Draft Course Outline  
CHL 5109H: Gender and Health  
Winter 2019

Course Format
The course meets at Women’s College Hospital; on three Thursdays, 1 to 4 pm (room 1441), and one Thursday from 2-4 pm (room 6214) beginning January 10, 2019 through April 11, 2019. See Attached Weekly Schedule for details.

Course Instructors
Drs. Janice Du Mont and Robin Mason (janice.dumont@wchospital.ca; 416-351-3732 ext 2705; robin.mason@wchospital.ca; 416-351-3731 ext 2764) with guest speakers, including Collaborative Specialization in Women's Health Faculty Mentors.

Course Description
This graduate seminar serves as the core course for the Collaborative Specialization in Women’s Health. Enrollment is limited to 20 doctoral and master’s students. Dalla Lana School of Public Health students not enrolled in the Collaborative Specialization may take this course up to the limit of enrollment and by permission of the instructors.

In this course, we will examine women’s health issues from multiple standpoints, theories, and methods, drawing upon perspectives from the social sciences, humanities, and sciences. Students will have the opportunity to meet and engage with subject experts from across the University and beyond. Together, we will investigate, interrogate, and critique research and research methodologies related to specific health issues experienced primarily by women. Through dialogue and debate, critical thinking skills will be enhanced as dominant lines of scholarship and innovative methodologies are considered across disciplinary domains and epistemologies.

This course begins with an historical summary of the women’s health movement within the context of dominant medical discourse and practice. This is followed by an overview of sex and gender and their importance to health research and health promotion. Subsequent lectures focus on theories (e.g., feminism, intersectionality, masculinities, critical disability) that have interrupted the dominant view and contributed to new understandings of women and their bodies, as well as Indigenous and other cutting-edge methodologies (e.g., two-eyed seeing, story-making) as applied to better understanding women’s local and global health issues (e.g., mental health, aging, HIV, autoimmune disorders, and body image).

Course Objectives
To expose students to a range of:
- theoretical frameworks
- research methods
- women’s health issues

To stimulate critical thinking about:
• sex and gender within the realm of women’s health
• the impact of social constructions and intersecting identities on women’s bodies
• various research methods as applied to different women’s health issues
• the value of bringing multiple perspectives to bear on the same research question

To foster:
• skills in analysis and synthesis of diverse research perspectives
• interdisciplinary dialogue and debate
• collaboration

1In this course “women” refers to a broad gender categorization that does not necessarily correlate with sex assigned at birth. The term includes all those who self-identify as women, including cisgender women, transgender women, intersex women, and two-spirited women (Castaldi, 2015).

Student Evaluation
Three required assignments are described and weighted below. Written assignments must be typed, double spaced, double sided and submitted in hard copy, following the standard format used in the student’s discipline.

Participation: (15% of Final Grade)
Students are expected to attend the seminars and complete the readings prior to attending class. The readings provide the background to the presentations being delivered by guest speakers (e.g., the topic, methods, frameworks). Students will be graded on their active participation in discussions.

Seminar Presentation and Reflection Paper: (35% of Final Grade)
This assignment is an opportunity for students from different disciplines to collaborate in the development and delivery of a presentation. Beginning around week five, 2-to-3 students from different disciplines (when possible) will work together to present on the same issue discussed by the guest speaker, but drawing upon different readings to highlight an alternate point of view or research method. Critical analysis of the chosen readings will be a central component of the presentation; presenters are responsible for leading the subsequent discussion. Readings should be distributed one week prior to the presentation. A group grade will be assigned on the basis of the presentation and discussion (25% of final grade). In addition, each student is required to write a 2 page analytical reflection paper about her/his contributions to and reflections on the process of collaboration (10% of final grade).

Due Date: Students will be required to form groups and select a week (topic) for their presentation by the end of the first class. The Reflection Paper is due the week following the presentation.
**Review Paper: (50% of Final Grade)**
This assignment is designed to enhance students’ manuscript preparation and critical appraisal skills through a systematic examination and synthesis of the published literature (qualitative or quantitative) on a gendered health issue of the student’s choosing. Students will first submit an outline for the review. The outline (3 to 5 pages in length) would include: a rationale for the review of the gendered health issue being explored; the specific objectives/questions to be examined; and approximately 5-7 abstracts of the articles to be included (you will include more articles in the completed paper). The outline must be submitted for feedback from the instructors (15% of final grade). The final paper should be written as the first draft of a manuscript following a named journal’s specifications for length (up to a maximum of 15 pages excluding tables, charts and references), format, etc. (35% of final grade). *Students must retain a copy of their paper.*

**Due Date for review paper outline:** February 7, 2019 by 5:00 pm  
**Due Date for final review paper:** April 11, 2019 by 5:00 pm

**Other Important Dates**  
January 21, 2019, final date to add winter session courses  
February 25, 2019, final date to drop winter session courses without penalty

**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 outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences:  

University of Toronto’s policy regarding plagiarism:  
http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

Potential offences include, but are not limited to:  
In papers and assignments:  
- Using someone else’s ideas or words without appropriate acknowledgement.  
- Submitting your own work in more than one course without the permission of the instructor.  
- Making up sources or facts.  
- Obtaining or providing unauthorized assistance on any assignment.

**Turnitin.com:**  
Turnitin.com is a tool that assists in detecting textual similarities between compared works. “Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting
plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.”

**Accessibility and Accommodation:**
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. For more information, or to register with Accessibility Services, please visit: [http://studentlife.utoronto.ca/as](http://studentlife.utoronto.ca/as)

**Acknowledgment of Territory:**
We would like to acknowledge the traditional territories of the Mississauga of the New Credit First Nation, Anishnawbe, Wendat, Huron, and Haudenosaunee Indigenous Peoples on which the Dalla Lana School of Public Health now stands. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. We would also like to pay our respects to all our ancestors and to our present Elders.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speakers</th>
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<tr>
<td>10/01/2019</td>
<td><strong>Introduction to Course</strong></td>
<td>Drs. Janice Du Mont and Robin Mason, Instructors</td>
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<td><strong>History of Women’s Health</strong></td>
<td>Dr. Diane Meschino</td>
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<td><strong>Readings:</strong></td>
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2. Lim et. al. The impact of pornography on gender-based violence, sexual health and wellbeing: What do we know? Journal of Epidemiology and Community Health. 2016, 70(1): 3-5. | Psychiatrist, Women’s College Hospital; Assistant Professor, Department of Psychiatry, University of Toronto |
| 17/01/2019 | **Collaborative Specialization in Women’s Health** |                                                                |
|            | **Student Seminar**                             | Dr. Paula Rochon                                                         |
| 24/01/2019 | **Sex and Gender**                              | Dr. Michael Atkinson                                                     |
|            | **Readings:**                                   |                                                                          |
2. Tanenbaum et al. Why sex and gender matter in implementation research. BMC Medical Research Methodologies. 2016,16(1):145 | Senior Scientist, Women’s College Research Institute, Women’s College Hospital; Professor, Department of Medicine/Dalla Lana School of Public Health, University of Toronto |
|            | **Men, Masculinities, and Physical Culture**    |                                                                          |
|            | **Readings:**                                   |                                                                          |
### Bisexuality: The Invisible Sexual Orientation in Women’s Health Care

**Readings:**


### LGBTQ Identities, Gender, and Aging: Foregrounding the Intersection

**Readings:**


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### Feminist Media Studies & Communicating Women’s Health

**Readings:**


### Crip Manifestos for Women's Health

**Readings:**


3. Fish R., & Hatton C. Gendered experiences of physical restraint on

Supplementary Readings:

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<td>14/02/2019</td>
<td><strong>Collaborative Specialization in Women’s Health Student Seminar</strong></td>
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<td>21/02/2019</td>
<td><strong>FEBRUARY BREAK</strong></td>
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<td>28/02/2019</td>
<td><strong>Community-based Research on HIV Following Two-Eyed Seeing Principles</strong></td>
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<td>07/03/2019</td>
<td><strong>Doing Justice with Intersectionality in Social Science Research</strong></td>
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<td>14/03/2019</td>
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<td>21/03/2019</td>
<td><strong>Women, Embodied Gender, and the Politics of Biomedicalization</strong></td>
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**Readings:**

**Readings:**

**Dr. Anita Benoit**
Assistant Professor, Dalla Lana School of Public Health, University of Toronto; Adjunct Scientist, Women’s College Research Institute, Women’s College Hospital

**Dr. Carla Rice**
Professor, College of Social and Applied Human Sciences, University of Guelph

**Dr. Kathryn Morgan**
Professor Emerita, Department of
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<tr>
<td>28/03/2019</td>
<td><strong>How Well do the Sustainable Development Goals Support Gender Equality?</strong></td>
<td>Dr. Erica di Ruggiero, Professor, Dalla Lana School of Public Health, University of Toronto</td>
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<td>04/04/2019</td>
<td><strong>SeXX Matters in Immunity</strong></td>
<td>Dr. Eleanor N. Fish, Professor, Department of Immunology, University of Toronto</td>
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<td>11/04/2019</td>
<td><strong>Collaborative Specialization in Women’s Health Student Seminar</strong></td>
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