

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

Instructor: Dr. Treena Orchard

Mondays 12.30-2.30pm & Wednesdays 12.30-1.30pm

Room: FNB 1200

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Teaching Assistant: TBA

Course Description

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Details

Case Studies (30%)

Students will respond to two case studies 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 “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. The paper must be narrow in focus so that you are not overwhelmed with research and can make interesting, in-depth observations. I recommend mapping out your ideas by starting with a population (e.g. immigrant youth, Black trans women, aging queer men) and a specific issue related to sexuality, gender, OR health (e.g. consensual non-monogamy, #MeToo, reproductive health).

In the Introduction, students provide an overview of the current state of knowledge/debate about the topics and then specific the particular focus of their paper. The bulk of the paper focuses on the two or three key issues related to the population and s/g/h issue selected. In the Conclusion, you **must** discuss how the issues you have researched have shaped how you understand and think about sexuality, gender and/or health (i.e., 1/2page). 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 run your ideas past myself or the TA before you begin your research, to make sure that 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:

Introduce the

answer them in your own voice

require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

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 and anything beyond 3 days late will not be accepted.

Attendance and Classroom Behaviour (online and/or in-person)

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes. 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

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor 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 otherwise, you may not make**

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. Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academiccalendar/).

Academic Consideration

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:

- (i) 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
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;

Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;

Must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;

Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities

Support Services

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

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to

LECTURES

September 12 & 14, 2022: Overview and Key concepts

October 17 & 19, 2022: A Modern Pandemic: HIV/AIDS

Treichler, Paula (1999). The Burdens of History: Gender and Representation in AIDS Discourse, 1981-1988. In

November 21 & 23, 2022: Doing Ethnography & the Challenges of Fieldwork

Bolton, Ralph (1995). Tricks, Friends, and Lovers: Erotic Encounters in the Field. In *Taboo: Sex, Identity, and Erotic Subjectivity in Anthropological Fieldwork*, eds. Don Kulick and Margaret Wilson. Pp. 140-167. London: Routledge. ISBN (Pbk): 0-415-08819-4.

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. 105-118. Long Grove, Illinois: Waveland Press, Inc. ISBN (Pbk): 1-5776-6451-5.

November