

Course Syllabus for HS 3630F Sexuality, Gender & Health

Instructor: Dr. T C3e31Gru13-9.ru S-12.8 T-1 0 T[:(-C (l)-2 (1)2 (t)-ss1 ( )]TJ /TTc 0 Tw 3.1[(M (o)-4nc

persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

#### Write-Ups (23%)

During this class you will write two critical summaries based on in-class readings of your choosing, and each one is worth 11.5% of your total grade. Each assignment will focus on 2 key points of interest from one of the readings and will consist of 4 paragraphs approximately 2 double-spaced pages. Be specific in your selection of points, which generates a more interesting discussion versus one that is broad and unfocused. Be sure to link the points to the issues of sexuality, gender or health, but not all three. You are free to bring in a personal example to illustrate your points, but don't let that dominate your discussion AND DO NOT STRAY FROM THE TEXT (i.e., discuss how the points relate to current issues or events).

Each writeup contains the following sections:

- (1) **Introductory paragraph (1 pgh)**- introduces the 2 main points to be explored. At the end of this paragraph you

### Research Paper (30%)

Each student will select a specific issue and/or topic related to sexuality, gender, OR health that is of specific interest and conduct his/her/their own independent research. By your research within the qualitative/ethnographic/lived experience literature (RESEARCH TIP: use these terms as key words in your searches) because it aligns with the material we use in class and it is rooted in people's real lives, I want you to discuss how the issues you have focused on have informed or complicated how you understand sexuality, gender and/or health. I will post examples 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 you are on the right track.

The assignment should be 10 double-spaced pages, including 12-15 academic references (which can be single-spaced to save paper). When organizing your paper, use the following headings: Introduction, Statement of objectives; Methodology; Main Themes; and a Conclusion, which reiterates the focus of the paper and includes a discussion of the significance of the subject matter related to your understanding of sexuality/gender/health. Employ standard APA format and PLEASE use "I" or the "active voice."

### Final Exam (40%)

The final examination is comprehensive and will consist of short answers (30%) and 2 essay questions (35% each). The short answers are primarily from the first few lectures and I will hold a vote towards them.

Year 1: 6872

Year 2: 7074 (core) and 726 (elective)

Year 3: 7276 (core) and 748 (elective)

Year 4: 7480

#### Policies:

##### Prerequisites

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

##### Late assignments

This class is evaluated through written assignments which must not be missed unless there is a medical condition, family emergency, or other unforeseen circumstances. A note from your Physician indicating the nature of your condition must be submitted to the School of Health Studies Main Office, and only upon receipt of such a letter will I consider a new due date for an assignment. Late assignments are docked 3% per day anything beyond 5 days late will not be accepted.

##### Electronic devices

Although you are welcome to use a computer during lecture, please use only for academic purposes only and refrain from engaging in activities that may distract other students. From time to time, I may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. Unless explicitly noted, you may not make audio or video recordings of lectures –nor may you edit, re-use, distribute, or re-broadcast any material posted to the course website. If personal devices are being used for non-class purposes, students may be asked to stop this behaviour or leave class.

##### Student Code of Conduct

Code of Student Conduct defines the standard of conduct expected of students registered at The University of Western Ontario, provides examples of behaviour that constitutes a breach of this conduct, provides examples of sanctions that may be imposed, and sets out the disciplinary procedures that the University follows. See [http://studentexperience.uwo.ca/student\\_experience/studentconduct.html](http://studentexperience.uwo.ca/student_experience/studentconduct.html)

##### Accommodation for Medical Illness or Non-Medical Absences

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:



f. Self-

REQUIRED Materials : available in the Bookstore

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

-Course Reading Package: available in Books (last year's is fine).

September 9 & 11, 2019 Introductions and Viewing of the film *Quinceanera*

September 16 & 18, 2019: Overview and Key concepts

Lupton, Deborah (1994). *Medicine as Culture*. London: SAGE Publications Ltd., Pp.5-19. ISBN (Pbk): 0761940308.

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* 34(3): 310-327.

September 23 & 25, 2019:

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.

October-14 & 16, 2019: NO CLASSES

October 21 & 23, 2019 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): 0822323184.

October 28 & 30, 2019 Doing Ethnography & the Challenges of Fieldwork

Bolton, Ralph (1995). Tricks, Friends, and Lovers: Field Encounters in the Field. In *Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork*. Don Kulick and Margaret Wilson. Pp. 140-67. London: Routledge. ISBN (Pbk): 0415088194.

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. 106-8. Long Grove, Illinois: Waveland Press, Inc. ISBN (Pbk): 1577664515.

NO CLASSES NOVEMBER 4 + 6 BECAUSE OF FALL BREAK

November 11 & 13, 2019: Health and Healing in PostColonial Settings

O'Neil, John and Patricia Kaufert (1995). Irniktakpung: Sex Determination and the Inuit Struggle for Birthing Rights in Northern Canada. In *Conceiving the New World Order*, eds. Fay Ginsburg and Rayna Rapp. Pp. 73-9. Berkeley: University of California Press. ISBN (Pbk): 0-520089146.

Waldram, James (1993). Aboriginal Spirituality: Symbolic Healing in Canadian Prisons. *Culture, Medicine, and Psychiatry* 17(3), 345-362.

November 18 & 20, 2019: Violence Everyday and GenderBased

Bourgois, Philippe, Bridget Prince, and Andrew Moss (2004). The Everyday Violence of Hepatitis C Among Young Women Who Inject Drugs in San Francisco. *Human Organization*, 63(3), 253-264.

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



November 25 & 27, 2019 At the Intersection of Sexuality, Gender, & Health: Sara's Story  
DeVries, Maggie (2008). *Missing Sarah: A Vancouver Woman Remembers Her Vanished Sister*. Toronto: Penguin Canada. Read the first 7 chapters and then as much of the remainder of the book as your schedule permits

December 2 Viewing *Hedwig and the Angry Inch*\* (No Class December 4<sup>th</sup>)