

ANT 2301 HUMAN SEXUALITY AND CULTURE (ALL SECTIONS)

MWF, Period 3, 9:35–10:25 a.m.

Location: Carleton Auditorium

Instructor: Alyson Young

Office: Grinter 496 (4th floor, CAS)

Email: agyoung@ufl.edu

Office hours: W 11:00 am–1 pm or by appointment

(See page 11 for TA office hours)

E-Learning (Sakai): <https://lss.at.ufl.edu/>

Please do NOT use the E-Learning system to communicate with Teaching Assistants (TAs) or the Instructor. Email addresses of the TAs are provided on the homepage of the E-Learning Sakai site. Email your TA directly at the email addresses listed on page 12 of the syllabus and your message will be answered promptly.

COURSE DESCRIPTION AND OBJECTIVES

This course provides an anthropological perspective on human sexuality cross-culturally. Over the course of the semester, students will be exposed to a broad range of human experiences and debates relating to not only biological sex, but also the socio-cultural and gender politics of human sexuality. Readings, lectures and videos will engage the ways biology and culture interact within a variety of different contexts. The class will also analyze the structural forces that impact human sexual experiences—such as environment, cultural values, religion, economics, politics, and social inequalities. Through exploring diverse lived experiences of individuals and groups, this class will expose students to the variety of meanings, interpretations, and values as they relate to human sexuality and sexual experiences.

GOALS

By the end of this course, students will be able to:

- Describe the ways that biology and culture interact and influence human sexuality.
- Learn how to critically explore the cultural, structural and social influences on sexual knowledge, assumptions, behaviors and beliefs
- Evaluate their own assumptions about human sex and sexuality, and incorporate cultural and scientific understandings into their own ideas about the ethical and political components of human sexuality.
- Think critically about the evidence and assumptions employed by others in their claims about ‘healthy’ or ‘proper’ human sexuality.
- Understand the sociocultural, biological and behavioral influences on students’ own sexual health.
- Speak comfortably and knowledgeably about human sex and sexuality.

REQUIRED COURSE MATERIALS

1. **King, Bruce M. (2012) *Human Sexuality Today*, 7th Edition* Prentice Hall.**

*Please note that the version available in the bookstore is in a binder rather than a typical textbook format. The material in the binder is the same as the bound version, just cheaper. Students can use earlier editions of *Human Sexuality*, although I recommend you not use a version older than v5 because of significant differences between earlier versions and the current text.

2. **Required readings on E-Learning (<https://lss.at.ufl.edu/>):** on Sakai in the “RESOURCES” folder under “Electronic Readings”

3. **iClicker*:** **All students required to purchase.** Available from local bookstores.

*Other types of remotes (Turningpoint, HITT, etc.) will NOT work with the iClicker system so if you do not already own an iClicker specifically you will need to purchase one.

STUDENT COMMUNICATION, PARTICIPATION AND CONDUCT

Due to the sensitive nature of the subjects we will cover in class, it is expected and essential that each student contribute to creating a respectful and tolerant learning environment. While course-related materials are expected to generate debate, all students are expected to be mature and responsible, and treat other's contributions to the class or student projects in a respectful and professional manner. Feel free to disagree with each other or with the instructor—but please keep it professional and respectful as is outlined in the UF Student Code of Conduct (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>). Students found being blatantly disrespectful or disruptive, or reverting to slurs, insults, or threats will be asked to leave the class immediately, and meet with the instructor regarding proper conduct. Repeated offenses will be referred to the Student Conduct Office within Dean of Students Office.

CELL PHONE, LAPTOP AND MP3 PLAYER POLICY

If you are found reading newspapers, listening to your iPod or other digital device, texting, surfing the web on a cell phone or laptop for non-class related materials, or being disruptive in other ways, you will be asked to leave. Use of cell phones in this class will not be permitted. Please turn off your cell phones before the beginning of each class. If your cell phone goes off, you will need to leave the class and not come back for the rest of that day. If you are seen using your cell phone during class (texting, surfing, etc.), you will be asked to leave. Missing class due to being excused because of a cell phone or laptop is not an excuse for a poor grade, so please turn off your cell phones or leave them at home, but don't let them go off in class. Laptops for class-related activity (note-taking) is permitted, but students who use laptops will be asked to sit near the back of the classroom so that their screens do not distract their fellow students. **Cell phone and laptop use is NOT permitted in the small discussion sections.**

E-LEARNING ON SAKAI

This class makes extensive use of E-learning (Sakai) for doing tests, providing electronic copies of readings, uploading assignments and grades, and important announcements. *All students are responsible for familiarizing themselves with the SAKAI version of E-learning and checking it regularly for class-related announcements.* Online tutorials for students to learn how to use Sakai are available at <https://lss.at.ufl.edu/sakai-training/index.shtml>. **It is highly recommended that students learn how to take screen shots of any exams or assignments that they submit to E-Learning prior to submitting them.** In this way, if there is a technical problem with the Sakai system, you will have proof that you did as you were supposed to do on the system. There are no exceptions for students whose exams or assignments are not uploaded to E-Learning Sakai without documentary **proof** (i.e. a submission confirmation page, a screen shot of the assignment uploaded, screen shots of your E-Learning exam answers, etc.). Technical issues have been known to occur, but it is the student's responsibility to provide proof of an issue on the E-Learning system and to call E-Learning immediately if there are any problems with the system.

“Not knowing” about a particular announcement or communication because a student did not check E-learning or their email inbox was full *will not be accepted as an excuse with regards to any assignment, assessment, or other class-related activity.* Students are responsible for familiarizing themselves with the e-Learning system and keeping their inboxes clear so messages can come through.

In cases where an assignment is uploaded to e-learning, **it is your responsibility to ensure that your paper has the proper extension** (.doc or .docx ONLY). Papers with the wrong extension, that are corrupt, or those that otherwise don't open or are unreadable by the Sakai system **will be counted late** unless you provide a working version by the date and time that the assignment is due, **regardless of whether you handed in the hard copy on time.** After the due date/time, the assignment is considered late. Be sure to confirm proper upload of your papers and make screenshots of the assignment submission page once it has been uploaded, so that you do not lose points for improper or lack of upload. **Papers will be marked down 5% for each day that they are late, and are considered 1 day late if not submitted by the end of class on the date due.**

EMAIL AND LIST-SERVE POLICY

The main means of the Instructor or the TAs providing announcements to students will be through EMAIL to your UF email address. Students may opt to forward this email account to their personal email address, and can contact Computer Services if they need assistance in doing so. *Students are expected to read and be aware of all email announcements.* **There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.**

IClicker WEB REGISTRATION

You are required to purchase an iClicker remote for in-class participation. iClicker is a response system that allows you to respond to questions posed during class, and you will be graded on that feedback and/or participation. Each clicker has a unique serial number on the back of the remote. *Place a piece of scotch tape over that bar code and ID to preserve it.* In order to receive credit for your votes, you will need to register your iClicker remote online. *You must come to class at least once and vote on at least one question BEFORE attempting to register online, in order to complete this registration properly.* Once you have voted on a question in class, go to <http://www.iclicker.com/registration>. Complete the fields with your first name, last name, student ID, and remote ID. *Your student ID should be your Gatorlink ID (i.e. the name you use before the "@ufl.edu" in your UF email address and that you use to sign in to ISIS).* The remote ID is the series of numbers and sometimes letters found on the bottom of the back of your iClicker remote. The iClicker response system will be used every day in class, and you are responsible for bringing your remote daily. Forgetting to bring your iClicker and thus not being able to respond to in-class questions will result in detrimental effects on your participation grade.

It is important that all students keep their receipts for their iClickers. No allowances are made if a student's clicker malfunctions on a class day. Students are encouraged to take their clicker back immediately to the place where they purchased it in the case where the clicker has technical problems, and have it replaced at the vendor. Students may also contact iClicker directly by phone.

ATTENDANCE AND LATE ARRIVAL

You are expected to be an active participant in this class and to participate in lecture and in discussion. Assessments and assignments will draw from readings, lectures, discussions and videos. Lack of attendance on a particular date is not an excuse for poor performance on an assessment or an assignment.

If you consistently arrive late to lecture, you will miss important announcements. Dr. Young will not repeat these announcements. If you arrive late you are also expected to sit in the *back three rows* of the lecture hall. Do not crowd around the doors and aisle ways- this is a hazard to yourself and other students in an emergency. If you loiter in door and aisle ways after the beginning of lecture you will be asked to leave the auditorium and you cannot return until the following class period. **You are responsible for any material you miss, even if you are asked to leave because you are causing a disruption.**

Also note that you will have a point deducted from your attendance/participation grade for discussion section each time you arrive more than 10 minutes late.

LATE ASSIGNMENTS, AND MAKE-UP WORK

If there is any change in topic or reading, this will always be revised on the online syllabus and announced in class and on the e-Learning announcements. However, assignment due dates *will not be changed* from what appears here, unless there are generalized technological issues with Sakai that affect students' abilities to submit their assignments as directed.

All assignments are known well in advance; therefore, opportunities for make-up assignments and tests *will only be granted in the most exceptional circumstances such as illness or family emergency.* If you feel that your

situation fits these circumstances, please contact me **before** the assessment or due date and provide me with a written medical excuse or excuse from proper University authorities.

University policy states that opportunities for ‘bonus points’ must be provided to the entire class if they are to be used. It is against the instructor’s class policy to provide additional opportunities for ‘bonus points’ to individual students, and TAs are not allowed to provide them, so please do not ask.

Assignments will be marked down 5% for each day that they are late. Assignments that are due in class will be marked as 5% late at the point that the class is over. If the assignment is not received by 4pm the next day, it is considered as not having been turned in until the second day and is therefore 10% late, and so forth.

NEEDED ACCOMMODATIONS FOR DISABILITIES

Students requesting classroom accommodation must first register with the Dean of Students Office. The Disability Resource Center will then provide documentation to the student, who is expected to meet with the instructor during office hours or by appointment, at which point s/he will provide the documentation and discuss the required accommodations. Students who wish to find out if they are eligible for services can contact the Disability Resource Center at www.dso.ufl.edu/drc, call 352-392-8565, or stop by their office at room 0001, Building 0020 (REID HALL).

UNIVERSITY ACADEMIC HONESTY POLICY

In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work. A fundamental principle is that the whole process of learning and the pursuit of knowledge are damaged by cheating, plagiarism, and other acts of academic dishonesty such as misrepresentation, conspiracy, bribery and fabrication.

Examples of cheating that students commonly misunderstand include:

- Asking a classmate to click answers for you on your clicker when you need to be absent from class
- Accepting to click on behalf of a fellow classmate so he or she does not miss clicker points when absent
- Using all or portions of another person’s research paper and submitting it as if it is your own
- Copying and pasting someone else’s ideas word for word into your paper without citing the source
- Copying, pasting and citing a quote from another source word for word but not using quotation marks
- Doing exams in groups
- Giving exam answers to another student in the class
- Giving a paper of yours from a previous class to a fellow student to submit as his or her own assignment

If you have any questions about academic honesty or do not understand how to do something, your Teaching Assistant and Instructor are here to help you. Come by our office hours or make an appointment. We can’t help if you don’t ask.

I take academic honesty very seriously and will immediately report and potentially fail any student caught engaging in dishonest acts. Furthermore, the University will take severe action against any students acting dishonestly, including possible expulsion.

COURSE REQUIREMENTS

Assignment	Date	Points
<i>Syllabus and E-Learning Resources Quiz</i>	Sept. 2	10
Exams		
Midterm	Oct. 12	50
Final exam	Dec. 16	50
Project Assignments		
Research Report 1	Sept. 16	10
Research Report 2	Oct. 14	10
Research paper – first submission	Oct. 28	15
Peer review	Week 15	15
Research paper – final submission	Dec. 5th	30
Attendance and participation		
iClicker Participation during lecture	Semester-long	30
Current events during discussion section	Semester-long	50
Discussion section attendance/participation	Semester-long	30
Total		300

GRADING SCALE

Letter grades will be assigned based on the total percent of points according to the following scale:

A = 93 or above	C = 74-76
A- = 90-92	C- = 70-73
B+ = 87-89	D+ = 67-69
B = 84-86	D = 64-66
B- = 80-83	D- = 60-63
C+ = 77-79	E = 59 or below

Please note that the University implemented minus grades beginning in Summer 2009. Under the new system, a grade of **C-** will not qualify for major, minor, Gen Ed, Gordon Rule, or College Basic Distribution credit. Please see the following for more information:

<http://www.correspondencestudy.ufl.edu/instructors/handbook/Grading/grading.html>

No grades will be discussed via email. If you have a problem or a question about your grade, please make an appointment to come speak with your TA or the instructor or stop by during office hours.

RE-GRADING POLICY

If you disagree with a grade you are given for an assignment, you can opt to have it re-graded by another TA. In order to do this, you *must first meet with your TA* to discuss the grade you received in order to understand why you were given the grade that you were. Then you must email Dr. Young requesting that your assignment be re-graded. Your instructor will assign another TA to **BLINDLY** grade your assignment (i.e. your TA will not be aware of the previous grade you were assigned nor of the reasons for that assigned grade). If you go for this option, **it is the second grade that will stand, regardless of whether or not it is higher or lower than the grade you originally were assigned.** Please note that it is only possible to request a re-grade prior to Nov. 28. After Nov. 28th no requests for re-grading will be possible.

ASSIGNMENT DESCRIPTIONS

1. Syllabus and Resources Quiz (10 points)

All students will be required to complete a short quiz on this syllabus, as well as materials from the “Ethnographic Project” and “Other Resources” folders in Sakai Resources. This is to familiarize students with the policies, assignments, and resources for the class, and where to find this information when it is time to look at it later in the semester. This quiz will be opened in the Sakai system on **Sept. 2 at 8:30 am and will close at 4:30 pm**. Students may take the quiz at any time during this period. At the time you open it, you will have 90 minutes to complete the quiz. The quiz is scheduled during the day between 8:30 and 4:30 so that the computer help desk is available to assist you if you encounter any problems.

2. Exams (total of 100 points)

All exams include multiple-choice, short answer, true/false and matching questions which are administered via *E-Learning* (in Sakai, open using the “ASSESSMENTS” link on the left sidebar), comprising 60 points each. You will have 90 minutes to complete the exams from the time you begin, but it is written to take 60 minutes only. The additional 30 minutes is available as a bonus, (see “Midterm” below).

There will be two noncumulative exams: one mid-term and one final. The exams will cover material from assigned readings, lectures, films, guest speakers, class discussions, and discussion sections. Exams are open book, and you may surf the web while taking it. The exams are randomized (i.e. no two students will see questions in exactly the same order) and the 60 questions are taken from a pool of more than 130 questions (i.e. no two exams will have exactly the same questions on it). Questions are compiled from ALL textbook readings, ALL supplementary readings, ALL videos, ALL lectures and ALL guest speakers.

Midterm: The exam will be available from 8:30 am-4:30 pm on October 5. You must take your exam within that window. **Once you open the exam, you will have 90 minutes to complete it.** The midterm exam is set to close down regardless of whether or not you have completed it. **You will not be allowed to go back in to complete your exam if it is not complete by the time this window closes, so make sure that you begin the exam at 3 pm at the latest.** Given the size of the class, it is not possible to create alternative exam times for those students who do not have the full 90 minutes to take the exam. The exam is meant to take less than 60 minutes for the average, well-prepared student.

Final exam: The final exam will take place as scheduled by the Registrar’s Office, on December 16th between 8:30 am and 4:30 pm (Eastern Standard Time). You can begin the exam at any point during this window. As with the midterm, you will have 90 minutes from the time you open your exam to complete it. The exam is set to close down even if you have not completed it at 4:30 pm, so allow yourself enough time to complete it. **All students are required to take the exam on the scheduled date**, regardless of whether or not they plan on being on campus. The **ONLY** exceptions will be for those students with documented incapacitating illness, documented family emergency, or students registered with the Disabilities Resources Center, in which case documentation must be provided and arrangements made well in advance. There are **no** allowances for changing the schedule for other issues such as planned vacation, non-emergency family events (weddings, baptisms, reunions, family travel), etc. Students are informed of the date of the final exam in advance of registering for the class and are expected to make arrangements accordingly.

All exams will be administered on E-Learning Sakai. Exams must be taken at the scheduled time; there will **no makeup exams**. Exceptions will be made only in the case of incapacitating illness or other university-approved absence such as documented family emergency. In such cases, you must contact Dr. Young with written documentation from an appropriate authority at least 24 hours before the exam. **Teaching Assistants (TAs) may NOT give permission for make-up exams.**

Important points about taking online exams

- There will be no lecture the day(s) of a scheduled assessment, however **students having a discussion section on the date of the exam are required to attend their discussion section.**
- Students can take assessments in a place and with a computer of their choice. However, students are required to complete their exams by themselves. It is a **violation of the student code** to do your exams in groups. Any student found to be completing their exam in conjunction with (a) fellow student(s) will be considered cheating, and will be reported to proper University of Florida authorities and potentially receive an automatic E grade for the class. You will be required to agree to the student code prior to taking any of the exams.
- It is the student's responsibility to have a *reliable* internet connection and to ensure that computer operates e-learning without problems. Difficulties in accessing E-Learning are NOT valid excuses for an assessment being missed. **Be sure to save your answers as you do the assessment!! It is strongly suggested that students take frequent screen shots of their exam as they go through it, as technical difficulties have been known to occur and without proof that one occurred in your case, your exam will automatically be counted as a zero grade.**

3. Writing Assignments (total of 80 pts)

You will be required to conduct an ethnographic research project and write about this project in 3 phases. The specific details of this assignment are outlined in the "Human Sex Ethnographic Project" file available in the Sakai Resources folder. You will be writing 2 research reports of 2-3 pages each, and a final research paper of 8-10 pages.

For this project, you will be conducting interviews with live persons about a sexuality topic you choose from a list provided. **Questionnaires and surveys are NOT interviews, and will NOT provide you with the kind of data you need for your project. All interviews MUST be conducted in-person. Interviews via internet or phone services such as cell phone, SMS, Skype, or messenger services do NOT count.** Failure to abide by these policies and all those outlined on the project description WILL result in a low grade. Students should be proactive and seek guidance from their Teaching Assistant if they do not understand the project parameters.

All writing assignments must be submitted to E-Learning Sakai under the "ASSIGNMENTS" tab, AND to your TA in hard copy during the class period on the due dates. Instructions on submitting your assignments in class will be provided prior to class beginning, so PLEASE take your seat and wait for instructions when you arrive in class on the day a writing assignment is due. Do NOT come to the front to ask the instructor how to hand it in. Instructions will be provided to all students at the same time.

All assignments uploaded to Sakai must have the proper titles and extensions. The title of your uploaded file must include your last name and section number, must not contain spaces, and MUST have the extension .doc OR .docx. (Ex: "Young0274.doc") NOT "Young Report 1" or "Finalpaper.docx". If you upload your assignment using any extension other than .doc or .docx, it is considered **NOT HANDED IN** (regardless of whether original submission was on time), and you must notify your TA immediately so that he or she can re-open the Sakai portal to allow you to re-submit. You will receive 5% penalty per day late due to not submitting in the proper format. Check and double-check when you upload your file to Sakai that it has no spaces and the proper extension. Without the proper title formatting and extension, Sakai cannot read your file. Your file, when uploaded, should have an "MS Word" icon beside the title. If it has any other kind of icon, it did not upload properly.

Once uploaded to E-Learning, your papers will be automatically put through a plagiarism detection program (Turnitin.com). Your paper will be considered incomplete and late if it is not submitted in BOTH hard copy AND digital upload to E-Learning Sakai, at 5% off per day late. (see Late Assignments and Make-up work above). If there is any evidence of plagiarism, you will receive a grade of zero points for the assignment and

be reported to the Office of Student Conduct. **No late papers will be accepted**, unless documentation of a university-approved excuse is provided to the instructor **at least 24 hours before the due date**.

All papers should be double-spaced, in 12-point Times New Roman font with 1-inch margins. They must also **be stapled**. It is not the responsibility of the instructor or TA to provide you with a stapler on the day the assignment is due. **If your assignment is not stapled and properly formatted you WILL receive reductions in your grade.**

You must include your name, your TA's name, your section number, assignment, and a title on a separate title page for each assignment. Complete details on requirements and grading criteria for the research paper will be distributed in discussion sections and posted on the course web site.

You are encouraged to take advantage of the services offered by the Reading & Writing Center, Broward Hall, 392-0791, <http://www.at.ufl.edu/rwcenter/>.

Good writing requires revision and rewriting. To improve your skills in this regard, the research paper involves three assignments:

1. **First submission of research paper (15 points).** You will be required to submit a complete draft of your research paper on **October 28**. This first submission is not merely a rough draft: It should meet all the major requirements of the final paper and reflect your best effort to develop a well-organized argument that is supported by your ethnographic research, the academic article listed for your topic, and your internet research. The first submission will be graded based on: (i) proper formatting and adherence to instructions, (ii) correct length (8-10 pages), (iii) sophisticated use of interview data, internet research, and scholarly article(s) (iv) clarity of organization. You will receive written and verbal feedback from your peers (see below) using the guidelines that TAs will use to grade your final submission. Due to resource constraints, you will not receive written feedback from your TA on the first submission of your paper, but TAs are available to answer questions and discuss specific aspects of your writing during their office hours.
2. **Peer review (15 points).** You will work in peer-response groups to provide feedback on one another's developing research papers. The first submission of your paper will be distributed to at least two classmates in your discussion section. You will provide written feedback on one another's papers, using the same criteria that TAs will use to grade your final paper. You will be expected to read the papers carefully and to provide comments that are thoughtful, respectful, and constructive. Your written review of peers' papers is due in discussion section. Peer review is important to the development of your final research paper. In addition to the direct benefit of receiving feedback on your paper, you will find that the process of reading and thinking critically about others' work will help you analyze and refine your own writing. Your grade for the peer review requirement will be based on (i) your participation in peer-response group activities during discussion section and (ii) the completeness of written feedback you provide on the criteria we provide (content, organization, citations and bibliography, and grammar and style). **Please note:** The week for peer review will be announced and posted on Sakai as soon as possible.
3. **Final, revised paper (30 points).** You are expected to incorporate peer feedback into the revised version of your paper for final submission. Along with the final version of your paper, **you must submit a one-page memo that summarizes the feedback you received from your peer-response group and indicates the changes you have made since the first submission.** The final version of your paper is due at the beginning of lecture on **December 5**. **No late term papers will be accepted**, unless documentation of a university-approved excuse is provided to Dr. Young at least 24 hours before the due date. Before submitting your final paper to your TA, you must upload it to E-Learning (Sakai) where it will be put through a plagiarism detection program (Turnitin.com). Your paper will be considered incomplete and will not be graded if it is not submitted to E-Learning Sakai before lecture on December 5. If there is any

evidence of [plagiarism](#), you will receive a grade of zero for the assignment and be reported to the Dean of Students Office for academic dishonesty, which may lead to further penalties or expulsion. Complete details and grading criteria for the final research paper will be posted on the course web site and distributed in discussion section.

4. Current Events (50 pts)

Students are expected to submit **10 current event essays** in discussion section during the semester. You can choose which weeks you submit current events, but the topic must relate to the theme for that week (i.e. gender, sexual orientation, sexual violence etc.). For this assignment you need to find a current event (can be news, radio, YouTube, or other) and write a complete paragraph (at least 5 sentences) that describes the event and your reaction to it. You must include a *working* web link to the source. Talk to your TA *before* you submit if you have questions about whether a particular source is acceptable for submission.

These assignments will be submitted to your TA in section. **Please note:** You can only submit one current event per week (no doubling up), so make sure that you start early!

5. In-Class Participation (30 pts)

Participation in class is mandatory. Participation in lecture will be tracked using the iClicker device, which each student is required to purchase during the first few days of class. Students must respond to **a minimum of 50%** of the questions asked during a class in order to get a participation point for that day. *Therefore, students who are late, who leave early, or who step out during the lecture risk missing out on polling questions, which can jeopardize their point for that day.*

No allowances are made for lateness, leaving early, or for non-functioning clickers. If you are late or leave early and miss the questions, or your clicker does not work, you lose the point for that day. No exceptions except in case of emergency, with proper supporting documentation.

If clickers flash “red” when a student is responding, it means that this clicker is not being read by the iClicker device and has a problem. If you see a red light when you are attempting to respond, you should contact iClicker support after class ends to discuss troubleshooting strategies.

Clicker participation points for lecture will begin accumulating as of Aug. 29th. All students will be permitted to miss 6 lectures throughout the semester before their clicker points begin to be negatively affected.

Clicker points will be tallied by the instructor and NOT by the TAs. Please do not ask the TAs for your current score. Scores for clicker participation will be posted at the middle of the semester so students may see how they are doing in terms of class participation. The final scores for class participation will be posted on April 21st, prior to your final exam.

Please note: that in cases where polling questions contain personal or potentially sensitive issues, student responses *will be made anonymous* so that it is impossible for anyone to track how individual students responded. This is to ensure the confidentiality of students so that they feel free to answer honestly about their own experiences or opinions on the polls. Students will be informed in advance whether a question has been made anonymous or not, and will be able to see on screen that a question is anonymous in advance of responding.

6. Discussion section participation (30 pts)

You are required to attend and participate in the discussion section for which you registered. *You must attend discussion sections even if an exam is scheduled for the same day.* Only university-approved absences with appropriate documentation will be excused. Please see the schedule for those weeks when there are

NO discussion sections. Also note that you will lose one point per day you arrive more than 10 minutes late to discussion. *This includes the non-mandatory days.*

BONUS POINTS FOR SELECT DISCUSSION SECTIONS (5 POINTS EACH)

During weeks 3, 11, 12, and 14 there are holidays. Discussion sections WILL still be held during these weeks, *but attendance is not mandatory.* During these weeks, students will get **5 bonus points** each week for attending and participating in their regularly-scheduled discussion sections. *If you are a student whose discussion section falls on the holiday you can arrange to attend a different discussion section.* Teaching assistants in these sections will have a sign-up sheet with available slots a week or two before the holiday.

REMINDER: *University policy states that opportunities for ‘bonus points’ must be provided to the entire class. It is against the instructor’s class policy to provide unique opportunities for ‘bonus points’ to individual students, and TAs are not allowed to provide them, so please do not ask. You can expect that the instructor will refuse any and all requests for bonus points at the end of the semester, even if you are a good student, on a scholarship and needing an “A”, needing good marks to get into law or medical school, etc. This policy applies to all students equally. There will be NO opportunities to do additional work to bump up a student’s grade at the end of the semester. Doing so creates bias in the grading system, and unfairly advantages some students while not providing the same advantage to other students. It is unfair to your fellow students, and unethical. Please do not ask, the answer will in all cases be a firm “no”.*

GORDON RULE CREDIT

You must complete all writing assignments (reaction papers and research paper) and earn a final grade of C or better on your papers to obtain Gordon Rule (4000-word) credit. All students are required to complete all writing assignments, even if you have already have enough words to satisfy the Gordon Rule.

PLEASE NOTE: Gordon Rule credit and final course grades are calculated separately. In the final grading process, instructors will indicate whether or not students met the writing requirement **AND** will assign a course grade. Therefore, to receive writing credit students must receive a grade of C (2.0) or higher **AND** satisfactory completion (a C or higher) of the writing component. *It is possible to fall short of the writing requirement and still barely pass the class.* Therefore, students with concerns about requirements should review their degree audits after receiving their grades to verify receipt of credit for the writing component. For further information, please see <http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html>

TEACHING ASSISTANTS

Students are expected to extend the same respect to the Teaching Assistants as to the instructor. Teaching Assistants (TAs) are responsible for discussion sections. They are available to answer questions and to assist with the required writing assignments during their office hours. They grade all course requirements. **You must know your TA’s correct first name for all exams and print it on the top of all papers or writing assignments you submit.** If you have a question about grading or the class more generally, first talk with your TA. TAs’ names, office hours, and discussion sections are identified below and posted on the course website.

******TA’s may not give permission for make-up exams or late papers******

TA INFORMATION AND DISCUSSION SECTIONS

Lucas R. Martindale Johnson, Head TA
lucasrmjohnson@ufl.edu
Sections: **0269 and 0283**
Office Hours: **Thurs. 10:40-11:40 am**, and by appt.

Stéphanie Borios
sborios@ufl.edu
Sections: **0282, 0274, 5741**
Office Hours: **Tues. 1:55-2:45 pm**, and by appt.
Office: **Turlington Hall, B-328**

Brian Tyler
bptyler@ufl.edu
Sections: **0278, 0284, 5736**
Office Hours: **Mon. 4:00-5:00 pm**, and by appt.
Office: **Turlington Hall, Room B-328**

Elyse Anderson
ema34@ufl.edu
Sections: **0268, 0277, 0288**
Office Hours: **Weds. 8:30-9:30 am**, and by appt.
Office: **Turlington, B-328**

Ryan Morini
Sections **0285, 0267, 0273**
rmorini@ufl.edu
Office Hours: **Fri. 12:50-1:40 pm**, and by appt.
Office: **Turlington Hall Room B-328**

Gaby Stocks
gaby.ant2301@gmail.com
Sections: **0271, 0290, 0270**
Office Hours: **Mon. 10:30-11:30 am**, and by appt.
Office: **Turlington Hall, Room B-328**

Dawit O. Woldu
dvdok338@gmail.com
Sections: **0276, 0264, 0281**
Office Hours: **Thurs. 1:45-2:45 pm**, and by appt.
Office: **Turlington Hall: B328**

Gypsy Price
gypsysprice@ufl.edu
Sections: **0287, 0266, 0265**
Office Hours: **Mon. 10:40-11:30 am**, and by appt.
Office: **Turlington Hall: B328**

James Crandall
jamescrandall@ufl.edu
Sections: **5734, 0289, 0272**
Office Hours: **Mon. 12:50-1:40 pm**, and by appt.
Office: **Turlington Hall: B328**

******This schedule is a guide for the course and is subject to change with advanced notice******

COURSE SCHEDULE, READINGS, AND ASSIGNMENTS

Students are expected to complete the readings for a particular class *before that class begins*.

Date	Topic	Reading/Assignment
Week 1 (Aug. 22-26)	Introduction & overview (No discussion sections this week) <ul style="list-style-type: none"> What is anthropology? Introduction to sexuality Strategies for success in this course 	King, Ch.1 *Read syllabus
Week 2 (Aug 26-Sep. 2)	Sexual & reproductive anatomy <ul style="list-style-type: none"> Female/Male sexual and reproductive system Circumcision 	King, Ch. 2 Gruenbaum (2005) Fox & Thompson (2005) *Syllabus Quiz, Sep. 2
Week 3 (Sep. 7-9) (No classes Sep 5)	Hormones & sexuality <ul style="list-style-type: none"> Menstruation and menopause Pheromones Regulation of male hormones 	King, Ch. 3 Lock (1998)
Week 4 (Sep. 12-16)	Sexual response <ul style="list-style-type: none"> Male and female sexual response Orgasm VIDEO: <i>Passion and Power</i>	King, Ch. 4 *Research Report 1, Sep. 16
Week 5 (Sep. 19-23)	Sexual health & sexually transmitted infection (STI) <ul style="list-style-type: none"> Bacterial and viral infections STIs on campus HPV and cervical cancer vaccine 	King, Ch. 5
Week 6 (Sep. 26-30)	Contraception & culture <ul style="list-style-type: none"> Politics of contraception Preventing pregnancy and STIs. 	King, Ch. 6
Week 7 (Oct. 3-7)	Pregnancy & childbirth <ul style="list-style-type: none"> Cross-cultural comparisons of childbirth practices and experiences Maternal and child health VIDEO: <i>Business of Being Born</i>	King, Ch.7 Mitchell & Georges (1998) *Midterm, Oct. 5
Week 8 (Oct. 10-14)	Gender identity & gender roles <ul style="list-style-type: none"> Sex versus gender Development of gender identity Gender diversity 	King, Ch. 8 Fausto-Sterling (1997) Sanders (2005) *Research report 2, Oct. 14

Week 9 (Oct. 17-21)	Sexual orientation <ul style="list-style-type: none"> ▪ Categorizing sexual orientation ▪ Nature and nurture ▪ Homophobia and heterosexism VIDEO: <i>The Butch Factor</i>	King, Ch.9
Week 10 (Oct. 24-28)	Lifespan sexual development <ul style="list-style-type: none"> ▪ Sexual development throughout life ▪ Aging and sexuality VIDEO: <i>Still Doing It</i>	King, Ch. 10 Frankowski & Clark (2009) *Research paper v.1, Oct. 28
Week 11 (Oct. 31-Nov. 2) <i>No classes Nov. 4</i>	Love & relationships <ul style="list-style-type: none"> ▪ Diversity in marriage ▪ Diversity in families VIDEO: <i>Daddy and Papa</i>	King, Ch. 12 Nanda (1992)
Week 12 (Nov. 7-9) <i>No classes Nov. 11</i>	Sexual behaviors & attitudes <ul style="list-style-type: none"> ▪ What is normal? ▪ Fantasies and masturbation 	King, Ch. 11 Tiefer (2004)
Week 13 (Nov. 14-18)	No classes or discussion (AAA meetings)	No Reading
Week 14 (Nov. 21-23) <i>No classes Nov. 24-25</i>	Sexual problems & therapy <ul style="list-style-type: none"> ▪ Sexual problems and solutions ▪ Medicalization and disease mongering ▪ Paraphilias VIDEO: <i>Orgasm, Inc.</i>	King, Ch. 13, 14 Tiefer (2006)
Week 15 (Nov. 28-Dec. 2)	Sexual violence & selling sex <ul style="list-style-type: none"> ▪ Sexual harassment & coercion ▪ Rape and sexual violence ▪ Pornography ▪ Prostitution VIDEO: <i>War Zone (excerpt)</i>	King, Ch. 15, 16 Attwood (2009) Berstein (2001) Ryan & Kanjorski (1998) Peer Review
Week 16 (Dec. 5-7)	HIV/AIDS, Social Inequalities and Health (No discussion sections this week) <ul style="list-style-type: none"> • Structural violence • Social, political and economic contexts of global HIV/AIDS pandemic 	Parker (2002) Wojcicki (2002) Final paper, Dec. 5
Dec 16.	Final Exam (via E-Learning Sakai)	8:30 am-4:30 pm

ADDITIONAL COURSE READINGS (FOUND ON SAKAI)

- Attwood, Fiona (2009)** "'Deepthroatfucker' and 'Discerning Adonis': Men and Cybersex." *International Journal of Cultural Studies* 12, 3.
- Bernstein, Elizabeth (2001)** "The Meaning of the Purchase: Desire, Demand and the Commerce of Sex." *Ethnography* 2, 3.
- Fausto-Sterling, Anne (1997)** "How to Build a Man". In *Constructing Masculinity*. Maurice Berger, Brian Wallace and Simon Watson, eds. NY: Routledge.
- Fox, M. and M. Thomson (2005)** "A Covenant with the Status Quo? Male Circumcision and the New BMA Guidance to Doctors." *Journal of Medical Ethics* 31.
- Frankowski, Ann Christine and Leanne J. Clark (2009)** "Sexuality and Intimacy in Assisted Living: Residents' Perspectives and Experiences." *Sexuality Research and Social Policy* 6, 4.
- Gruenbaum, Ellen (2005)** "Socio-cultural Dynamics of Female Genital Cutting: Research Findings, Gaps, and Directions." *Culture, Health & Sexuality*, 7, 5: Sept-Oct.
- Lock, Margaret (1998)** "Menopause: Lessons from Anthropology." *Psychosomatic Medicine* 60, 4.
- Mitchell, Lisa M. and Eugenia Georges (1998)** "Baby's First Picture: The Cyborg Fetus of Ultrasound Imaging." In *Cyborg Babies: From Techno-Sex to Techno-Tots*. NY: Routledge.
- Nanda, Serena (1992)** "Arranging a Marriage in India". In *The Naked Anthropologist: Tales from Around the World*. Philip R. DeVita, ed. Belmont, CA: Wadsworth Pub. Co.
- Parker, Richard (2002)** "The Global Hiv/Aids Pandemic, Structural Inequalities, and the Politics of International Health." *American Journal of Public Health* 92, 3: 343-47.
- Ryan, Kathryn and Jeanne Kanjorski (1998)** "The Enjoyment of Sexist Humor, Rape Attitudes, and Relationship Aggression in College Students." *Sex Roles* 38, 9/10.
- Sanders, Joshunda (2005)** "A Low Down Dirty Shame: The New Assault on Black Male Sexuality." *Bitch* 28, Spring.
- Tiefer, Leonore (2004)** "'Am I Normal?' The Question of Sex." In *Sex is Not a Natural Act and Other Essays*. Boulder, CO: Westview Press.
- (2006) "Female Sexual Dysfunction: A Case Study of Disease Mongering and Activist Resistance." *PLoS Medicine* 3, 4.
- Wojcicki, Janet M (2002)** "'She Drank his Money': Survival Sex and the Problem of Violence in Taverns in Gauteng Province, South Africa". *Medical Anthropology Quarterly* 16, 3.