

**FRHD\*4070, 2014-2015**  
***Gender and Health***

**Course Time:** Tuesday 11:30 AM – 2:20 PM (+ Thursday, November 27, 11:30 AM – 2:20 PM)

**Course Location:** Mackinnon (MCKN) 231

**Instructor:** Elisabeth Harrison

**Address:** College of Social and Applied Human Sciences

**Office:** Macdonald Institute (MINS) 147

**Office Hours:** Tuesday, 2:30 PM – 3:30 PM, by appointment

**Email:** <eharri11@uoguelph.ca>

**Telephone:** 647-524-4490

**Course Overview**

This course is an upper year interdisciplinary course designed to examine the relationship between gender and interrelated social variables such as sex, class, race, age, culture, size, disability and sexuality, and health. We explore various models of health and illness, consider the contextual causes of health inequities, and analyze the origins and theoretical underpinnings of women's and people's health movements in western and global contexts. Questions of gender and social justice and its relationship to health equity are emphasized. Students address topics through an interdisciplinary lens and are given opportunity to develop their self-reflexivity skills and pursue their research interests.

Prerequisite(s):14.5 credits

**Course Themes and Topics**

The course is organized into two parts:

**1. Historical, Social, Economic, Environmental and Cultural Contexts of Health**

The rise of contemporary women's and people's health movements in the west and globally  
Contexts of health and why power and social differences matter in achieving health equity  
Theoretical perspectives underlying critical scholarship in gender and health

**2. Gender, Justice, and Health Across the Life Span**

Health issues of children in western and global contexts  
Social regulation of adolescent bodies and desires  
"Mental illness," mental health and power relations  
Politics of reproductive health, technologies, diseases affecting people of all genders  
Disability, aging, and death and dying

### Course Objectives

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This course has eight objectives:

1. For students to examine how gender and related social status variables such as sex, class, race, ethnicity, disability, sexuality, culture, age, size, and place are used as categories of analysis in the study of the body and health;
2. For students to engage with feminist and other critical approaches to understanding women's, men's, and people's health across the life span including biological and social theories of bodies, health, and illness;
3. For students to examine important questions and concerns related to gender justice and health equity in health studies;
4. For students to analyze selected topics in gender and health from an interdisciplinary lens to illuminate how gender and other embodied differences operate in health theory, research, policy, and practice;
5. For students and instructor to contribute to a community of learners engaged in critical and respectful dialogue on issues of embodiment, wellness and illness, diagnosis and treatment, suffering, and death and dying;
6. For students and instructor to practice ethical commitment to privileging the perspectives and experiences of individuals, groups, and communities in question;
7. For students and instructor to practice critical self-reflectivity in order to uncover some of the ways that power and privilege shape how they think, feel, act, and interact in the classroom; and
8. For students to develop critical reading, writing, and communication skills.

### Required Texts

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We will work with **three** texts, as well as course readings. The following books will be available for purchase from the bookstore and/or accessible through the library, and the articles will be available on CourseLink:

Ehrenreich, Barbara and Deirdre English (1973/2011). *Complaints and disorders: The sexual politics of sickness*. New York: The Feminist Press. **2<sup>nd</sup> Edition Required.**

Lorber, Judith and Lisa Jean Moore (2002). *Gender and the social construction of illness*. Lanham MD: Alta Mira Press.

Silverberg, Cory. (2012). *What makes a baby*. Toronto: Zóball Press.

Rice, Carla and Elisabeth Harrison (2014). *Gender and Health FRHD\*4070 Articles*.  
[COURSELINK]

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**Course Evaluation**

You will be evaluated on the assignments listed below. I can provide extensions *only* if students contact me ahead of time or if they provide documentation of a medical or a life emergency.

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Assignments	Weighting	Due Date
1 <sup>st</sup> Reflection	30%	October 7 (class)
2 <sup>nd</sup> Reflection	30%	November 18 (class)
Self Evaluation	10%	November 27 (class)
Health Campaign	30%	November 27 (class)

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**Explanation of Assignments**

Students are expected to complete assignments using intersectional and interdisciplinary approaches central to gender and health scholarship in completing course work. These involve:

- Critical understanding of **differences** among and between women and men and gender non-conforming people in conceptions and experiences of health and ill-health, and ability to use variables such as gender, sex, class, race, age, place, culture, nation, ability, and sexuality in their analyses, and
- Emphasis on **complexity** in analyses of topics relevant to gender and health, demonstrating proficiency in applying critical approaches to health introduced in the course (biomedical, social, and cultural analyses).

**Reflection Papers**

Write two polished reflection papers of **5 pages** each on the readings you completed and lectures attended during the previous section of the course. Choose themes that interest, engage, move, challenge, puzzle, or bother you or some association and connection a reading has triggered for you. Reflections will be graded on *writing quality, originality, and sensitivity of analyses*. I strongly advise that you draft responses when you are immersed in the readings and lecture material, then edit your reflections before submission. In addition to demonstration of reading comprehension, writing clarity, and originality, you will be graded on your self-reflexivity—your recognition of how your social position (age, gender, sex, race, etc.) might shape your understanding and approach to course topics discussed, and inform your scope of knowledge and areas of uncertainty in relation to it.

**Creation or Critical Analysis of a Health Campaign (To be done individually or in pairs)**

You can choose between creating and critiquing a health campaign. If you decide on the first option, you will be asked to create a public health or educational campaign on some aspect of gender and health and submit your vision (in print, video, or photographic form) along with a 5 page theoretical case for the proposed intervention. Your theoretical intervention should draw on research, evidence, and ideas presented within and beyond this class. If you decide on the second option, you will be asked to analyse an existing campaign (hand washing, HIV, HPV, violence prevention on campus, slut-shaming, and pink ribbon campaigns are only a few of

many examples) from a critical perspective using your own research along with theory introduced in this course. Submit an 8 page report along with snapshots or photocopies of the campaign. I highly recommend that you consult with me prior to developing your project.

### **Class Engagement Self Evaluation**

This assignment is mandatory. Please submit a one-page written self-evaluation of your engagement in class along with a letter grade. In your self-evaluation, you should demonstrate that you have engaged with the readings and lectures by referencing them as you reflect on what you have learned.

### **Commitment to Class Discussions and Course Materials**

The course is structured as a weekly 3-hour lecture and seminar, which works best when students are prepared to participate fully in class discussions. Course assignments emphasize student engagement with course theory and reading material.

### **Course Policies on Late Submission of Work**

Assignments are accepted before or on the due date. Extensions are provided only if you contact me ahead of time or provide documentation of a medical or life emergency. Otherwise, there is a 2% penalty per day for late assignments.

### **Timely Feedback on Work**

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows you to measure your understanding of material and your progress on learning objectives. All University of Guelph instructors must provide meaningful and constructive feedback to students prior to the 40th class day.

### **Academic Misconduct**

It is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>>

### **Email Contacts**

Every student is expected to have a Guelph email address and to check it regularly. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you will be sent an email on your Guelph account. It is your responsibility to attend class and if you have missed a class, seek out one of your classmates to inquire about missed course material. Email can be used to set up appointments with me, or to ask practical questions that require brief answers. You are welcome to ask questions requiring detailed responses during class or office hours.

### **Accessibility**

The University of Guelph Accessibility Statement: The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities (soon to be re-named Student Accessibility Services) as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email <csd@uoguelph.ca> or refer to the CSD website <<http://www.uoguelph.ca/csd/>>. The standard statements are available on the AVPA website (undergraduate courses) or from the Office of Graduate Studies (Graduate Courses). The University is committed to accessibility and will provide the necessary resources to students through the Centre for Students with Disabilities.

Course Accessibility Statement: I expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging in the classroom. I also expect that as a class, we will collectively attend to and respect all of these needs. As such, we will begin this class with a discussion about accessibility and how we can collectively, and perhaps creatively, make the classroom accessible to everyone. If you do not feel comfortable sharing your accessibility needs in class, please talk to me or visit: Centre for Students with Disabilities (Student Accessibility Services) at 519-824-4120 ext. 56208 or email <csd@uoguelph.ca> or refer to the CSD website. If you want to pursue the question of access and accommodation more fully please consider checking out "Beyond Compliance" <<http://bcccsyracuse.wordpress.com/info-package/>>, which is a more radical accessibility statement.

### **Feminist- and Social Justice-Informed Classroom Interactions**

This is a feminist and social justice oriented classroom, where we aim to engage with each other in respectful and thoughtful conversations about the relationship between social relations and injustices and social differences/identities including sex, class, race, age, culture, disability, aboriginality, and sexuality, and health. Attendance is mandatory. Because a significant part of the course will be classroom discussion, a major assignment is keeping up with readings, participating in dialogue an informed way, and providing ethical feedback to other students. You should come to class not only having done the assigned reading, but also

having thought about it and having prepared some points/questions for discussion. Your responses to other students should not be negative. As an engaged learner, your job is to enter into conversations about what was read/heard, and your responses to the ideas presented. You are asked to structure your responses along the following:

- Identifying the ideas that engage you  
*As you read texts or listen to the lectures, presentations, and discussions which ideas caught your attention or captured your imagination? Which ones stuck a chord for you?*
- Describing the intentions of the writers or speakers  
*What values and principles regarding people, their health and well-being, and the world more generally do these ideas evoke? What do the ideas suggest to you about the writers' or speakers' purposes and commitments?*
- Situating your responses  
*What is it about your own life experiences or interests that account for why these ideas caught your attention? Do you have a sense of which aspects of you own experiences resonated with these ideas?*
- Identifying gaps and spaces  
*What are some gaps and spaces that you notice in each reading? What areas do you think need further exploration in this topic area? What remains confusing, unclear, or underdeveloped? What suggestions in the form of other authors and ideas can you offer to help the analysis along?*
- Recognising your movement  
*How have you been moved on account of engaging with these ideas? Where have these ideas taken you? How have you shifted as a result of listening to and participating in the development of these ideas?*

(Response guidelines adapted from White, M. (2002). Outsider witness responses. In Narrative therapy. Toronto: Gail Appel Institute.)

## **Gender and Health Schedule of Topics and Readings Fall 2014**

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### **Part 1: Contexts of Health**

#### **September 9 – Introductory Class**

*Review of course syllabus, grading system, major assignments for course*

**September 16 – Otherness and Illness**

*The sexed, raced, and classed politics of sickness*

*History of construction and medicalization of gendered bodies*

*Gender, class, and race bias in biomedicine and the destruction of “deviant” bodies*

1. Lorber, Judith and Lisa Jean Moore (2002). Gender and the social construction of illness: An overview. In *Gender and the social construction of illness*. Lanham MD: Alta Mira Press, 1-12. [BOOK]
2. Ehrenreich, Barbara and Deirdre English (1973/2011). *Complaints and disorders: The sexual politics of sickness*. New York: The Feminist Press, pp 7-140. [2<sup>ND</sup> EDITION REQUIRED; BOOK]
3. Proctor, Robert (2008). The destruction of lives not worth living. In Claudia Malacrida and Jacqueline Low, Eds. *Sociology of the body: A reader*. Toronto: Oxford University Press, 205-211. [COURSELINK]

**Optional Film Resources:**

*Typhoid Mary: The Most Dangerous Woman in America* (Mary Porter, Director, Boston: Nova/WGBH, 2005), 60 minutes.

*Sexual Madness* (1938) and *Historic Venereal Disease Films* (1944) (Quality Information Publishers, 2006), 30 minutes.

*Passion & Power: The Technology of the Orgasm* (Directed by Wendy Slick & Emiko Omori, First Run Features, 2008), 74 minutes.

*Homo Sapiens 1900* (Directed by Peter Cohen, First Run Features, 1999), 85 minutes.

**September 23 – Beyond Biomedicine: Social Determinants of Health**

*Introduction to social and intersectional models of health*

*States and markets as determinants of health*

4. Lorber, Judith and Lisa Jean Moore (2002). Women get sicker but men die quicker: Social epidemiology. In *Gender and the social construction of illness*. Lanham MD: Alta Mira Press, 13-36. [BOOK]
5. Commission on the Social Determinants of Health (2008). Executive summary. *Closing the gap in a generation: Health equity through action on the social determinants of health*. Geneva, Switzerland: World Health Organization. 1-40. [COURSELINK]
6. Hankivsky, Olena and Renee Cormier (2009). *Intersectionality: Moving Women’s Health Research and Policy Forward*. Vancouver: Women’s Health Research Network. pages 1-18 and 43-53. [COURSELINK]

7. Schofield, Tony (2010). Men's health and well-being. In Ellen Kuhlmann & Ellen Annandale, Eds. *The Palgrave Handbook of Gender and Healthcare*. New York: Palgrave Macmillan, 273-289. [COURSELINK]

8. Adelson, Naomi (2005). The embodiment of inequality: Health disparities in Aboriginal Canada. *Canadian Journal of public health*, 26(2), S45-S61. [COURSELINK]

**Optional Film Resources:**

*Health for Sale* (Directed by Michele Mellara and Alessandro Rossi, First Hand Films, 2007), 53 minutes

*Women at the Intersection of Racism and Other Oppressions* (Centre for Women's Global Leadership, 2003), 30 minutes.

*Bullshit* (Directed by Peå Holmquist and Suzanne Khardalian, New York: The Cinema Guild, 2005), 73 minutes.

*The Beloved Community* (Directed by Pamela Calvert, Detroit Public Television), 56 minutes.

*Unnatural Causes: Is Inequality Making Us Sick?* (Produced by the Joint Centre for Political and Economic Studies Health Policy Institute, California Newsreel, 2008), 4 hours

**September 30 – The Social Construction of Bodies and Health**

*How culture shapes biology and bodily experience*

*Social construction of gendered, sexed, raced, and disabled bodies*

9. Sturken, Marita and Lisa Cartwright (2002). Scientific looking, looking at science. In *Practices of looking*. Toronto: Oxford University Press, 279-313. [COURSELINK]

10. Martin, Emily (2013). The egg and the sperm. In Margaret Hobbs and Carla Rice, Eds. *Gender and Women Studies in Canada: Critical Terrain*. Toronto: Canadian Scholars/Women's Press, 1-7. [COURSELINK]

11. Silverberg, Cory (2012). *What makes a baby*. Toronto: Zóball Press. [BOOK]

12. Lorber, Judith and Lisa Jean Moore (2002). Gender and disability: Contradictions and status dilemmas. In *Gender and the social construction of illness*. Lanham MD: Alta Mira Press, 53-69. [BOOK]

**Optional Film Resources:**

*Sound and Fury*, (Directed by Josh Aronson, Santa Monica, CA: Next Wave Films, 2000), 55 minutes.

*Sound and Fury, 6 Years Later* (Directed by Josh Aronson, Santa Monica, CA: Next Wave Films, 2006), 29 minutes.

*Shameless: The ART of Disability* (Directed by Bonnie Sherr Klein, Montreal: National Film Board of Canada, 2006), 70 minutes.



*Tying Your Own Shoes* (Directed by Shira Avni, Montreal: National Film Board of Canada, 2010), 16 minutes.

*Double the Trouble, Twice the Fun* (Dir. Pratibha Parmar, London: Channel Four Television, 1992), 25 minutes.

Films from *Project Revision* and *Envisioning New Meanings of Disability and Difference* (Toronto and Guelph: *Envisioning New Meanings of Disability and Difference* and *Project Revision*), 3 minutes.

**October 7 – Vulnerability and Responsibility: Who Carries the Burden and Blame of Disease?**

*Contextualizing global vulnerabilities to cancer and HIV/AIDS*

*Discourses of responsibility in HIV/AIDS and cancer prevention and treatment*

**1<sup>ST</sup> REFLECTIONS (INCLUDING CURRENT WEEK) DUE BY 11:30 AM IN LECTURE**

13. Lorber, Judith and Lisa Jean Moore (2002). A modern plague: Gender and AIDS. In *Gender and the social construction of illness*. Lanham MD: Alta Mira Press, 109-135. [BOOK]

14. Msimang, Sisonke (2003). HIV/AIDS, globalization and the international women's movement. *Gender and Development*, 11(1), 109-113. [COURSELINK]

15. Rosenberg, Dorothy Goldin (2010). Feminist perspectives on breast cancer, environmental health and primary prevention: The case for the precautionary principle. *Canadian Woman Studies*; 28, 2/3; 19-29. [COURSELINK]

16. King, Samantha (2006). The culture of survivorship and tyranny of cheerfulness. In *Pink ribbons, inc: Breast cancer and the politics of philanthropy* (pp. 101-115). Minneapolis: University of Minnesota Press. [COURSELINK]

17. Gray, Ross (2003). *Prostate Tales: Men's experiences with prostate cancer*. Harriman TN: Men's Studies Press. Jed Meets Brad and Steven, pp. 51-60. [COURSELINK]

**Optional Film Resources:**

*My Left Breast: An Unusual Film about Cancer* (Directed by and featuring Gerry Rogers, Toronto: CBC Newsworld and Pope Productions, 2001), 57 minutes.

*Absolutely Safe* (Directed by Carol Caincutti-Leyva, New York: Amaranth Productions, 2008), 83 minutes.

*A Closer Walk* (Directed by Robert Bilheimer, Worldwide Documentaries Production, 2002-2003), 85 minutes.

*Pills, Profits, Protests: Chronicle Of The Global Aids Movement* (Directed by Anne-Christine d'Adesky, Outcast Films, 2005), 60 min

*Coming to Say Goodbye: Stories of AIDS in Africa* (Old Dog Documentaries, 2008) 30 minutes.

*SASA! Women, Violence and HIV* (Kampala, Uganda, 2007), 30 minutes.

*Pink Ribbons, Inc* (Directed by Lea Pool, Montreal: National Film Board of Canada), 98 minutes.

*In the Family* (Directed by Joanna Rudnick, First Run Features, 2008), 83 minutes.

*Wit* (Directed by Mike Nichols, HBO Films and Avenue Pictures Production, 2001), 99 minutes.

**October 14 – Study Break Day: Class Rescheduled to Thursday, November 27**

**October 21 – Beyond “Western Eyes:” How Processes of Colonization and Globalization Affect Health**

*Recognizing the western gaze on “third world” and indigenous people*

*How histories and legacies of colonialism shape people’s health*

*Women’s and people’s health movements*

18. Narayan, Uma (2000). Undoing the “package picture” of cultures. *Signs*, 25(4), 1083-1086.

[COURSELINK]

19. Browne, Annette, Victoria Smye, and Colleen Varcoe (2007). Post-colonial-feminist theoretical perspectives and women’s health. In Marina Morrow, Olena Hankivsky, and Colleen Varcoe, (Eds.). *Women’s health in Canada: Critical perspectives on theory and policy*. Toronto: University of Toronto Press, 124-138. [COURSELINK]

20. Jaggar, Alison (2002). Vulnerable women and neo-liberal globalization: Debt burdens undermine women’s health in the global south. *Theoretical Medicine*, 23, 425-440.

[COURSELINK]

21. National Aboriginal Health Organization (NAHO) (n.d.) *Fact Sheet: Cultural Safety*. Ottawa.

[COURSELINK]

**Optional Film Resources:**

*Finding Dawn* (Directed by Christine Welsh, Montreal: National Film Board of Canada, 2006), 73 minutes.

*Mohawk Girls* (Directed by Tracey Deer, Montreal: Rezolution Pictures International and the National Film board of Canada, 2005), 53 minutes.

*Muffins for Granny* (Directed by Nadia McLaren, Mongrel Media, 2007), 88 minutes.

*The People of the Kattawapiskak River* (Directed by Alanis Obomsawin, National Film Board of Canada, 2012), 51 minutes.

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**Part II: Gendering Health Across the Life Span**

**October 28 – Gendered Violence: Debates and Dilemmas**

*Relationship of structural violence to girls’ and boys’ suffering in a globalizing era*

*Concepts, contexts, and experiences of violence*

*The case of female genital cutting: Violent act or virtuous practice?*

22. Farmer, Paul (2005). On suffering and structural violence: Social and economic rights in the global era. In *Pathologies of power: Health, human rights, and the new war on the poor*. Berkeley, CA: University of California Press, 29-50. [COURSELINK]

23. Lorber, Judith and Lisa Jean Moore (2002). Genital Surgeries: Gendering Bodies. In *Gender and the social construction of illness*. Lanham MD: Alta Mira Press, 93-108. [BOOK]

24. Abusharaf, Rogata Mustafa. (2001). Virtuous cuts: Female genital mutilation in an African ontology. *Differences: A Journal of Feminist Cultural Studies*, 12, 112-140. (Read pages 1-15). [COURSELINK]

25. Gonzales, Maya Christina (2010). *Gender now: A learning adventure for children and adults*. San Francisco: Reflection Press. (pp. 2-7). [COURSELINK]

26. Dreger, Alice (August 21, 2009). Where's the rulebook for sex verification? *New York Times*. Retrieved from <<http://www.nytimes.com/2009/08/22/sports/22runner.html>> [COURSELINK]

27. Smith, Andrea (2005). *Conquest: Sexual violence and American Indian genocide*. Cambridge, MA: South End Press. Chapter 1: Sexual violence as a tool of genocide, 7-33. [COURSELINK]

**Optional Film Resources:** *Gender Trouble* (Directed by Roz Mortimer, Seventh Art Releasing, 2002), 24 min.

*Tomboy* (Written by Karleen Pendleton Jimenez, Toronto: Coyle Productions, 2006), 10 minutes.

*Orchids: My Intersex Adventure* (Directed by Phoebe Hart, New York: Women Make Movies, 2010), 60 minutes.

*XXY* (Directed by Lucía Puenzo, Historias Cinematograficas Cinemania, Wanda Visión S.A., Pyramide Films 2007), 86 minutes.

#### **November 4 – Sex Education or Miseducation?**

*Social and medical regulation of menstruating bodies*

*Debates and dilemmas surrounding sexuality and sex education in schools*

28. Steinem, Gloria (2004). If men could menstruate—A political fantasy. In Nancy Worcester and Mariamne Whatley, Eds. *Women's health: Readings on social, economic, and political issues*, 4<sup>th</sup> Edition. Dubuque, IA: Kendall/Hunt Publishing, 195-196. [COURSELINK]

29. Valenti, Jessica (2009). The cult of virginity. *The purity myth: How America's obsession with virginity is hurting young women*. Berkeley, CA: Seal Press, 17-40. [COURSELINK]

30. Pascoe, C.J. (2012). "Making masculinity: Adolescence, Identity and high school" and "Compulsory heterosexuality." In C. J. Pascoe, *Dude, You're a fag: Masculinity and sexuality in high school*. Los Angeles: University of California Press, 1-16 and 84-114. [COURSELINK]
31. Gonick, Marnina (2013). Sugar and spice and something more than nice? Queer girls and transformations of social exclusion. In M. Hobbs and C. Rice, Eds. *Gender and Women Studies in Canada: Critical Terrain*. Toronto: Canadian Scholars/Women's Press, 1-16. [COURSELINK]
32. Rainbow Health Ontario (n.d.). *LGBT youth suicide: Fact sheet*, Toronto. [COURSELINK]

**Optional Film Resources:**

- Period: The End of Menstruation?* (Directed by Giovanna Chesler, New York: The Cinema Guild, 2006), 54 minutes.
- Historic Menstruation Films* (Quality Information Publishers, 2006), 15 minutes.
- Classic Sex Education Films - Human Reproduction and Sex Attitudes of Adolescents* (Quality Information Publishers, 2006), 15 minutes.
- Going on 13* (Directed by Kristy Guevara-Fianagan and Dawn Valadex, Vaquera Films, 2008), 73 minutes.
- Ma Vie En Rose (My Life in Pink)* (Dir. Alain Berliner, Haut et Court, 1997)
- Fish Can't Fly: Conversations about God and Struggling to be Gay* (Dir. Tom Murray, T. Joe Murray Productions, 2005), 83 minutes.
- I Exist: Voices from the Lesbian and Gay Middle Eastern Community in the US* (Dir. Peter Barbosa, Arab Film Distribution and Eye Bite, 2004), 90 minutes.
- 5 Girls* (Dir. Maria Finitzo, Kartemquin Films, 2001), 120 minutes.
- Transgeneration*, Episodes 7 & 8 (Dir. Jeremy Simmons, A World of Wonder Productions, 2006), Episode 7: 25 min; Episode 8: 50 minutes.
- Sexy Inc, Our Children Under the Influence* (Directed by Sophie Bissonnette, National Film Board of Canada), 35 minutes.
- Orgasm Inc: The Strange Science of Female Pleasure* (Directed by Liz Canner, First Run Features, 2009), 80 minutes.
- Under Wraps* (Directed by Teresa MacInnes, Montreal: National Film Board of Canada, 1996), 56 minutes.

**November 11 – Bias Against Bodies: Embodiment and Health**

*Beauty, body image, and eating problems*

*Impact of body biases on health and access to health care*

33. Rice, Carla (2009). Exacting beauty: Exploring women's body projects and problems in the 21<sup>st</sup> century. In Nancy Mandell (Ed.), *Feminist issues: Race, class and sexuality* (5<sup>th</sup> Edition) Toronto: Pearson Canada, Inc. 131-160 [COURSELINK]

34. Namaste, Viviane (2006). Access denied: Experiences of transsexuals and transgendered people with health care and social services in Toronto. In Viviane Namaste, *Invisible lives: The*

*erasure of transsexual and transgendered people*, Chicago: University of Chicago Press, 157–189 [COURSELINK]

35. Mason, Gay (2008). Looking into masculinity: Sport, media, and the construction of the male body beautiful. In In C. Malacrida and J. Low, Eds. *Sociology of the body: A reader*. Toronto: Oxford University Press, PP. 267-273. [COURSELINK]

36. Rainbow Health Ontario (n.d.) *Transition options for gender independent children and adolescents*. Toronto. [COURSELINK]

**Optional Film Resources:**

*Southern Comfort* (Directed by Kate Davis, Santa Monica: Next Wave Films, 2003), 90 minutes.

*A Girl Like Me* (Directed by Kiri Davis, Reel Works Teen Filmmaking, 2005), 10 minutes.

*Cruel and Unusual* (Directed by Janet Baus, Dan Hunt, and Reid Williams, Alluvial Filmworks, 2006), 60 minutes.

*Red Without Blue* (Directed by Brooke Sebold, Benita Sills & Todd Sills, Indiepix & Cinema Libre), 74 minutes.

*The Body Beautiful* (Ngoshi Onwurah, Woman Make Movies), 30 minutes.

*This is My Body: A Film by High School Girls* (Directed by Andrea Levy, National Film

*Naked on the Inside* (Directed by Kim Farrant, Australia: Madma. Mad for Entertainment, 2006), 82 minutes.

*Western Eyes* (Dir. Anne Shin, Montreal: National Film Board of Canada, 2000), 40 minutes.

**November 18 – “Mental Illness” and Power Relations**

*“Mental illness” or madness?*

*History of madness and othering*

*Medicalisation of structural oppression*

**2<sup>nd</sup> REFLECTIONS (INCLUDING CURRENT WEEK) DUE BY 11:30 AM IN LECTURE**

37. Marecek, Jeanne and Hare-Mustin, Rachel T. (2009). Clinical psychology: The politics of madness. In Dennis Fox, Isaac Prilleltensky & Stephanie Austin (Eds.). *Critical psychology: An introduction*. 2nd Ed. (pp. 75-92). Thousand Oaks, CA: Sage Publications. [COURSELINK]

38. Shimrat, Irit (2013). The tragic farce of “community mental health care.” In Brenda A. LeFrançois, Robert Menzies & Geoffrey Reaume (Eds.). *Mad matters: A critical reader in Canadian mad studies*. (pp. 144-157). Toronto: Canadian Scholars’ Press. [COURSELINK]

39. Kirmayer, Laurence, Caroline L. Tait and Cori Simpson (2009). The mental health of Aboriginal peoples in Canada: Transformations of identity and community. In Laurence Kirmayer and Gail Guthrie Valaskakis, (Eds.) *Healing traditions: The mental health of Aboriginal peoples in Canada* (pp. 3-35). Vancouver, BC: UBC Press. [COURSELINK]

40. McClintock, Anne (2001). *Double crossings: Madness, sexuality and imperialism*. Vancouver: Ronsdale Press. [COURSELINK]

**Optional Film Resources:**

*The Lobotomist* (Dir. Barak Goodman, PBS and Ark Media, 2008), 60 minutes.

*M.A.M.A.: Mothers, Medicine and Madness* (Dir. Amy Sommer, Fifth Estate Productions, 2004) 100 minutes.

*Refrigerator Mothers* (Dir. David Simpson, Kartemquin Educational Films, 2002) 53 minutes.

*The New Asylums* (PBS, 2005), 60 minutes.

**November 25 – Reproductive Justice**

*History of birth control and control of reproduction in the west*

*Intersectionality and reproductive in/justice*

*Dilemmas surrounding genetic and assisted conception technologies*

41. Egan, Carolyn and Linda Gardner. (2004). Racism, women's health and reproductive freedom. In Althea Prince and Susan Silva Wayne, eds. *Feminisms and womanisms*. Toronto: Women's Press, pp. 263-268. [COURSELINK]

42. Hartmann, Betsy, (1995). Sterilization and abortion. In *Reproductive rights and wrongs*. Boston: South End Press, 243-267. [COURSELINK]

43. Savage, Brian. (June 1998). Large numbers of Natives were sterilized. *Alberta Native News*. [COURSELINK]

44. Population and Development Program and Rickie Solinger (2008). 10 reasons to re-think overpopulation; What is reproductive justice? and Conditions of reproductive justice. In SisterSong Women of Color Reproductive Health Collective, *Reproductive justice briefing book: A primer on reproductive justice and social change*. Atlanta: Sistersong, pp. 1-7. [COURSELINK]

45. Cross, Katherine. (26 August, 2014). The price of our blood: Why Ferguson is a reproductive health issue. *RH Reality Check*. Retrieved from <<http://rhrealitycheck.org/article/2014/08/26/price-blood-ferguson-reproductive-justice-issue/>>

**Optional Film Resources:**

*The Human Laboratory* (London, British Broadcasting Corporation, 1996), 50 minutes.

*In Our Own Image* (Directed by Caroline Maria, Montreal: National Film Board of Canada, 2004), 40 minutes.

*Leona's Sister Gerri* (Directed by Jane Gilooly, Docurama), 75 minutes.

*The Coat Hanger Project* (Directed by Angie Young, 2008), 53 minutes.

*Made in India* (Directed by Rebecca Haimowitz & Vaishali Sinha, India and USA), 97 minutes.

*Test Tube Babies* (Directed by Chana Gazit & Hilary Klotz Steinman, Boston: WGBH American Experience), 60 minutes.

*Sterilization of Lielani Muir* (Directed by Glynis Whiting, National Film Board of Canada, 1996), 47 minutes

**November 27 – Historical and Contemporary Perspectives on Childbirth**

*Historical and contemporary experiences of pregnancy and birthing*

*Reproductive rights and women's control over pregnancy and birthing*

*Reflections on the rebirth and regulation of midwifery*

**HEALTH CAMPAIGN ASSIGNMENT AND SELF EVALUATION DUE BY 11:30 AM IN LECTURE**

46. Greaves, Lorraine & Nancy Poole (2005). Victimized or validated? Responses to substance-using pregnant women. *Canadian Woman Studies*, 24(1), 87-92. [COURSELINK]

47. Shroff, Farah (1997). Midwifery—From rebellion to regulation: The rebirth of an ancient calling. Farah Shroff (Ed.) *The new midwifery: Reflections on renaissance and regulation*. Toronto: The Women's Press, 15-31. [COURSELINK]

48. Nestel, Sheryl (2006). Introduction: A new profession to the white population in Canada. In Sheryl Nestel, *Obstructed labour: Race and gender in the re-emergence of midwifery*, (pp. 3-16). Vancouver: University of British Columbia Press. [COURSELINK]

49. Maternal Health Task Force (2012). A manifesto for maternal health post-2015. *The Lancet*, 381, 601-602. [COURSELINK]

50. Women and Health Care Reform (2007). *Maternity matters: Why should we be concerned about the state of maternity care?* Winnipeg: Canadian Women's Health Network, pp. 1-17. [COURSELINK]

**Optional Film Resources:**

*Born in the USA* (Directed by Jarmel, M. and Schneider, K. PBS, Independent lens, 2000) 56 minutes.

*Midwifery in Ontario* (Created by the Association of Ontario Midwives and Midwifery Education Programme, Toronto: Fieldstone Video and Film), 17 minutes.

*Love, Labor, Loss* (Directed by Lisa Russell, New York: Governess Films, 2005), 58 minutes.

*Classic Pregnancy and Childbirth Films – Dream Hospital* (Quality Information Publishers, 2006), 15 minutes.

*The Helper: Midwifery in the Canadian Arctic* (Directed by Pauktuutit: Inuit Women's Association, Inuit Broadcasting Corporation), 51 minutes.

*And Baby Makes Two* (Directed by Judy Katz and Oren Rudavsky, New York: Independent Television Service, 1999), 60 minutes.

*Latching On: The Politics of Breastfeeding in America* (Directed by Katja Esson, New York: Women Make Movies, 2010), 36 minutes.