

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

Instructor: Dr. Treena Orchard

Room: TBA

Office Hours: By appointment

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 through a critical lens. The materials selected provide a sound overview of key concepts and theoretical approaches and the complex dynamics of doing research. More traditional areas of concentration include the body, heterosexuality, reproductive health, HIV/AIDS, health in post-colonial settings, and the emotional challenges of conducting fieldwork. More cutting-edge topics include the role of pleasure in gay men's relationships, health provision for transgendered individuals, structural and symbolic violence, and digital sexuality. 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 impacted by structural factors like sexuality, gender, race, and marginalization.

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.

Course Objectives

The objectives for this course align with university and program level aims. They include the acquisition of new *knowledge* and *literacy skills* regarding the *professional conduct* of scholarly research, *communication* between peers and other class stakeholders and understanding health through an interdisciplinary lens. *Critical* and *creative thinking* as well as writing are additional objectives that shape the design of and evaluation approaches adopted within this class. Learning about the relationship between research and *local* or *global communities* is another key aim, along with gaining a sense of how different *ethical* issues stream through the research process from inception through to dissemination. Additionally, *resilience* and *life-long learning* are two final objectives that help structure the delivery of the course.

Equity Statement

Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations. Acknowledging this is part of reconciliation, along with including Indigenous experiences and knowledge into the curriculum. Understanding the challenges and complex resilience among other racialized groups and communities is essential in all of my classes, which examine equity, diversity, including, decolonization, and accessibility in meaningful ways.

Course Format & Timetable

Lecture notes for each week will be posted prior to each weekly class, so that students can follow along when I am presenting the required material as well as leading the class discussions. The lecture timetable is subject to change, as needed, throughout the course and any changes will be clearly communicated to students through OWL.

Evaluation

Sexuality Case Study	15%
Gender Case Study	15%
Research Paper	35%
Final Exam	35%

Details

Case Studies (30%)

Students will respond to two case studies that showcase situations related to sexuality and gender. There will be two choices for each case study and each student selects one case for each exercise. Students will summarize their reading of the case in 1 double-spaced page (roughly two paragraphs) and respond to the five open-ended questions posed at the end of each case. These responses can be done in written or voice format. There is no incorrect answer, and these exercises are designed to provide students with the opportunity to apply their thinking or insights regarding various conditions/issues/tensions related to sexuality and gender. The case studies will be posted on and submitted through OL. The following rubric will be used:

Summarize the article in your own words (2 small paragraphs)= 5 points
Respond to five questions (4-5 sentences each) x 2 points each =10 points

TOTAL = 15 points

Research Paper (35%)

Each student selects 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. The paper must be narrow in focus so you are not overwhelmed with research and can make interesting, in-depth observations. Begin by starting with a population (e.g. immigrant youth, Black trans women, aging queer men) and a specific issue related to sexuality, gender, OR health (e.g. non-monogamy, #MeToo, reproductive health). Then you conduct a literature search of the current research to learn more about these subjects, using the Western Library databases. You must include “**qualitative**”, “**lived experience**”, and “**ethnographic**” as key words in your searches to find research that aligns with the material we use in class, which is rooted in people’s real lives.

The Introduction provides an overview of the current state of knowledge/debate about the topics selected. Next is the Statement of Objectives, which is 2 or 3 sentences that clearly state the themes you will be focusing on. Keep track of your search engines, data bases, and the disciplines you are drawing from in the research (i.e., health studies, history, epidemiology, anthropology), which is included in the Methodology section of the paper. The next section of the paper is where you

present 2 or 3 key topics of issues or *Themes* you have found during your research that highlight different aspects of your topics in greater detail. As noted in the rubric below, this portion of the paper is worth the most and will take up the most space in your paper. In the *Conclusion*, you must discuss how this paper has shaped your understandings of sexuality, gender and/or health. It is advisable to run your ideas past myself or the TA before you begin your research to make sure that you are on the right track. I will post examples from last year on OWL.

The assignment should be 10 double-spaced pages, including 12-15 academic references (which can be single-spaced to save paper). This is the rubric I use: **Introduction (2pts)**, **Statement of objectives (.5pts)**; **Methodology (.5pts)**; **Main Themes (5pts) pts**; and a **Conclusion (2pts)**. Employ standard APA format and PLEASE use “I” or the “active voice.”

Final Exam (35%)

The final examination will be held in person and is cumulative. It consists of 6-8 short answer questions (30%) and your choice of 2 essay questions (35% x 2= 70%). The short answers are primarily from the first few lectures and there is an essay question from each of our lectures. The essay questions are very open-ended, which gives you ample room to answer them in your own voice and you are encouraged to use “I.”

Missed final exam: If you miss a final exam due to personal or medical reasons, you must contact the academic counsellors to seek accommodation. If this not done, a grade of zero will be given for this portion of the course. The make-up exam may not be the same format as the original exam and will be held after the Final Exam Period is over.

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.**

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

It is expected that the grades for this course will fall between 75-79%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student’s grade, by the instructor, to bring the class average in line with school policy.

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 OWL SITE

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

LECTURES

: Overview and Key concepts

Lupton, Deborah (1994). *Medicine as Culture*. London: SAGE Publications Ltd., Pp.5-19. ISBN (Pbk): 07619-4030-8.

Davenport, Beverly Ann (2000). Witnessing and the Medical Gaze: How Medical Students Learn to See at a Free Clinic for the Homeless. *Medical Anthropology Quarterly*, 14(3), 310-327.

The Body

Corbin, Juliet (2003). The Body in Health and Illness. *Qualitative Health Research*, 13(2), 256-267.

Draper, Jan (2002). “It Was a Really Good Show”: The Ultrasound Scan, Fathers, and the Power of Visual Knowledge. *Sociology of Health & Illness*, 24(6), 771-795.

‘Other’ Sexualities and Genders: Experiences of Gay Men and Transgendered People

Schilder, Arn; Treena Orchard; Christopher Buchner; Mary Lou Miller; Kim Fernandes; Steffanie Strathdee; and Robert Hogg (2008). ‘It’s like the treasure’: Beliefs Associated with Semen Among Young HIV-Positive and HIV-Negative Men Who Have Sex With Men. *Culture, Health & Sexuality*, 10(7), 667-679.


Bauer, Greta; Rebecca Hammond; Robb Travers; Mathhias Kaay; Karin Hohenadel; and Michelle Boyce (2009). “I Don’t Think This Is Theoretical; This Is Our Lives: How Erasure Impacts Health Care for Transgender People”, *Journal of the Association of Nurses in AIDS CARE*, 20(5), 348-361.

SEXUALITY CASE STUDY DUE – SEPTEMBER 26th

Reproductive Health Dilemmas: Female & Male Circumcision

Bell, Kirsten (2005). Genital Cutting and Western Discourses on Sexuality. *Medical Anthropology Quarterly*, 19(2), 125-148.

Bailey, R.C., Moses, S., Parker, C.B., Agot, K., Maclean, I., Krieger, J.N., Williams, C.F., Campbell, R.T. and Ndinya-Achola, J.O., 2007. Male circumcision for HIV prevention in young men in Kisumu, Kenya: a randomised controlled trial. *The lancet*, 369(9562),643-656.



A Modern Pandemic: HIV/AIDS

Treichler, Paula (1999). The Burdens of History: Gender and Representation in AIDS Discourse, 1981-1988. In *How to Have Theory in an Epidemic: Cultural Chronicles of AIDS*. Pp. 42-98. Durham: Duke University Press. ISBN (Pbk): 0-8223-2318-4.

At the Intersection of Sexuality, Gender, & Health: Sex Work Orchard, T., Murie, A., Elash, H., Middleton, C., Bunch, M., & Benoit, C. (2019). Balance, Capacity, and The Contingencies of Everyday Life: Narrative Etiologies of Health Among Women in Street-Based Sex Work, *Qualitative Health Research*, 30(4): 518-529.

Orchard, T. (2019). First Person Singular(s): Teasing Out Multiple Truths in Sex Worker Autobiographies, in Routledge *International Handbook of Sex Industry Research: New Directions and Perspectives*, S. Dewey, I. Crowhurst, and C. Izugbara, Eds. London: Routledge; 55-67.

GENDER CASE STUDY DUE-



Health and Healing in Post-Colonial Settings

O'Neil, John and Patricia Kaufert (1995). *Irniktakpunga!:* Sex Determination and the Inuit Struggle for Birthing Rights in Northern Canada. In *Conceiving the New World Order*, eds. Fay Ginsburg and Rayna Rapp. Pp. 59-73. Berkeley: University of California Press. ISBN (Pbk): 0-5200-8914-6.

Shepherd, R. & Orchard, T. (2023). "We cause a ruckus": Exploring How Indigenous Youth Navigate the Challenges of Community Engagement and Leadership. *Int. J. Environ. Res. Public Health* 19, 9542. <https://doi.org/10.3390/ijerph19159542>

Sexual and Gender-Based Violence Then & Now

Asencio, Marysol (1999). Machos and Sluts: Gender, Sexuality, and Violence Among a Cohort of Puerto Rican Adolescents. *Medical Anthropology Quarterly*, 13(1), 107-126.

Orchard, T. & Sangaraganesan, D.M. (2023). "This Isn't Just a Research Project": Exploring the Links Between Slang and Sexual and Gender-Based Violence Among University Students in a Canadian City, *Sex Education*, <https://www.tandfonline.com/doi/full/10.1080/14681811.2023.2108780>

Doing Ethnography & the Challenges of Fieldwork

Bolton, Ralph (1995). Tricks, Friends, and Lovers: Erotic Encounters in the Field. In *Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork*, eds. Don Kulick and Margaret Wilson. Pp. 140-167. London: Routledge. ISBN (Pbk): 0-415-08819-4.

Simon, Greg (2006). Anger Management: Working Through Identity and Objectification in Indonesia. In *Dispatches from the Field: Neophyte Ethnographers in a Changing World*, eds. Andrew Gardner and David Hoffman. Pp. 105-118. Long Grove, Illinois: Waveland Press, Inc. ISBN (Pbk): 1-5776-6451-5.

What's in a Swipe?: Unpacking Everyday Intimacy and the Failure of Feminism on Dating Apps

De Ridder, S. (2021). The Datafication of Intimacy: Mobile Dating Apps, Dependency, and Everyday Life, *Television & New Media*, 1–17.

Orchard, T. (2023). Neither Crone nor Cougar: Navigating Intimacy & Ageism on Dating Apps, In *Gender, Sex and Tech!: An Intersectional Feminist Guide*, Jill Fellows & Lisa Smith, Eds. Toronto: Canadian Scholars Press, 86-100.

December 4, 2023: Viewing *Hedwig and the Angry Inch*

RESEARCH PAPERS DUE-

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

Assignments 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 instructors consider a new due date for an assignment. Late assignments may be docked a certain percentage per day, which is determined by the instructor.

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 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.**

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/academiccalendar/).

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;
- **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 is 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	<p>A student requesting an appeal to a specific course with respect to a grade for an assignment or examination much first contact their instructor to discuss such manners.</p> <p>Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs/policies/appeals.html</p>