

## **Course Syllabus for HS 4220: Health Issues Among Marginalized Populations**

**Instructor:** Dr. Treena Orchard

Class: Tuesday 12.30- 3.30pm

Room: FNB 1200

Office Hours: By appointment, HSB 343

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Teaching Assistant: TBA

### **Course Description**

This is an advanced undergraduate course in health sciences that examines from critical perspectives, namely medical anthropology, feminism, and political-economy theory, a series of health issues that are experienced by a diverse array of marginalized populations. One of the primary objectives of this class is for students to develop an understanding of how macro (i.e., gender, political-economy, race, poverty) and micro (i.e., individual factors within the context of people's daily lives) forces intersect to produce marginalization and particular health/experiences for people who are relegated to, or find themselves on, the margins of society. The course is structured topically, with different populations and issues explored weekly, including: the social geography of mental health; everyday suffering among drug users; youth 'at risk'; motherhood

provide an example of how they would envision using this research approach to respond to a digital/technical issue (i.e., access, service delivery, cost, language barriers) among an underserved community in Canada. Two-three sources must be used, and they can be academic or popular in nature. The double-spaced assignment should include the following sections and be 4 pages in length (excluding cover sheet and short bibliography): **introduction (1/2 pg)**: define critical ethnography and provide a statement of your objectives for the assignment; **main section (3pgs)**; and **conclusion (1/2pg)**: Discuss how your topic relates to the health or well-being of marginalized groups

**Rubric:** Intro (2.5pts); Main section (5); Conclusion (2.5 pts)

### **Detailed Outline for Research Paper (15%)**

The evaluation for this class is built around the research paper, which is due at the end of the course. Each student begins by preparing a detailed outline for the paper that features: **introduction (1 pg)**; **statement of objectives (1/2 pg)**; **methodology (1/2 pg)** to be used to gather your information (i.e., search engines to be used, key words, basic disciplines from which the data will be sought- Public health, anthropology, film studies, etc.); a brief **overview of the literature (1.5 pgs)** that identifies the main research approaches (qualitative, quantitative, historical, ethnographic) and conceptual foci of the literature conducted on the topic; the main **themes (1.5 pgs)** or issues to be explored in your paper (1/2 pg discussion per theme); concluding discussion regarding the **significance (1/2 pg)** of the proposed subject matter. The outline should be 6 double-spaced pages, including the references (which can be single-spaced to save paper).

**Rubric:** Introduction (2 pts); Statement of Objectives (1 pt); Methodology (1pt); Overview of Literature (3 pts); Main Themes (6 pts); Statement of Significance (2 pts)

### **Annotated Bibliography for Research Paper (30%)**

Like any bibliography, an annotated bibliography is an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance to your paper. It is similar to the abstract that prefaces a published academic article. An annotation includes:

(1) *The study objectives or aims*- Describe the primary purpose of the study, which is sometimes framed as a question, hypothesis, or exploration- any of these are fine! Also locate the study geographically (e.g. city, urban or rural, country, region).

(2) *Methods*- The specific methods (e.g. qualitative, individual interviews, focus group)

This exercise is intended to help students prepare for their research paper and develop a strong sense of the main issues/arguments within the published literature that pertains to the subject matter of the final paper. Each student must prepare an annotated bibliography of 10 academic sources, and the annotations for each of the 10 sources should be 1 proper academic paragraph (5-7 sentences). Double-space the assignment.

**Rubric:** Study Thesis or Aims (2 pts); Methods (1 pt); Primary Findings (4 pts); Concluding Sentence; (2 pts); References (1 pt)

### **Research Paper (45%)**

The final research paper constitutes a very important part of the course and the subject matter is

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

### *Use of Recording Devices and Course Content*

**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 audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

### *Use of Plagiarism Checking Software*

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers 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 (<http://www.turnitin.com>).

### *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/academic_calendar)

### *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;



Hester Parr (2000). Interpreting the 'hidden social geographies' of mental health: ethnographies of inclusion and exclusion in semi-institutional places, *Health & Place*, 6, 225-237.

## **GENDER, SPACE & TECHNOLOGY CRITICAL REFLECTION DUE**

### **Topic 3- January 31, 2023**

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

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

### **Topic 4- February 7, 2023**

#### **From Risk to Rights: The City and the 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*

**OUTLINE: T J i N E P i Y T 72.024 391.39 Tm1 312 Tf1 0 0 1 136.34 446.59 Tm0 g0 G[, 8(1)]6(US)BDC q**

Joyce Turner, Barbara Biesecker, Jennifer Leib, Leslie Biesecker, and Kathryn Peters (2007). Parenting Children with Proteus Syndrome: Experiences With, and Adaptation to, Courtesy Stigma, *American Journal of Medical Genetics Part A*, 143A, 2089-2097.

## **ANNOTATED BIBLIOGRAPHIES DUE**

### **Topic 7- March 7, 2023**

#### **You Can Check Out Any Time You Like, But You Can Never Leave: Social Injustice, Racism, and the Violence of “Starlight Tours”**

Susanne Reber and Robert Renaud (2006). *Starlight Tour. The Last, Lonely Night of Neil Stonechild*, Toronto: Vintage Canada, pp. 1-77 (Available on WebCT).

### **Topic 8- March 14, 2023**

#### **Cancer as a Resistance and Cancer as an Idiom of Distress: Views from Working Class and Immigrant Women**

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 4, 2023---Film & Discussion**