CHL5109 – Gender and Health
Winter 2015

Time: Wednesdays 2-5 pm
Location: HSB 100
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Office Hours: Tuesdays 2-3 and by appointment
100 St. George Street, Sidney Smith Building, Room 4025

Course Description

CHL5109, Gender and Health, serves as the Core Course for the Collaborative Program in Women’s Health and, as such it considers gender and health in the historical context of women’s health. However, it also takes into account gender and how it affects the health of women, men, boys, and girls. A key focus is considering when biological differences make a difference and when the social intervenes to create differences. The contributions of both sex and gender to health are critically examined and the value of separating and uniting the two, discussed. We consider select topics such as the history of women’s health, sexual differentiation, select diseases and conditions more common in women, evidence based medicine and ignorance, masculine practices in health care seeking, embodiment, and how the social (gender) can become biological (sex). The course aims to foster the development of critical and innovative approaches to the understanding health through a multidisciplinary approach to the literature and by considering the social with the biological.

Learning Objectives

By the end of the course, students will be able to:

- Distinguish sex from gender
- Determine when sex and/or gender are and are not relevant to a health issue
- Identify the importance of both sex and gender in health and healthcare
- Recognize the value of bringing multiple disciplines to bear on a given health questions
- Examine their own disciplinary assumptions
- Assess the value of bringing other perspectives to bear on their research
- Integrate multiple perspectives on a single question
- Translate their questions/research questions for those in other disciplines
- Summarize theirs or another’s research for a multidisciplinary audience
- Imagine how sex/gender can provide innovative approaches to health
- Present confidently research and/or facilitate discussion on sex, gender, and women’s health

Accessibility Information

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University’s courses and programs.

Students with diverse learning styles and needs are welcome in this course. Please feel free to approach us or Accessibility Services so we can assist you in achieving academic success in this course.

Accessibility Services:
Phone: (416) 978 8060
Email: accessibility.services@utoronto.ca ; Website: www.accessibility.utoronto.ca
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 your 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?

Class Topics and Assigned Readings

1. Wednesday, January 13

*Introduction to the course and the history of women’s health and the women’s health movement*

Dr. Diane de Camps Meschino, Women’s College Hospital: A History of the Women’s Health Movement

**Required Readings:**


**Optional Readings:**


2. Wednesday, January 20

Collaborative Graduate Program in Women’s Health Seminar

**Presenter:** Patti Leake, PhD Candidate, Pharmacy: Developing Research Capacity Among Ontario Midwives: A Participatory Action Research Project

**Discussant:** Professor Brenda Toner, Department of Psychiatry and Institute of Medical Sciences

**Facilitator:** Lesley Tarasoff, PhD candidate, DLSPH

3. Wednesday, January 27

*Sex and gender: The intersection of the biological and the social—how they intertwine and yet can also be considered separately*

Gillian Einstein: The biology of sexual differentiation and PMS

Lesley Tarasoff, PhD Candidate, DLSPH: Gender theory

**Required Readings:**


**Optional Readings:**


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4. **Wednesday, February 3**

Intersectionality: A framework for understanding and studying health inequities

“Gender reaches into disability; disability wraps around class; class strains against abuse; abuse snarls into sexuality; sexuality folds on top of race…everything finally piling into a single human body. To write about any aspect of identity, any aspect of the body, means writing about this entire maze. This I know, and yet the question remains: where to start?” (Clare, 1999, p. 123).

**Required Readings:**


**Optional Readings:**

1. Research:


2. Origins/History:

3. Debates:

Wednesday, February 10

Gender, the body, & biomedicine

Paper Proposal & Bibliography Due

1. Park: The Empire Of Anatomy. Zone Books (2006) chapter to be provided

Optional Readings:

Wednesday, February 17

Wednesday Break

Wednesday, February 24

Collaborative Graduate Program in Women’s Health Seminar


Discussant: Dr. Kymm Feldman, Women’s College Hospital

Facilitator: Jennifer Bright, PhD candidate, Religion

Wednesday, March 2

Topic: The Social is Biological

The case of Female genital circumcision/mutilation/cutting

Required Readings:

4. Einstein et al., (2015) Global Bodies (under review) – will be provided

Optional Readings:


Wednesday, 9

Topic: Diseases and Conditions More Common in Women: Autoimmunity and Chronic Pain

Required Readings:

Autoimmunity

Chronic Pain

Required Readings:


Wednesday, March 16

Collaborative Graduate Program in Women’s Health Seminar

Presenter: Lesley Tarasoff, PhD candidate, DLSPH: Exploring the transition to motherhood among women with physical disabilities: Care experiences and embodiment

Discussant: Professor Angela Colontonio, Rehabilitation Sciences

Facilitator: Ramya Kumar, PhD candidate, DLSPH
Wednesday, March 23

**Topic**: Gender, Sexuality, and HIV/AIDS—social and structural contexts of HIV vulnerability

**Professor Carmen Logie**, Faculty of Social Work: *Using Intersectionality to Study HIV/AIDS (2nd half)*

**Last day to submit reflection paper**

**Required Readings**:


**Optional Readings**:


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**Wednesday, 30**

**Topic**: Sexual Minority Women and Trans People’s Health

**Hazelle Palmer**, CEO, Sherbourne Community Health Centre

**Required Readings**:


Optional Readings:


Wednesday, April 20

*Optional for students not enrolled in the Collaborative Graduate Program in Women’s Health Seminar*

Collaborative Graduate Program in Women’s Health Seminar

Presenter: Dina Katsoulis, PhD candidate, Kinesiology: *Functional outcomes and high-speed resistance training in older women*

Discussant: Professor Andrea Charise, English and Health Studies

Facilitator: Chelsea Misquith, Masters candidate, Faculty of Information
Assignments

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>15%</td>
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<tr>
<td>Paper Proposal &amp; Bibliography</td>
<td>15% February 10</td>
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<tr>
<td>Reflection Paper</td>
<td>15% March 23</td>
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<tr>
<td>Paper</td>
<td>35% April 18 by 5 pm</td>
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**Participation**: Students are expected to complete all of the required readings and to participate actively in class discussion.

**Reflection Paper**: It is expected that students attend the Collaborative Graduate Program in Women's Health seminars. Students will be required to write a 3 page (double-spaced) reflection paper on the seminar of their choosing, which must be submitted by March 25th. For this assignment, students should reflect on their thoughts about the talk and discussion, their relation to the student's own work/approaches/interests, and the relationship of the topic to both sex and gender.

**Presentation**: Each student is expected to present one of the required readings. A critical appraisal of each paper in the context of the course as well as in the context of the topic for that day should be conveyed in the presentation.

The presenting student is responsible for leading the subsequent discussion.

**Paper Proposal**: See below re paper. The proposal should be up to 5 pages maximum. The proposal should propose the review topic researched, why it is important to understand what is known or not known about sex/gender wrt this topic, the journal to which you will submit your comprehensive review, and 10 citations you will use (you will, without a doubt, use more but this is to get you started).

**Paper**: This assignment is designed to enhance students' critical appraisal skills through an examination and synthesis of the published literature (qualitative or quantitative or mixed methods) on a particular sexed/gendered health issue. Students will write a comprehensive review paper formatted to be submitted to the journal of their choice and following journal specifications for length (up to a maximum of 15 pages double-spaced, excluding tables, charts and references), format, etc. For examples see required readings: Hassan et al., 2015 and Einstein et al., (submitted).

Submission is electronic but students must retain a copy of their written project.

**Academic Integrity**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please contact us or visit [www.utoronto.ca/academicintegrity/resourcesforstudents.html](http://www.utoronto.ca/academicintegrity/resourcesforstudents.html).