAL DETERMINANTS OF WOMEN'S HEALTH

Week 6 – February 15

Violence against women

Varcoe, C. & Dick, S. (2008). The intersecting risks of violence and HIV for rural Aboriginal women in a neo-colonial Canadian context. *Journal of Aboriginal Health*, January: 42-52.

Jiwani, Y. (2005). Walking a tightrope. The many faces of violence in the lives of racialized immigrant girls and young women. *Violence Against Women*, 11(7): 846-875.

Film: Finding Dawn, https://www.nfb.ca/film/finding_dawn/

February 18-26 – spring reading week

Week 7– March 1

Critical Book Review – part 2

Skloot, R. (2010). *The Immortal Life of Henrietta Lacks*. New York: Random House. Part 2.

Week 8 – March 8

Structural violence and social suffering

Farmer, P. (2001). Invisible Women. Chapter 3 in *Infections and Inequalities: The Modern Plagues*, University of California Press: Berkeley. pp. 59-93 of 419. ISBN 9780520229136

Shannon, K., Kerr, T., Allinott, S., Chettiar, J., Shoveller, J., Tyndall, M.W. (2008). Social and structural violence and power relations in mitigating HIV risk of drug-using women in survival sex work. *Social Science & Medicine* 66. 911-921.

MODULE 6: GENDER, WORK, AND HEALTH

Week 9 – March 15

Challenging gendered constructions of work and work safety

Breslin, C., Polzer, J., MacEachen, E., Shannon, H., & Morrongiello, B. (2007). Workplace injury or “part of the job”? Towards a gendered understanding of injuries and complaints among young workers, *Social Science & Medicine*, 64, 782-93.

Messing, K. (2021). Bent out of Shape: Shame, Solidarity and Women’s Bodies at Work. Toronto: Between the Lines. Chapter 8, Feminist ergonomic intervention with a feminist employer, pp. 127-141 and Chapter 11, Understanding women’s pain, pp. 164-171.

Film: Migrant Dreams, TVO, <https://www.tvo.org/video/documentaries/migrant-dreams-feature-version>

Week 10 – March 22

Domestic labour in the global economy

Murray, A. Laboring Women in Globalized World. *From outrage to courage: women taking action for health and justice*. Common Courage Press: Monroe, ME: 159-192.

Liladrie, S. (2010). Do not disturb/please clean room: Hotel housekeepers in greater Toronto. *Race & Class*, 52(1), 57-69.

Film: Who’s Counting? Marilyn Waring on Sex, Lies and Global Economics, https://www.nfb.ca/film/whos_counting/

Week 11 – March 29

Globalization, gender, and health

Parrenas, R. (2002). The care crisis in the Philippines: Children and transnational families in the new global economy. In *Global Woman: Nannies, maids, and sex workers in the new economy*. Owl Books: New York. pp. 39-54 of 328. ISBN 0805075097

Walter, N, Borgois, P. & Loinaz, M. (2004). Masculinity and undocumented labor migration: Injured latino day labourers in San Francisco, *Social Science and Medicine*, 59, 1159-1168.

Garwood, S. (2002). Working to death: Gender, labour, and violence in Ciudad Juarez, Mexico. *Peace, Conflict, and Development*, 2, 1-23. Published online at: <http://www.bradford.ac.uk/social-sciences/peace-conflict-and-development/issue-2/WorkingToDeath.pdf>

Film: Maquilapolis, <https://www.youtube.com/watch?v=C3EGupx8u18>

Week 12 – April 5

Exam Review

Critical Book Review paper due in class and on OWL