Sexual and Reproductive Health
Florida State University
Spring 2017

SYA 4930                      Office: Pepper 228
Instructor: Amy Burdette, Ph.D.                       E-mail: aburdette@fsu.edu
Class Hours: TuTh 12:30-1:45
Office Hours: Wed 10-12

REQUIRED TEXTS:

All additional course readings will be posted on blackboard.

COURSE OVERVIEW: In this course, you will gain broad exposure to a number of sexual and reproductive health issues and the interdisciplinary theorizing of medical social scientists, demographers, anthropologists, and public health scholars. We will explore a variety of topics including: demographic trends in fertility, the social construction of sexual and reproductive health, reproductive rights, the medicalization of sexual functioning, and the effects of racism, poverty and sexism on sexual health and reproduction.

COURSE OBJECTIVES:
By the end of the semester, you should be able to:

- Differentiate individual, group, and institutional influences on sexual and reproductive health.
- Articulate how various aspects of sexual and reproductive health are measured and tracked.
- Explain why and how social inequality affects sexual and reproductive health.
- Describe major national and international trends in current sexual and reproductive health issues.
- Explain sources of social variation in sexual and reproductive health.
- Find and interpret news coverage of current issues in sexual and reproductive health.
- Apply social science concepts and models to sexual and reproductive health outcomes.

CLASS POLICIES: Use of phones is not permitted during class. No texting! You may use a laptop to take notes during class, however, if you are found to be using your computer for other purposes, you will no longer be allowed to use a computer during class.

Disclaimer: Lectures, readings, videos, discussions, music, and other course content may include graphic descriptions of sexual activity and use sexual slang (such as when quoting research respondents or in song lyrics). Some videos may reference sexual activity. Students who worry they may be too sensitive to participate in this course may want to discuss their apprehensions with me before they commit to completing it. We will also discuss a wide range of sexualities and sexual activities, some of which may make you feel uncomfortable. Your job is to learn about and attempt to understand them to the best of your ability. Through lectures, readings, discussions and audiovisual presentations, our goal is for everyone to listen to and learn from the various perspectives we discuss.

ATTENDANCE/PARTICIPATION: I will circulate an attendance sheet during every class period. If I take attendance and you are present for the entire class period and signed the sign-in sheet I will give you an attendance point for that day. All students are expected to attend class and participate knowledgeably in class discussions. I recognize that not every student feels equally comfortable speaking in front of others. It is perfectly okay not to speak up frequently during lectures, but I do expect every student to participate actively in smaller discussion activities. Lack of participation in smaller group discussion will result in the loss of half of your attendance grade for that class period. Please make an effort to attend every class. Excused absences require prior notification or, if notification is impossible, written explanation after the fact. If you are unable to attend class, it is your responsibility to approach me (during office hours) or other classmates to find out about what you have missed. You are allowed to miss two unexcused class periods without penalty. Absences beyond your two “free” days must meet the university attendance policy requirements for excused absences or you will lose attendance points. Also, be aware that if you miss class for an unexcused reason you
may still lose points on your quiz grade. You are also still responsible for your discussion board post if your absence is not excused.

**QUIZZES:** There will be a short quiz on the readings approximately once per week. This means that there may be some weeks when no quiz is given or other weeks when quizzes are given during both class meetings. Quizzes may focus on one or more of the readings. Quizzes will be given at the beginning of class. Those who are late to class will **not** be given additional time to complete the quiz. Grades on the quizzes will range from 0-3. You may receive partial credit for answers. The lowest quiz grade will be dropped. Quizzes cannot be made up.

**DISCUSSION QUESTIONS:** All students are expected to **submit a discussion question that is relevant to the assigned readings via blackboard by 11pm the day prior to the class meeting.** Discussion questions will be graded on a credit/no credit basis. You **will not receive credit for your discussion question if you do not attend class, unless the absence is excused**! You may skip two discussion board posts without penalty.

**MIDTERM & FINAL EXAM:** The midterm and final exams will cover information from the assigned readings as well as in-class discussions. The exams will consist of short answer and essay questions.

**PERSONAL NARRATIVE ASSIGNMENT:** This is a four part assignment in which you will be paired with another student in the class and asked to write a first-person narrative that discusses the major sources of your information about sexual health (e.g., sexual behavior, pregnancy, contraception, etc.). Students will then respond to these narratives, posted as a group journal, applying sociological concepts learned throughout the class. Partners will not be assigned until the third week of class as an attempt to alleviate any issues with students dropping the class. For your final post, you will discuss the future of high school sex health education in the United States. This final assignment will be submitted through Turnitin, not posted on the group journal and thus not visible to your partner.

**COURSE GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Discussion Questions</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Personal Narrative Assignment</td>
<td>25%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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**GRADING SCALE:**

Grading will be according to a standard scale, and plus/minus grading will be used for final grades. FSU does not allow a final grade of “A+.” The specific ranges are below.

- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D+ = 67-69
- D = 63-66
- D- = 60-62
- F = <59

**UNIVERSITY ATTENDANCE POLICY:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**ACADEMIC HONOR POLICY:**

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy.
and for living up to their pledge to “... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy.)

**AMERICANS WITH DISABILITIES ACT:**

Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

**FREE TUTORING FROM FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**SYLLABUS CHANGE POLICY**

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments*</th>
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</thead>
<tbody>
<tr>
<td>10-Jan</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>12-Jan</td>
<td>The Study of Sexual &amp; Reproductive Health</td>
<td>Roach 2008, Intro &amp; Chap 1</td>
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<tr>
<td>17-Jan</td>
<td>The Study of Sexual &amp; Reproductive Health</td>
<td>Ginsburg &amp; Rapp 1991</td>
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<tr>
<td>19-Jan</td>
<td>Measuring Sex</td>
<td>Jungels and Gorman 2014</td>
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<td>24-Jan</td>
<td>Modern Fertility Trends</td>
<td>Cherlin 2004</td>
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<td>26-Jan</td>
<td>Modern Fertility Trends</td>
<td>Smith 2009, NYT</td>
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<td>31-Jan</td>
<td>Sex and The Female Body</td>
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<tr>
<td>2-Feb</td>
<td>Sexual Behavior</td>
<td>Girls &amp; Sex Chap 2 (Pg.45-72)</td>
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<tr>
<td>7-Feb</td>
<td>What is Virginity?</td>
<td>Girls &amp; Sex Chap 3 (Pg.75-101)</td>
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<td>9-Feb</td>
<td>Hook Up Culture</td>
<td>Carpenter Chap 2 2005</td>
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<td>14-Feb</td>
<td>Sex and the GLBTQ+ Community</td>
<td>McCabe et al. 2011</td>
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<td>16-Feb</td>
<td>Sexually Transmitted Infections</td>
<td>Girls &amp; Sex Chap 5 (Pg.141-166)</td>
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<td>21-Feb</td>
<td>Sexually Transmitted Infections</td>
<td>Hershaw 2013, Atlantic</td>
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<td>23-Feb</td>
<td>Sexual Assault on Campus</td>
<td>Hindin &amp; Fatusi 2009</td>
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<td>28-Feb</td>
<td>Sexual Assault on Campus</td>
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<tr>
<td>9-Mar</td>
<td>MIDTERM EXAM</td>
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<td>14-16 Mar</td>
<td>SPRING BREAK</td>
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<tr>
<td>21-Mar</td>
<td>Sexual Health Education</td>
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<tr>
<td>23-Mar</td>
<td>Sexual Health Education</td>
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<tr>
<td>28-30 Mar</td>
<td>NO CLASS</td>
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<tr>
<td>4-April</td>
<td>Reproductive Rights</td>
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<td>6-April</td>
<td>Abortion</td>
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<tr>
<td>11-April</td>
<td>Reproductive Technology &amp; Outsourcing Fertility</td>
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<tr>
<td>13-April</td>
<td>Reproductive Technology &amp; Outsourcing Fertility</td>
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<tr>
<td>18-April</td>
<td>Sexual Function &amp; Dysfunction</td>
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<tr>
<td>20-April</td>
<td>Sexual Function &amp; Dysfunction</td>
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<tr>
<td>25-April</td>
<td>Female Genital Cutting</td>
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<td>27-April</td>
<td>Sex Work</td>
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<tr>
<td>5-May</td>
<td>FINAL EXAM 7:30-9:30 a.m.</td>
<td></td>
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</tbody>
</table>

**Note:** Schedule is subject to change.
REQUIRED READINGS


Bennett, Jessica. “Campus Sex…With a Syllabus” New York Times Published: January 9, 2016


De Melker, Saskia “The Case for Starting Sex Education in Kindergarten” Published: May 27, 2015


Hamblin, James. “Mass Incarceration is Making Infectious Diseases Worse” The Atlantic, Published July 18, 2016


Jungels, Amanda and Stacy Gorman.2014 “Large Scale Sex: Methods, Challenges and Findings of Nationally Representative Sex Research” In *Sex Matters*


Libresco, Leah. “Statistics Could Do More for Your Sex Life than Female Viagra” Five Thirty Eight Published: August 19, 2015


Sharp, Naomi “Why Syphilis Rates Are Rising in the U.S.” The Atlantic 2015


Twenge, Jean M. “How Long Can You Wait to Have a Baby?” The Atlantic, Published July 2013.