

# SYD 3805: Gender & Health

UFONLINE – Sociology  
Summer C 2024

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**Office Hours:** Tuesdays 3:00pm-5:00pm, or by appointment.

**Course Website:** elearning.ufl.edu

**Course Description:** This course examines gender differences and similarities in health and illness in the United States. It uses a broad focus on health and illness across the life course and integrates social and biomedical determinants of health.

**Course Objectives:** Upon completion of this course, students should be able to:

- Acquire state-of-the-art knowledge of sex and gender differences and similarities in health and illness in the United States.
- Compare and contrast social science and biomedical perspectives and data.
- Collect and analyze health data and prepare technical reports.

**Required Text:** No textbook. All readings are free to the public or accessible through the course website. Make sure you have the proper apps (e.g., VPN and Adobe Reader) downloaded, or are using a university computer.

**Required Course Fee:** You will be asked to pay for Yellowdig for this course.

- Cost: **\$12.95**
- How to Pay:
  - When you access your course in Canvas for the first time, you will see a link to Yellowdig within the course navigation.
  - Upon launching the tool for the first time, you will see a payment window asking for a credit card payment.
  - After processing your payment, you will be given access to the course's Yellowdig community for the duration of the academic term.
- If you have questions/issues while making your payment, please [contact Yellowdig Support here](#) or email [support@yellowdig.com](mailto:support@yellowdig.com).

## How This Course Relates to the Student Learning Outcomes in the Sociology Program:

The following SLOs in Sociology are accomplished through completing this course:

- Identify, explain, and apply basic concepts in sociology
- Analyze, critique, and interpret sociological scientific literature
- Effectively communicate in writing sociological concepts and research

**Instructional Methods:** The course is structured into 11 discrete modules. The first two modules orient us to the social and biological methods and theories of human health research. Module

three through eleven each focus on a particular health domain (module 7 is summer break). The final module includes materials created and curated by students that focuses on gender differences and similarities in a range of health outcomes and how policy impacts these outcomes.

Students engage with instructor lectures, public talks and lectures, documentaries, health reports, and scientific health journals.

Students demonstrate their understanding of the content and analytic skills through quizzes, discussions, and preparing technical reports and analyses.

There is no final exam. Instead, students will work in groups to prepare a final policy brief on gender differences and similarities in health and illness in regions of the United States.

### ***Evaluation of Grades***

<b><i>Assignment</i></b>	<b><i>Percentage of Final Grade</i></b>
Yellowdig Discussions	20%
Quizzes	40%
Infographic	10%
Fact Sheet	10%
Policy Brief	20%
	100%

### ***Grading Policy***

<b><i>Percent</i></b>	<b><i>Grade</i></b>	<b><i>Grade Points</i></b>
93.0+	A	4.00
90.0 - 92.9	A-	3.67
88.0 - 89.9	B+	3.33
83.0 – 87.9	B	3.00
80.0 - 82.9	B-	2.67
78.0 - 79.9	C+	2.33
73.0 – 77.9	C	2.00
70.0 - 72.9	C-	1.67
68.0 - 69.9	D+	1.33
63.0 - 67.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	F	0.00

**Yellowdig Discussions:** Yellowdig is an online conversation platform. You receive points for participating in Yellowdig conversations, and the points you receive in Yellowdig factor into your final grade. Each week, you can earn up to **1,000** points. To get an "A" in Yellowdig, you must have at least **11,000** points by the end of the course. If you reach the weekly max by the end of each week, you are guaranteed to get an "A" in Yellowdig.

The grading period for Yellowdig will begin on **Monday, May 13, at 12:00am** and end on **Sunday, August 4, at 11:59pm**. Your Yellowdig grade is worth **20%** of your final grade.

You receive points for interacting and engaging with your peers in the following ways:

- Writing a Post of at least **40** words (**280** points)
- Writing a Comment of at least **20** words (**210** points)
- Receiving a Comment on your Post (**70** points)
- Receiving an Accolade on your Post or Comment: (points vary)
- Receiving a Reaction on your Post or Comment (**55** points)

You are encouraged to reward your peers for producing excellent content by commenting on and reacting to their Posts. In addition, I will reward particularly exemplary Posts and Comments by giving Accolades. To earn as many points as possible, you are strongly encouraged to contribute to our Yellowdig Community early and often. Just keep in mind that, once you reach the weekly max, you cannot earn additional points until the weekly reset deadline **Sundays at 12:00am**.

Yellowdig passes back your Yellowdig grade to Canvas as a proportion (a percentage) that represents your current *pace* toward getting an "A" in Yellowdig. Therefore, the points you see in Yellowdig might not match the points you see in Canvas. If any of this confuses you, just remember: *if you end every week with a Yellowdig grade of 100%, you are guaranteed to get an "A" in Yellowdig.*

### **What should I do in Yellowdig?**

I really want you to read what other people are thinking about and have real conversations about course-relevant content. Please pay attention to the fact that you will earn quite a few points when other people react to your Posts and Comments. Your Posts will also get more points if they get a good conversation started (i.e., if people comment on them). So, think about your audience when you participate (i.e., your fellow classmates). Also, be sure to recognize good posts by reacting to them and talking about them.

It is also helpful to realize that you can't get points from people interacting with your posts if you don't have posts up in the community feed for other students to see. Therefore, coming in earlier in the week and getting good conversations started can actually save you work. I will also be dropping in occasionally to give Accolades to exceptionally thoughtful Posts. You'll increase your odds of your posts receiving that recognition if you have them up and I can see you are contributing to a vibrant conversation.

Our Community will thrive when we treat each other with respect and sensitivity. We will be adopting Yellowdig's [code of conduct](#) for this course and UF's policies around student conduct.

A few additional recommendations:

- Watch Yellowdig's [student orientation videos](#).
- Peruse the [Features and Functionality](#) section of Yellowdig's Knowledge Base.
- If you have any technical questions or are having trouble, send Yellowdig a support ticket [here](#).
- Take advantage of features like [#hashtags](#) and [@mentions](#) to bring your conversations to life!

If any of this still confuses you, don't worry. I will upload a video discussing more in detail.

**Quizzes:** There will be eleven quizzes throughout the semester, one for each module. At the end of the semester, your *lowest* quiz score will be dropped, and your score on the remaining thirteen quizzes will make up 40% of your final grade. Quizzes will be taken online and need to be completed by the assigned deadline.

**Infographic:** Throughout our first section of the course, we will focus on competencies around gender, (sexuality), and public health. 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 the required content in a creative and visually appealing manner. Detailed instructions and a rubric will be provided.

**Fact Sheet:** A fact sheet is usually a one- or two-page document which delivers useful information about a topic. Information in fact sheets is provided in a format which emphasizes key points concisely, usually using tables, figures, bullet points and/or headings, on a single printed page. For this activity, you will create a state fact sheet on gender, reproductive health, and sexual education policy. Detailed instructions and a rubric will be provided.

**Policy Brief:** Throughout this course, we will discuss policy issues of gender, (sexuality), and public health. Students will write a policy brief that summarizes and critiques existing research for a non-scientific audience to inform policy. Your policy brief should be objective and make a statement regarding the status of the scientific literature and be written to assist policymakers in making a decision. Your policy brief should be 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. Detailed instructions and a rubric will be provided.

### **Course Policies:**

**Attendance Policy:** All work must be completed as it is sequenced and by published deadlines. There are sufficiently wide windows for reviewing course materials and completing activities to accommodate your other commitments. Delaying the start of reviewing materials, taking quizzes, submitting discussion posts, and submitting graded assignments places you at

risk of incomplete or poor performance. To see UF attendance policies, feel free to browse the catalog: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

**Quiz/Exam Date/Policies:** Quizzes are to be completed at the assigned date and time frame.

**Assignment Policy:** Complete all assignments as specified and before the published deadline. Assignment rubrics are provided for each activity and will guide my grading of your assignment.

**Make-Up Policy:** Refer to the catalog for UF-sanctioned absences. Missed work due to technology problems will be reviewed on a case-by-case basis. Note: Any requests for make-ups due to technical issues must be accompanied by the ticket number received from the Help Desk when the problem was reported to them (see "Getting Help" below).

**Course Technology:** The course management system is Canvas. Be sure that your hardware and software are compatible with UF and Canvas. Take full advantage of the UF Help Desk.

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

**Student Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) 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 [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here.](#)

## UF POLICIES

**Academic Honesty Statement:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Accommodations Statement:** "Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."

**Class Demeanor or Netiquette:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Review the course netiquette posted on the course website.

### **GETTING HELP:**

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

**Any requests for make-ups due to technical issues must be accompanied by the ticket number received from the Help Desk when the problem was reported to them.**

The ticket number will document the time and date of the problem. You must e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available on the Distance Learning website for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

### ***Campus Resources:***

Health and Wellness

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.

**Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

### Course Schedule:

Specific dates, topics, required readings, and assignments can be found on the course Canvas page.

- 1 Sex, Gender, and Health: Biological Perspectives
- 2 Sex, Gender, and Health: Sociocultural and Integrated Perspectives
- 3 U.S. Mortality in Historical Perspective
- 4 Communicable Conditions
- 5 Intentional and Unintentional Injuries
- 6 Chronic Disease
- 7 *Summer Break*
- 8 Functioning and Disability across the Life Course
- 9 Mental Health
- 10 Reproductive Health
- 11 Socioemotional Health
- 12 Sex, Gender, and Health in the United States (Policy Briefs)

### Weekly Schedule of Assignments and Deadlines

Module	Quiz Closes 11:59 PM	Yellowdig Begins 12:00 AM	Yellowdig Ends 11:59 PM	Project Due 11:59 PM
1	Sunday May 19	Monday May 13		
2	Sunday May 26		Saturday May 25	
3	Sunday June 02	Sunday May 26	Saturday June 01	Infographic June 02
4	Sunday June 09	Sunday June 02	Saturday June 08	
5	Sunday June 16	Sunday June 09	Saturday June 15	
6	Sunday June 23	Sunday June 16	Saturday June 22	Fact Sheet June 23
7	Summer Break: June 24-28			

Module	Quiz Closes 11:59 PM	Yellowdig Begins 12:00 AM	Yellowdig Ends 11:59 PM	Project Due 11:59 PM
8	Sunday July 7	Sunday June 30	Saturday July 06	
9	Sunday July 14	Sunday July 07	Saturday July 13	
10	Sunday July 21	Sunday July 14	Saturday July 20	
11	Sunday July 28	Sunday July 21	Saturday July 27	Policy Brief July 28
12	*Friday Aug 9	Sunday July 28	Sunday Aug. 04	

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the summer term, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.