

College of Public Health & Health Professions

PHC 6404 Sexuality, Gender, and Public Health
Spring, 2014
Wednesday 4th – 6th periods (10:40 am – 1:40 pm)
G210 (HPNP Bldg)

Instructor Information

Tracey Barnett, PhD

4171 HPNP

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Email: tebarnett@php.ufl.edu (I do not check SAKAI email)

Office hours: by appointment. You may call or email me to set up an appointment. I am most easily reached by email.

Course Overview or Purpose

Sexuality has long been a public health concern, although this concern was historically limited to the field of reproductive health. Due in large part to the HIV/AIDS epidemic, issues of sexual health more generally have been taken up by public health researchers, policy makers and practitioners. Sexual health is now considered a critical component of people's well-being and a plethora of theoretical and applied initiatives have been and are being developed around the world to promote sexual health. In particular, contemporary research reveals that gender is a key factor in understanding patterns of individuals' sexual health behaviors and risks, the ways that men and women perceive and use their bodies, and their experiences of health, wellness, and illness. Our approach will be multidisciplinary and cross-cultural in focus.

Course Objectives and/or Goals

1. Develop and articulate a more critical understanding of the concepts of gender, sexuality, and health, as applied to self and others.
2. Identify how gender and sexuality impact the overall health and well-being of self and others.
3. Define and continuously re-define what is meant by "sexual health" for self and others within changing social and cultural contexts.
4. Review and critically evaluate research on gender and sexual health and defend these critiques through ongoing discussions of readings;
5. Apply basic theories, concepts and models from a range of social and behavioral sciences disciplines that are used in gender-based and sexual health research and practice.

Course Materials

Human Sexuality Today (7th edition) by Bruce M. King (Prentice Hall)

Understanding Race, Class, Gender, and Sexuality by Lynn Weber (Oxford Press)

The Female Brain by Louann Brizendine

ARTICLES

Course Requirements/Evaluation/Grading

Class Participation. This course is an elective, and will run like a seminar course. You are responsible for the readings in advance and will need to participate in order to be successful in this course. There will be points awarded *each week* for class participation. The discussion points will be based on knowledge you bring from the course and readings. [Note, if you miss classes, you cannot make up these points and will be given a score of 0 for that day.] **30 points** (can skip 1 without penalty, there are 11 opportunities at 3 points each week)

Discussion posts. To enable better discussion, each week you must post a one paragraph reaction to the assigned reading. This is not a summary, rather a critique. First person language (I) is acceptable, but the response will be graded based on its academic critique (i.e., "I liked this chapter" would receive 0 points). These should get progressively sophisticated. These are due by 3 pm each TUESDAY before class and it's expected that you will look through each others. Comments on each others' posts are encouraged, but you must also have your own individual post to get full credit. **30 points** (can skip 1 without penalty, there are 11 opportunities at 3 points each week)

Article. You will select an article from a peer-reviewed publication (pubmed, psychinfo, etc.) and lead discussion during one class meeting. The article should attempt to fit the class period, and needs approved by the instructor. You will need to send the article to the instructor *BY* Friday at noon the week before you are presenting. The article will then be sent to the class and posted on the sakai website. **10 points**

Current topics. Select a current news article that has some gender or sexual aspect and write a one page response about the article and what input the info discussed in class contributed to the response (this is NOT a summary of the article). These should get progressively sophisticated. The due dates are denoted by an * next to the date they are due. **25 points** (5 papers, 5 points each)

Movie Response. Write a 1-2 page paper about the film *Miss Representation*. Apply course materials thus far. **10 points**

Midterm. The midterm will be a test taken from the books and any in-class discussion that occurs from week 1 until the midterm exam. **50 points**

Final. The final will be from the book readings and discussion from the midterm to the final. **50 points**

Sexual Health report. You may ***select a topic of your choosing*** to write a sexual health report. The topics can range from a particular STI to group differences (adolescent vs aging sexuality) to a gender topic. **This is essentially a research paper**, designed to both **incorporate class materials** and apply it to a particular topic. The BIGGEST thing to concentrate on is this is your opportunity to “SHOW OFF” what you’ve learned in class and **APPLY** it to a topic of interest. This is NOT a summary of text readings. I would anticipate about 5 pages to accomplish this, with a maximum of 7 pages. Bring in some theory (Weber might be most helpful with this), some research background on your particular topic, and application of course materials. **50 points**

Requirement	Due date	% of final grade (must sum to 100%)
Class Participation	throughout	11.5%
Discussion Posts	throughout	11.5%
Article	throughout	4%
Current news articles	throughout *(indicates due)	10.0%
Reaction to movie	2/12/2014	4%
Midterm	2/26/2014	20.0%
Paper (Sexual health report)	3/26/2014	20.0%
Final Exam	4/23/2014	20.0%

Final grade breakdown Total = 255 points

A 237 points (93-100%)	C 186 – 198 (73-77%)
A- 229 - 237 (90-92%)	C- 178 – 185 (70-72%)
B+ 224 – 228 (88-89%)	D+ 173 – 177 (68-69%)
B 212 – 223 (83-87%)	D 160 - 172 (63-67%)
B- 204 - 211 (80-82%)	D- 153 - 159 (60-62%)
C+ 199 – 203 (78-79%)	E <=152 (<60%)

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0

Topical Outline

Date

Topics, Reading & Assignments

1/8/14	Class Orientation, Introduction, condoms and safe sex education Reading: King Chapter 1; Weber Chapter 1
1/15/14	Biological and Sociological Approaches to Gender and Sexuality Reading: King Chapter 2; Weber Chapter 4
*1/22/14	Biological components of Sexuality Reading: King Chapters 3 & 4
1/29/14	Sexual Orientation and Gender Reading: King Chapter 8 & 9 Student panel 11 am
2/5/14	Film <i>Miss Representation</i>
2/12/14	Gender explored Reading: Weber Chapters 5 & 6
*2/19/14	Lifecourse sexuality Reading: King chapters 7 & 10
2/26/14	Midterm
3/5/14	<i>spring break</i>
*3/12/14	Consequences of Sexuality Readings: King Chapters 5 & 6
3/19/14	Construction of gender Readings: Weber Chapters 8 & 9
3/26/14	Case studies Readings: Weber Chapter 3 & 7 Paper due
*4/2/14	Introduction – the Female Brain by Brizendine Readings: Neuro-Hormone (xv) – Phases (xix) Introduction Chapters 1-3
4/9/14	Sex and the brain Readings: Chapters 4-6 PLUS Appendix 2 & 3
*4/16/14	Aging and the female brain Readings: Chapter 7, Epilogue, and Appendix 1
4/23/14	FINAL

Statement of University's Honesty Policy

Academic Integrity – Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details).

As a member of the University of Florida community, each of us is bound by the academic honesty guidelines of the University and the Code of Student Conduct, printed in the Student Guide and published on the University website. The Honor Code states: “We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.” Cheating, plagiarism, other academic dishonesty or conduct violations in any form is unacceptable and inexcusable behavior that can result in dismissal from the College and/or University. If you have any questions or need any clarifications whatsoever, please ask your instructor.

Policy related to class attendance or other work

You will be expected to attend and be prepared to participate in all class sessions and participate in discussions and activities. At a minimum, you are responsible for coming to all class sessions. Of course, unanticipated circumstances may arise (illnesses, emergencies, even deaths in our lives and communities). Please notify me *prior to class* if such events occur. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. You will only be allowed to make up points from class sessions individually if your absence warrants a medical excuse or similar documentation (consistent with the College policy). **There will be no extension of the deadlines for papers without an official medical or similar emergency.** Deadlines missed or turned in late for any other reasons will receive a grade of “zero.”

Statement related to accommodations for students with disabilities

If you require academic accommodations, you must first register with the Dean of Students' Office. The Dean of Students' Office will provide you with documentation that you must provide to me as the faculty member for this course at the time you request the accommodation. The College and the instructor are committed to providing reasonable accommodations to students with special needs in order to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the

second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789.

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

General Policies:

1. **PROFESSIONALISM:** During class, students are expected to conduct themselves in a professional manner. Students are expected to arrive to class on-time, turn off all computers and cell phones, and conduct themselves accordingly (e.g., no excessive talking during class, passing notes, reading newspapers, or distracting classmates).

Class is considered an appointment. Students taking an advanced course in a helping profession are expected to keep appointments and arrive to each class on time and to remain for the entire class. Class participation points are built into the syllabus and not only include attendance, but valuable contribution.

2. Faculty within the Department of Behavioral Science and Community Health have received feedback from students and other colleagues regarding students frequently arriving to class late. When a student enters the classroom late it is disruptive to the entire class. Class is considered an appointment. Students taking an advanced level course in a helping profession are expected to arrive to appointments on time and prepared to learn. Tardiness is not acceptable in the helping profession, and will not be tolerated in the classroom.
3. Each student is responsible for checking their e-mail (Gator link address required) for articles and other information pertaining to the class. The email system within Sakai will not be used.
4. Every effort will be made to have notes provided to the student prior to the beginning of class on Sakai. Preparation is a necessity to provide a consistent learning environment. However, last minute changes may be made to the learning material prior to class, resulting in updated material being provided after class.