

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

**Instructor:** Dr. Treena Orchard

Synchronous

*Details*

**Case Studies (30%)**

Students will respond to two case studies developed by the instructor and the TA that showcase situations related to sexuality and gender. There will be two choices for each case study and each student selects one case for each exercise. Students will summarize their reading of the case in 1 double-spaced page (roughly two paragraphs) and respond to the five open-ended questions posed at the end of each case. These responses can be done in written, video OR voice format. There is no incorrect answer and these exercises are designed to provide students with the opportunity to apply their thinking or insights regarding various conditions/issues/tensions related to sexuality and gender. The case studies will be submitted through OWL and a rubric will be provided closer to the due date of the first assignment.

**Research Paper (35%)**

Each student will select a specific issue and/or population related to sexuality, gender, OR health that is of specific interest and conduct his/her/their own independent research. **RESEARCH TIP: use the terms “qualitative”, “lived experience”, and “ethnographic” as key words in your searches** because they align with the materials we use in class and it is rooted in people’s real lives.

vote by the class). The essay questions are very open-

Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. **Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.**

*Use of Recording Devices and Course Content*

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like Owl, Zoom and TopHat. Students do not have our permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (E.g. for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. **Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

**Lecture presentations for this course will be recorded.**

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:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absenc

- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

*Support Services*

There are various support services around campus and these include, but are not limited to: b

## **NAVIGATING OUR OWL SITE**

RESOURCES- ALL ARTICLES AND SOME SUPPLEMENTARY FILES OF INTEREST

LECTURE SLIDES- ALL SLIDES POSTED IN WORD

ANNOUNCEMENTS- I MAKE THEM OFTEN, SO PLEASE CHECK REGULARLY

## **LECTURES**

### **September 9, 2020: Introduction & Class Overview**

### **September 14, 2020: 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.

### **September 21, 2020: 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.

### **September 28, 2020: 'Other' Sexualities and Genders: Experiences of Gay Men and Transgendered People**

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.

Bauer, Greta; Rebecca Hammond; Robb Travers; Mathias 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.

## **SEXUALITY CASE STUDY DUE, before class**

### **October 5, 2020 Reproductive Health Practices and Moral Dilemmas: Male and Female Circumcision**

Bell, Kirsten (2005). Genital Cutting and Western Discourses on Sexuality. *Medical Anthropology Quarterly*, 19(2), 125-148.

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-12, 2020: NO CLASS because of Thanksgiving**

**October 19, 2020: 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): 0-8223-2318-4.

**October 26, 2020: At the Intersection of Sexuality, Gender, & Health: Sex Work**

Orchard, T., Murie, A., Elash, H., Middleton, C., Burns, C.M., & Benatar, D. (2019). *At the Intersection of Sexuality, Gender, & Health: Sex Work*. In C.2(2019)-2(M)-1 5 0 T



