

HS 3630f Fall 2013  
Instructor: Dr. Treena Orchard

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 (35%)**

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. Som500

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**Final Exam (40%)**

The final examination is comprehensive and will consist of short answers (30%) and 2 essay questions (35% each).

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medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic 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.

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Broad, K.L. (2002). GLB + T?: Gender/Sexuality Movements and Transgender Collective Identity (De) Constructions. *International Journal of Sexuality and Gender Studies*, 7(4), 241-264. **OR**

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.

**Topic 4, October 7 & 9, 2013: At the Intersection of Sexuality, Gender, and Health: Sara's Story**

DeVries, Maggie (2008). *Missing Sarah: A Vancouver Woman Remembers Her Vanished Sister*. Toronto: Penguin Canada. Read the first 5 chapters and then as much of the remainder of the book as your schedule permits.

**Topic 5, October 16, 2013: Reproductive Health Practices and Moral Dilemmas: Male and Female Circumcision**

