
Gender and Health, SPPH 381B

Engendering Health for All through Self-Care and Sustainability

Dr Farah Shroff



Phone: 604-822-1607

E-mail: farah.shroff@ubc.ca

(Best to communicate via Canvas)

Office: SPPH 155

Office Hours: Mondays 10:30 am-11:30 am (Please email in advance)

TA: Alexandra Gillis

E-mail: alexandra.gillis@alumni.ubc.ca

Class Day and Time: Mondays 12-3pm

Classroom: FNH 40

About this Course

How can everyone on the gender spectrum experience positive mental and physical health? Gender is a vital determinant of health, and in this course we explore health status issues faced by those who identify as women, men and non-binary people. Emphasizing self-care and sustainability, we will envision and practice wellness for all. We'll focus on improving health for humans and ecosystems through a gendered lens that sheds light on environmental, economic and social justice. This interdisciplinary public health course thus highlights micro and macro aspects of health promotion and disease prevention. All of us *can* be mentally and physically well. From this place of wellness, we are called to create a better world. Applying active learning practices that integrate wellness activities, reflection, small group learning, motion, lecturettes, and other techniques, students will engage with each other and the course material in educationally innovative ways.

Learning Outcomes

- Analyze health for all genders within an eco-health and social justice framework
- Envision a healthier planet for everyone on the gender spectrum, and be inspired to act
- Value authentic empathy and care for self and others on Earth and demonstrate this through work in communities, including our class
- Illustrate creative public health techniques that engage others in compassionately connecting with personal wellness and ecosystem health issues
- Connect with peers to co-construct knowledge in collaborative groups
- Reflect on learning processes in a contemplative fashion

Topics

Sept 9	Course overview Outdoor wellness walk
Sept 16	What is Health and How is it Determined? What is Gender?
Sept 23	What is Self-Care? What is Sustainability?
Sept 30	The Gender Spectrum and Health: Women's, Men's and Non-Binary People's Health
Oct 7	Reproductive Health and Childbirth: Global Health Event (<i>different room than usual</i>)
Oct 14	HOLIDAY!! NO CLASS (Readings/Videos on contraception and sexuality)
Oct 21	Mental Wellbeing (<i>session held at UBC Wellness</i>)
Oct 28	DIY Day
Nov 4	Sustainability and Activism
Nov 11	HOLIDAY! NO CLASS (Readings to be assigned)
Nov 18 & 25	Presentations

Assessments

Assessment	Due Date(s)
All-Encompassing Questions (AEQs) 13% These questions are to be posted on the Canvas Discussion Board on the Friday before each class, by 10:30am. They are an analytical question that weaves together ideas from the readings and videos.	Fridays: Sept 13, 20, 27: Oct 4, 11, 18, 25: Nov 1, 8, 15, 22
Group Project Topic You will choose your top three topics in the realm of gender and health, from self-care to sustainability.	Monday Sept 23
Group Project Proposal 5%	Friday Oct 4th
Group Projects: Product 20% and Paper 5%	Tuesday Nov 12
Group Projects: Presentations 12%	Nov 18 & Nov 25

Reflective Journals 15%	Friday Nov 29
Participation (This is a composite of work in small groups, large group, class comments, weekly learning gauge, attendance and more; sign in sheet, every class) 20%	Throughout course
In-Class Assessments 10%	Peppered throughout the semester, without notice
Total=100%	

Weekly Schedule and Preparatory Material

All required videos are on CLAS and are part of the assessment criteria.

Sept 16: What is Health and How is it Determined?

Required Readings

- FNHA (2012). First Nations' Perspectives on Wellness.
<http://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/first-nations-perspective-on-wellness>
- Hankivsky, O. (2012). Women's health, men's health, and gender and health: Implications of intersectionality. *Social Science & Medicine*, 74(11), 1712-1720.
<https://www.ncbi.nlm.nih.gov/pubmed/22361090>
- Office of the United Nations High Commissioner for Human Rights (2008). *The Right to Health*. United Nations, Geneva, Switzerland
<http://www.ohchr.org/Documents/Publications/Factsheet31.pdf> (pg.1-20)
- Ottersen Ole Petter, Dasgupta, Blouin Chantal (2014). The political origins of health inequity: prospects for change. *The Lancet Commission* 383 (9917) p630–667, [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(13\)62407-1/fulltext?_eventId=login](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(13)62407-1/fulltext?_eventId=login)
- University of Minnesota (2016). What is the Philosophy of Ayurvedic Medicine?
<https://www.takingcharge.csh.umn.edu/what-philosophy-ayurvedic-medicine>
- Wilkinson, Richard, Pickett, Kate (2009). *The Spirit Level: Why Greater Equality Makes Societies Stronger*. Bloomsbury Press, New York.
http://emilkirkegaard.dk/en/wp-content/uploads/The-Spirit-Level-Why-Greater-EqualityMakes-Societies-Stronger-Kate-Pickett-400p_1608193411.pdf (Chapter 2)

Recommended Readings

- Wiles, J. (2009) Gender & Health. *International Encyclopedia of Human Geography*. <https://www-sciencedirect-com.ezproxy.library.ubc.ca/science/article/pii/B9780080449104003357>
- Huber, Machteld; Knottnerus, J. André; Green, Lawrence; Horst, Henriëtte van der; Jadad, Alejandro R.; Kromhout, Daan; Leonard, Brian; Lorig, Kate; Loureiro, Maria Isabel (2011). "How should we define health?" *BMJ*. 343: d4163. <https://www-bmj-com.ezproxy.library.ubc.ca/content/bmj/343/bmj.d4163.full.pdf>
- Institute for Integrative Science and Health (2019). Two-Eyed Seeing. <http://www.integrativescience.ca/Principles/TwoEyedSeeing/>
- Veenstra G. Race, gender, class, and sexual orientation: Intersecting axes of inequality and self-rated health in Canada. *International Journal for Equity in Health* 2011;10:1-11 <https://www.ncbi.nlm.nih.gov/pubmed/21241506>
- Wallace, Claire (2014). What Makes a Society Happy? World Economic Forum. <https://www.weforum.org/agenda/2014/11/makes-happy-society/>

Required Videos

- The Wellesley Institute (2012). Making The Connections: Our City, Our Society, Our Health <https://www.youtube.com/watch?v=q-3mUiGi6bA>
- Public Health Ontario (2012). Social Determinants of Health <https://www.youtube.com/watch?v=neuQN6FI7lo>
- Chad and Jeff: the Social Determinants of Health https://www.youtube.com/watch?v=_1xLlwKgWc

Recommended Videos

- GIPPE Social Determinants of Health <https://www.youtube.com/watch?v=CALj8t8EnD8>
- Public Health Ontario (2012). Social Determinants of Health <https://www.youtube.com/watch?v=neuQN6FI7lo>
- Pomeroy, C (2012). Social Determinants of Health. TEDxUCDavis <https://www.youtube.com/watch?v=qykD-2AXKIU>
- Robert Wood Johnson Foundation (2014). Why Education Matters to Health: Exploring the Causes <https://www.youtube.com/watch?v=V3rsdBBFAN8&feature=youtu.be>

Sept 16: What is Gender?

Required Readings

- Canadian Institutes of Health Research (2019) What is sex? What is gender? <http://www.cihr-irsc.gc.ca/e/48642.html>
- Roof, J. (2016). Chapter 1: Introduction. In *What Gender Is, What Gender Does*. <https://www-jstor-org.ezproxy.library.ubc.ca/stable/pdf/10.5749/j.ctt1bkm6tg.5.pdf?refreqid=excelsior%3A1ebc57fef07a487908880bbe838df476>
- Rieker and Bird (2005) Rethinking gender differences in health: Why we need to integrate social and biological perspectives. *Journal of Gerontology. Series B.* 60B, Special Issue II, 40-47. https://academic.oup.com/psychsocgerontology/article/60/Special_Issue_2/S40/2/965171

Recommended Readings

- Botorff, J. L., Oliffe, J. L., & Kelly, M. (2012). The Gender(s) in the Room. *Qualitative Health Research*, 22(4), 435–440. <https://doi.org/10.1177/1049732311430949>
- Connell R. (2012). Gender and health in theory: Conceptualizing the issue in local and world perspective. *Social Science & Medicine* 74(11):1675-83. <https://www.ncbi.nlm.nih.gov/pubmed/21764489>
- Day et al. (2016). Integrating and evaluating sex and gender in health research. *Health Research Policy and Systems*. 4(1):75. 2 https://tspace.library.utoronto.ca/bitstream/1807/85013/1/12961_2016_Article_147.pdf
- Aisa Burgwal, Natia Gvianishvili, Vierge Hård, Julia Kata, Isidro García Nieto, Cal Orre, Adam Smiley, Jelena Vidić & Joz Motmans (2019) Health disparities between binary and non-binary trans people: A community-driven survey, *International Journal of Transgenderism*, 20:2-3, 218-229, DOI: <https://www.tandfonline.com/doi/abs/10.1080/15532739.2019.1629370>
- Lorber, Judith & Moore, Lisa Jean (2002). Introduction & Chapter 1 in *Gender and the Social Construction of Illness*. New York: Altamira Press. Pp [https://www.jognn.org/article/S0884-2175\(15\)33790-4/fulltext](https://www.jognn.org/article/S0884-2175(15)33790-4/fulltext)

Required Videos

- The problem with sex and gender in health: Katrien Vanderheyden at TEDxUHowest
- https://www.youtube.com/watch?v=xnPq_MVv22c

- Gender gap <https://toronto.citynews.ca/2018/02/01/women-short-changed-health-care-gender-gap-womens-college-hospital/>

Recommended Videos

- Human sexuality is complicated
<https://www.youtube.com/watch?v=xXAoG8vAyzI>

Sept 23: What is Sustainability?

Required readings

- Assembly of First Nations (2019). Honouring Earth. <http://www.afn.ca/honoring-earth/>
- Guidotti, T. (2015). Chapter 1: Health and Sustainability. In *Health and Sustainability: An Introduction* <https://www-oxfordscholarship-com.ezproxy.library.ubc.ca/view/10.1093/acprof:oso/9780199325337.001.0001/acprof-9780199325337-chapter-1?print=pdf>
- Smith, M. (2018). The rise of ecoanxiety: How smoke in Alberta might affect your mental health. <https://search-proquest-com.ezproxy.library.ubc.ca/docview/2091654022?pq-origsite=summon&accountid=14656>
- UN Environment (2018). Indigenous People: Protecting our Planet <https://www.unenvironment.org/news-and-stories/story/indigenous-people-protecting-our-planet>
- Worrall, E. (2018). “We bought a bunch of tofu...” – what have YOU done about the climate crisis? Chico: Newstex. <http://ezproxy.library.ubc.ca/login?url=https://search-proquest-com.ezproxy.library.ubc.ca/docview/2253352440?accountid=14656>
- Chianese, R. L. (2015). How can art move us beyond eco-despair? *American Scientist*, 103(3), 176-179. Retrieved from <http://ezproxy.library.ubc.ca/login?url=https://search-proquest-com.ezproxy.library.ubc.ca/docview/1687676971?accountid=14656>
- Canada Without Poverty. Just the Facts. (2017). <http://www.cwp-csp.ca/poverty/just-the-facts/>

Recommended Readings

Sept 23: What is Self-Care?

Required readings

- Lev, E. L. and Owen, S. V. (1996). A measure of self-care self-efficacy. Res. Nurs. Health, 19: 421-429. doi:[10.1002/\(SICI\)1098-240X\(199610\)19:5<421::AID-NUR6>3.0.CO;2-S](https://doi.org/10.1002/(SICI)1098-240X(199610)19:5<421::AID-NUR6>3.0.CO;2-S)
- Hansson, A., Hillerås, P. & Forsell, Y. Soc Indic Res (2005) 73: 133. <https://doi.org/10.1007/s11205-004-0995-3>
- Shroff, F (2017). What is Ayurvedic Health Care and How is it Applicable to the Modern Day? Journal of Nutrition and Human Health 1(2):17-29 <http://www.alliedacademies.org/articles/what-is-ayurvedic-health-care-and-how-is-it-applicable-to-the-modern-day-8667.html>

Recommended Readings

- Self-care isn't enough. We need community care to thrive <https://mashable.com/article/community-care-versus-self-care/>
- Pilotte, P. A. (2010). Self-care: a positive College of Arts, Social and Health Sciences~ approach to vicarious traumatization and personal growth. <https://unbc.arcabc.ca/islandora/object/unbc:16606>
- Granello, P. F. (1999), College Students' Wellness as a Function of Social Support and Empathic Ability. Journal of College Counseling, 2: 110-120. doi:10.1002/j.2161-1882.1999.tb00149.x

Required Videos

- All it takes is 10 mindful minutes https://www.youtube.com/watch?time_continue=211&v=qzR62JJCMBQ
- What is Self-Care? University of Waterloo <https://www.youtube.com/watch?v=ScfztHnNQTU>

Recommended Videos

- The importance of healthcare <https://www.youtube.com/watch?v=N4CCPyM3zV0>
- How to practice emotional first aid <https://www.youtube.com/watch?v=F2hc2FLOdhl>

Sept 30: The Gender Spectrum

Health Issues of Non Binary People

Required Readings

- Scandurra, Cristiano (2019). Health of Non-binary and Genderqueer People: A Systematic Review. *Front. Psychol.*, 25 June 2019
<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01453/full>
- Arora, P. (2018). Poet Alok Vaid-Menon: 'I AM Part Of Something Greater Than Myself'. *HuffPost*. https://www.huffingtonpost.ca/entry/alok-void-menon_us_5b27dae4e4b0783ae12bd140
- Fein, C. (2016). Mortal to Divine and Back: India's Transgender Goddesses. *New York Times*. <https://www.nytimes.com/2016/07/25/world/asia/india-transgender.html>
- HealthLink BC (2019). Gender Identity and Transgender Issues
<https://www.healthlinkbc.ca/health-topics/abj9667>
- Here to Help (2019). Transgender Health Program
<https://www.heretohelp.bc.ca/transgender-health-program>
- Ware, S.M. (2017). All Power to All People? Black LGBTQI2QQ Activism, Remembrance, and Archiving in Toronto. *Transgender Studies Quarterly*.
<https://read.dukeupress.edu/tsg/article/4/2/170/84689/All-Power-to-All-People-Black-LGBTQI2QQ-Activism>

Recommended Readings

- Bauer, G.R., Scheim, A.I., Deutsch, M.B., Massarella, C. (2013). Reported emergency department avoidance, use, and experiences of transgender persons in Ontario, Canada: Results from a respondent-driven sampling survey. *Annals of Emergency Medicine*. 1-8. <http://transpulseproject.ca/research/reported-emergency-department-avoidance-use-and-experiences-of-transgender-persons-in-ontario-canada/>
- Trans- Specific Health Care: Challenges in the Context of New Policies for Transgender People <https://www.ncbi.nlm.nih.gov/pubmed/27537428>
- Frohard-Dourlent, H el ene et al (2016). "I would have preferred more options": accounting for non-binary youth in health research. *Nursing Inquiry* 24(1): e12150 <https://onlinelibrary.wiley.com/doi/pdf/10.1111/nin.12150>
- Depelteau, J. & D. Giroux (2015). Chapter 2: LGBTQ Issues as Indigenous Politics: Two Spirit Mobilizations in Canada, and Chapter 10: Building Queer Infrastructure: Trajectories of Activism and Organizational Development in Decolonizing Vancouver, in M. Tremblay's (ed.) *Queer Mobilizations: social movement activism and Canadian public policy*.

<https://books.scholarsportal.info/en/read?id=/ebooks/ebooks3/upress/2015-08-05/1/9780774829090#page=77>

- CBC News (2014). Transgender policy adopted by Vancouver School Board. *CBC News*. <https://www.cbc.ca/news/canada/british-columbia/transgender-policy-adopted-by-vancouver-school-board-1.2676879>
- Noble, B. (2016). Trans-ing the Canadian Passport: On the Biopolitical Storying of Race, Gender and Borders, in G.W. Kinsman, L.P. Rankin & P. Gentile's (eds.) *We Still Demand! Redefining Resistance in Sex and Gender Studies*. <https://books-scholarsportal-info.ezproxy.library.ubc.ca/en/read?id=/ebooks/ebooks3/upress/2017-08-17/1/9780774833363#page=1>
- Spade, D. (2011). Chapter 1: Trans Law and Politics on a Neoliberal Landscape, pages 29-37; Conclusion: This is a Protest Not a Parade, in *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. <https://heinonline-org.ezproxy.library.ubc.ca/HOL/Index?collection=beal&index=beal/normlifav>
- Vaid-Menon, A. (2015). Greater transgender visibility hasn't helped nonbinary people – like me. *The Guardian*. <https://www.theguardian.com/commentisfree/2015/oct/13/greater-transgender-visibility-hasnt-helped-nonbinary-people-like-me>
- Taylor, J.K. & D.P. Haider-Markel (2014). Chapter 11: Conclusion and Future Directions in Transgender Politics and Policy, in J.K. Taylor & D.P. Haider-Markel's (eds.) *Transgender Rights and Politics: Groups, Issue Framing, and Policy Adoption*. <http://muse.jhu.edu.ezproxy.library.ubc.ca/book/36857>

Required Videos

- Eagle Canada Human Rights Trust: What is Bill C-16? <https://www.youtube.com/watch?v=s4BSkw62T1s>
- Robyn | MyTransHealth <https://www.youtube.com/watch?v=-fN2t5XD2sE>
- Myth #3: My Child is Too Young to Know They're Transgender <https://www.youtube.com/watch?v=qfrxSqWxKpE>
- Transgender Health: Gender Variance <https://www.youtube.com/watch?v=8Po6f5TL0A0>
- What It's Like To Be Intersex <https://www.youtube.com/watch?v=cAUDKEI4QKI>
- Laverne Cox: "Ain't I a Woman" <https://www.youtube.com/watch?v=PQkXnDkLW5Q>
- Transgender People Share Stories About Healthcare <https://www.youtube.com/watch?v=m9I75EKNYfg>

Recommended Videos

- Trans women tell GLAAD about their experiences in honor of Trans Day of Remembrance <https://www.youtube.com/watch?v=UgWpGLB-QKI>
- Understanding transition <https://www.youtube.com/watch?v=-B62lbbwYMU>

Women's Health

Required Readings

- World Health Organization (2009). Women and Health (only Executive Summary is required)
https://www.who.int/gender/women_health_report/full_report_20091104_en.pdf

Recommended Readings

- Einstein, G. & Shildrick, M. (2009). The postconventional body: Rethorising women's health. *Social Science & Medicine*, 69(2), 293-300
<https://www.ncbi.nlm.nih.gov/pubmed/19487061>
- Williams, David R. (2002). Racial/Ethnic Variations in Women's Health: The Social Embeddedness of Health. *American Journal of Public Health* 92 (4): 582-597. <https://www.ncbi.nlm.nih.gov/pubmed/11919058>
- Nichols, F.H. (2000). History of the Women's Health Movement in the 20th century. *J Obstet Gynecol Neonatal Nurs*, 29(1), 56-64.
<https://www.ncbi.nlm.nih.gov/pubmed/10660277>

Required Videos

- Shroff, F (2014). Seeking Mental Health: a story of working class women in Northern England. CAMH Education Network. <https://vimeo.com/92099819>
- United Nations (2018). Model and Disability Rights Activist Visits the UN. <https://www.youtube.com/watch?v=47bRjA4pVbc>
- Waruingi, M (2016). What is Global Health? TEDxBlinnCollege
https://www.youtube.com/watch?v=Gyg1iRMOE_A

Recommended Videos

- Geary, D (2015). Sex differences and vulnerability: how the male-female divide affects health <https://www.youtube.com/watch?v=RI4KVKQ9HVV>
- Trott, J (2013). Sex, Gender and Health
<https://www.youtube.com/watch?v=cjlqNduu1qU>

Men's Health

Required Readings

- Creighton G. & Oliffe J. Theorising masculinities and men's health: A brief history with a view to practice. *Health Sociology Review*. 2010, 19 4:409-418. 3.
https://www.researchgate.net/publication/285598801_Theorising_masculinities_and_men's_health_A_brief_history_with_a_view_to_practice

Recommended Readings

- Griffith, D. M. (2018). "Centring the Margins": Moving Equity to the Centre of Men's Health Research. *American Journal of Men's Health* <https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1557988318773973>
- Matthews, C. The appropriation of hegemonic masculinity within selected research on men's health. *NORMA International Journal for Masculinity Studies*. 2016, 11(1):3-18. <https://www.tandfonline.com/doi/abs/10.1080/18902138.2015.1063761>
- Mahalik, J. & F. R. Dagirmanjian (2019). Working-Class Men's Constructions of Help-Seeking When Feeling Depressed or Sad. *American Journal of Men's Health* <https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/full/10.1177/1557988319850052>

Required Videos

- Be a Man of More Words <https://www.youtube.com/watch?v=xN6bq2hTiSM>
- Journeys Through Trans Masculinity <https://www.youtube.com/watch?v=2utditm0ow8>

Recommended Videos

- Toxic Masculinity In Boys Is Fueling An Epidemic Of Loneliness | Think | NBC News https://www.youtube.com/watch?time_continue=50&v=RbX76n6A160

Oct 7: Reproduction and Childbirth (This session held off-site!)

Required Readings

- Kennedy, HP, Cheyney, M, Dahlen, HG, et al. Asking different questions: A call to action for research to improve the quality of care for every woman, every child. *Birth*. 2018; 45: 222-231. <https://onlinelibrary.wiley.com/doi/full/10.1111/birt.12361>
- Mamo, Laura (2007). Negotiating Conception: Lesbians' Hybrid-Technological Practices. *Science, Technology, and Human Values* 32: 369 – 393. <https://journals.sagepub.com/doi/abs/10.1177/0162243906298355>
- Shroff, F (1997). Introduction. *The New Midwifery*. Women's Press, Toronto. (On Canvas)
- Janssen P, Shroff F, Jaspar P (2012). Massage Therapy and Labor Outcomes: a Randomized Controlled Trial. *Int J Ther Massage Bodywork* 5(4):15-20. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3528187/>
- Shroff, F, Minhas J and Laugen C (2019). Power of Partnerships: What makes a Difference in Reducing Maternal Mortality and How Can Canadians Contribute? *Int'l J Health Governance*. Forthcoming.

- Unnithan M. & Pigg SL. (2014) Sexual and reproductive health rights and justice – Tracking the relationship. *Culture, Health & Sexuality*. 2014, 16(10):1181-1187. 2. <https://www.tandfonline.com/doi/abs/10.1080/13691058.2014.945774>

Recommended Readings

- Jarman M. (2015). Relations of abortion: Crip approaches to reproductive justice. *Feminist Formations* 2015, 27(1):46-66
https://www.academia.edu/26090698/Relations_of_Abortion_Crip_Approaches_to_Reproductive_Justice
- MacDonald, Margaret (2006). Gender Expectations: Natural Bodies and Natural Births in the New Midwifery in Canada. *Medical Anthropology Quarterly* 20 (2): 235 – 256.
https://www.jstor.org/stable/3655414?seq=1#metadata_info_tab_contents
- Laird, Jennifer (1994). IV. A Male Pill? Gender Discrepancies in Contraceptive Commitment. *Feminism & Psychology* 4: 458.
<https://journals.sagepub.com/doi/abs/10.1177/0959353594043018>

Required Videos

- Sexual and Reproductive Health Rights It Begins with One: Sexual & Reproductive Health & Rights <https://www.youtube.com/watch?v=Q7BmM8d4jVk>

Recommended Videos

- Our Bodies Our Selves (2016). Why Not Home? Home birth video trailer
<https://www.ourbodiesourselves.org/book-excerpts/health-article/birth-films-childbirth-in-the-u-s/>

Oct 14: No Class

Topic is Sexuality and Contraception & AEQs are due on Canvas

Sexuality and Contraception

Required Readings

- Ross LE, Salway T, Tarasoff LA, MacKay JM, Hawkins BW, & Fehr CP. Prevalence of depression and anxiety among bisexual people compared to gay, lesbian and heterosexual individuals: A systematic review and meta-analysis. *Annual Review of Sex Research*. 2018, 55(3/4), 435-456.
<https://psycnet.apa.org/record/2018-12278-003>
- Lim, MSC et. al (2016). The impact of pornography on gender-based violence, sexual health and wellbeing: What do we know? *Journal of Epidemiology and*

Community Health., 70(1): 3-5 <https://jech-bmj.com.ezproxy.library.ubc.ca/content/70/1/3>

- Logie, CH, Lys, CL, Dias, L, et al. “Automatic assumption of your gender, sexuality and sexual practices is also discrimination”: Exploring sexual healthcare experiences and recommendations among sexually and gender diverse persons in Arctic Canada. *Health Soc Care Community*. 2019; 27: 1204– 1213. <https://doi.org/10.1111/hsc.12757>
- Lozano-Verduzco, Ignacio, Leona Rosales Mendoza, Adriana (2016). In/formal sex education: learning gay identity in cultural and educational contexts in Mexico. *Gender and Education*, 28 (4) pp 546-561. <https://www.tandfonline.com/doi/full/10.1080/09540253.2016.1149555>
- Logie, CH, Lys, CL, Dias, L, et al. “Automatic assumption of your gender, sexuality and sexual practices is also discrimination”: Exploring sexual healthcare experiences and recommendations among sexually and gender diverse persons in Arctic Canada. *Health Soc Care Community*. 2019; 00: 1– 10 <https://onlinelibrary.wiley.com/doi/abs/10.1111/hsc.12757>
- Shroff, Farah (1993). !Deliciosa! The body, passion and pleasure. In Brown and Jasper (eds). *Consuming Passions*. Second Story Press, Toronto. (on Canvas)
- Shroff, Farah (2007). The Joyous *Yoni*: An Exploration of Yogic Perspectives Toward Sexual Exultation for Women. *J Intl Women’s Studies* 8(4): 182-194. <https://pdfs.semanticscholar.org/2ee5/2beb729c1e80fa7997b4f7af439ac883ca9d.pdf>
- Shroff, Farah (2017). What is the Sympto-Thermal Method? Offering Patients an Alternative Birth Control Option. *JOJ Nurse Health Care* 4(3): 1-4. <https://juniperpublishers.com/jojnhc/pdf/JOJNHC.MS.ID.555617.pdf>

Recommended Readings

- Lozano-Verduzco, Ignacio, Leona Rosales Mendoza, Adriana (2016). In/formal sex education: learning gay identity in cultural and educational contexts in Mexico. *Gender and Education*, 28 (4) pp 546-561. <http://www.tandfonline.com/doi/full/10.1080/09540253.2016.1149555>
- Hansson, A., Hillerås, P. & Forsell, Y. (2005). What Kind of Self-Care Strategies Do People Report Using and is There an Association with Well-Being? *73*: 133. <https://doi.org/10.1007/s11205-004-0995-3>

Required Videos

- Gavrieli, Ran (2013). Why I Stopped watching Porn. TEDxJaffa https://www.youtube.com/watch?v=gRJ_QfP2mhU
- Your sexuality: Ask & Tell: Alyssa Royse at TEDxRainier <https://www.youtube.com/watch?v=8n5O9tz30So>

Recommended Videos

- Doherty, Meghan (2017). Global Trends in Advancing Sexual and Reproductive Health Rights UNRISD <https://www.youtube.com/watch?v=EGKkGmynjWs>

October 21: Mental Health (Session held in the UBC Wellness Centre!!)

Required Readings

- Bowden, O. (2018). Students Take the Initiative; Canadian universities and colleges change how schools provide mental-health support. Tillsonburg News Retrieved from <http://ezproxy.library.ubc.ca/login?url=https://search-proquest-com.ezproxy.library.ubc.ca/docview/2103945225?accountid=14656>
- James, O. (2016). Selfish capitalism is bad for our mental health. The Guardian. <https://www.theguardian.com/commentisfree/2008/jan/03/comment.mentalhealth>
- Gardner P, Kerridge K (2019). Everybody Present: Exploring the Use of an In-Class Meditation Intervention to Promote Positive Mental Health among University Students. Canadian Journal of Community Mental Health 37(4): 9-21. <https://doi.org/10.7870/cjcmh-2018-022>
- Puras, D. (2016). World Health Day: Power Imbalances and Inequalities Big Part of Poor Mental Health. Health and Human Right Journal. <https://www.hhrjournal.org/2017/04/world-health-day-power-imbalances-and-inequalities-big-part-of-poor-mental-health-2/>
- Shroff F, Asgarpour M (2017). Yoga and Mental Health: A Review. Physiother Rehabil 2:132. doi:10.4172/2573-0312.1000132. <https://www.omicsonline.org/open-access/yoga-and-mental-health-a-review.php?aid=87065>
- Shroff F, Innes J (2013). How Forest Bathing Can Heal. The Tye. <https://thetyee.ca/Opinion/2013/06/05/Forest-Bathing/>

Recommended Readings

- CAMH. (2016). Mental Illness and Addictions: Facts and Statistics. http://www.camh.ca/en/hospital/about_camh/newsroom/for_reporters/Pages/addictionmentalhealthstatistics.aspx
- Hunt, S., Wei, Y., & Kutcher, S. (2019). Addressing Mental Health Literacy in a UK university campus population: Positive replication of a Canadian intervention. Health Education Journal, 78(5), 537–544. <https://doi.org/10.1177/0017896919826374>
- Hawksley, K. G. (2019). Investigating the effectiveness of a six-week exercise program for mental health outcomes among university students <http://ezproxy.library.ubc.ca/login?url=https://search-proquest-com.ezproxy.library.ubc.ca/docview/2245939719?accountid=14656>

- National Collaborating Centre for Determinants of Health. Let's talk: Racism and Health Equity. (2017). <http://nccdh.ca/resources/entry/lets-talk-racism-and-health-equity>

Required Videos

- Canadian Alliance on Mental Illness and Mental Health (2018). Faces of mental illness <https://www.camimh.ca/mental-illness-awareness-week/faces-of-mental-illness/>
- Mental Health First Aid - Course Video <https://www.mentalhealthcommission.ca/English/media/1666>
- Mind, the Mental Health Charity (2014). Mental Health: In Our Own Words <https://www.youtube.com/watch?v=y97VF5UJcc>
- MHCC CSMC (2012). Launch of the mental health strategy for Canada https://www.youtube.com/watch?time_continue=6&v=a4gmxPZDzAY
- Shroff F, Innes J, Fells D (2014). Forests and Well-being. <https://vimeo.com/85488126>

Recommended Videos

- Mental Health Commission of Canada (2019). Minister of Labour, Government of Canada speaks about stigma <https://www.mentalhealthcommission.ca/English/media/1641>
- CIHI Canada (2018). Canadian seniors and mental health https://www.youtube.com/watch?time_continue=20&v=Th_EWLVXqHO
- Robert Munsch speaks on mental health <https://www.youtube.com/watch?v=9OZheWaEiNc>
- Mental Health Commission of Canada (2019) What is mental health strategy of Canada? <https://www.mentalhealthcommission.ca/English/media/1644>
- MHCC CSMC (2013). Myra Piat talks about the Mental Health Strategy for Canada <https://www.youtube.com/watch?v=WSgbFHMqeKo>
- World Bank (2016). Making Mental Health a Global Development Priority <https://www.youtube.com/watch?v=THT43iz9E8Y>

Oct 28: DIY -This is a student-created agenda.

Nov 4: Sustainability and Activism

Required Readings

- Gabrysch, Sabine (2018). Imagination challenges in planetary health: re-conceptualizing the human-environment relationship. Lancet VOLUME 2, ISSUE 9, PE372-E373 [https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196\(18\)30169-4/fulltext](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(18)30169-4/fulltext)
- Patten, T (2018). Only Radical Environmental Activism Can Bring About Whole-System Change. Earth Island Journal. http://www.earthisland.org/journal/index.php/articles/entry/radical_environmental_activism_and_whole-system_change/

- Rich, AB (2016). 5 Ways to Do Environmental Activism without the Entitlement. Everyday Feminism. <https://everydayfeminism.com/2016/08/environmentalism-without-entitled/>
- Wilcox BA (2019). Operationalizing One Health Employing Social-Ecological Systems Theory: Lessons from the Greater Mekong Sub-region. Front Public Health. 2019 May 22;7:85. doi: 10.3389/fpubh.2019.00085. eCollection 2019. <https://www.frontiersin.org/articles/10.3389/fpubh.2019.00085/full>

Recommended Readings

- Amnesty International (2019). Why we need to stand up for Earth defenders this World Environment Day. <https://www.amnesty.org/en/latest/campaigns/2019/06/why-we-need-to-stand-up-for-earth-defenders-this-world-environment-day/>
- Bonney, Lauren (2019). Fit on Earth: 24 Activists Fighting for a Healthy Planet <https://www.24life.com/fit-on-earth-24-activists-fighting-for-a-healthy-planet/>
- Friedman EA & Gostin LO (2017). From local adaptation to activism and global solidarity: framing a research and innovation agenda towards true health equity. <https://equityhealthj.biomedcentral.com/articles/10.1186/s12939-016-0492-8>
- Indigenous Environmental Network (2019). Victory! No Camps on Stolen Land! <https://www.ienearth.org/>
- McCarty, E (2019). Saving Mother Earth, Indigenous Guardians Leading the Way. First Nations Drum. Sept 4. <http://www.firstnationsdrum.com/2019/03/saving-mother-earth-indigenous-guardians-leading-the-way/>
- Posada, E (2017). The Ayurveda Natural Medicine System and its Environmental Implications. Environmental Science: An Indian Journal 13(4): 1-11. <https://pdfs.semanticscholar.org/0b04/de0b28fd0d172393862d2228126d599ad7ca.pdf>
- Sneed, A (2019). What Conservation Efforts Can Learn from Indigenous Communities. Scientific American. <https://www.scientificamerican.com/article/what-conservation-efforts-can-learn-from-indigenous-communities/>
- Suzuki, D (2015). Aboriginal people, not environmentalists, are our best bet for protecting the planet. Vancouver Sun, 06/08: <http://www.vancouversun.com/technology/David+Suzuki+Aboriginal+people+environmentalists+best+protecting+planet/11112668/story.html>
- Wahl, D (2018). Human and Planetary Health III. <https://medium.com/@designforsustainability/human-and-planetary-health-part-iii-improving-planetary-health-e09ea230781c>

Required Videos

- CGTN America (2018). An environmental activist in Mexico speaks out to protect the planet. <https://www.youtube.com/watch?v=XLULH4FUYF8>

- Conservation International (2019). Meet 3 Indigenous women fighting to save the planet <https://www.conservation.org/blog/meet-3-indigenous-women-fighting-to-save-the-planet>
- UN (2017). Sustainable Development Goals – a new social contract. <https://www.youtube.com/watch?v=qLnzFD6BrFE>

Recommended Videos

- Climate Reality (2015). Leader Spotlight: Pavan Gowda <https://www.youtube.com/watch?v=ZsUqrH4OFk8>

November 11: HOLIDAY

Topic and Readings/Videos to be Posted on Canvas

November 18 & 25: Presentations

Readings will be Abstracts that will be posted on Canvas Discussion Board



Image from: <https://www.iol.co.za/lifestyle/love-sex/sex-and-gender-both-shape-your-health-in-different-ways-15631942>

Requirements for Written Assignments

- 12 point Times New Roman or Arial font
- 1" margins
- Double spaced
- Contain the title of your paper, your name(s) and student ID(s), and the date you are submitting the assignment
- Page numbers in the bottom right hand of each page
- Follow the citation guidelines for any system and be consistent throughout the document eg American Psychology Association (APA) guidelines see <https://owl.english.purdue.edu/owl/resource/560/01/>

If you are absent from class the day an assignment is due, you will submit a digital copy of the assignment by the end of class that day. Five percent (5%) will be deducted from the total mark for each day an assignment is late.

Accommodations and special circumstances are to be discussed with the Access and Diversity or other appropriate personnel at UBC and documentation submitted via Canvas.

Rubrics

Participation Rubric (20%)

Components	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Active Listening and Active Collaboration 5/20</p>	<p>Listens to peers and professor only when sympathetic to their point of view</p> <p>Contributes at cross-purposes, not acknowledging previous stated ideas</p> <p>Does not offer constructive feedback and does not receive feedback well.</p>	<p>Actively engages with contributions of other through body language and focus</p> <p>Adding to the ideas of others</p> <p>Offers and receives feedback</p>	<p>Actively listens, displaying curiosity and open mindedness to all point of view regards of personal agreement</p> <p>Builds upon conversation to create rich, inclusive dialogue to build a group idea</p> <p>Offers constructive feedback and receives feedback gracefully</p>
<p>Critical Thinking and Willingness to Take Risks 5/20</p>	<p>Displays a superficial understanding of the specific topic of comment under discussion</p> <p>Is not able to articulate other angles or related subject matter.</p> <p>Continuously repeats the same set of ideas.</p> <p>Does not acknowledge diverse perspectives and shows no willingness to make changes to ideas</p>	<p>Displays basic understanding of the specific topic of comment under discussion</p> <p>Has taken time to digest subject matter, considered various angles, related it to known area and presents a coherent argument.</p> <p>Displays growth and vulnerability in relation to new ideas, frameworks, and ways of thinking.</p> <p>Addresses diverse perspectives but does not integrate into pre-existing ideas</p>	<p>Displays a clear and in-depth understanding of the specific topic of comment under discussion</p> <p>Asks questions that display insight, creativity, and in-depth thinking. These questions relate to other concepts key to the topic.</p> <p>Actively displays shifts in knowledge-base, ways of approaching subject matter and is willing to make mistakes.</p> <p>Accepts and analyzes diverse perspectives and shows willingness to modify ideas</p>

Respectful Debate 2/20	Unable to separate person from ideas and is overly judgmental	Keeps the discussion at the realm of ideas, not personal in any way	Is willing to take up oppositional viewpoints for the benefit of the class as a whole
Preparedness and Frequency of Contribution 3/20	Unable to participate fully due to obvious lack of reading, watching videos, or considering material in any depth. Either makes virtually no comments OR dominates the discussion	Has clearly spent time engaging with pre-class materials and is capable of articulating questions, new thoughts and angles on subject matter. Contributes in most discussions	Has gone above and beyond the assigned readings and audio-visual material. Contributes in nearly all dialog but does not dominate discussion
Between Class Participation 5/20	<ul style="list-style-type: none"> -Comment on every CLAS video (1-3 sentences) -Contribute to online discussion on Canvas -Contribute to community building in the class -Find relevant news articles to post on the discussion board or to talk about in class throughout the year. With each news item, try to make a link to the course material or other discussions. 		

© 2019 Dr Farah Shroff

Reflective Journal Rubric (15%)

Component	Does Not Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)
Depth of Reflection (40%)	Limited scope of insight on the topic; keeps the topic away from the personal sphere	Well-developed insight about the main pillars of the topic; reflects on personal connection to politics and global public health	Nuanced and in-depth insights into politics, public health and personal career path and/or future plans
Evidence and Examples (40%)	Does not illustrate points with material from the course	Illustrates points with material from the course	Draws extensively from course materials & discussion to make points
Organization (10%)	Information is inconsistently organized or there are holes in the stream of evidence	Evidence is provided in a logical order and is fairly supported throughout the reflection	Information is presented in a very clear and methodical manner; rationale is supported throughout the presentation to make the overall points strong and coherent

Grammar and Mechanics (10%)	Reflection contains a number of grammatical and/or logistical errors which distract from the topic at hand	Reflection contains some errors but they do not take away from the impact of the presentation	Reflection contains no errors and is smooth and polished
------------------------------------	------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	----------------------------------------------------------

© 2019 Dr Farah MC Shroff. All Rights Reserved.

Group Project--Product Rubric 20%

This assignment is designed for students to actively problem solve in the area of gender and health. The proposed solutions are intended to be creative, innovative, or a new twist on old ideas. Students are welcome to work alone or in groups. The problem may be in Canada or elsewhere. The assignment can take the form of:

- a presentation/pitch to an authoritative body with a written explanatory piece
- a short video (documentary style) with a written explanatory piece that includes poetry, prose, digital storytelling and so forth
- a graphic animation with a written explanatory piece
- a dramatization/skit/play live or captured on video with a written explanatory piece
- a pamphlet/infographic with a written explanatory piece
- multimedia presentation with original music/acting/still art etc. with a written explanatory piece
- a funding proposal
- a social media campaign that delves into the complexities of the issue using catchy ideas eg. selecting a gendered health issue or an organization that promotes healthy behavior. Teams then define a target population and formulate a specific message for their population. Next, teams create a social media video with the message to encourage/support a behavioral change.
- other possibilities

Group Project--The Paper 5%

Students will also write brief (two pages) academic papers which incorporate the following components: definition of the problem, why it has not been solved yet, your proposed solution, and why your solution could work.

Stage One: Mind Map/Other Format of Proposed Ideas (5%)

* Submission of Stage One on time will confer 100% of mark

Mind Map/Other Format Outline

- Outline topic to be covered
- Why did you choose this particular area of gender and health?
- What is it about this topic that is compelling to you (will this topic have enough interest to keep you motivated throughout the term)?
- How are you going to analyze the problem and suggest innovative solutions?
- Who is participating in this project?
- Which sources of information will you explore? Which media will you present your ideas in?

For an introduction to mind-mapping, please find your own resources but here is one to get you started: <http://www.mindmapping.com/>.

Component	Complete	Incomplete
Pinpoints the topic	1/5	0/5
Identifies rationale for choosing this topic (scholarly)	1/5	0/5
Describes personal connection to topic (life experiences/interests)	1/5	0/5
Outlines method of analysis and suggests problem solving strategy, citing literature for the paper component.	1/5	0/5
Illustrates creative medium with robust explanation of project vision.	1/5	0/5

Stage Two: Final Project and Description of Presentation

Description of Group Presentation (not graded but if not included 5% of total course grade will be deducted)

Abstract: 300-500 words

- Create an abstract that describes your project. These abstracts will be posted on the discussion board and these will serve as the required reading material for presentation days.

Format Outline: 100-300 words

- What is the format of your presentation?
- Describe the creative elements to your presentation
- What equipment will you need?
- What are the three main points of your presentation?

Rubric for Group Project--Product (20%)

	Does Not Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)
Evidence (30%)	Provides appropriate but insufficient evidence to support claims	Provides appropriate and sufficient evidence to support claims	Provides evidence from a variety of sources and media to support claim
Innovation (35%)	Little attempt at approaching the problem from a new perspective/reiterates common approaches. Is able to outline approaches to problem solving that identify innovations and respective strengths and limitations	Makes an attempt at creating an advanced approach to problem solving. Analysis of past solutions is complete and builds on innovations of others with solid critiques of failures and poor outcomes. Points to potential area of growth and development	Unique and novel concepts applied to global politics and public health problems. Demonstrates creativity and flexibility in approaching complexity in the problem. Addresses weaknesses of past solutions and frameworks and suggests innovation ways to tackle the problem.
Clearly Articulated Analytical Constructs (25%)	Weakly presents analytical conceptualizations of health issues	Loosely links analytical frameworks to health concerns	Able to integrate and magnify the analysis in which gendered health issues exist
Quality of Writing/ Presentation/ Quality of Citations (10%)	Number and type of errors may interfere with meaning at some points Weaknesses in command of gender and health vocabulary Some errors in punctuation and grammar	Number and type of errors does not interfere with meaning Basic grasp of gender and health vocabulary	Stylistic voice adds to presentation of cohesive ideas Superior grasp of gender and health vocabulary No errors in punctuation and grammar

	Uses few and irrelevant sources.	Few errors in punctuation and grammar Uses a variety of high quality sources of information and analysis.	Uses a large number of diverse sources spanning peer reviewed literature and possible grey literature.
--	----------------------------------	------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

Rubric for Group Project Presentation (12%)

Presentation length will likely be 15 minutes. Each presentation will be timed and assessed by peers using this rubric. Students are encouraged to incorporate music, visuals, dance, theatre, drama, and other multimedia elements for their presentations. Standard PowerPoint/Prezi presentations may provide back-up audio-visual support to these presentations.

	Does Not Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)
Elocution, Understanding & Engagement (50%) /2.5	Presentation does not engage other student in discussion and/or is entirely didactic	Presentation engages the class in basic discussion about the topic and demonstrates knowledge of topic	Presentation illustrates deep understanding & poses questions and prompts discussion to engage the class into a deeper understanding of the topic
Graphics/Visual Engagement (25%) /2.5	Graphics and visual aspects are lacking or are distracting from the main topic	Graphics and visual aspects add value to the presentation by supporting the text and they do not distract from the main topic	Engaging graphics and/or visual aspects capture the class' attention and brings life to the topic. Visual or other types of cues are used to add value to the presentation
Organization (15%) /2.5	Information is inconsistently organized or there are holes in the stream of evidence	Evidence is provided in a logical order and is fairly supported throughout the presentation	Information is presented in a very clear and methodical manner; rationale is supported throughout

			the presentation to make the overall case strong and coherent
Grammar and Mechanics (10%) /2.5	Presentation contains a number of grammatical and/or logistical errors which distract from the topic at hand	Presentation contains some errors but they do not take away from the impact of the presentation	Presentation contains no errors and is smooth and polished

AEQs (All-Encompassing Questions) Guidelines (13%)

Max 200 words. AEQs are a weekly assignment that are designed to ensure that students come to class fully prepared. Submission of all AEQs on time confers the full marks, worth 10% of the total grade. They look like this:

Response to the collection of readings and videos. This is to be an overview that is analytical. It can include comparing and contrasting, critiques, connections to current or past events and so forth.

Questions that arose after reviewing all the written and audiovisual material. Some may find it helpful to organize questions into

1. Muddiest point—an issue which remains enigmatic, unclear or uncertain.
2. Intriguing or compelling point—a question that encapsulates some of the central themes of the readings/videos.
3. Any other question.

Rubric for All-Encompassing Questions (AEQs)

	Does Not Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)
Understanding of Ideas	Weak display of author or presenter ideas; weak evidence of the central ideas within texts and videos	Explains the development of the central ideas within texts and videos	Provides solid evidence of understanding the central ideas of authors and presenters

Integrates Ideas from Readings and Videos	Only discusses 1 or 2 readings or videos	Discusses points from most readings & videos	Captures ideas from virtually all the readings and videos. Weaves commonalities and differences to create a tapestry of ideas and themes.
Textual/Visual Support	Textual/visual support loosely addresses the points made and extension is sparse	Textual/visual support addressed the point made but extension is limited	Textual/visual support illustrates the point made and demonstrates thoughtful insight on course material

All Standard UBC Policies Apply to this Course

All of UBC's standard policies, including those on Academic Honesty and Standards apply to this course. Academic misconduct includes cheating and plagiarism. For details, please see the UBC Calendar:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,958>

Resources on Campus for Students

- [Mental Health and Counseling Services](#)
- [UBC Wellness Centre](#)
- [Centre for Accessibility \(Access and Diversity\)](#)
- [Writing Centre](#)
- [AMS Sexual Assault Support Centre \(SASC\)](#)
- [UBC Sexual Violence Prevention and Response Office \(SVPRO\)](#)
- [UBC Ombuds office](#)
- [First Nations Longhouse](#)
- [UBC Equity and Inclusion Office](#)
- [Many more!](#)

Any item on this syllabus may change. Students will be notified on Canvas of such changes.