

FRAN 4070, 2013-2014
Gender and Health

Instructor: Professor Carla Rice
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Office Hours: Thursday 12:00PM to 2:00PM, By appointment
Course Time: Thursday 8:30AM – 11:30AM
Course Location: MACK 230 (Code: 85240)

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 three parts:

1. Historical, Social, Economic, 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
Politics of reproductive health, technologies, diseases affecting people of all genders
Disability, aging, and death and dying

3. Gender, Environments, and Health

Women and men as formal and informal care recipients and providers
Impact of economic restructuring and health care reform on gender/social justice and health equity
Gendering environmental health issues

Course Objectives

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

We will work with **three** texts and course readings. The following course readings will be available for purchase from the Bookstore and/or accessed through the library:

Ehrenreich, Barbara and Deirdre English (1973/2011). *Complaints and disorders: The sexual politics of sickness*. New York: The Feminist Press. **2ND 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.

Gender and Health 4070 Articles (2012-2013). Developed by Professor Carla Rice.

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.

Assignments	Weighting	Due Date
1 st Reflection Due	30%	Feb 6 (class)
2 nd Reflection Due	30%	March 27 (class)
Self Evaluation	10%	April 3 (class)
Health Campaign	30%	April 3 (class)

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-reflectivity—your recognition 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 Graduate Calendar:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1609.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.

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 Winter 2014

Part 1: Contexts of Health

JAN 9 Introductory Class

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

JAN 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. [ASSIGNED TEXT]
2. Ehrenreich, Barbara and Deirdre English (1973/2011). *Complaints and disorders: The sexual politics of sickness*. New York: The Feminist Press, PP 7-140. [2ND EDITION REQUIRED; ASSIGNED TEXT]
3. Proctor, Robert (2008). The destruction of lives not worth living. In C. Malacrida and J. Low, Eds. *Sociology of the body: A reader*. Toronto: Oxford University Press, PP. 205-211. [ARES]

Optional Film Resources:

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

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

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

Homo Sapiens 1900 (Directed by Peter Cohen, First Run Features, 1999), 85 mins

JAN 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. [ASSIGNED TEXT]

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. Download at: http://www.who.int/social_determinants/thecommission/finalreport/en/index.html

6. Hankivsky, Olena & Renee Cormier (2009). *Intersectionality: Moving Women's Health Research and Policy Forward*. Vancouver: Women's Health Research Network. pages 1-18 and 43-53. Download at: <http://www.sfu.ca/iirp/publications.html>.

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 Macmillian, 273-289. [ARES]

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

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 mins.

Bullshit (Directed by PeA Holmquist and Suzanne Khardalian, New York: The Cinema Guild, 2005), 73 mins.

The Beloved Community (Directed by Pamela Calvert, Detroit Public Television), 56 mins

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

JAN 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 Cartwright, Lisa (2002). Scientific looking, looking at science. In *Practices of looking*. Toronto: Oxford University Press, 279-313. [ARES]

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

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

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. [ASSIGNED TEXT]

Optional Film Resources:

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

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

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

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

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 mins.

FEB 6 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

1ST REFLECTIONS DUE INCLUDING CURRENT WEEK – LATE REFLECTIONS WILL BE GRADED IN MARCH

13. Narayan, Uma (2000). Undoing the "package picture" of cultures. *Signs*, 25(4), 1083-1086. [ARES]

14. Browne, Annette, Smye, Victoria, and Varcoe, Colleen (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. [ARES]

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

16. NAHO National Aboriginal Health Organization (NAHO) (n.d.) *Cultural Safety Fact Sheet*. Ottawa: Author. [ARES]

Optional Film Resources:

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

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

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

The People of the Kattawapiskak River (Directed by Alanis Obomsawin, National Film Board of Canada, 2012), 50 min 14 s

Part II: Gendering Health Across the Life Span

FEB 13 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?

17. 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. [ARES]

18. 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. [ASSIGNED TEXT]

19. 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 numbered 1-15). [ARES]

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

21. Dreger, Alice (August 21, 2009) Where's the Rulebook for Sex Verification? *New York Times*, D1. Access at:
<http://www.nytimes.com/2009/08/22/sports/22runner.html> [ARES]

22. 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. [ARES]

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 mins.

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

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

FEB 20 WINTER BREAK

FEB 27 Sex Education or Miseducation?

Social and medical regulation of menstruating bodies

Debates and dilemmas surrounding sexuality and sex education in schools

23. 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*, 4th Edition. Dubuque, IA: Kendall/Hunt Publishing, 195-196. [ARES]

24. 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. [ARES]

25. 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. [ARES]

26. 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. [ARES]

27. Rainbow Health Ontario (n.d.). *LGBT Youth Suicide: Fact Sheet*, Toronto: Author, pp. 1-3. [ARES]

Optional Film Resources:

Period: The End of Menstruation? (Directed by Giovanna Chesler, New York: The Cinema Guild, 2006), 54 mins.

Historic Menstruation Films (Quality Information Publishers, 2006), 15 mins.

Classic Sex Education Films - Human Reproduction and Sex Attitudes of Adolescents (Quality Information Publishers, 2006), 15 mins.

Going on 13 (Directed by Kristy Guevara-Fianagan and Dawn Valadex, Vaquera Films, 2008), 73 mins.

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 mins.

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 mins.
5 Girls (Dir. Maria Finitzo, Kartemquin Films, 2001), 120 mins.
Transgeneration, Episodes 7 & 8 (Dir. Jeremy Simmons, A World of Wonder Productions, 2006), Episode 7: 25 min; Episode 8: 50 mins
Sexy Inc, Our Children Under the Influence (Directed by Spohie Bissonnette, National Film Board of Canada), 35 mins.
Orgasm Inc: The Strange Science of Female Pleasure (Directed by Liz Canner, First Run Features, 2009), 80 mins
Under Wraps (Directed by Teresa MacInnes, Montreal: National Film Board of Canada, 1996), 56 mins.

MARCH 6 Bias Against Bodies: Embodiment and Health

Beauty, body image, and eating problems

Impact of body biases on health and access to health care

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

29. 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 [ARES]

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

31. Rainbow Health Coalition (n.d.) *Transition options for gender independent children and adolescents*. Toronto: Author, pp. 1-2. [ARES]

Optional Film Resources:

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

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

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

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

The Body Beautiful (Ngoshi Onwurah, Woman Make Movies), 30 mins

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 mins

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

MARCH 13 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

32. 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. [ARES]

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

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

35. Population and Development Program and Rickie Solinger (2008). 10 reasons to rethink 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. [ARES]

Optional Film Resources:

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

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

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

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

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

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

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

MARCH 20 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

36. Greaves, Lorraine & Nancy Poole (2005). Victimized or validated? Responses to substance-using pregnant women. *Canadian Woman Studies*, 24(1), 87-92. [ARES]
37. 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. [ARES]
38. 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. [ARES]
39. Maternal Health Task Force (2012). A manifesto for maternal health post-2015. *The Lancet*, 381, 601-602. [ARES]
40. 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. [ARES]

Optional Film Resources:

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

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 mins

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

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

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

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

Part III: Gendering Environments and Health

MARCH 27 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

2ND REFLECTIONS DUE INCLUDING CURRENT WEEK

41. 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. [ASSIGNED TEXT]
42. Msimang, Sisonke (2003). HIV/AIDS, globalization and the international women's movement. *Gender and Development*, 11(1), 109-113. [ARES]
43. 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. [ARES]
44. 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. [ARES]
45. 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. [ARES]

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 mins.
- Absolutely Safe* (Directed by Carol Caincutti-Leyva, New York: Amaranth Productions, 2008), 83 mins
- A Closer Walk* (Directed by Robert Bilheimer, Worldwide Documentaries Production, 2002-2003), 85 mins.
- 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 mins
- SASA! Women, Violence and HIV* (Kampala, Uganda, 2007), 30 mins.
- Pink Ribbons, Inc* (Directed by Lea Pool, Montreal: National Film Board of Canada), 98 mins
- In the Family* (Directed by Joanna Rudnick, First Run Features, 2008), 83 mins.
- Wit* (Directed by Mike Nichols, HBO Films and Avenue Pictures Production, 2001), 99 mins.

APRIL 3 Politics and Poetics of Aging and Caring Plus

Living Environments and Health

- Critical perspectives on menopause and aging*
- Impact of health care reform on caregivers and receivers in Canada*
- How environments shape human health*
- Impact of social inequities on living environments*

FINAL ASSIGNMENT AND SELF EVALUATION DUE BY 8:30AM IN LECTURE. LATE ASSIGNMENTS AND LATE SELF EVALUATIONS WILL NOT BE ACCEPTED.

46. O'Grady, Kathleen (2003). Reclaiming menopause. *Women's Studies Quarterly* 31 (1 & 2), 137-144. [ARES]

47. Lorber, Judith and Lisa Jean Moore (2002). Hierarchies in health care: Patients, professionals, and gender. In *Gender and the social construction of illness*. Lanham MD: Alta Mira Press, 37-51. [ASSIGNED TEXT]

48. National Coordinating Group on Health Care Reform and Women. (2002). *Women and Healthcare Reform*. 2002. Download at:
http://www.womenandhealthcarereform.ca/en/work_hcr.html [ARES]

49. Marshall, Barbara and Katz, Stephen (2008). Forever functional: Sexual fitness and the aging male body. In C. Malacrida and J. Low, Eds. *Sociology of the body: A reader*. Toronto: Oxford University Press, pp. 334-341. [ARES]

Optional Film Resources:

Complaints Of A Dutiful Daughter (Directed by Deborah Hoffmann, New York: Women Make Movies, 1996), 44 min

Look Us in the Eye: The Old Women's Project, (Directed by Jennifer Abod, Frameline Films, 2006), 27 mins.

Mabel's Saga (Directed by JoDee Samuelson, National Film Board of Canada, 2004), 11 mins.

Bhopal: The Search for Justice. (Directed by Lindalee Tracey and Peter Raymont, Montreal: National Film Board of Canada, 2004), 52 mins.

Drowned Out, (Directed by Franny Armstrong, Cinema Libre Distribution, 2006), 87 mins.

The Shape of Water (Directed by Kum Kum Bhavnani, 2006), 70 minutes

My Toxic Baby (Directed by Min Sook Lee, Storyline Entertainment, 2009)

Maquilapolis: City of Factories (Directed by Vicky Funari and Sergio De La Torre, Independent Television Service, 2006), 68 mins