

Course Syllabus for HS 4220: Health Issues Among Marginalized Populations

Instructor: Dr. Treena Orchard

Class: Tuesday 12.30- 3.30pm

Room: FNB 1200

Office Hours: By appointment, HSB 343

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Teaching Assistant: TBA

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 marginalization and particular health/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

Gender, Space & Technology Critical Reflection	10%
Detailed Outline for Research Paper	15%
Annotated Bibliography for Research Paper	30%
Research Paper	45%

Details

Gender, Space & Technology Critical Reflection (10%)

Students will read Nemer & Gray's (2019) article "Reproducing hierarchies or resisting domination: exploring the gendering of technology spaces in the favelas" that is posted on OWL. With a focus on the critical ethnography (pp. 81-83) method discussed in the article, students will

provide an example of how they would envision using this research approach to respond to a digital/technical issue (i.e., access, service delivery, cost, language barriers) among an under-served community in Canada. Two-three sources must be used, and they can be academic or popular in nature. The double-spaced assignment should include the following sections and be 4 pages in length (excluding cover sheet and short bibliography): **introduction (1/2 pg)**: define critical ethnography and provide a statement of your objectives for the assignment; **main section (3pgs)**; and **conclusion (1/2pg)**: Discuss how your topic relates to the health or well-being of marginalized groups

Rubric: Intro (2.5pts); Main section (5); Conclusion (2.5 pts)

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. Each student begins by preparing a detailed outline for the paper that features: **introduction (1 pg)**; **statement of objectives (1/2 pg)**; **methodology (1/2 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- Public health, anthropology, film studies, etc.); a brief **overview of the literature (1.5 pgs)** that identifies the main research approaches (qualitative, quantitative, historical, ethnographic) and conceptual foci of the literature conducted on the topic; the main **themes (1.5 pgs)** or issues to be explored in your paper (1/2 pg discussion per theme); concluding discussion regarding the **significance (1/2 pg)** of the proposed subject matter. The outline should be 6 double-spaced pages, including the references (which can be single-spaced to save paper).

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%)

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 to your paper. It is similar to the abstract that prefaces a published academic article. An annotation includes:

- (1) *The study objectives or aims*- Describe the primary purpose of the study, which is sometimes framed as a question, hypothesis, or exploration- any of these are fine! Also locate the study geographically (e.g. city, urban or rural, country, region).
- (2) *Methods*- The specific methods (e.g. qualitative, individual interviews, focus groups, household surveys, literature review), the number of participants, and gender/race/age breakdown (e.g. 15 Black women between the ages of 25-40) are required.
- (3) *The primary themes*- A description of the main research findings or results 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*- 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 proper academic paragraph (5-7 sentences). Double-space the assignment.

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

Research Paper (45%)

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 before the February break- if not before- to discuss your ideas to ensure that the topic(s) selected is feasible. The research paper must feature the following sections: **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 (single-spaced). Use standard APA format; cite 15-20 academic references (in-text), and PLEASE USE "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

In the event that the course average falls outside the range listed below, 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

Covid -19 Contingency Plan for in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

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 3 days late will not be accepted.

Attendance and Classroom Behaviour (online and/or in-person)

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 grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. **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.**

Use of Recording Devices and Course Content

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.**

Use of Plagiarism Checking Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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. 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: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar)

Academic Consideration

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 advising office 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 SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson 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. You may also want to access local resources that are closer to where you are living during the school year. 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.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#). 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 is another strategy.

Common Concerns Guidelines

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs/policies/appeals.html

Communicating with myself and our teaching assistant

I work hard and protect my 'me' time and would like our communications to occur from Monday-Friday (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 UWO Bookstore

1 Reading Package

First Class- January 10, 2023

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

Viewing of a film: TBA

Topic 1- January 17, 2023

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 OWL).

Topic 2- January 24, 2023

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.

GENDER, SPACE & TECHNOLOGY CRITICAL REFLECTION DUE

Topic 3- January 31, 2023

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.

Topic 4- February 7, 2023

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

OUTLINES FOR RESEARCH PAPER DUE

Topic 5- February 14, 2023

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 CLASSES FEBRUARY 18-26: READING WEEK

Topic 6- February 28, 2023

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.

ANNOTATED BIBLIOGRAPHIES DUE

Topic 7- March 7, 2023

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 14, 2023

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

Martha Balslem (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 21, 2023

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 28, 2023

A Silence That Often Rears Its Head: Violence & Barriers to Existence for 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 4, 2023---Film & Discussion