

Course Syllabus for HS 4220G: Health Issues Among Marginalized Populations

Instructor: Dr. Treena Orchard

Office Hours:

E-Mail: torchar2@uwo.ca

Cell:

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 and surveillance among poor women; the unfortunate legacy of the "elephant

man"; the violence of "starlight tours" for Aboriginal people in Saskatoon, Saskatchewan; immigrant and working class women's ideology regarding cancer; a social portrait of a British neurosurgeon who devotes his time to working in impoverished hospitals in the Ukraine; the lived experience of HIV care practitioners; and violence and barriers to existence among lesbian women. The focus is primarily on the North American context, however, the concepts and ideas employed in the class can also be applied in socio-economic, political, and gendered settings globally.

Class Schedule and Format

The basic format for each class will be as follows: an overview of class objectives, interactive lecture by myself, a break, group work, and class discussion. Although I am going to lecture and lead the discussions of the assigned readings and some additional contextual information, students are *strongly* encouraged to participate and share their perspectives on the respective themes as much as possible.

Evaluation

Gender, Space & Technology Critical Reflection	10%
Detailed Outline for Research Paper	15%
Annotated Bibliography for Research Paper	30%
Research Paper	45%

ALL ASSIGNMENTS MUST BE SUBMITTED IN WORD -NOT PDF

Details

Gender, Space & Technology Critical Reflection (10%)

Students will read Nemer & Gray's (2019) article "Reproducing hierarchies or resisting domination: exploring the gendering of technology spaces in the favelas" that is posted on OWL. With a focus on the critical ethnography (pp. 81-83) method discussed in the article. This article is intended to be read as an example of how critically-oriented ethnographic methods can be used to better understand and respond to tech issues among marginalized groups. These methods are intended to spark your interest in some of the approaches you might consider in your own paper.

The focus of the assignment is to select a tech-related issue among a marginalized community in Canada and think of ways you might approach better understanding this issue and/or responding to it. Key to this is the use of one or more ethnographic methods that is critically-oriented in nature, which means it's designed to uncover or address or better understand how structural/macro-level factors impact the tech issue among the community. Some of the methods you might consider include: survey, individual interviews, focus groups (3-5 people per group), arts-based approaches. There is no perfect method and no wrong method to choose, just let me know in your discussion of the method selected why you have chosen this approach.

This double-spaced assignment will be 4 pages in length (excluding cover sheet and short bibliography) and be organized in the following sections:

Introduction (1/2 pg): define critical ethnography and provide a statement of your objectives for the assignment.

Main Section (3pgs): This is where you tell me the method you will use (see the examples listed above and in the Nemer and Grey article)- in 1 or 2 paragraphs- and then you discuss how you would apply this method to address or better understand the issue at hand. This is also where you review the research or popular writing you have conducted on the issue and the population you've chosen. How have other scholars/researchers examined this issue? How might you draw upon these examples in your own paper? 2-3 academic or popular sources can be used here- i.e., journal articles, newspapers, online magazines.

Conclusion (1/2pg): Review the key findings and answer the question of "How does this issue and what you've learned relate to the health and 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 (½ pg); methodology (½ 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 (½ pg discussion per theme); concluding discussion regarding the **significance (½ 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)

How to approach the outline and research paper:

1. Select a topic that is not overly broad- Women and homelessness, for instance, is a place to start but you need to refine it in order to get your nuanced themes. Always remember to think about these factors when narrowing down your research focus: place (where is the research conducted- country, rural, urban, global south?); gender (male, non-binary, female, two-spirited?); age (children or elderly); race (mixed, Black, Indigenous). Applied to the women and homelessness idea you might come up with = **Young women living on the street in Canadian cities.**

2. Next stage - use those key words that describe your population + add "qualitative" and "ethnographic" to see the research that comes up and that is close to what we explore in our class. Spend time reviewing the issues or themes that emerge in the research and choose two or three that really interest you (e.g. mental health, family relationships, service access). Then you use those key words to explore them in more depth. **These 2 -3 themes** provide the structure for the "findings" or "results" section of your outline and your final research paper.

3. Please remember to review the syllabus for how I want the assignment (s) structured and also please review the sample outline- These are resources that I provide for you to ease your stress and provide a guide. You might want to check out the research paper sample too, so you can see what the final product will look like.

4. The outlines are a way of showing me that you've begun your research and determined the themes that are of most interest to you. I will provide feedback regarding the scope of the themes and/or provide suggestions for how to nuance things if needed. If your themes shift between now and the final paper, no problem. It's often the way of research.

5. There are no wrong decisions here, and try to be confident in making them on your own. You know what interests you and how your ideas can fit together. I'm here, obviously, to help you but I do want to encourage you to jump in, see what's out there, and make your choices. Research is messy, that's not something to fear of get overly anxious about. It's just part of the process.

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 groups, household surveys, literature review), the number of participants, and gender/race/age breakdown (e.g. 15 Black women between the ages of 25-40) are required.
- (3) *The primary themes*- A description of the main research findings or results from the study
- (4) *Concluding sentence*- Tell me how each reference/source annotated will inform your research and/or understanding of your topic.
- (5) *References*- List the full citation before each annotation.

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 page in length. 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 entirely up to the students' discretion. However, it is wise to arrange a meeting with me before the February break- if not before- to discuss your ideas to ensure that the topic(s) selected is feasible. The research paper must feature the following sections: **Introduction (2-3pgs)**, **Statement of objectives (1/2 pg)**; **Methodology (1/2pg -1pg)**; **Overview of the Literature (3 pgs)**; the main **Themes/Findings (5-6 pgs)**; and a **Conclusion (1.5 pgs)**, which reiterates the focus of the paper and includes a discussion of the significance of the subject matter related to your understanding of marginalization. The papers should be 12-14 double-spaced pages of text + 1-2 pgs for references (single-spaced). Use standard APA format; cite 15-20 academic references (in-text), and PLEASE USE "I" or the "active voice."

Rubric: Introduction (2pts); Objectives (1 pt); Methodology (1 pt); Overview of Literature (3 pts); Themes/Findings (5 pts); Conclusion (2 pts); References (1pt)

NAVIGATING OUR SITE ON BRIGHTSPACE

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

First Class- January 7, 2025

Introduction to the course and ideas about marginalization in relation to health

Viewing of a film: TBA

Topic 1- January 14, 2025

Bio-Social Perspectives on Health Inequalities and Disease Distribution

Paul Farmer (1999). *Infections and Inequalities: The Modern Plagues*. Berkeley: University of California Press, pp.1-17 & 59-93 (Available on OWL).

Topic 2- January 21, 2025

A Different Approach to Mental Health: The Importance of Place and Space

Brenda Gleeson, Chris Hay and Robin Law (1998). The geography of mental health in Dunedin, New Zealand, *Health & Place*, 4(1), 1-14.

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- JAN. 20

Topic 3- January 28, 2025

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 4, 2025

From “Flying Signs” to Flying High: 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

OUTLINES FOR RESEARCH PAPER DUE- FEB 3

Topic 5- February 11, 2025

Behind the 8 Ball: Motherhood, Surveillance, and Drug Use Among Poor Women

Kimber Richter and Gabriele Bammer (2000). A hierarchy of strategies heroin-using mothers employ to reduce harm to their children, *Journal of Substance Abuse Treatment*, 19, 403-413.

Dewey, S., Orchard, T., & Harris, K. (2018). Shared Precarities and Maternal Subjectivities: Navigating Motherhood and Child Custody Loss Among North American Women in Street-Based Sex Work, *Ethos: Journal of the Society for Psychol. Anthropology*, 46(1): 27-48.

NO CLASSES FEBRUARY 18: READING WEEK

Topic 6- February 25, 2025

The Legacy of “The Elephant Man”: An Unfortunate(?) Intersection of Science, Stigma, and Sordid Fascination

Y. Michael Barilan (2005). The story of the body and the story of the person: Towards and ethics of representing human bodies and body-parts, *Medicine, Health Care and Philosophy*, 8, 193-205.

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 FEB 17

Topic 7- March 4, 2025

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 11, 2025

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

Martha Balshem (1991). Cancer, control, and causality: talking about cancer in a working-class community, *American Ethnologist*, 18(1), 152-172.

Sandra Gifford (1994). The change of life, the sorrow of life: Menopause, bad blood, and cancer among Italian-Australian working-class women, *Culture, Medicine and Psychiatry*, 18, 299-319.

Topic 9- March 18, 2025

The Other Side of the Gurney: The Lived Experience of Health Care Providers

Orchard, T., Salters, K., Michelow, W., Lepik, K., Palmer, A. & Hogg, R. (2015). “My job is to deal with what I can”: HIV care providers’ perspectives on adherence to HAART, addictions, and comprehensive care delivery in Vancouver, British Columbia, Canada, *Critical Public Health*, 26(5): 542-553.

LeBlanc-Omstead, S. & Kinsella, A (2022). “Come and share your story and make everyone cry”: complicating service user educator storytelling in mental health professional education, *Advances in Health Sciences Education*, <https://link.springer.com/article/10.1007/s10459-022-10157-z>

Viewing of the Film: The English Surgeon

Topic 10- March 25,2025

A Silence That Often Rears Its Head: Violence & Barriers to Existence for Lesbian Women

D.J. Aaron, Y-F Change, N. Markovic, and R.E. LaPorte (2003). Estimating the lesbian population: A capture-recapture approach, *Journal of Epidemiology and Community Health*, 57, 207-209.

Sharron Hinchliff, Merryn Gott, and Elisabeth Galena (2005). ‘I daresay I might find it embarrassing’: General practitioners’ perspectives on discussing sexual health issues with lesbian and gay patients, *Health and Social Care in the Community*, 13(4), 345-353.

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 APRIL 3

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>