

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

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Course Description

This is an advanced undergraduate course in health sciences that explores how sexuality, gender, and health are experienced through a critical lens. The materials selected provide a sound overview of key concepts and theoretical approaches and the complex dynamics of doing research. More traditional areas of concentration include the body, heterosexuality, reproductive health, HIV/AIDS, health in post-colonial settings, and the emotional challenges of conducting fieldwork. More cutting-edge topics include the role of pleasure in gay men's relationships, health provision for transgendered individuals, structural and symbolic violence, and digital sexuality. By examining classic and modern contributions to these diverse fields of study, students will be equipped with foundational theoretical and methodological skills as well as a critical awareness of how health is impacted by structural factors like sexuality, gender, race, and marginalization.



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.

Course Objectives

The objectives for this course align with university and program level aims. They include the acquisition of new *knowledge* and *literacy skills* regarding the *professional conduct* of scholarly research, *communication* between peers and other class stakeholders and understanding health through an interdisciplinary lens. *Critical* and *creative thinking* as well as writing are additional objectives that shape the design of and evaluation approaches adopted within this class. Learning about the relationship between research and *local* or *global communities* is another key aim, along with gaining a sense of how different *ethical* issues stream through the research process from inception through to dissemination. Additionally, *resilience* and *life-long learning* are two final objectives that help structure the delivery of the course.

Equity Statement

Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations. Acknowledging this is part of reconciliation, along with including Indigenous experiences and knowledge into the curriculum. Understanding the challenges and complex resilience among other racialized groups and communities is essential in all of my classes, which examine equity, diversity, including, decolonization, and accessibility in meaningful ways.

Course Format & Timetable

Lecture notes for each week will be posted prior to each weekly class, so that students can follow along when I am presenting the required material as well as leading the class discussions. The lecture timetable is subject to change, as needed, throughout the course and any changes will be clearly communicated to students through Brightspace.

Evaluation

Sexuality Case Study	15%
Gender Case Study	15%
Research Paper	35%
Final Exam	35%

ALL ASSIGNMENTS MUST BE SUBMITTED IN WORD FORMAT.

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 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 posted on and submitted through OL. The following rubric will be used:

Summarize the article in your own words (2 small paragraphs)= 5 points
Respond to five questions (4-5 sentences each) x 2 points each =10 points

TOTAL = 15 points

Research Paper (35%)

Each student selects 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. The paper must be narrow in focus so you are not overwhelmed with research and can make interesting, in-depth observations. Begin 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. non-monogamy,

#MeToo, reproductive health). Then you conduct a literature search of the current research to learn more about these subjects, using the Western Library databases. You must include “**qualitative**”, “**lived experience**”, and “**ethnographic**” as key words in your searches to find research that aligns with the material we use in class, which is rooted in people’s real lives.

The *Introduction* provides an overview of the current state of knowledge/debate about the topics selected. Next is the *Statement of Objectives*, which is 2 or 3 sentences that clearly state the themes you will be focusing on. Keep track of your search engines, data bases, and the disciplines you are drawing from in the research (i.e., health studies, history, epidemiology, anthropology), which is included in the *Methodology* section of the paper. The next section of the paper is where you present 2 or 3 key topics of issues or *Themes* you have found during your research that highlight different aspects of your topics in greater detail. As noted in the rubric below, this portion of the paper is worth the most and will take up the most space in your paper. In the *Conclusion*, you must discuss how this paper has shaped your understandings of sexuality, gender and/or health. 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. I will post examples from last year on OWL.

The assignment should be 10 double-spaced pages, including 12-15 academic references (which can be single-spaced to save paper). This is the rubric I use: **Introduction (2pts)**, **Statement of objectives (.5pts)**; **Methodology (.5pts)**; **Main Themes (5pts) pts**; and a **Conclusion (2pts)**. Employ standard APA format and PLEASE use “I” or the “active voice.”

Final Exam (35%)

The final examination will be held in person and is cumulative. It consists of 6-8 short answer questions (30%) and your choice of 2 essay questions (35% x 2= 70%). The short answers are primarily from the first few lectures and there is an essay question from each of our lectures. The essay questions are very open-ended, which gives you ample room to answer them in your own voice and you are encouraged to use “I.”

Missed final exam: If you miss a final exam due to personal or medical reasons, you must contact the academic counsellors to seek accommodation. If this not done, a grade of zero will be given for this portion of the course. The make-up exam may not be the same format as the original exam and will be held after the Final Exam Period is over.

Grading scheme:

I use the format provided below for grading, which is the university-wide scale that has been approved by the Western University Senate. It should also be noted that **I DO NOT ROUND UP MARKS.**

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 75-79%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

Communicating with myself and our teaching assistant

I work hard and protect my 'me' time and would like our communications to occur from Monday-Friday (i.e., 8 am- 5pm). This is not to restrict your access to me; I'm just letting you know what my preferred boundaries are. These timings also extend to our TA.

NAVIGATING OUR BRIGHTSPACE 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 & 11, 2024: 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 16 & 18, 2024: 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 23 & 25, 2024: '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; Mathhias 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 – SEPTEMBER 26th

October 7 & 9, 2024 Reproductive Health Dilemmas: Female & Male Circumcision

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

Bailey, R.C., Moses, S., Parker, C.B., Agot, K., Maclean, I., Krieger, J.N., Williams, C.F., Campbell, R.T. and Ndinya-Achola, J.O., 2007. Male circumcision for HIV prevention in young men in Kisumu, Kenya: a randomised controlled trial. *The lancet*, 369(9562),643-656.

October-14 & 16, 2024: NO CLASSES because of READING WEEK

October 21 & 23, 2024: 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 28 & 30, 2024: At the Intersection of Sexuality, Gender, & Health: Sex Work

Orchard, T., Murie, A., Elash, H., Middleton, C., Bunch, M., & Benoit, C. (2019). Balance, Capacity, and The Contingencies of Everyday Life: Narrative Etiologies of Health Among Women in Street-Based Sex Work, *Qualitative Health Research*, 30(4): 518-529.

Orchard, T. (2019). First Person Singular(s): Teasing Out Multiple Truths in Sex Worker Autobiographies, in Routledge *International Handbook of Sex Industry Research: New Directions and Perspectives*, S. Dewey, I. Crowhurst, and C. Izugbara, Eds. London: Routledge; 55-67.

GENDER CASE STUDY DUE- OCTOBER 29th

November 4 & 6, 2024: Health and Healing in Post-Colonial Settings

O’Neil, John and Patricia Kaufert (1995). *Irniktakpunga!:* 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. 59-73. Berkeley: University of California Press. ISBN (Pbk): 0-5200-8914-6.

Shepherd, R. & Orchard, T. (2024). "We cause a ruckus": Exploring How Indigenous Youth Navigate the Challenges of Community Engagement and Leadership. *Int. J. Environ. Res. Public Health* 19, 9542. <https://doi.org/10.3390/ijerph19159542>

November 11 & 13, 2024: Sexual and Gender-Based Violence Then & Now

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

Orchard, T. & Sangaraganesan, D.M. (2024). "This Isn't Just a Research Project": Exploring the Links Between Slang and Sexual and Gender-Based Violence Among University Students in a Canadian City. *Sex Education*, <https://www.tandfonline.com/doi/full/10.1080/14681811.2024.2108780>

November 18 & 20, 2024: 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 25 & 27, 2024: What's in a Swipe?: Unpacking Everyday Intimacy and the Failure of Feminism on Dating Apps

De Ridder, S. (2021). The Datafication of Intimacy: Mobile Dating Apps, Dependency, and Everyday Life. *Television & New Media*, 1-17.

Orchard, T. (2024). Neither Crone nor Cougar: Navigating Intimacy & Ageism on Dating Apps, In *Gender, Sex and Tech!: An Intersectional Feminist Guide*, Jill Fellows & Lisa Smith, Eds. Toronto: Canadian Scholars Press, 86-100.

December 2, 2024: Viewing *Hedwig and the Angry Inch*

RESEARCH PAPERS DUE- DECEMBER 5th

Course/University Policies

1. The website for Registrar Services is <http://www.registrar.uwo.ca>.

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. **Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](#).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. **Use of Electronic Devices**

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 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.**

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

4. **Academic Considerations and Absences from Lectures and Assessments**

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student’s file, and will be held in confidence in accordance with the University’s [Official Student Record Information Privacy](#)

Policy. Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

6. Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be

recorded. Completion of this course will 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>.

7. Grades

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2024 (for first term half-courses)
- December 2nd, 2024 (for full-year courses)
- March 7th, 2025 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student’s control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student’s Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to

act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)

8. **Support Services**
Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:
Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

9. **Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>