

HS 3630f Fall 2012  
Instructor: Dr. Treena Orchard

## **Syllabus for HS 3630F: Sexuality, Gender & Health**

**Instructor:** Dr. Treena Orchard

Class: Mondays 2.30-3.30 + Wednesdays 1.30-3.30

Room: P & AB-34

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

E-Mail: [torchar2@uwo.ca](mailto:torchar2@uwo.ca)

### **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, weekly reading responses, and the formulation of the applied assignment.

### **Evaluation**

Class Attendance	10%
Write-ups on selected readings (n=2)	20%
Applied Assignment	30%
Final Exam	40%

### *Details*

#### **Class Participation and Attendance (10%)**

Given the relatively small size of the class (n=80) and the marks allotted to attendance, you must take part in every class. Regular, punctual class attendance is critical and any absence, along with repeatedly late arrivals to class, will affect your mark.

### **Reading Write-Ups (20%)**

During the course of this class you will write two critical summaries based on in-class readings of your choosing, and each one is worth 10% of your total mark. While this may seem like a lot of writing, in an upper year class like this illustrating how you understand and apply aspects of the readings is very important. This approach also helps ensure that you are completing the assigned materials and allows for feedback on your writing skills and analytical development.

Each assignment should be 2 double-spaced pages or between 500-600 words, and if you exceed this limit marks will be deducted. Each write-up must contain an **introductory paragraph**, which introduces the topic of the assignment, a description of the 2-3 main points or themes to be explored from the readings, and a concluding sentence that clearly articulates the importance of your topic in relation to the broader subjects of sexuality, gender, and/or health. The next portion of the write-up, basically **the body section**, is where you discuss your perspectives regarding the 2-3 points that constitute the focus of the assignment. I recommend that 1-2 well-organized paragraphs be used to analyze each point to be discussed. In academic writing, one paragraph consists of 5-7 sentences, and this rule must be adhered to. Each assignment must wrap-up with a **concluding paragraph**, which summarizes the main points examined and reiterates the importance of your topics with respect to sexuality, gender, and/or health. This paragraph must contain original writing and not be cut and pasted from the introductory paragraph. Use APA style for in text citations and references (2-3), which can be on a separate page. ONLY paper copies handed in class will be accepted.

### **Applied Assignment (30%)**

Representations of sexuality, gender, and health are produced in a myriad of different ways depending upon the contexts, cultures, and time period in which they are based. Some examples of these contexts include the *popular media* (i.e., Internet, television, music, magazines, other forms of advertising), *health-related settings* (i.e., health clinics, hospitals, student health services, the gym), or *university environments* (i.e., on-campus groups, pubs and restaurants, seasonal advertising, courses offered). For this assignment, each student will select one of the three contexts listed above and examine how it shapes or influences the representation, production, and/or communication of 2-3 key issues you have selected to focus on that relate to and inform your understandings of sexuality, gender and/or health. Some examples: ‘The representation of teenage sexuality in contemporary vampire movies/series’; ‘Representations of gender and health in men’s magazines’; ‘Silenced sexualities: representations of lesbian and gay experiences in mainstream health settings.’

Each student is required to describe the selected topic, the specific issues in relation to the topic that will be examined in the assignment, situate the issues to be examined within the published literature on the area(s), analyze (not describe) the main themes for the assignment, and provide a concluding discussion regarding the significance of your selected topics/issues in relation to your broader understandings of sexuality, gender, and/or health. The assignment should be 8-10 pages, including references (8-10 academic references, no Internet sources unless this is your selected “context”), and be double-spaced. Specifics with respect to paragraph structure, introductory and concluding sections, and APA referencing and in-text citation are the same as the guidelines for the write-ups described above. I will post examples on Sakai 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.



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accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

#### *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 website: [http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf) .

Additionally,

1. 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

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**Creating a “healthy” classroom**

Teaching and learning is a two-way process and to ensure the best and most productive experience for us all I ask

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Bauer, Greta; Rebecca Hammond; Robb Travers; Mathhias Kaay; Karin Hohenadelen HohenandETBT1 0 0 1

HS 3630f Fall 2012

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**Topic 8, November 12 & 14, 2012: 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.