

HS 3630f Fall 2016  
Instructor: Dr. Treena Orchard

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

**Instructor:** Dr. Treena Orchard

Class: Mondays 12.30-2.30 + Wednesdays 12.30-1.30

Room: HSB-240

Office Hours: 2.30-4.30 pm Mondays or by appointment, Rm 216 HS Bldg.

E-Mail: [torchar2@uwo.ca](mailto: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, 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 Format**

The basic format for each class will be as follows: an overview of class objectives and an interactive lecture led by me with significant class discussion and involvement. Although I lead our lecture and discussions of the assigned readings and some additional contextual information, students are encouraged to participate and share their perspectives as much as possible.

### **Evaluation**

Class Attendance	5%
Write-ups on selected readings (n=2)	20%
Applied Assignment	35%
Final Exam	40%

### *Details*

#### **Class Participation and Attendance (5%)**

Given the relatively small size of the class 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.

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

During the course of this class

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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*,



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chronic (long term), or chronic with acute episodes. The University further recognizes that 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

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Teaching and learning is a two-way process and to ensure the best and most productive experience for us all I ask that we all be considerate of the following: arrive on time, do not be disruptive, respect one another, and be willing to challenge yourself.

**REQUIRED Materials:** available in the Bookstore

-DeVries, Maggie (2008). *Missing Sarah: A Vancouver Woman Remembers Her Vanished Sister*. Toronto: Penguin Canada.

-Course Reading Package: available in Bookstore

**First class, September 12 & 14, 2016: Introduction to the course and to one another. Viewing of the film *Quinceanera* and class discussion**

**Topic 1, September 19 & 21, 2016: 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.

**Topic 2, September 26 & 28, 2016: 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.

**Topic 3, October 3 & 5, 2016:  
Men and Transgendered People**

**\*\*FIRST WRITE-UP DUE October 3**

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.

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