

Gender, Health, and Medicine, Sociology 498 H1S

Winter, 2016

INSTRUCTOR:	Katelin Albert
CLASS HOURS & LOCATION:	Tuesdays 12-2 LOCATION SS 2101
OFFICE HOURS:	Wednesday 12-2, or by appointment
OFFICE HOURS LOCATION:	Department of Sociology 725 Spadina, Rm 225
EMAIL:	Katelin.albert@mail.utoronto.ca (see email policy below)

Course Description and Objectives

This course and examines the relationships among sex, gender, health, and modern medicine. It looks at the way gender organizes health and medicine, but also how medical systems and health practices create and organize gender. In this class, we will look at how sex became a subject of scientific study, explore the medicalization bodies, and how gender became a category of analysis. There will be also be a significant focus on health technologies, exploring the ways in which health technologies organize, create, and discipline human bodies. We will ask questions of how modern Western medicine traditions view male and female bodies and define their health and illnesses accordingly.

Course Structure and Expectations

This course is somewhat reading-intensive, and our class meetings will be organized around in-depth discussion of these readings. Students are expected to come to class ready to discuss the readings due each day and may be asked to complete brief readings quizzes at the start of class. The success of this class depends on your in-class contributions to our discussions.

Students are required to meet independently with the instructor at least once during the semester, but are strongly encouraged to meet at least twice to discuss progress on the major writing assignment. In addition to the paper and exam, there will be brief critical reading responses to illuminate pressing issues in our course readings.

Laptops, e-readers and tablets are welcome in the classroom **only** for note-taking and to bring electronic copies of readings to class. If electronic media become inappropriately distracting, they will *immediately* no longer be allowed in class. You must **always** bring a copy of the day's readings to class either in hard copy format or electronically; failure to do so will result in a minimum 50 percent reduction in your participation grade for that class meeting.

Together, we will discuss and set specific guidelines for our in-class discussions, but our class will fundamentally be based in an ethic of respect for each other and for the ideas presented throughout the course. Because all of our texts take up humanity as their object of study, our course readings will highlight and interrogate a wide range of sensitive and politically charged social issues and problems. We will encourage open and substantive dialogue based in students' lived experiences, but professional decorum and respectful dialogue will always be privileged. Furthermore, our discussions will always be grounded in and organized around the course readings.

Finally, the course involves adult content. All of the readings and the media used in the class deal explicitly with sexuality, violence, power, inequality, etc. If reading, watching media, or learning about these themes is an issue for you, you must speak with me privately during the first week of class. Alternative assignments/readings are not available.

Goals and Learning Objectives

The goals for this course are to have you learn about pressing topics related gender, health, and medicine, and to learn how to talk about these issues in an informed way. Because we have a small class size, this course will be more of a “seminar” style. I will lecture of the topics and readings, but students will also be actively involved through class discussion. This will require that you read all the material and are prepared for class discussion.

Course Materials

All course readings are available through the University of Toronto Libraries. All articles are available through the article database, and book chapters have been put on reserve in the library and PDF versions will be available on Blackboard. Among yourselves, you may consider working together to gather these readings.

Evaluation Components and Grading Policies

1. Writing Assignment – Critical Content Analysis	25%
• One required meeting w/ meeting requirements	5%
2. Final Exam (In exam period – date TBA)	30%
3. Critical Reading Responses (5% each x4)	20%
4. In-class Reading Questions	10%
5. Class Participation	10%

- Detailed guidelines for the writing assignment will be posted on Blackboard.
- In-class Reading Questions: Throughout the term there will be in-class reading questions, with a question about any course material presented that day (reading, lecture, or film). These might be group questions, or they might be individual questions.
- If a student misses an in class reading questions, and can provide documentation of a university-approved reason (see course policies, below), they will be allowed to complete an alternative assignment. Students in these circumstances must visit the instructor in

office hours, where they will be provided with details about the makeup assignment once they have had their documentation verified.

- Final Exam will consist of short answer and long answer questions. Since there is no mid-term exam, this exam is meant will include the entire semester worth of content. The exam will be held during exam time, the date to be announced by the university later in the term.

Critical Content Analysis

8-10 pages (double spaced) plus reference page (ASA or APA)

One inch borders mandatory – 12 point font, Times New Roman

Critically analyze a website pertaining to a women's, men's, or trans person's health or medical issue. The website may be feminist, government, medical, corporate, academic, or popular. Examine the presentation, rhetoric, and content, images in the website. How is the site gendered, classed, raced? How are differences between women represented, or differences between women and men presented? Who and what are missing? In what frame is the issue placed: genetic, social, structural, etc.? What does it reveal about the place of medicine in women's, men's, or trans people's lives, in North America, or in global politics? What kinds of images are used? Is the information politicized or presented as objective? Draw on the course readings and additional research to situate the website in the debates, discourses, and activism pertaining to the health issue or medical service it addresses. Theorize about how you might present the issue. What are the dilemmas and complexities in representing this issue?

Specific and elaborates guidelines and expectations for this assignment can be found on blackboard. You will submit this paper online and in person.

Students are also *required* to meet with me at least once, and strongly encouraged to meet at least twice with me during the semester to discuss progress on the major writing assignment. While the paper is worth 25%, there is an additional 5% that is for your required meeting with me. In this meeting, you *must* have your website chosen and a short paragraph written explaining your ideas and your plan for the paper. This first meeting must occur by **March 9**. If you do not meet with me by this date, you will not be able to earn that 5%. You may come to my office hours for this meeting, but it would be best to email me to let me know you are coming, or email me to set up the meeting early for time slots will become busy as the March 8th date approaches.

I have included some “additional readings” under the required readings in the course syllabus. Depending on your topic, these may be useful or helpful when writing your paper. Please talk to me individually about what readings you will draw on as I may have suggestions (outside of the syllabus), depending on your topic.

Paper due date: March 29

Critical Reading Responses

2 pages (double spaced) – one inch borders mandatory – 12 point font, Times New Roman

You are to do four critical reading responses throughout the term. You can choose what four to do, but you must have *at least one done by week 3, at least two done by week 7, at least three done for week 10, and all completed by week 13*. Of course, you can do more by each deadline (ex – you may have three done by week 7). Doing them early is encouraged. The end of the term will be busy as you write papers for this course and prepare for the final exam. It is not advised to leave these until the end of the course.

These critical reading responses will be due at the start of whatever class you are doing them for. I encourage you to look across the themes and topics of the weeks, and pick some that you are interested in. Your reading responses must discuss all the readings for the week. Not only are these meant to help you think critically about the readings, they are also meant to help you prepare for the final exam, as it will be on all the material from the semester.

The critical reading responses are meant to be dialogues with, extensions of the readings, or critiques of them (keep in mind that critique is not just telling me that you didn't like the article). They can be "broad and sweeping" or close-up scrutinizes of small points in the reading (FYI: The latter usually works better for the format used here, but the other type can be successful also.) However you use the readings, they must be more than just a summary of the reading. They must include your thoughts and be a response to the reading. The point of these critical reading responses is to show me that you have read the articles and that you are thinking deeply and critically about them and the subjects they address.

You may find that you want to do a critical reading response on the week related to topic you choose for your final paper. This will help prepare for that assignment.

Details and expectations for this assignment will be posted on blackboard. *These responses are to be submitted on line in blackboard (the night before class), and you MUST bring a hard copy to class as well.*

In-class Reading Questions

These in-class reading questions will be at the start of each class before lecture and class discussion. They will involve collaboratively discussing, and individually answering, a series of questions related to the week's course material. There will be 10 of these in-class participation, each worth 1%. If you arrive late to class, you will not have access to this assignment and will not be able to earn your grade for this. While you are highly encouraged to attend each lecture, sometimes there are health, work, or family emergencies that cause people to miss classes. If you miss one or a handful of lectures over the year, you must provide official documentation such as medical note and must contact me immediately.

Participation

Attendance is a requirement inasmuch as you must attend class to participate in class. Students will receive no participation credit for unexcused absences from class. Your participation grade is 10%, and this is determined by your engagement and contribution to the class as a whole. This includes making comments, asking questions, engaging in dialogue with your classmates.

COURSE SCHEDULE

Week 1 Jan 12: Introduction

Library Website: Finding Journal Articles
Books versus Articles

Week 2 Jan 19: Overview of Terms – Sex and Gender

Anne Fausto-Sterling, 2000. Chap. 9, Gender systems. In *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books.

Scott, Joan. 1988. Gender as a Useful Category of Historical Analysis. In *Gender and the Politics of History*. NY: Columbia University Press: 28-50.

Wamala S, Ågren G. (2002). Gender Inequity And Public Health: Getting Down To Real Issues. *European Journal Of Public Health* 12: 163–165.

Week 3 Jan 26: Medicalization of the body: The social construction of gender in medicine.

[Critical Reading Response deadline 1]

Conrad, P. 1992. Medicalization and social control. *Annual Review of Sociology*, 18: 209-232.

Figert, Anne. E. 1995. The three faces of PMS: The professional, gendered, and scientific structuring of a psychiatric disorder. *Social Problems* 42(1): 56-73.

Emily Martin. 1991. The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs* 16: 485-501.

Additional Readings of Interest (Not Required):

Ehrenreich, Barbara and Deirdre English. 1990. "The Sexual Politics of Sickness." Pp.270-284 in *The Sociology of Health and Illness: Critical Perspectives*, edited by Peter Conrad and Rochelle Kern. Third Edition. NY: St. Martin's Press.

Lorber, Judith. "Women Get Sicker but Men Die Quicker: Gender and Health" in *Henderson Reader*: 164-190.

Week 4 February 2: Menstruation

Hasson, Katie. 2012. From bodies to lives, complainers to consumers: Measuring menstrual excess. *Social Science and Medicine*, 75: 1729-1736.

Mamo, L., & Fosket, J. R. 2009. Scripting the body: pharmaceuticals and the (re) making of menstruation. *Signs: Journal of Women in Culture and Society*, 34: 925-949.

Week 5 February 9: Pregnancy and Abortion in Canada

Readings: TBA

Medicalization of Child Birth and Abortion in Canada

Guest Lecture – Jamie Nikolaou

--- Week 6: February 16 – No Class – Reading Week ---

Week 7 February 23: Health Technologies and the Gendered Body

[Critical Reading Response deadline 2]

Balsamo, Anne. 1996. *Technologies of the gendered body*. Duke University Press.

Read: Introduction

Mamo, L., & Fishman, J. R. 2001. Potency in all the right places: Viagra as a technology of the gendered body. *Body & Society* 7: 13-35.

Additional Readings of Interest (Not Required):

Loe, M. 2006. *The Rise of Viagra: How the Little Blue Pill Changed Sex in America*. New York: NYU Press.

Takeshita, C. 2012. *The global biopolitics of the IUD: How science constructs contraceptive users and women's bodies*. Cambridge, MA: MIT Press.

Casper, Monica J., and Adele E. Clarke. 1998. "Making the Pap Smear into the Right Tool for the Job Cervical Cancer Screening in the USA, circa 1940-95." *Social Studies of Science* 28(2): 255-290.

Bell, Kirsten. 2014. HIV prevention: Making male circumcision the 'right' tool for the job. *Global public health* ahead-of-print: 1-21.

Week 8 March 1: Constructing Normality and a Diagnosis

Guest Lecture: Professor Georgiann Davis – University of Nevada, Las Vegas.

Author of: Davis Georgiann. 2015. *Contesting intersex: The dubious diagnosis*. NYU Press

Please Read: Introduction, Chapters 4 & 6.

Additional Readings of Interest (Not Required):

Fishman, J. R. 2004. Manufacturing desire: The commodification of female sexual dysfunction. *Social Studies of Science*, 34(2): 187-218.

Fishman, J. R., & L. Mamo. 2002. What's in a disorder: A cultural analysis of the medical and pharmaceutical constructions of male and female sexual dysfunction. *Women and Therapy*, 24(2): 179-193.

Suzanne J. Kessler. 1990. The medical management of gender: Case management of intersexed infants. *Signs* 16: 3-26.

Somerville, S. 1994. Scientific racism and the emergence of the homosexual body. *Journal of the History of Sexuality*, 5, 243-266

Week 9 March 8: Masculinity, Men, and Medicine

[Meeting deadline for paper, March 9th – 5%]

Connell, R.W. 1995. Chap 3. The social organization of masculinity. In *Masculinities*. University of California Press.

Kempner, J. 2006. Uncovering the man in medicine: Lessons learned from a case study of cluster headache. *Gender & Society*, 20(5): 632-656.

Oudshoorn, Nelly. 2003. *The male pill: A Biography of a Technology in the Making*. Durham, London.

Read: Chapter 1

Addition Readings of Interest (Not Required)

Almeling, Rene and Miranda Waggoner. 2013. More and Less than Equal: How Men Figure in the Reproductive Equation. *Gender & Society* 27:821-842.

Mumford, Kevin. 1992. 'Lost Manhood' Found. Male Sexual Impotence and Victorian Culture in the United States. *Journal of the History of Sexuality*, 3: 33-57.

Barnes, Liberty, W. *Conceiving Masculinity: Male Infertility, Medicine, and Identity*. Temple University Press.

Week 10 March 15: HIV and AIDS

[Critical Reading Response deadline 3]

Greig, A., Peacock D, Jewkes R, Sisonke Msimang S. 2008. Gender and AIDS: time to act. *AIDS*, 22 *Suppl* 2: S35-43

Dworkin SL. 2005. Who is epidemiologically fathomable in the HIV/AIDS epidemic? Gender, sexuality, and intersectionality in public health. *Culture, Health & Sexuality*, 7(6): 615 - 623

Week 11 March 22: HPV

Carpenter, L. M., & Casper, M. J. 2009. A Tale of two technologies: HPV vaccination, male circumcision, and sexual health. *Gender and Society*, 23(6), 790-816.

Polzer, Jessica and Susan Knabe. 2012. From Desire to Disease: Human Papillomavirus (HPV) and the Medicalization of Nascent Female Sexuality. *Journal of Sex Research*, 49(4) 344-352.

Week 12 March 29: Looking back, looking forward: Cancer then and now

Comeau, T. D. 2007. Gender ideology and disease theory: Classifying cancer in nineteenth Century Britain. *Journal of Historical Sociology*, 20(1),158-181.

Ehrenrieck, Barbara. Nov 2001. Welcome to Cancerland: A Mammogram Leads to a Cult of Pink Kitsch, *Harpers Magazine*: 43-53.

Additional Readings of Interest (Not Required)

Theriot, Nancy. "Women's Voices in Nineteenth-Century Medical Discourse. A Step toward Deconstructing Science." In *Gender and Scientific Authority*, 124-154

Maren Klawiter. (2000). Racing for the Cure, Walking Women, Toxic Touring: Mapping Cultures of Action Within the Bay Area Terrain of Breast Cancer in Laura Potts, ed., *Ideologies of Breast Cancer*: 63-97

Week 13 April 5: Race, Gender, Health

[Critical Reading Response deadline 4]

Fujimura, Joan. H. 2012. Medicine and Society: Will Personalized Medicine Challenge or Reify Categories of Race and Ethnicity? *AMA Virtual Mentor* 14(8): 657-664

Herndl, Diane Price. 1995. The Invisible (Invalid) Woman: African-American Women, Illness, and Nineteenth-Century Narrative. *Women's Studies: An Interdisciplinary Journal* 24(6): 553-572.

Additional Readings of Interest (Not Required)

Roberts, Dorothy, 1997. "The Dark Side of Birth Control" in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (New York: Pantheon Books, 1997): 56-103.

Davis, Georgiann, and Rachel Allison. 2013. "White coats, Black specialists? Racial divides in the medical profession." *Sociological Spectrum* 33(6): 510-533.

Shavers, Vickie L., and Martin L. Brown. 2002. Racial and ethnic disparities in the receipt of cancer treatment. *Journal of the National Cancer Institute* 94(5): 334-357.

Schulman K, et al. 1999. "The effect of race and sex on physician's recommendations for cardiac catheterization," *NEJM* 340: 618-626.

COURSE PROCEDURES AND RULES

1. Missed tests and assignments

- **Accommodation provision:** In general, for missed tests or assignments the Sociology Department follow the policy about accommodation for the following three reasons:
 - Illness, or
 - Religious observances (i.e., holy days), or <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>
 - Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena for which you have no option except to show up, a funeral). Reasons such as "too much work", technology failure, weddings, family vacations, or not adding the class in time, are not compelling reasons. For assignments, you are expected to plan ahead.
- **Timing:** Requests for accommodation must be made within a week of the missed test or assignment.
- **Documentation: In all cases, appropriate supporting documentation is required** (e.g., Verification of Student Injury or Illness form available at: <http://www.illnessverification.utoronto.ca>) a death certificate, an accident report). You must also declare your absence on ROSI.

• 1a. Missed tests

Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the following conditions:

A make-up test or deadline extension may be available only in documented cases of illness or immediate family tragedy that took place before a given test or deadline. If you miss a test or a paper deadline, do not contact me unless you have followed the steps described immediately below. Telling the professor why you missed a deadline or a test will not be considered.

In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. The form must be placed in a sealed envelope addressed to the instructor.

If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope addressed to the instructor.

This documentation must be submitted to the 400-level course mailbox in the Dept of Sociology, Rm 225, 725 Spadina Ave. Room 225 is accessible from 9 am to 5 pm Monday to Friday except public holidays. You must submit this documentation within two working days of the missed test or assignment deadline or you will not be allowed to write the make-up test or turn in a late assignment. If an event or condition prevents you from submitting the proper documentation within this timeline, you must contact me, Katelin.albert@mail.utoronto.ca immediately. You are not entitled to write a make-up test if you write the regularly scheduled test. Only one make-up test will be scheduled for each term test. Students eligible to write a make-up or get an extension will be informed by e-mail.

- **Deadlines** You have up to one (1) week from the date of the missed test to submit your request and supporting documentation. (Late requests will NOT be considered without a “letter of explanation” as to why the request is late.)

Nature of accommodation: The accommodation for a missed test in this course is: a make-up test. If your Request is APPROVED, you will write the make-up test on the designated date selected by the department. No student is automatically entitled to a second make-up test

- In the extraordinary and unlikely event you miss both the test and the department’s make-up test scheduled for that semester, for a reason beyond your control, you will have to petition the office of the registrar for an extension of time to complete term work. If the petition is granted, you will write on the next scheduled department make-up date.

1b. Late assignments

- You are expected to complete assignments on time.
- In order not to be considered late, assignments must be submitted by the due date on the syllabus in hard copy at the beginning of class and on BB prior to the beginning of class.
- You are expected to keep a back-up, hard copy of your assignment in case it is lost. Students who cannot turn in the assignment on time, due to a reason *beyond their control* (e.g. illness, death, accident) may request special consideration by presenting the documentation to the INSTRUCTOR.
- **Documentation**
 - The Verification of Student Injury or Illness form MUST state that you were ill on the due date of the assignment for a one day extension. For a longer extension you must prove that you were sick during a longer period or prove an exceptional, unforeseen circumstance.
 - In the extraordinary and unlikely event your documentation indicates that you are too ill to make-up an assignment within the term, you will have to petition the office of the registrar for an extension of time to complete term work.

- Late assignments for reasons that are *within your control* will be penalized **10 % for the first 24 hours, then 5% marks per day 24+**. Assignments that are more than **7 days** late will not be accepted.
- The penalty will run from the day the assignment was due until the day it is submitted electronically via Blackboard; you are still required to submit a hard copy at the next class/office hour. The electronic copy must be identical to any hard copy submitted.
- The penalty period does include weekends and holidays.
- Late assignments should be submitted on Blackboard and a hard copy should be submitted to the instructor, not the department office staff or other instructors and **NOT** by email.

2. Grade appeals. Instructors take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the instructor of the error.
- In the case of more substantive appeals, you must: 1. Wait at least 24 hours after receiving your mark. 2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments. 3. You have 30 days after receiving a mark to appeal it. If you wish to appeal: A. You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up. B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours or in class. 4. **Electronic communication and electronic learning technology:** Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:
 - Assignments will not be accepted via email. See above for how to submit them.
 - All course communication should be conducted through Blackboard or your utoronto account.
 - All emails must include the course code (e.g., SOC 123) in the subject line.
 - All emails should be signed with the student's full name and student number.
 - Emails from students will generally be answered within 48 hours of receipt.
 - Treat emails as you would any other professional communication.

- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be emailed to the instructor.

3. Classroom etiquette

- Students are expected to arrive at class on time. Laptops should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop.
- Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

4. Academic integrity

- Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean’s office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.
- By enrolling in this course, students agree to abide by the university’s rules regarding academic conduct, as outlined in the Calendar.
- You are expected to have read and understood the on-line document “How Not to Plagiarize” (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)
- You are expected to be familiar with the “Code of Behaviour on Academic Matters” (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and *Code of Student Conduct* (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

5. Student resources

The University of Toronto is committed to accessibility. If you require accommodation or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Writing Support in Faculty of Arts and Science

Writing is a key part of a university education. The Faculty of Arts and Science at UofT has several initiatives which every students could benefit from looking into. Here is a series of writing-related resources available in Arts and Science.

1. Students can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>
2. The home page for the website “Writing at the University of Toronto” is

www.writing.utoronto.ca. This includes:

- More than 60 advice files on all aspects of academic writing available at www.writing.utoronto.ca/advice. A complete list of printable PDF versions are listed at <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>
- Students will want to check out the “How Not to Plagiarize” and other advice on documentation format and methods of integrating sources; these are listed at www.writing.utoronto.ca/advice/using-sources.

3. Writing Plus workshop series, described at <http://www.writing.utoronto.ca/writing-plus>.

4. Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>. Sample of activities:

- the Communication Cafe, which meets weekly at four different times and locations for the first five weeks of each term for practice with oral skills such as class discussion and presentations
- Reading eWriting, an online program that helps students engage course readings more effectively.

Other University Student Services:

Academic Success Centre: Workshops and individual support for learning skills including time management, memorization, exam preparation, note-taking, stress management. Koffler Center, 214 College St, 1st floor south. 416-978-7970

Accessibility Services: Advising for students on learning and other strategies, facilitating of assessment and accommodations for those with disabilities. Advice for instructors on adapting assessment and other course elements for those with disabilities. Robarts Library 1 floor north. 416-978-8060

Campus Police: For security and safety concerns. Emergencies requiring immediate response from Metro Police should go through 911, but Campus Police can respond promptly to less extreme situations. The officers are experienced in dealing with students. 21 Sussex Ave. (behind Robarts) Regular Line: 416-978-2323 Urgent Line: 416-978-2222

Career Centre: Research tools, workshops, & advice on choosing and preparing for careers; on-campus employment and work study listings. Koffler Centre, 214 College 1 floor north 416-978-8000

Centre for International Experience: Logistical and social support for international students; information and support for international student exchange students, both inbound and outbound. Cumberland House, 33 St. George St. 416-978-2564

Community Safety Office: Responds to students, staff and faculty members of the U of T community who have personal safety concerns. 21 Sussex Ave. 2 Fl. 416-978-1485

Counselling & Psychological Services (CAPS): Individual counselling/psychotherapy, group therapy, workshops and psychiatric medication services. Koffler Centre, 214 College St. 1st floor middle 416-978-8070

Family Care Office: Help and support for those with dependants, either younger or older. Koffler Centre, 214 College St. 1st floor middle 416-978-0951

First Nations House: Culturally-sensitive advising on many issues, cultural activities Borden Bldg. 563 Spadina 3rd floor (416) 978-8227

Health Service: Medical clinic for students, uses OHIP and UHIP Koffler Centre, 214 College St. 2nd floor north. 416-978-8030

Ombudsperson: Offers confidential advice to students, faculty and staff. Assists students to structures, usually after all normal channels have been exhausted. McMurrich Bldg., 12 Queen's Park Cr. W. 1st floor Rm.102 416-946-3485 engage with administrative

Student Academic Progress: For concerning student situations or advice on how to proceed in situations with a possibly distressed student, staff and faculty should call 416-946-0424 during business hours.

Student Crisis Response: For student crisis situations involving disturbing behaviour or references to suicide or violence, call 416- 946-7111 during business hours. For after hours emergencies, call Campus Police at 416-978-2222 or Metro Police 911.

Student Housing Service: Assistance for students in finding off-campus housing. Koffler Centre, 214 College St. south mezzanine 416-978-8045