Masculinity, Sexual Behavior & Health, 380.720, 2/3* Units
SECOND TERM, 2018

Class Times: Fridays from 10:30am-1:20pm
Classroom: Room W2303
Course Website: See CoursePlus

Faculty: Arik V. Marcell, MD, MPH
Associate Professor
Department of Pediatrics
Department of Population, Family & Reproductive Health

Faculty Contact Information: amarcell@jhu.edu
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200 N. Wolfe Street Rm 2062

Faculty Website: None
Office hours: By Appointment
TA for technical assistance: Anushka Aqil (PhD candidate, Dept of HBS)
TA Contact Information: aaqil2@jhmi.edu

Course Description
Reading seminar focusing on men's health with particular attention to sexual and reproductive health and healthcare use among adolescents, extending throughout the lifespan. Students will assess the principal health concerns for sexual and reproductive health, the associated population-based risk factors, and the relative impact of each risk factor. Students will critically examine the meaning of masculinity and the impact of masculinity beliefs on men's health and healthcare use. Students will also evaluate strategies to promote population health including the policies and programs or health care delivery that address health concerns and behavior for men's sexual and reproductive health.

Prerequisites: None
Required Text(s): None
Required Materials: Refer to required readings for each class
Course Format: Reading seminar
Course Learning Objectives
At the end of this course, students will:

- Explore domestic and international perspectives to identify principle sexual and reproductive health concerns and approaches for men.
- Apply masculinity theory, in relation to the socio-ecological and other frameworks, to assess its relative influences on men's health, and healthcare use.
- Assess the principle concerns and relative impacts of associated population-based risk factors affecting sexual and reproductive health and healthcare needs for men across the lifespan.
- Consider necessary strategies to promote men's sexual and reproductive health that address developmentally specific health needs and behaviors across the lifespan.
- Evaluate community- and clinic-based intervention studies for men’s sexual and reproductive health needs and their relative population-based risk factors.
- Learn about student generated topics of interest related to men’s sexual and reproductive health needs and their relative population-based risk factors.
- Evaluate strategies to promote population health including identifying further training needs for medicine and public health, policies, programs, health services, and systems delivery that address sexual and reproductive health and healthcare for men.

Course Policies
Attendance
- One excused absence is allowed. Any additional absences can impact your overall grade (see grading scale below) or be made up (contact course instructor regarding assignment). An excused absence represents approval to miss a class by the instructor after communication by the student with the instructor in advance of the class that will be missed.
- Multiple missed classes (excused or unexcused) will require make-up. Please communicate with course TA or instructor to learn about make-up assignment(s).

Definition of Participation
- Students will demonstrate that they have read all required assigned materials & performed relevant assigned tasks by actively engaging in each class discussion.

Late submissions/ make-ups
- Class assignments include presentations (all students – see below). Presentations must be delivered on the day assigned (no exceptions). Medical exceptions will be granted with a healthcare provider’s note.

Use of cell phones/laptops during class
- All cell phones should be turned off before class.
- Laptops should not be used in class unless use is directly related to the class.

Modes of communication
- Feel free to contact course instructor and TA by email. Students are encouraged to also use course BBS.

Course reading information
- This is an intensive reading seminar. Students are required to complete all required readings before class, be prepared to generate and participate in class discussion, demonstrate knowledge learned from all assigned readings, and support discussion with knowledge gained from course readings and other evidence-based literature, and cite this as appropriate, rather than personal experiences.
- Students should be prepared to be efficient and effective in their reading and discussion of assigned materials. For example, for lengthy readings students may want to utilize effective reading strategies such as focusing on article’s methods, results, and limitation sections.
- All class readings are available as hard links in the course syllabus (see below) on campus or when connected to the University off campus via VPN (JHPulse Secure at my.jh.edu). Please let the course TA know if any links are not working.

Group work guidelines
- Students will work in groups of two for final class presentations. Students will be asked to provide feedback on their experience working with their partner on team presentations. Please see instructor for additional guidance.

Source guidelines
- Refer to instructions below
Grades will be determined as follows
- Attendance, class preparation and discussion, presentations, and final paper.
- For the majority of the class session, standard lecture format will not be used. Instead, class time will be used to critically discuss readings on men’s sexual and reproductive health and two-person team presentations on related topics beginning near the end of the quarter.

**Attendance/Class preparation and discussion (50%)**
- 7+ prepared sessions = A
- 5-6 = B
- 3-4 = C
- 2 or fewer = D
- Students will be required to complete all required readings prior to class, be prepared to participate in class and critically discuss relevant readings.
  ▪ Please note: If accessing readings off campus, you will need to use the JHPulse Secure. Instructions can be found at [http://www.it.johnshopkins.edu/services/network/VPN/](http://www.it.johnshopkins.edu/services/network/VPN/). If you are a mac user, sometimes the VPN does not work when using Safari, but will with Firefox.

**Presentations**

**Presentation 1**: Article presentations (10%)
- Each student will be assigned to lead 10-15 minute discussion on 2 papers/readsings during Class Weeks 2-6.
- Before class, prepare, and post to Class Wiki Page:
  ▪ Summary of key paper points/findings in no more than 3-4 bullets.
  ▪ 1-2 questions to stimulate and facilitate class discussion related to: 1) the paper’s findings, or 2) that are tied into other readings from the current class, from prior class sessions, or other non-required readings (on the syllabus or from your own literature review). Please share references as appropriate.

**Presentation 2**: Team Presentations (20%)
- Two students will pair up to deliver one class presentation during Class Week 7 OR Week 8.
- Presentations/Presenter should:
  ▪ Succinctly critique published research area on men’s sexual or reproductive health topic not emphasized during course,
  ▪ Communicate to a policy audience the complexity of addressing men’s sexual and reproductive health issues related to a specific topic area, or
  ▪ Present a proposal for program or intervention work related to men’s sexual and reproductive health.
- Presentations should build upon key concepts & content from prior class sessions but not repeat them.
- Plan to present for 10 minutes and be prepared for 5 minutes of questions (Presentations will be timed).
- Recommended to use a standard presentation approach (e.g., Background, Methods, Results, Discussion, Limitations, and Implications). Presentations should include Author/Year references/citations for content on each slide as appropriate (with full references at end of slide deck).
- Students have access to the Wiki Page under Course Communication in CoursePlus, titled “Course Assignments” to use as a white board for project activities and to allow other student teams to view access.
- **Teams & Topics** by student pair should be uploaded on the wikipage, in the table titled “Final Class Presentation Topics & Teams (Class Week 7 OR Week 8)” by Class Week 4.
- Students will be asked to provide feedback on their experience working with their partner on team presentations. This feedback will be taken into account in final presentation grade for each student.
Final Paper (20%) (Required and due at Class Week 7)

- The paper can be formatted as a Literature review or synthesis, Policy brief, or Proposal for a study. The paper should incorporate key concepts learned throughout the course. The purpose of this assignment is to ensure students critically engage with and practice writing and delve deeper into understanding a sexual and reproductive health issue for men from a public health perspective that also considers conceptual frameworks that guide research in the chosen area.
- Students will be expected to use the peer-reviewed literature to write this short paper.
- The topic can be based on earlier team presentation, but should expand on the presentation topic, rather than just repeat it.
- Use a standard organizational approach for the paper with the following sections (e.g., Background, Methods, Results, Discussion, Limitations, and Public Health Implications).
- Use of a reference manager is recommended along with standard reference bibliography at paper’s end.
- Paper length: no more than 9-11 pages double-spaced, Times New Roman 12 font or Arial 11 font, 1-inch margins.
- By Class Week 3: Email paper topic & approach with the instructor.
- By Class Week 5: Share basic outline (if requested, as needed).
- By Class Week 7: Upload paper to the dropbox on courseplus; submissions should be received no later than at 8:00 am on the day of this class session.
### COURSE SCHEDULE BY CLASS SESSION

<table>
<thead>
<tr>
<th>CLASS WEEK 1 – Overview Male Sexual &amp; Reproductive Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objective</strong></td>
</tr>
<tr>
<td>• Explore domestic and international perspectives to identify principle sexual and reproductive health concerns and approaches.</td>
</tr>
<tr>
<td>• Assess the principle concerns and relative impacts of associated population-based risk factors affecting male sexual and reproductive health and health care needs across the lifespan.</td>
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</tbody>
</table>

**REQUIRED READING**


**Optional background readings**


**Questions to Think About**

- Is the integrated definition of sexual and reproductive health and rights too idealistic?
- For men, how broadly should we be thinking about sexual & reproductive health (SRH)?
- In the Lancet & Santa Maria articles,
  - What resonates as men's top health needs?
  - What key topic(s), if any, are missing?
  - How does SRH for men relate to their overall health in general?
- How different are SRH goals for men & women?
  - And, why should we care? For example, if the same, why focus on men?
  - What are the specific barriers and strategies? Who or what are the key players in these efforts?
- Do men need separate service sites to tailor services for men given maternal & child health focus? If so, what might these services look like and what needs would they fill? If not, why not?
- How have existing reproductive issues in public health been perpetuated by the exclusion of male contraceptive methods from the Affordability Care Act (ACA)?
  - What are the implications of this to males, females, and families?
  - What are the means by which the lack of attention to male SRH in the ACA might be addressed?
Learning Objective

- Understand and apply masculinity theory to assess its relative influences on male’s health, health care use, and relationships.

REQUIRED READING

  http://www.researchgate.net/publication/232603411_The_gender_role_strain_paradigm_An_update
  https://www.ncjrs.gov/pdffiles1/niij/223509.pdf
- Giordano PC, Longmore MA, Manning WD. Gender and the meanings of adolescent romantic relationships: A focus on boys. American Sociological Review, 2006; 71:260–87. [Note: Please focus your attention on understanding hypotheses, methods & results]
  http://dx.doi.org/10.1177/000312240607100205
  https://promundoglobal.org/resources/man-box-study-young-man-us-uk-mexico/#

Optional background readings

Learning Objective

• Evaluate community-based intervention studies for male sexual and reproductive health needs and their relative population-based risk factors.

REQUIRED READING


• PettyJohn ME, Muzzey FK, Maas MK, McCauley HL. #HowIWillChange: Engaging Men and Boys in the #MeToo Movement. Psychology of Men & Masculinity. 2018 Advance online publication. [http://dx.doi.org/10.1037/men0000186](http://dx.doi.org/10.1037/men0000186) (Access journal via ResearchGate)

Optional background readings


• Kirby D, Laris BA, Rolleri L -- ETR Associates. The Impact of Sex and HIV Education Programs in Schools and Communities on Sexual Behaviors among Young Adults. Family Health International, Research Triangle Park, NC. 2006. [https://pdfs.semanticscholar.org/5218/8adca1519259fc00f80b14321175408f4d.pdf](https://pdfs.semanticscholar.org/5218/8adca1519259fc00f80b14321175408f4d.pdf)


• Teams for presentations. Please sign up/share presentation teams.

DUE

• Your paper topic. Please submit 3-4 bulleted sentences of what your paper topic will cover, approach you plan to take (Literature review or synthesis, Policy brief, or Proposal for a study), which population it will focus on (e.g. age, region, etc), what theories you may apply, and other relevant information. If unsure of a topic, please share 2-3 ideas you are thinking about.
CLASS WEEK 4 – Clinical Interventions: Help seeking & care delivery

Learning Objective
- Evaluate clinic-based intervention studies for male sexual and reproductive health needs and their relative population-based risk factors.

REQUIRED READING

Optional background readings

DUE
- Final teams/topic for team presentations
### Learning Objectives

Consider other frameworks to promote male sexual and reproductive health across the lifespan that address health disparities, socio-ecology, intersectionality, syndemics, and life-course approaches.

### REQUIRED READING


Consider replacing with:


### Optional background readings

Learning Objective

- Learn about student generated topics of interest related to male sexual and reproductive health needs and their relative population-based risk factors.

Can use this as an opportunity to learn how to:

- Critique published research study on men’s sexual or reproductive health topic not emphasized during course, or
- Communicate to a policy audience the complexity of addressing men’s sexual and reproductive health issues related to a specific topic area, or
- Present a proposal for program or intervention work related to men’s sexual and reproductive health.
- Pair up and present on a topic chosen by the team.
- All presentations need to build upon key concepts and content from prior class sessions but not repeat them.
- Present for 10 minutes and be prepared for 5 minutes for questions (Presentations will be timed).
- Use of a standard presentation approach (e.g., Background, Methods, Results, Discussion, Limitations, and Implications) is recommended.
- Presentations should include citations for content on each slide as appropriate (with reference on slide or at the end of the slide set).
- Submit topic no later than Class Week 4.

Learning Objective (Training & Public Health Practice)

- Evaluate strategies to promote population health including identifying further training needs for medicine and public health, policies, programs, health services, and systems delivery that address sexual and reproductive health and care

REQUIRED READING


ASSIGNMENT DUE

Team presentations

- Please upload PPT presentation to Courseplus no later than 8:00am on day of Class Week 7/8 to the drop box titled “Team Presentation PowerPoints”

ASSIGNMENT DUE

Paper

- Please upload paper to Courseplus no later than 8:00am on day of Class Week 7 to the drop box titled “Paper”
CLASS Week 8 – Class Presentations (complete)
Wrap-Up & Evaluation

Learning Objective (Presentations)
- Learn about student generated topics of interested related to male sexual and reproductive health needs and their relative population-based risk factors.

Can use this as an opportunity to learn how to:
- Critique published research study on men’s sexual or reproductive health topic not emphasized during course, or
- Communicate to a policy audience the complexity of addressing men’s sexual and reproductive health issues related to a specific topic area, or
- Present a proposal for program or intervention work related to men’s sexual and reproductive health.
- Pair up and present on a topic chosen by the team.
- All presentations need to build upon key concepts and content from prior class sessions but not repeat them.
- Present for 10 minutes and be prepared for 5 minutes for questions (Presentations will be timed).
- Use of a standard presentation approach (e.g., Background, Methods, Results, Discussion, Limitations, and Implications) is recommended.
- Presentations should include citations for content on each slide as appropriate (with reference on slide or at the end of the slide set).
- Submit topic to the no later than Class Week 4.

Learning Objective (Wrap-Up)
- To reflect upon class content, pull it all together, ask questions, and provide final comments
- To complete course evaluation (final 10 minutes – please bring your laptops)

REQUIRED READING

ASSIGNMENT DUE
Team presentations
- Please upload PPT presentation to Courseplus no later than 8:00am on day of Class Week 7/8 to the drop box titled “Team Presentation PowerPoints”
See http://ocw.jhsph.edu/courses/masculinity/readings.cfm for other background readings

Class 1

Class 2

Class 3

Class 4

Class 5
Disability Support Services
If you are a student with a documented disability who requires an academic accommodation, please contact Betty H. Addison in the Office of Career Services and Disability Support: dss@jhsph.edu, 410-955-3034, or Room E-1140.

Academic Ethics Code
The code, discussed in the Policy and Procedure Memorandum for Students, March 31, 2002, will be adhered to in this class: https://www.jhsph.edu/offices-and-services/office-of-academic-affairs/academic-integrity/ppm-academicethics.pdf

Students enrolled in the Bloomberg School of Public Health of The Johns Hopkins University assume an obligation to conduct themselves in a manner appropriate to the University's mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows, or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic record; violation of the rights and welfare of animal or human subjects in research; and misconduct as a member of either School or University committees or recognized groups or organizations.

Additional Resources

- Welch Library
  - Online Tutorials and Guides: http://www.welch.jhu.edu/
  - Ask your Librarian Tool: http://www.welch.jhu.edu/

- Writing Support / How to Write a Paper
  - Writing Resources via JHSPH: https://www.jhsph.edu/offices-and-services/student-affairs/resources/writing-resources.html
  - Purdue OWL: http://owl.english.purdue.edu/

- Public Speaking:
  - How to Give an Academic Talk: http://www.cs.berkeley.edu/~jrs/speaking.html

- ESL:
  - Purdue: http://owl.english.purdue.edu/owl/resource/678/01/
  - ESL Network: http://www.esl.net/esl_resources.html

- Citing Sources (AMA): https://ajph.aphapublications.org/userimages/ContentEditor/1432646399120/authorinstructions.pdf
- Citing Sources (APA): http://owl.english.purdue.edu/owl/resource/560/02/


- PowerPoint Tips:
  - http://www.slideshare.net/guestc68f2ce/presentations-tips-presentation-759091
  - http://www.slideshare.net/thecroaker/death-by-powerpoint