

SOCIOLOGY 3113 WA / WOMEN'S STUDIES 3111 WA
Gender and Health

Jan – April 2016

Monday 7-10pm

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Office Hours: Tuesday 11 – 12noon

Course Description:

In this course we will explore gender and health from a critical sociological perspective. We will explore gendered patterns of health and illness, gender differences (and similarities) in health practices and health experiences over the life course, as well as historical and contemporary changes to women and men's roles as both informal and formal care providers. The role of critical gender studies and sociology in reframing fundamental ideas about sex and gender in health research and policy will be explored. Drawing on intersectional theory we will examine contemporary debates and challenges in the local and global health arena and discuss our place as sociologists within those debates.

A D2L (Desire 2 Learn) site has been set up for this course and will be used a repository for course materials, optional readings, web links and announcements of interest. Please ensure that you have access to the Web site and check it regularly for class announcements and information. Also please feel free to send me any postings you think would be of interest for your classmates.

Required Textbooks:

You will find all required readings on the D2L course site or available as open-access journal articles at the links provided.

Classroom Protocol:

Students are expected to have completed readings and assigned tasks prior to each class and should come prepared to actively engage in group/class discussion. We will use a variety of pedagogical methods – lecture, group work, class discussion, audiovisual and media resources, guest speaker presentations and materials brought in by students to explore course themes over the semester.

Please respect our classroom space and turn off cellphones, refrain from texting /messaging and use your laptop computer for note-taking only. Students who do not comply will be asked to leave.

Evaluation:

Class participation, Group Work & Mini-Assignments (6 x 5%)	30%
Mid-Term Exam (In Class: Feb 22)	15%
Research Paper, Critical Media Review, or Analytical Health History (Due: April 4)	30%
Final Take-home Exam (Due: April 11)	25%

****Note:** All late papers will be penalized 5% per day, including weekends and holidays, unless PRIOR approval for an extension has been obtained.

All written work will be evaluated based on organization, presentation, grammar and clarity as well as content. For your own protection, keep a hard copy of all work submitted for this course.

Plagiarism & Academic Misconduct:

From the Course Calendar, Section IX,
<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loadusercredits=False>

Plagiarism shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- (a) The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.

(b) A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Learning Accommodations: If you have a learning accommodation or health need regarding the format or the due dates for the assignments, you must inform me. The appropriate forms can be obtained from Student Accessibility Services (SAS) located at SC 003. Find more information at: lakeheadu.ca/faculty-and-staff/departments/services/sas

Evaluation Information:

1. Participation & Group Work (30%)

Participation: Your in-class participation mark will reflect both attendance and your willingness to actively engage with course materials. Active listening is just as important as speaking. A full grade will not be awarded simply for talking a lot. Please be mindful of your classmates and the diversity of experiences we each bring to our class discussions, which all work to further our understanding of the topics at hand. Your contributions will be thought-provoking, respectful of others' life experiences and interpretations of the course materials, contribute to and lead to discussion, and will illustrate a clear grasp of the materials or will ask questions about the materials if you need clarification. Do not hesitate to ask questions – if you have a question about something, chances are, someone else does too!

Please note: If you have trouble speaking up in class and have questions or concerns about your participation mark please come and see me to discuss.

Group Work: Each student will be assigned to an in-class working group (6 groups of 5-6 students per group). This will be your working group for weekly class-based discussions and mini-assignments through the semester. Working groups should exchange email addresses/contact info and share out roles of group recorder and group reporter for the assigned group activities. Everyone is expected to actively participate.

There will be six group discussion exercises during the term – each worth 5 marks. All group members are expected to contribute to both verbal summaries and written summaries of group exercises. Specific guidelines for each exercise will be discussed as assigned.

The professor and the Graduate Assistant (GA) will be available during the group exercises to aid with clarification, questions and guidance on group process as necessary.

**2. Mid-Term Exam (15%)
February 22 in-class**

This exam will consist of short answer questions. It will be held in class on Monday, February 22nd.

3. Research Paper, Critical Media Review, or Analytical Health History (30%)

Due Date: April 4 In Class

See Hand-Out for further information and guidelines.

4. Final Take-home Exam (25%)

The exam will be handed out in the final class (April 4) and due by 7pm on April 11, 2016.

Topics & Readings by Week:

Week 1 - January 4

Welcome to Gender & Health

- Overview of Course, Syllabus & Evaluation Criteria / Guidelines

Week 2 – January 11

Introduction & Overview: Why Study Gender and Health?

- Sociological Approaches to Health and Illness
- Gender and The Social Determinants of Health

Readings:

1. Nancarrow Clarke, J. (2012) "Ways of Thinking Sociologically about Health, Illness and Medicine," in *Health, Illness, and Medicine in Canada*. 6th ed. Don Mills: Oxford, pp. 2-25.
2. Mikkonen, J. and D. Raphael. (2010). "Gender," in *The Social Determinants of Health: The Canadian Facts*, pp. 44-46.
3. Phillips, S. (2005). "Defining and measuring gender: A social determinant whose time has come," *International Journal for Equity in Health*, 4(11), pp. 1-4.

Week 3 – January 18

Unpacking Sex and Gender in Health Research

Readings:

1. Annandale, E. (2014) “Gender Inequalities in Health.” In *The Sociology of Health and Medicine*. 2nd edition. Cambridge: Polity, pp. 108-133.
2. CIHR Gender, Sex and Health Research Casebook, Chapter 1 and Chapter 4 [Casebook available on D2L website]

Week 4 – January 25

Applying Theory: Intersectionalities and Health

Readings:

1. Hankivsky, O., (2012). “Women’s health, men’s health, and gender and health: Implications of intersectionality,” *Social Science and Medicine*, 74, pp. 1710-1720.
2. Scott-Samuel, A., Stanistreet, D. & P. Crawshaw, (2009). “Hegemonic masculinity, structural violence and health inequalities,” *Critical Public Health*, 19 (3-4), pp. 287-292.

Week 5 – February 1

Unpacking the Binaries – Exploring Gender Diversity in Health

Readings:

1. CIHR Casebook, Chapter 8
2. Travers, A. (2009) “The Health and Well-Being of Sexual and Gender Minority Women” Still Struggling with Silence and Invisibility,” in P. Armstrong and J. Deadman *Women’s Health. Intersections of Policy, Research and Practice*. Toronto: The Women’s Press, pp. 151-166.
3. Rainbow Health Ontario (RHO) Fact Sheet Supporting Gender Independent Children and their Families

* Film: Intersexion

Week 6 – February 8

Indigeneity, Gender and Health

Readings:

1. Allen, B. & Smylie, J. (2015). *The Gendered Impact of Colonial Racism: Indigenous Women's Health and Well-being*, in First Peoples, second class treatment: the role of racism in the health and well-being of Indigenous peoples in Canada. Toronto, ON: the Wellesley Institute, **pp. 15-17**.
2. Allen, B. & Smylie, J. (2015). *Count us in: Transforming the Conversation about Racism and Health in Canada*, in First Peoples, second class treatment: the role of racism in the health and well-being of Indigenous peoples in Canada. Toronto, ON: the Wellesley Institute, **pp. 42-43**.
3. Wakewich, P., Wood, B., Davey, C., Laframboise, A., Zehbe, I. and on behalf of the ACCSS Group, (2015). Colonial legacy and the experience of First Nations women in cervical cancer screening: A Canadian multi-community study, *Critical Public Health*, DOI:10.1080/09581596.2015.1067671
4. Institute for intersectionality Research and Policy (2012) "Dialogue on Intersectionality and Indigeneity"

Week 7 – February 15

Reading Week – NO CLASS

Week 8 – February 22

Midterm Examination in first half of class!

Gender & Health: Creating and Interpreting Meaningful Evidence

Readings:

1. Hunting, G. (2014) Intersectionality-Informed Qualitative Research: A Primer.
2. Rouhani, S. (2014) Intersectionality-Informed Quantitative Research: A Primer.
3. Fact Sheet RHO Designing Surveys and Questionnaires
4. Fact Sheet RHO Qualitative Interviewing with LGBT Communities
5. Fact Sheet RHO LGBT Research with Secondary Data

Week 9 – February 29

Women & Reproductive Health

Readings:

1. Molyneaux, H. (2011) “Controlling Conception: Images of Women, Safety, Sexuality, and the Pill in the Sixties,” in Krasnick Warsh, C. ed. *Gender, Health and Popular Culture. Historical Perspectives*. Waterloo: Wilfred Laurier Press, pp. 65-88.
2. Sethna, C. (2011) “All Aboard? Canadian Women’s Abortion Tourism, 1960-80” in Krasnick Warsh (as above), pp. 89-108.

Film: *The Pill* (1999). National Film Board of Canada. Directors, Erna Buffie and Elise Swerhone

Week 10 – March 7

HPV Vaccination and the Gendered Politics of Sexuality in Media and Health Education

Readings:

1. Polzer, J. and Knabe, S. (2012) “From Desire to Disease: Human Papillomavirus (HPV) and the medicalization of nascent female sexuality.” *Journal of Sex Research* 49(4): 344-352.
2. Polzer, J. and Knabe, S. (2009) “Good girls do Get vaccinated” HPV, mass marketing and moral dilemmas for sexually active young women.” *Journal of Epidemiology and Community Health* 63(11): 869-870
3. Crosby, R.A. et al. (2011) “Gardasil for Guys: Correlates of Intent to be Vaccinated.” *Journal of Men’s Health* 8 (2): 119-125.
4. Davies, C. and Burns, K (2014) “Mediating Healthy Female Citizenship in the HPV Vaccination Campaigns.” *Feminist Media Studies* 14(5): 711-726.

Week 11 – March 14
Masculinities and Men’s Health

Readings:

1. Courtenay, Will (2000) “Constructions of Masculinity and their Influence on Men’s Well-Being: A Theory of Gender and Health” *Social Science & Medicine* 50:1385-1401.
2. Stibbe, Arran (2004) “Health and the Social Construction of Masculinity in *Men’s Health Magazine*,” *Men and Masculinities* 7(1):31-51.
3. Clarke, J. and Robinson, J. (1999) “Testicular Cancer: Medicine and Machismo in the Media (1980-94),” *Health* 3(3):263-282.

Week 12 - March 21
Critical Perspectives on Body Image and the Politics of Weightism

Readings:

1. Monaghan, L. and Hardey, M. (2009) “Bodily Sensibility: vocabularies of the discredited male body” *Critical Public Health* 19(3/4):341-362.
2. Gough, B. (2007) “Real Men Don’t Diet: An Analysis of Contemporary Newspaper Representations of Men, Food and Health,” *Social Science and Medicine* 64:326-337.
3. Rice, C. “Exacting Beauty: Exploring Women’s Body Projects and Problems in the 21st Century,” in M. Hobbs and C. Rice, eds. *Gender and Women’s Studies in Canada: Critical Terrain*. Toronto: Women’s Press, pp. 390-410.

Week 13 – March 28 – No Class Easter Holiday

Week 14 – April 4
Wrap Up & Distribution of Take Home Final Exam

** Final Assignment due in Class