

Syllabus HS-4220  
Health Issues Among Marginalized Populations  
Dr. Treena Orchard  
Winter 2017



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|           |          |   |
|-----------|----------|---|
| <b>A+</b> | 90-100   | Exceptional   |
| <b>A</b>  | 80-89    | Superior work, above average                                    |
| <b>B</b>  | 70-79    | Good work, meeting all requirements, and eminently satisfactory |
| <b>C</b>  | 60-69    | Competent work, meeting requirements                            |
| <b>D</b>  | 50-59    | Fair work, minimally acceptable                                 |
| <b>F</b>  | below 50 | Fail  |

## **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 <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 research paper o c{ dg uwdlgevq uwo kulkpp hqt vgzwcnuko krtkv{ tgxlgv vq vj g æeqo o gtelcn 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” classroom**

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 UWO Bookstore

1 Reading Package + some materials also available on OWL (see below).

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**First Class- January 9, 2017**

**Introduction to the course and ideas about marginalization in relation to health**

*Viewing of the film: Maquilaopolis: City of Factories*

**Topic 1- January 16, 2017**

**Bio-Social Perspectives on Health Inequalities and Disease Distribution**

Paul Farmer (1999). *Infections and Inequalities: The Modern Plagues*. Berkeley: University of California Press, pp.1-17 & 59-93 (Available on WebCT).

**Topic 2- January 23, 2017**

**A Different Approach to Mental Health: The Importance of Place and Space**

Brenda Gleeson, Chris Hay and Robin Law (1998). The geography of mental health in Dunedin, New Zealand, *Health & Place*, 4(1), 1-14.

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inclusion and exclusion in semi-institutional places, *Health & Place*, 6, 225-237.

Chris Philo (1997). Across the water: reviewing geographical studies of asylums and other mental health facilities, *Health & Place*, 3(2), 73-89 \* a little tricky

**Topic 3- January 30, 2017**

**Righteous Dopefiends: Structural Forces and Everyday Suffering Among Drug Users**

Philippe Bourois and Jeff Schonberg (2009). *Righteous Dopefiend*, Berkeley: University of California Press, pp.1-24 & 79-116 (Available on WebCT).

**OUTLINES FOR RESEARCH PAPER DUE**

**Topic 4- February 6, 2017**

**From “Flying Signs” to Flying High: Youth ‘At Risk’**

R. Kevin Grigsby (1992). Mental Health Consultation at a Youth Shelter: An Ethnographic Approach, *Child & Youth Care Forum*, 21(4), 247-261.

Hazel Kemshall (2008). Risks, Rights and Justice: Understanding and Responding to Youth Risk, *Youth Justice*, 8(1), 21-37.

*Viewing the Film: Invisible City*

**NO CLASS WEEK OF FEBRUARY 13**

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**Topic 5- February 20, 2017**

**Behind the 8 Ball: Motherhood, Surveillance, and Drug Use Among Poor Women**

Kimber Richter and Gabriele Bammer (2000). A hierarchy of strategies heroin-using mothers employ to reduce harm to their children, *Journal of Substance Abuse Treatment*, 19, 403-413.

Tanya Telfair Sharpe (2001). Sex-for-Crack-Cocaine Exchange, Poor Black Women, and Pregnancy, *Qualitative Health Research*, 11(5), 612-630.

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**Topic 9- March 20, 2017**

**The Other Side of the Gurney: Art as Surgical Ethnography and the Life of a Surgeon**

Anna Harris (2008). The artist as surgical ethnographer: Participant observers outside the social sciences, *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*, 12(4), 501-514.

*Viewing of the Film: The English Surgeon*

**Topic 10- March 27, 2017**

**A Silence That Often Rears Its Head: Violence and Barriers to Existence Among Lesbian Women**

D.J. Aaron, Y-F Change, N. Markovic, and R.E. LaPorte (2003). Estimating the lesbian population: A capture-recapture approach, *Journal of Epidemiology and Community Health*, 57, 207-209.

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I gpgtcnr tcevkqpgtuør gtur gevkgu qp f kuewuulpi ugzwcnj gcnj kuwgu y kj ngudkcp cpf i c { r cvkpvu.  
*Health and Social Care in the Community*, 13(4), 345-353.

Ruthann Robson (1990).Lavender Bruises: Intra-Lesbian Violence, Law and Lesbian Legal Theory, *Golden Gate University Law Review*, 20(3), 567-591.

**RESEARCH PAPERS DUE**

**Final Class- April 3, 2017---Film & Discussion**