

HS 3630a Fall 2010
Instructor: Dr. Treena Orchard

Syllabus for HS 3630a: Sexuality, Gender & Health

Instructor: Dr. Treena Orchard

Class: Wednesdays

Time: 12.30-3.30

Room: SSC-3006

Office Hours: 3.30-5.00 pm Wednesdays or by appointment, Rm 208 HS Bldg.

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Cell: 519-639-9722

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 Schedule and Format

The course is held once per week and runs for three hours. The basic format for each class will be as follows: an overview of class objectives, student presentations of readings, interactive lecture by myself, a break, group work, and class discussion. Although I am going to lecture and lead the discussions on the assigned readings and some additional contextual information, students are encouraged to participate and share their perspectives on the respective themes as much as possible. Indeed, a significant portion of the evaluation for this course depends upon you being able to demonstrate your comprehension of the materials through oral presentations, week

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Your contributions regarding class evaluation

At the end of the course you will complete the formal evaluation materials distributed by the University. However, finding out what did and did not appeal to you at the end of the class does not leave much room for change. For this reason, half way through the course you will be asked to jot down your thoughts on what you like about the class, what could be improved, and so forth.

Policies

Late assignments

All assignments must be turned in on time and only hard copies will be accepted. If you have a medical reason for not being able to complete an assignment or an examination a note from your Physician indicating the severity of your condition must be submitted to the Faculty of Health Sciences Dean's office. You may visit Western's Policy on Accommodation for Medical Illness at: <https://studentservices.uwo.ca/secure/index.cfm> for further details. If you have a non-medical reason for handing in a late assignment 3% will be deducted per day, including week-ends.

Electronic devices

Cellular phones must be turned off during class and lap-top computers will only be allowed to be open if your work on them pertains to class. You will learn more if you are fully engaged in the materials presented and the discussions.

Plagiarism

The Applied Assignment 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 assignments 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. See the following site for more details: <http://www.turnitin.com>.

Student Inquiries

If you have any questions or comments regarding the class you may raise them during class or privately through e-mail. If you require information regarding Student Support Services or the Student Development Services, see their Web site: <http://www4.registrar.uwo.ca>.

Creating a "healthy" class

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**First class, September 15, 2010: Introduction to the course and to one another.
Viewing of the film *Quinceanera* and class discussion.**

Topic 1, September 22, 2010: 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*

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Topic 5, October 20, 2010: Reproductive Health Practices and Moral Dilemmas: Male and Female Circumcision

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

Benatar, Michael and David Benatar (2003). Between Prophylaxis and Child Abuse: The Ethics of Neonatal Male Circumcision. *American Journal of Bioethics*, 3(2), 35-48.

-Informal class evaluation

Topic 6, October 27, 2010: In Class Mid-Term Examination

Topic 7, November 3, 2010: 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.

Topic 8, November 10, 2010: Doing Ethnography and 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.

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

Topic 11, December 1, 2010: Bio-Technologies and the Redefinition of Life, Death, and Human Value

Lock, Margaret (2000). On Dying Twice: Culture, Technology, and the Determination of Death. In *Living and Working with the New Medical Technologies: Intersections of Inquiry*, eds. M. Lock, A. Young, and A. Cambrosio. Pp. 233-262. Cambridge: Cambridge University Press. ISBN (Pbk): 0-521-65568-4.

Scheper-Hughes, Nancy (2003). Rotten Trade: Millennial Capitalism, Human Values and Global Justice in Organs Trafficking. *Journal of Human Rights* 2(2): 197- 226.

4th WRITE UP DUE

Week 12, December 8, 2010: Summary of course, discussion of final exam essay questions, and viewing of the film *Hedwig and the Angry Inch*.