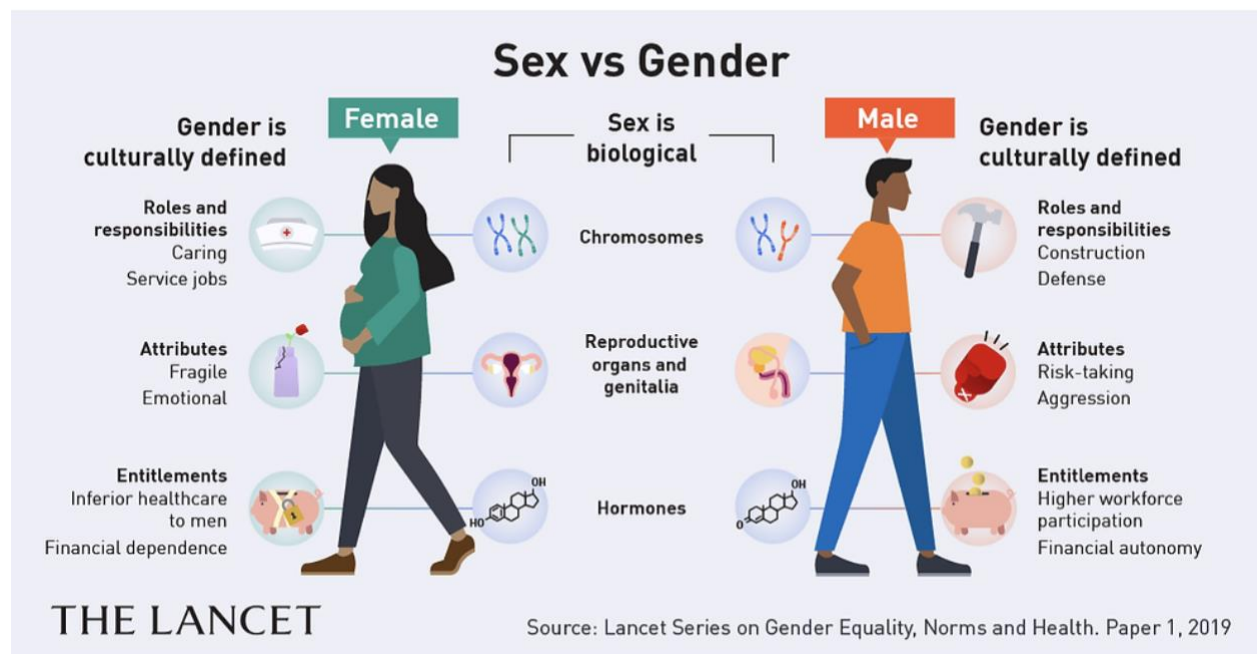


HLTH 5303 for Fall 2026

GENDER AND HEALTH



Course Instructor: Dr. Francine Darroch

How to address me: Francine

Gender Pronouns: she/her/hers

Email:

Note: If you have any questions or would like to talk with me, you can send an email, visit me during student hours (see below), or approach me after class.

Best Ways to be in Touch: in class, via email, or during student hours

Student Hours: Tuesdays/Thursdays, 1:30 – 2:30 pm, 3303 Health Sciences Building

Office Location:

Class Location: Please check Carleton Central for the room location.

Class Times:

Department/Unit: Health Sciences/Faculty of Science

Course TA:

We, the people of the Faculty of Science at Carleton University, acknowledge that our campus is located on the traditional, unceded territories of the Algonquin Anishinabeg people. Miigwetch for your hospitality and stewardship of this territory and the teachings that come from it. We are grateful for this land, the air that we breathe, and the water that sustains us all as well as for the animals, plants and other living beings: these enable us to research, teach, mentor, support, study, and learn. We recognize our responsibility to our natural environment and to reconciliation with Indigenous peoples.

Course Description: Gender and Health examines how gender shapes psychosocial and biological processes that influence disease, treatment, and health outcomes. The course explores health issues affecting women, men, and gender minorities, considers the role of gender across cultures, and examines the social processes that create gender-based inequities. Students will develop a stronger understanding of the distinction between sex and gender and of the impact of gender on health and health outcomes.

I am committed to fostering an environment for learning that is inclusive for everyone regardless of gender identity, gender expression, sex, sexual orientation, race, ethnicity, ability, age, class, etc. All students in the class, the instructor, and any guests should be treated with respect during all interactions. It is my hope that our class will support diversity of experience, thought, and perspective.

Topics to be Covered

Week	Topic/ Content	Readings/Prep for Class
1 – Sept. 10	Introduction and Overview of Gender and Completion of CIHR Gender and Health Research Training	Part 1: Introduction and Overview of Sex, Gender, and Health: Dr. Darroch Review syllabus Overview of course expectations Readings: Shannon, G., Jansen, M., Williams, K., Cáceres, C., Motta, A., Odhiambo, A., Eleveld, A., & Mannell, J. (2019). Gender equality in science, medicine, and global health: Where are we at and why does it matter? <i>The Lancet</i>, 393(1), 560-569. (https://www.thelancet.com/action/showPdf?pii=S0140-6736%2818%2933135-0) Hawkes, S., As Sy, E., Barker, G., Baum, F. E., Buse, K., Chang, A. Y., Cislighi, B., Clark, J., Connell, R., Cornell, M., Darmstadt, G. L., Grilo Diniz, C. S., Friel, S., Gupta, I., Gruskin, S., Hill, S., Hsieh, A. C., Khanna, R., Klugman, J., Koay, A., ... Zarulli, V. (2025). Achieving gender justice for global health equity: The Lancet Commission on gender and global health. <i>The Lancet</i>, 405(10487), 1373–1438. Part 2: Completion of CIHR Gender and Health Research Training: Students Completion of CIHR Gender and Health Research Training (certificate(s) to be submitted on Brightspace by Sept 16th)

2 – Sept. 17	Social Construction of Gender and impacts on Health and Biology and Sex	Part 1: Social Constructions of Gender and impacts on Health: Dr. Darroch Readings: Cislaghi, B. & Heise, L. (2019). Gender norms and social norms: differences, similarities and why the matter in prevention science. <i>Sociology of Health and Illness</i>, 42(2), 407-422. https://doi.org/10.1111/1467-9566.13008 Patwardhan, V., Gil, G. F., Arrieta, A., Cagney, J., DeGraw, E., Herbert, M. E., Khalil, M., Mullany, E. C., O'Connell, E. M., Spencer, C. N., Stein, C., Valikhanova, A., Gakidou, E., & Flor, L. S. (2024). Differences across the lifespan between females and males in the top 20 causes of disease burden globally: a systematic analysis of the Global Burden of Disease Study 2021. <i>The Lancet. Public health</i>, 9(5), e282–e294. https://doi.org/10.1016/S2468-2667(24)00053-7 Part 2: Biology and Sex: Students Students will work on in class mini-presentations. We will read the following articles in class: [To read in class] Sharma, S., Gibbons, A., & Saphire, E. O. (2025). Sex differences in tissue-specific immunity and immunology. <i>Science (New York, N.Y.)</i>, 389(6760), 599–603. https://doi.org/10.1126/science.adx4381 [To read in class] Jones, T. (2018). Intersex studies: A systematic review of international health literature. Sage Open. https://doi.org/10.1177/2158244017745577
3 – Sept 24	Men, Masculinities , and Health	Part 1: Men, Masculinities, and Health: Readings: Movember Institute of Men’s Health. (2025). The real face of men’s health. https://movember.com/uploads/files/2025/The%20Real%20Face%20of%20Men's%20Health%20Report%202025%20-%20English%20Canada.pdf Rice, S., Oliffe, J., Seidler, Z., Borschmann, R., Pirkis, J., Reavley, N., & Patton, G. (2021). Gender norms and the mental health of boys and young men. <i>The Lancet Public Health</i>, 6(8),

		e541–e542. https://doi.org/10.1016/S2468-2667(21)00138 (https://www.thelancet.com/journals/lanpub/article/PIIS2468-2667(21)00138-9/fulltext) Part 2: Guest Lecture: Bailey Reid, Department of Equity and Inclusive Communities. Discussing book launch: New Adventures, New Paths: A Short Story Anthology
4 – Oct 1	The Economics of womanhood	Gender and Economics: Guest Lecture and Discussion with Henriette Riegel, Treasury Board Secretariat, Senior Analyst Invisible Women - Part 2: The Workplace, The myth of meritocracy (pages 92-111) [watch] Nobel Prize lecture, Dr. Claudia Goldin: https://www.youtube.com/watch?v=-lcyCG-olg Theory of Change for achieving equal pay for work of equal value (2025). Pay Equity Office. https://payequity.gov.on.ca/wp-content/uploads/2025/09/PEO_TheoryOfChange_EN.pdf Girls on the Job: Realities in Canada (2019) Girl Guides Canada. https://www.girlguides.ca/WEB/Documents/GGC/media/though-ht-leadership/girlsonjob/GirlsOnTheJobRealitiesInCanada.pdf
5 – Oct 8	Gender and Research Intersectionality and WHO Gender Responsive Assessment Scale	Part 1: Gender and Research: Dr. Darroch <i>Readings:</i> Filbey, L., Khan, M.S., & Van Spall, H. (2022). Protection by inclusion: Increasing enrollment of women in cardiovascular trials. American Heart Journal Plus: Cardiology Research and Practice, 13, 100091. (https://www.sciencedirect.com/science/article/pii/S2666602222000088) Book Chapter: Invisible Women – Part IV, Chapter 10: The drugs don't work p.195-216 Part 2: Gender-sensitive and gender-responsive approaches Intersectionality and WHO Gender Responsive Assessment

		Scale - why we need a new approach to gender research: Dr. Darroch Readings: López, N. & Gadsen, V.L. (2016). Health inequities, social determinants, and intersectionality. National Academy of Medicine. National Academies Press. https://nam.edu/wp-content/uploads/2016/12/Health-Inequities-Social-Determinants-and-Intersectionality.pdf [To read in class] Asi, Y. M., Bebasari, P., Hardy, E., Lokot, M., Meagher, K., Ogbe, E., ... & Vahedi, L. (2022). Assessing gender responsiveness of COVID-19 response plans for population in conflict-affected humanitarian emergencies. Conflict and Health, 16(4), https://doi.org/10.1186/s13031-022-00435 (https://conflictandhealth.biomedcentral.com/articles/10.1186/s13031-022-00435-3#Tab2) [To read in class] Levy, J. K., Darmstadt, G. L., Ashby, C., Quandt, M., Halsey, E., Nagar, A., & Greene, M. E. (2020). Characteristics of successful programmes targeting gender inequality and restrictive gender norms for the health and wellbeing of children, adolescents, and young adults: A systematic review. The Lancet Global Health, 8(2), e225-e236. (https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(19)30495-4/fulltext) Completion of Trans Care BC Online Courses - http://www.phsa.ca/transcarebc/gender-basics-education/education-resources/online-courses (certificates to be submitted on Brightspace by Sept 30th) Part 3: Brief Review for Midterm
6 – Oct 15	Gender-based Violence, Place and Space	Part 1: Guest Lecture - Gender-based Violence, Place and Space: Dr. Maddy Sheppard-Perkins Readings: Sheppard-Perkins, M. D., McGaughey, T., Peters, P. A., & Darroch, F. E. (2024). Exploring the use of geographic methods to understand sexual- and gender-based violence: a scoping

		review. Gender, Place & Culture, 1–29. https://doi.org/10.1080/0966369X.2024.2307583 Part 2: Guest Training Session: Kristina Epifano In-class training – <i>We Create Consent: Strategies for Preventing and Responding to Sexual Violence</i>
7 – Oct 22	Mid-term	In-class midterm
8 – Oct 29	Reading Week	Enjoy the break
9 – Nov 5	Training	<i>Sex/Gender Proposals & Training Sessions</i> Article Reflection
10 – Nov 12	Podcast	<i>Proposals and Podcast Planning</i>
11 – Nov 19	Podcast	<i>Podcast Training session – (Southam 6th Floor Suites)</i>
12 – Nov 26	Podcast	<i>Podcasts – Creation Suites</i>
13 – Dec 3	Podcast	<i>Podcasts – Creation Suites</i>
14 - Dec 10	Wrap-up	Course wrap-up

Important dates and deadlines can be found here: <https://carleton.ca/registration/academic-dates/>, including class suspension for fall, winter breaks, and statutory holidays.

Course level learning outcomes:

1. Distinguish between sex and gender, define and describe the social construction of gender
2. Understand the importance of sex and gender as health determinants
3. Understand how gender contributes to differences in health experiences of women, men, and gender non-conforming and gender minority people

4. Consider intersectionality as a framework to understand how gendered experiences of health and health care vary according to social position, including social class, race/ethnicity, sexual orientation, etc.
5. Critically analyze, co-present, and write about health outcomes and experiences based on sex and gender

Assessments

COMPONENT	GRADE VALUE	DATE
CLASS ENGAGEMENT/MINI ASSIGNMENTS	20 %	Completion of CIHR Integrating Sex & Gender in Health Research (3%) due Sept. 15
		Positionality Statement (4%) due Sept. 22
		Introduction to gender diversity (training through Trans Care BC) (3%) due Sept. 30
		Participation in-class based on mini assignments throughout the semester (10%)
MIDTERM EXAM	20 %	Oct. 7
RESEARCH PROPOSAL SEX/GENDER FOCUS	20 %	Nov. 19
ARTICLE REFLECTIONS	10 %	Throughout semester
PODCAST	30%	Dec. 11

Late and Missed Work

If assignments are received late, they will not receive substantive comments or feedback during the grading process. After 24 hours (including weekends), late assignments will also

be subject to a 5%-point penalty per day unless there are legitimate reasons (e.g., sickness, formal accommodations).

For short term accommodation please submit an [academic consideration for coursework form](#) (or a [self-declaration form](#) for a deferral of the final exam), a written email to the professor (cc'ing TA), and the appropriate accommodation required (e.g., extension).

If you require accommodations for this course that are longer than the 5-day (short-term) period, please email me to discuss how/whether accommodation needs could be met for this course.

Learning Material(s) and Other Course/Lab-Related Resources

Students are not required to purchase textbooks or other learning materials for this course. All book chapters and articles are available through MacOdrum Library on Brightspace.

Learning Material	Options for Accessing
Invisible Women: Data Bias in a World Designed for Men - Caroline Criado Pérez	Available through MacOdrum Library on Brightspace
Of Boys and Men: Why the Modern Male Is Struggling, Why It Matters, and What to Do About It - Richard Reeves	Available through MacOdrum Library on Brightspace

Content Warnings

This class will involve readings, documentary viewings, and discussion of sensitive topics, such as gender-based violence and stigmatizing attitudes such as racism, sexism, and transphobia. You should feel free to engage in self-care as necessary, such as leaving a specific session, or being absent during particular seminars. The professor is always willing to meet with students and will do her best to provide warnings prior to class and provide a detailed syllabus, so you are aware of upcoming topics and dates.

Other Important Information

Feeling Sick? If you feel very sick (e.g., fever, chills, stomach upset) do not come to class or campus.

Mental Health If you are struggling, please do not hesitate to reach out. I am happy to listen, and/or direct you to resources that might help. In terms of class, if you need extra help or miss a lesson, don't stress! Email me and we will set a time to meet. Remember that Carleton also offers an array of mental health and well-being resources, which can be found here (<https://wellness.carleton.ca/>).

University Policies

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B+ = 77-79 C+ = 67-69 D+ = 57-59

A = 85-89 B = 73-76 C = 63-66 D = 53-56

A- = 80-84 B- = 70-72 C- = 60-62 D- = 50-52

F = <50

WDN = Withdrawn from the course

DEF = Deferred

Academic Accommodations and Regulations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>).

University rules regarding registration, withdrawal, appealing marks, and anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

1. Academic Consideration Policy

Deferred/missed term work for short-term accommodation (5 days or less): Carleton recognizes that students may experience unexpected, temporary incapacitation (i.e., illness, injury, or extraordinary circumstances outside of a student's control and which could not have reasonably been prevented). As a result, Carleton has put into place a protocol for students to apply for academic accommodations using a web-based form in the event of missed work. The form can be found at:

<https://carleton.ca/registrar/academic-consideration-coursework-form/>

Statement on Chat GPT/Generative AI usage

In HLTH 5303, I assume that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT or similar. As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Statement on Academic Integrity

Students are expected to uphold the values of academic integrity, which include fairness, honesty, trust, and responsibility. Examples of actions that compromise these values include but are not limited to plagiarism, accessing unauthorized sites for assignments or tests, unauthorized collaboration on assignments or exams, and using artificial intelligence tools such as ChatGPT when your assessment instructions say it is not permitted.

Misconduct in scholarly activity will not be tolerated and will result in consequences as outlined in [Carleton University's Academic Integrity Policy](#). A list of standard sanctions in the Faculty of Science can be found [here](#).

Additional details about this process can be found on [the Faculty of Science Academic Integrity website](#).

Students are expected to familiarize themselves with and abide by [Carleton University's Academic Integrity Policy](#).

Student Rights & Responsibilities

Students are expected to act responsibly and engage respectfully with other students and members of the Carleton and the broader community. See the [7 Rights and Responsibilities Policy](#) for details regarding the expectations of non-academic behaviour of students. Those who participate with another student in the commission of an infraction of this Policy will also be held liable for their actions.

Student Concerns

If a concern arises regarding this course, **your first point of contact is me**: Email or drop in during student hours and I will do my best to address your concern. If I am unable to address your concern, the next points of contact are (in this order):

Note: You can also bring your concerns to [Ombuds services](#).

