

WGS 367S - The Politics of Gender and Health **September – December, 2014**

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Lecture: Tuesday 1:00pm - 3:00pm, Room – Sidney Smith, Room 1083

Tutorial: Tuesday 3:00pm – 4:00pm, Rooms 523 & 524, Wilson Hall

COURSE DESCRIPTION: This interdisciplinary course is an introduction to critical concepts and approaches used to investigate and theorize the intersections of gender, health and biomedicine, particularly in the context of women’s lives both locally and transnationally. A key focus is on the politics of power/knowledge at the intersection of medical discourses and various axis of difference, as well as the ways – theoretical and practical - that feminists have responded to medicalization. Drawing on both historical and contemporary material, we will consider the ways medicine has operated as a force for social control that organizes and disciplines populations, primarily through its ability to construct particular bodies as deviant. Using an intersectional analysis we will examine how local and global economies shape women’s health in ways that impact on citizenship, labour, reproduction and other rights-based issues. Class lectures will be supplemented by films and guest speakers.

TUTORIALS: Students will attend bi-weekly tutorials, four in total. The tutorial schedule will be assigned in an organizational tutorial Sept 16. Bi-weekly tutorials begin Sept 23. Students will also attend the Nov 25 World AIDS Day symposium during the 3pm-4pm tutorial time. (See details below)

COURSE READINGS: All course readings have been posted on Blackboard. Readings are also available on a USB stick in the New College library (20 Willcocks St.) on two hour reserve.

<u>ASSIGNMENTS</u>	<u>Value</u>	<u>Due Date</u>
Position Paper (3 pgs excluding bib)	20	Tutorial 1: Sept 23 or Oct 7 Tutorial 2: Sept 30 or Oct 14
Mini Research Paper (5 pgs excluding bib)	30	Tutorial 1: Oct 21 or Nov 4 Tutorial 2: Oct 28 or Nov 11
Final Exam (including extra-curricular activity)	40	Official Exam Period
Tutorial Activities:	10	scheduled tutorial times
• reading summaries (4)		
• object presentation (1)		
• attendance (4 tutorials & World AIDS Day Youth Symposium) (5)		

Bonus Marks

Tutorial self-evaluation

Value

1

Due Date

Dec 2

DETAILS OF ASSIGNMENTS

Position Paper – (3 pages, double-spaced, not including bibliography). Students are required to submit a position paper in their first or second tutorial. (The dates for students in tutorial 1 are Sept 23 or Oct. 7; the dates for students in tutorial 2 are Sept 30 or Oct. 14.) The position paper should deal with the readings assigned for that specific week. The paper should be emailed to your tutorial instructor and a hard copy should be submitted in tutorial. Details for developing the position paper are included below and will be discussed in class. **Value: 20%**

Tips for writing the position paper. Avoid summarizing the readings. Use the position paper to respond critically to the readings (the entire set for that week, although you may privilege one or two), to raise thoughtful questions and to make connections to course material from the previous weeks. In writing your response, try to create conversations across articles. For example, you could identify key themes addressed by the authors noting the differences/similarities in their perspectives and/or how a point raised by one author expands the discussion. A strong position paper will make reference to the theoretical frameworks developed in the course.

Mini Research Paper - (5 pages double-spaced, not including bibliography) Students are required to submit a mini research position paper in their third or fourth tutorial. (The dates for students in tutorial 1 are Oct. 21 or Nov 4; the dates for students in tutorial 2 are Oct. 28 or Nov 11.) The research paper should address a theme from the readings for that specific week. The paper should include at least one reading from the specific week and three outside scholarly sources. *(Please note that reports and newspaper and magazine articles are not scholarly sources. If you are unsure if a particular resource counts as a scholarly source please contact the course instructor.)* The best papers will also reference one – two additional course readings, particularly those that can provide a conceptual or theoretical framework for the discussion. The paper should be emailed to your tutorial instructor and a hard copy should be submitted in tutorial. Details for developing the mini research paper are included below and will be discussed in class. **Value: 30%**

Tips for writing the mini research paper. Clearly identify the topic of your paper. Avoid summarizing the articles you have chosen for your paper. Instead, identify key points in each article that are relevant to your topic. In doing so, try to create conversations across authors. For example, you could discuss the differences/similarities in the authors' perspectives and/or demonstrate how each author contributes differently to the discussion of your topic. A strong mini research paper will make reference to the theoretical frameworks developed in the course and the three additional scholarly sources will be incorporated fully into the discussion and properly referenced in the bibliography.

Extra-curricular activity – To give you an opportunity to apply your learning beyond the classroom you are required to participate in a gender and health activity for two hours outside regular class time. Activities can be on or off campus and may include community events, lectures, volunteer work, conferences, activism etc. Your final exam will include a question that asks you to write a report that includes a description of the activity, how you were involved and a discussion of how the activity addresses issues taken up in the course. Your

discussion must include references from the course readings and may also include information from lectures, tutorials, class videos etc. Possible activities will be announced in class but you are not limited to these suggestions and may choose other gender and health activities of interest to you.

Final Exam - The final exam will include three essay questions, including a question on the extra-curricular activity (see above). Students will be expected to integrate information from course readings, lectures, videos/ guest speakers and tutorials in the formulation of their answers. Questions will be handed out in the final class Dec 2. **Value: 40%**

Tutorial Activities: All students will attend an organizational tutorial Sept 16. Students will be assigned a bi-weekly tutorial schedule that includes four tutorials in total. Students in tutorial 1 will attend tutorials Sept 23, Oct 7, Oct 21 & Nov 4. Students in tutorial 2 will attend tutorials Sept 30, Oct 14, Oct 28 & Nov 11. **Total Value: 10%**

Reading Summaries: Students are required to submit four summaries of the weekly readings, one for each tutorial they attend. The submissions should be a 250 word (approximately) summary of the key themes, arguments, questions raised in the assigned readings for the week. The summaries will be counted, not graded. The summaries are meant to inform tutorial discussions. Each summary should be emailed to your TA *before* the tutorial. Summaries submitted after the tutorial will not receive credit. Value: 4%

Object Presentation: Each student will be assigned a date when they will be required to bring an object relevant to the assigned readings to help lead the tutorial discussion. Value: 1%

Attendance: Students will get credit for each of the four tutorials they attend after the organizational lecture and for attending the 3-4pm time for the World AIDS Day Youth Symposium, Nov 25. Value: 5%

Bonus Marks

Tutorial Self-Evaluation: In the last class, Dec 2, students will have an opportunity to assess their contributions to tutorial based on the assigned tutorial activities and their contributions to tutorial discussions. **Value: 1%**

ADMINISTRATIVE ITEMS

Late Penalty - Assignments handed in late will be penalized 2% of the grade for that assignment per day, including weekends, with the exception of documented medical reasons or evidence of other severe hardship. Please note, however, that any extension for medical or severe hardship reasons must be negotiated with the teaching assistant or the instructor *prior* to the assignment deadline.

Plagiarism - From the Code of Behaviour on Academic Matters: It shall be an offence for a student knowingly: *(d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism.* We have had a growing number of cases of

plagiarism in the past few years and the consequences for some students have been very serious. To avoid this unpleasant situation be sure to review the document "How Not to Plagiarize," available on-line at <http://www.utoronto.ca/writing/plagsep.html>.

GRADING

The Faculty of Arts and Science has outlined the following criteria for letter grades:

A (Excellent): Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B (Good): Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

C (Adequate): Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.

D (Marginal): Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.

E (Inadequate): Evidence of familiarity with only some subject matter; presence of some critical and analytic skills.

F (Wholly Inadequate): Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

RE-MARKS

According to university regulations, re-marks can only be considered within one month of the assignment return date. Requests must be submitted in writing to the appropriate marker and, in making the case for a remark, students must refer to the answer key or sample papers on reserve in the library or the instructors' office.

WGS 367S: Gender and the Politics of Health

September – December, 2014

Course Readings

Sept 9 Introductory and organizational lecture

Sept 16 Conceptual and Theoretical Frameworks

Sen, G., George, A., & Östlin, P. (2002). Engendering health equity: A review of research and policy. In *Engendering International Health: The Challenge of Equity* (pp. 1-33). Massachusetts: Massachusetts Institute of Technology Press.

Doyal, L. (2002). Putting gender into health and globalization debates: New perspectives and old challenges. *Third World Quarterly* (2), 233-250.

Lupton, D. (1997). Foucault and the medicalisation critique. In R. Bunton (Ed.), *Foucault: Health and Medicine* (pp. 94-110). New York: Routledge.

Guthman, J. (2009). Neoliberalism and the Constitution of Contemporary Bodies. In E. Rothblum & S. Solovay (Eds.), *The Fat Studies Reader* (187-196). NY: New York University Press.

Sept 23 Gender, Health and Structural Inequities

Hunting, G. & Browne, A. (2012). Decolonizing policy discourse: Reframing the 'problem' of fetal alcohol spectrum disorder. *Women's Health and Urban Life*, xi(1), 35-53.

Morrow, M. (2013). Recovery: Progressive paradigm or neoliberal smokescreen? In B. LeFrançois, R. Menzies & G. Reaume (Eds.), *Mad Matters* (pp. 323-333). Canadian Scholars' Press: Toronto.

Dingo, R. (2007) Making the "unfit, fit": The rhetoric of mainstreaming in the World Bank's commitment to gender equality and disability rights. *Wagadu: A Journal of Transnational Women's and Gender Studies*, 4 (Summer), 93-107.

Nestel, S. (2004). The boundaries of professional belonging: How race shaped the re-emergence of midwifery in Ontario. In I. Bourgeault, C. Benot & R. Davis-Floyd (Eds.), *Reconceiving Midwifery* (pp. 287-305). McGill/Queen's University Press.

Sept 30 Medical Discourse and the Construction of Difference

Martin, E. (2002). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. In K. Strother Ratcliffe (Ed.), *Home and Health: Power, Technology, Inequality and Conflict in a Gendered world* (pp. 13-20). Toronto: Allyn & Bacon.

Verges, F. (1999). (Post)colonial psychiatry: The making of a colonized pathology. In A. Clarke & V. Olesen (Eds.), *Revisioning Women, Health and Healing: Feminism, Cultural and Technoscience Perspectives* (pp. 221–228). New York: Routledge.

Weasel, L. (2004). Feminist intersections in science: Race, gender and sexuality through the microscope. *Hypatia*, 19(1), 183-193.

Treichler, P. (1999). AIDS, homophobia, and medical discourse: An epidemic of signification. In R. Parker & P. Aggleton (Eds.), *Culture, Society & Sexuality: A Reader* (pp. 357-385). Cambridge: The MIT Press.

Oct 7 Women's Health Movements

Davis, K. (2007). *OBOS* in the United States: The enigma of a feminist "success story". In *How Feminism Travels Across Borders: The Making of Our Bodies, Ourselves* (pp. 19-49). Durham: Duke University Press.

Murphy, M. (2012). Excerpt from Introduction: Feminism in/as biopolitics. In *Seizing the Means of Reproduction: Entanglements of Feminism, Health, and Technoscience* (pp. 1-11). Durham and London: Duke University Press.

Petchesky, R. P. (2003). Transnationalizing women's health movements. In *Global Prescriptions: Gendering Health and Human Rights* (pp. 1-30). London: Zed Books.

Oct 14 Globalization, Gender, and the Politics of Health

Brenner, J. et al. (2000). Neoliberal trade and investment and the health of Maquiladora workers on the Mexican border. In J. Young Kim, J. Millen, A. Irwin & J. Gershman (Eds.), *Dying for growth: Global inequality and the health of the poor* (pp. 261-290). Maine: Common Courage Press.

Mirchandani, Kiran (2012). Being nowhere in the world: Synchronous work and gendered time. In *Phone Clones: Authenticity in the Transnational Service Economy* (pp. 119-132). Ithaca: IRL Press

Petchesky, R. P. (2003). Managing health under global capitalism: Equity vs productivity. In *Global Prescriptions: Gendering Health and Human Rights* (pp. 133-187). London: Zed Books.

Oct 21 Policing the National Body: Medical Discourse, Citizenship and Nation

Herndon, A. M. (2005). Collateral Damage from friendly fire: Race, nation, class and the 'war against obesity'. *Social Semiotics*, 15(2), 127-141.

Wald, P. (1997). Typhoid Mary and the science of social control. *Social Text*, (3/4), 181-214.

Dryden, O. (2010). Canadians denied: A queer diasporic analysis of the Canadian Blood Donor. *Atlantis*, 34(2), 77-84.

Oct 28 **Gender, Health & Biotechnology** **L.A. Tarasoff - Guest lecture**

Sawicki, J. (1999). Disciplining mothers: Feminism and the new reproductive technologies. In J. Price & M. Shildrick (Eds.), *Feminist Theory and the Body* (pp. 190-202). UK: Edinburgh University Press.

Scheper-Hughes, N. (2005). The last commodity: post-human ethics and the global traffic in "fresh" organs". In A Ong & S. Collier (Eds.), *Global Assemblages: Technology, Power and Ethics as Anthropological Problems* (pp. 145-167). Malden, MA: Blackwell Publ.

Pande, Amirtra (2010). Commercial surrogacy in India: Manufacturing a perfect mother-worker. *Signs*, 35(4), 969-992.

Titchkosky, T. (2007). Ordering choice: Women, disability and medical discourse. In E. Ksenych & D. Liu (Eds.), *The Pleasure of Inquiry: Readings in Sociology* (pp. 323-336). Toronto: Thomson Nelson.

Nov 4 **Gender, Development and Population Control**

Robinson, K. (2001) Government agency, women's agency: Feminisms, fertility and population control. In M. Jolly & K. Ram (Eds.) *Borders of Being: Citizenship, Fertility, and Sexuality in Asia and the Pacific* (pp. 36-57). Ann Arbor: The University of Michigan Press.

Ross, L. (2006) The color of choice: White supremacy and reproductive justice. In Incite! Women of Colour Against Violence (Eds) *Colour of Violence: The INCITE! Anthology* (pp. 53-65). Cambridge: South End Press.

Hartmann, B. (2002). The changing face of population control. In J. Silliman & A. Bhattacharjee (Eds.), *Policing the National Body: Race, Gender and Criminalization* (pp. 259-289). Cambridge, MA: South End Press.

Nov 11 **The Politics of Representation**

Grewal, I. & Kaplan, K. (1999). Warrior marks: Global womanism's neo-colonial discourse in the multicultural context. In M. Tinkom & A. Villarejo (Eds.) *Keyframes: Popular Cinema and Cultural Studies* (pp. 52-71). New York: Routledge.

Ehrenreich, B. (2001). Welcome to Cancerland: A mammogram leads to a cult of pink kitsch. *Harper's Magazine*, 43-53.

Richey, L. & Ponte, S. (2011). Introduction: Red and the reinvention of international AID. In *Brand AID: Shopping Well to Save the World* (pp. 1-22). Minneapolis: University of Minnesota Press.

Hunter, L. (2004). The writing on the wall: HIV/AIDS Awareness posters targeting women. *Canadian Woman Studies/les cahiers de la femme*, 24(1), 178-185.

Nov 18 Fall Break

Nov 25 World Youth AIDS Day Event: Youth, Sexuality and Sexual Health

Flicker, S., Flynn, S., Larkin, J., Travers, R. Guta, A., Pole, J. & Layne, C. (2009). *Sexpress: The Toronto Teen Survey Report*. Planned Parenthood Toronto. Toronto., ON.

<http://www.ppt.on.ca/pdf/reports/TTSreportfinal.pdf>

Taking Action Youth (2014). Taking Action II: Art and Aboriginal Youth Leadership 4 HIV Prevention. http://www.takingaction4youth.org/wp-content/uploads/2009/11/1455_TakingAction2_Booklet_LowRes.pdf

Y-Gap Community Bulletin (2009). *Trans Youth Accessing Health and Social Support Services*. The Youth-Gender Action Project (Y-GAP). Central Toronto Youth Services. Toronto., ON. http://www.ctys.org/documents/YGAP_Health.pdf

Lindén, L. (2013). "What do Eva and Anna have to do with cervical cancer?" Constructing adolescent girl subjectivities in Swedish Gardasil advertisements. *Girlhood Studies*, 6(2), 83-100.

Dec 2 Course Wrap Up

The final exam will be handed out in class