

**PHC 6404: Sexuality, Gender, and Public Health (3 credit hours)**  
**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
Spring: 2021  
Delivery Format: E-Learning in Canvas

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**Instructor Name:**

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**Teaching Assistant:**

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**Instructional Design Consultant and Guest Lecturer:**

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Health Educator Consultant, Office of Health Equity  
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**Preferred Course Communications/ Email Policy:** Direct Outlook email ([linking@ufl.edu](mailto:linking@ufl.edu)) is the preferred method of communication, not the message function within Canvas. Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

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**Prerequisites**

None

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**PURPOSE AND OUTCOME**

**Course Overview**

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 individuals perceive and use their bodies, and their experiences of health, wellness, and illness. Our approach will be multidisciplinary and cross-cultural in focus and uses an intersectional lens.

**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.

### What is expected of you?

You are expected to actively engage in the course throughout the semester. This course relies heavily on participation in the online discussion boards with instructor and classmates; your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. In order to be successful in an online course it is essential that students become familiar with the course outline, syllabus, and assignments. It is the sole responsibility of the student in online courses to keep up with course requirements. You are expected to do preparatory work (including reading and/or watching videos linked in Canvas) each week prior to participating in online discussion boards, which will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout online course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates post, and critique and extend the course readings and lectures. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

We have tried to make this course inclusive of many individuals, families, and experiences. We also realize and would like to acknowledge that some of the materials (standing alone) may not be inclusive of all individuals and families. Some items (articles, lectures, other media) focus on certain genders, sexual orientations, identities, etc. and experiences that may be more common or more unique to those individuals and groups. We are always welcoming of feedback, suggestions, and additional resources to help us cultivate more diversity and inclusivity into these lessons. If anyone would like to discuss anything with me further or make suggestions for future semesters, please feel free to reach out.

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## DESCRIPTION OF COURSE CONTENT

### Course Materials and Technology

**There is no required textbook for this course.**

**Required Readings:** Posted on the course website (Canvas).

**Course Website:** The course website is available on Canvas at <http://elearning.ufl.edu>. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

**Announcements:** Class announcements will be sent via the announcements tool in Canvas. Depending on your CANVAS notification settings, you may or may not be notified via email; **you are responsible for all information in these announcements** whether or not you see them in your email. **Please update your settings so that you are notified of announcements.**

**Technical Requirements:** You are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult <https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

For **other technical support** for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
  - (352) 392-HELP - select option 2
  - <https://elearning.ufl.edu/help.shtml>
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## ACADEMIC REQUIREMENTS AND GRADING

**Course Components:** (Note: Detailed instructions will be given for each assignment as it draws near.)

1. **Syllabus/Academic Integrity Quiz:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.* **NOTE:** While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.
2. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned specified journal articles or other readings to read that are related to that week's module topic. Within each module on Canvas, additional information may be provided (e.g., recorded lectures, videos, other forms of multimedia, etc.). Whether these materials are required or optional will be described within that week's page on Canvas. These materials can be accessed under the appropriate week's module in e-Learning. You are responsible for readings and studying other course materials in advance and will need to participate in order to be successful in this course.
3. **Online Discussion Participation & Weekly Activities:** The exchange of ideas between colleagues is a key aspect of learning and is a required activity in this course. In several modules, we will have a group discussion component. You may also have short out-of-class assignments that you will discuss on the discussion board that will be considered part of this grade; more information on these assignments will be provided under the appropriate module. While you are graded on overall participation each week, you are required to complete each week's discussion post and reply to **a minimum** of two other students' posts on that week's group board. Discussion posts should address **all** questions in that week's prompt (you can separate sections by question # or write all answers in a narrative form, just be clear to indicate that you've answered all questions), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group that will generate interesting discussion about the topic and must demonstrate critical thinking related to the week's readings/content). Appropriate questions include those that 1) seek clarity on course material; 2) relate the course material to other public health issues/theories or discussions we've had; 3) provide the basis for further investigation that would build on the readings; 4) generate interesting course discussion/debate. Please consult the rubric posted online on Canvas for an outline of what we are looking for in the discussion posts and how they will be scored. **Students can earn up to 20 points each week for discussion participation (12 total discussions), for a total of 240 points over the course of the semester.**
4. **Infographic.** Throughout our first section of the course, we will focus on competencies around sexuality, gender, and public health. As public health professionals, one of our responsibilities is to effectively communicate research findings and education to our intended audience. In this assignment, you will design and submit an infographic that can be used to teach others about a cultural competency related to a specific sexuality and/or gender public health issue of your choosing. Your infographic should be professional and present all of the required content in a creative and visually appealing manner. You will share your completed infographic in a discussion board to be able to view your peers' final products. Students are required to follow the guidelines outlined in the assignment guidelines (posted to Canvas). **Students can earn up to 30 total points.**
5. **Critique of "Clinical Practice Guidelines" or "Best Practice Guidelines."** Throughout the second part of this course, we will focus on health care including sexual health care, gender-based health care, HIV, and STIs. Students will provide a critique of clinical practice guidelines or best practice guidelines that fall under a sexuality and/or gender public health issue. You will only have to select a best practice or a clinical practice guidelines (not both). You will share your critique in a discussion board to be able to view your peers' critiques. Students are required to follow the guidelines outlined in the assignment guidelines (posted to Canvas). **Students can earn up to 40 total points.**
6. **Group Collaborative Visual Literacy Project.** Throughout the third part of this course, we will focus on cultural considerations with sexuality, gender, and public health. Students will complete a group collaborative visual literacy project to systematically investigate and construct the everyday meanings

of sexuality and gender cultural issues within public health. Groups will be assigned in Canvas. *You are prohibited from photographing the faces of others for this assignment.* In addition to turning in photos, you are required to submit narratives with each photo. You will share your project in a discussion board to be able to view your peers' projects. Students are required to follow the guidelines outlined in the assignment guidelines (posted to Canvas). **Students can earn up to 50 total points.**

7. **Policy Brief.** In our fourth section of this course, we will discuss policy issues of sexuality, gender, and public health. Students will write a policy brief, an exercise in science translation that summarizes and critiques existing research for a non-scientific audience in order to inform policy. Your policy brief should be objective and make a statement regarding the status of the scientific literature and be written in order to assist policymakers in making a decision. Your policy brief should be 3-5 pages and directed to a specific applied audience, such as a state agency or congressional committee and address a specific sexuality and/or gender public health issue of the student's choosing. You will share your policy brief in a discussion board to be able to view your peers' briefs. Students are required to follow the guidelines outlined in the assignment guidelines (posted to Canvas). **Students can earn up to 50 total points.**

### Grading

Requirement	Due date	Points
Syllabus Quiz	Must be completed to unlock course content	Not graded
Online Discussion Participation & other weekly activities	Ongoing	240
Infographic	Saturday, Feb 13	30
Critique of Clinical/Best Practice Guidelines	Saturday, Feb 27	40
Group Collaborative Visual Literacy Project	Saturday, Mar 27	50
Policy Brief	Tuesday, Apr 20	50

### Final grade breakdown: Total = 410

Letter Grade	Percentage of Course Points (out of 100%)	Points
A	93-100%	381-410
A-	90-92%	369-380
B+	88-89%	361-368
B	83-87%	340-360
B-	80-82%	328-339
C+	78-79%	320-327
C	73-77%	299-319
C-	70-72%	287-298
D+	68-69%	279-286
D	63-67%	258-278
D-	60-62%	246-257
E	<60%	<246

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
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	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

### **Policy Related to Make up Exams or Other Work**

**Late assignments are not accepted and will receive 0 points** unless arrangements have been made ahead of the due date with the instructor or extenuating circumstances are presented to the instructor and approved. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible.

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: **“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://sccr.dso.ufl.edu/process/honor-code/>

<http://www.graduateschool.ufl.edu/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Turnitin**

Academic integrity is a serious issue that has been a growing problem at universities. I have a zero tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly quote and cite other people’s work. With each assignment you complete you are pledging that you hold yourself and your classmates to the highest standards of academic integrity. I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything through assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>. 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.

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### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

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### **Topical Outline/Course Schedule**

Readings, multimedia, assignments subject to change. Please visit Canvas modules for most updated materials in each module. The course is broken up into 5 main sections. We have tried to keep topics under sections as related as possible but in some sections, topics may also relate to another section header (i.e. a topic may be a policy issue and a cultural issue).

Module	Topic	Lectures/ Multimedia	Readings	Assignments
<b>Competencies</b>				
WEEK 1: 1/11/21- 1/17/21	<b>Course Introduction; Intro to Sex and Gender Education; Baseline Perspectives</b>	<b>Course intro lecture</b>  <b>John Oliver video on sex education</b>	Garcia L & Fields J. (2017). Renewed commitments in a time of vigilance: sexuality education in the USA. <i>Sex Education</i> . 17:4, 471-481	<ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Set up your Canvas settings so you are notified when you receive a course announcement</li> <li>• Discussion post due Saturday, Jan 16</li> <li>• Discussion replies by Sunday, Jan 17</li> </ul>
WEEK 2: 1/18/21- 1/24/21	<b>Gender &amp; Sexuality Spectrums; Gender Roles and expression; health disparities</b>	<b>Guest Lecture: Simone Chriss, Esq., Director of Transgender Rights Initiative, Southern Legal Counsel: <i>Transgender Cultural Competency 101</i></b>  <b>Webinar: NIHCM: Addressing Health Disparities in the LGBTQ Community</b>	Hankivsky O et al. (2017). The odd couple: Using biomedical and intersectional approaches to address health inequities. <i>Global Health Action</i> ,10, 73-86.	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Jan 23</li> <li>• Discussion replies due Monday, Jan 25</li> </ul>
WEEK 3: 1/25/21- 1/31/21	<b>Intersectionality; Minority Stress Theory; Structural Violence</b>	<b>Interview: Alyssa Zucker, PhD with Lisa Bowleg, PhD: <i>Intersectionality</i></b>  <b>Ted Talk on Intersectionality – Kimberle Crenshaw</b>	Bowleg L. (2012). The problem with the phrase <i>Women and Minorities:</i> Intersectionality - an important theoretical framework for public health. <i>American Journal of Public Health</i> ,102, 7, 1267-1273.  Meyer I. (2016). Does an improved social environment for sexual and gender minorities have implications for a new minority stress research agenda? <i>Psychology of Sexualities Review</i> , 7, 1, 81-90.	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Jan 30</li> <li>• Discussion replies due Monday, Feb 1</li> </ul>
<b>Health Care</b>				
WEEK 4: 2/1/21- 2/7/21	<b>Sexual Health Care</b>	<b>Guest Lecture: Mary Ellen Young, PhD: <i>Sexuality &amp; Disability</i></b>  <b>Interview: Alyssa Zucker, PhD with Juno Obedin Maliver: <i>Unique Experiences Gender &amp; Sexual Minority Individuals Experience in Health Care</i></b>  <b>Webinar: <i>LGBT-Inclusive Obstetrics and Nursing Support (LIONS)</i> created by Kelli Agrawal and Suwanee River Area</b>	Drummond, J. D. & Brotman, S. (2014). Intersecting and embodied identities: A queer women's experience of disability and sexuality. <i>Sexuality &amp; Disability</i> .	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Feb 6</li> <li>• Discussion replies due Monday, Feb 8</li> </ul>

		<b>Health Education Center (SRAHEC)</b>		
WEEK 5: 2/8/21- 2/14/21	<b>Gender-Based Health Care</b>	<b>UF Youth Gender Program Guest Lectures:</b>  <b>Kristin Dayton, MD:</b> <i>Medical Aspects of Transition Care</i>  <b>Lucas Demonte: M.Ed., Ed.S. Candidate, Patient Advocate:</b> <i>Psychological Aspects of Transition Care</i>  <b>Kamelia Klejc &amp; Travis Roundtree:</b> <i>Assessing Barriers to Care and Evaluating Quality of Care for Patients of the Youth Gender Clinic</i>	Robertson, A., et al. (2015). Adherence to mammography screening guidelines among transgender persons and sexual minority women. <i>American Journal of Public Health</i> .	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Feb 13</li> <li>• Discussion replies due Monday, Feb 15</li> <li>• <b>Infographic due Saturday, Feb 13</b></li> </ul>
WEEK 6: 2/15/21- 2/21/21	<b>HIV; Syndemics Theory</b>	<b>Guest Lecture: Beth Gadkowski, MD:</b> <b>Southeast AIDS Education &amp; Training Center Program:</b> <i>HIV Update</i>  <b>Guest Lecture: Debbie Cestaro-Seifer, MS, RN, NC-BC:</b> <i>Working with patients who live with HIV</i>	Wilson et al. (2014). Using syndemic theory to understand vulnerability to HIV infection among Black and Latino men in New York City. <i>Journal of Urban Health</i> , 91, 5	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Feb 20</li> <li>• Discussion replies due Monday, Feb 22</li> </ul>
WEEK 7: 2/22/21- 2/28/21	<b>Sexually Transmitted Infections (STIs)</b>	<b>Guest Lecture: Jennifer Donelan, ARNP:</b> <i>Sexually Transmitted Infections</i>  <b>Lecture: KD Jacobs:</b> <b>STIs in Correctional Facilities</b>	McCabe et al. (2017). Alcohol misuse, depressive symptoms, and HIV/STI risks of US Hispanic women. <i>Ethnicity &amp; Health</i> , 22, 5, 528-540.  Beymer et al. (2018). Does HIV pre-exposure prophylaxis use lead to a higher incidence of sexually transmitted infections? A case-crossover study of men who have sex with men in Los Angeles, California. <i>Sexually Transmitted Infections</i> .	<ul style="list-style-type: none"> <li>• <b>Critique of Best Practices due Saturday, Feb 27</b></li> </ul>
<b>Cultural Considerations</b>				
WEEK 8: 3/1/21- 3/7/21	<b>Youth &amp; Adolescent Sexual and Gender Health and Culture</b>	<b>Guest Lecture: Ian Siljestrom, Equality Florida:</b> <i>Supporting All Students: Schools and LGBTQ Youth</i>	Proulx, et al. (2019). Associations of Lesbian, Gay, Bisexual, Transgender, and Questioning-Inclusive sex education with mental health outcomes and school-based victimization in U.S. high	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Mar 6</li> <li>• Discussion replies due Monday, Mar 8</li> </ul>



			<p>school students. <i>Journal of Adolescent Health</i>.</p> <p>Hoefler &amp; Hoefler. (2017). Worth the wait? The consequences of abstinence-only sex education for marginalized students. <i>American Journal of Sexuality Education</i>.</p>	
WEEK 9: 3/8/21- 3/14/21	<b>Young Adult Sexual and Gender Health and Culture</b>	<p><b>Guest Lecture: César G. Escobar-Viera, PhD, MD: <i>Leveraging the Influence of Social Media to Prevent Negative Health Outcomes among Sexual and Gender Minorities</i></b></p> <p><b>Guest Lecture: Kelsea LeBeau, MPH: <i>Examination of Gender Norms in Health-Related Content Posted to Snapchat Discover Channels</i></b></p>	<p>LeBeau, K., Hart, M., Carr, C. (2020). Examination of gender stereotypes and norms in health-related content posted to Snapchat discover channels: Qualitative content analysis. <i>Journal of Medical Internet Research</i>.</p>	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Mar 13</li> <li>• Discussion replies due Monday, Mar 15</li> </ul>
WEEK 10: 3/15/21- 3/21/21	<b>Cultural Myths of Sexual and Gender Health</b>	<p><b>Guest Lecture: Mary Ellen Young, PhD: <i>Sexuality &amp; Aging</i></b></p> <p><b>Guest Lecture: Kelli Agrawal, MPH, TTS: <i>Hooking up: Myth and Meaning</i></b></p>	<p>Hall, W. J., Tanner, A. E. (2016). US Black college women's sexual health in hookup culture: Intersections of race and gender. <i>Culture, Health &amp; Sexuality</i>.</p> <p>Montemurro, B. &amp; Siefken, J. M. (2014). Cougars on the prowl? New perceptions of older women's sexuality. <i>Journal of Aging Studies</i>.</p>	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Mar 20</li> <li>• Discussion replies due Monday, Mar 22</li> </ul>
<b>Policy</b>				
WEEK 11: 3/22/21- 3/28/21	<b>Sexual Orientation and Gender Identity Policy and Laws</b>	<b>Guest Lecture: Simone Chriss, Esq., Director of Transgender Rights Initiative, Southern Legal Counsel: <i>Advocating for Transgender Youth</i></b>	<p>Closen, ML. (1998). The decade of supreme court avoidance of AIDS: Denial of certiorari in HIV-AIDS cases and its adverse effects of human rights. <i>Albany Law Review</i></p> <p>Rollins, J. (2004). <i>AIDS and the Sexuality of law: Ironic Jurisprudence</i>. Palgrave Macmillan: Chapter 2. The Implicated Homosexual (pp. 53-82)</p>	<ul style="list-style-type: none"> <li>• <b>Group Collaborative Visual Literacy Project due Saturday, Mar 27</b></li> </ul>
WEEK 12: 3/29/21- 4/4/21	<b>Sexual, Gender-Based, and Intimate Partner Violence</b>	<b>Guest Lecture: Nicole M. Sutton: <i>Intimate Partner Violence among LGBTQ People</i></b>	<p>In the Shadows: Sexual Violence in U.S. Detention Facilities. A shadow report to the</p>	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Apr 3</li> <li>• Discussion replies due Monday, Apr 5</li> </ul>

		<b>Guest Lecture: Cary Carr, MPH: <i>Rape Crisis Centers and Forensic Exams</i></b>	U.N. Committee Against Torture by Stop Prisoner Rape	
WEEK 13: 4/5/21- 4/11/21	<b>Conception, Pregnancy/ Surrogacy, Adoption</b>  <b>Reproductive Policies, Perspectives, and Repercussions</b>	<b>Guest Lecture: Helen Mahoney, PhD, MPH, CPH: <i>Conception, Pregnancy, &amp; Birth</i></b>  <b>Guest Lecture: Lauren Brenzel, Planned Parenthood: <i>History of Abortion Restriction in Florida</i></b>  <b>Multimedia: <i>TedX UF Talk: LB Hannahs: What It's Like to be a Transgender Dad</i></b>  <b>Multimedia: <i>Gender is a construct video</i></b>	Kazyak, E. & Woodell, B. (2016). Law and LGBTQ-Parent Families. <i>Sexuality &amp; Culture</i> , 20, 749-768	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Apr 10</li> <li>• Discussion replies due Monday, Apr 12</li> </ul>
WEEK 14: 4/12/21- 4/18/21	<b>Sex Work, Survival, Human Trafficking, and Associated Health, Policy, and Social Effects</b>	<b>Guest Lecture: Kelli Agrawal, MPH, TTS: <i>Sex Work Spectrums and Policies</i></b>  <b>Guest Lecture: Kanathy Haney, PhD, <i>Trauma, Resilience, Support, and Transitioning among Human Trafficking Survivors</i></b>	Wolffers, I. & Beelen N. V. (2003). Public health and the human rights of sex workers. <i>Health &amp; Human Rights</i>  Butcher, K. (2003). Confusion between prostitution and sex trafficking. <i>The Lancet</i> .	<ul style="list-style-type: none"> <li>• Discussion post due Saturday, Apr 13</li> <li>• Discussion replies due Monday, Apr 19</li> </ul>
<b>Reflection and Innovation</b>				
WEEK 15: 4/19/21- 4/21/21	<b>Course Wrap-Up</b>	<b>Course Wrap-Up</b>	<b>Course Wrap-Up</b>	<ul style="list-style-type: none"> <li>• <b><i>Policy Brief due Tuesday, Apr 20 (discussion responses due Wednesday, Apr 21)</i></b></li> </ul>