Course Description and Objectives
This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is its emphasis on both the biological and cultural dimensions of what it means to be human. That perspective enriches our understanding of human sexuality because it encourages us to examine a wide range of human sexual experiences across cultures and over the evolutionary history of our species. We will apply this holistic perspective to the genetic, physiological, psychological, social, and cultural dimensions of human sexuality.

By the end of the course, you should be able to:
• Describe the biological and cultural components of human sexuality, as well as the interaction between them
• Examine your own beliefs and assumptions about sexuality
• Think critically about the social and cultural influences on your sexual knowledge, beliefs, and behaviors
• Incorporate scientific knowledge about the range of human sexuality into your opinions about the political and ethical aspects of sexuality
• Analyze the assumptions and evidence that others use when making claims about sexuality
• Identify the biological, behavioral, and sociocultural factors that influence your sexual health
• Talk comfortably and knowledgeably about sex and sexuality

Course Materials
• Insights, Human Sexuality Reader for Anthropology 2301 (available at UF Bookstore)
• iClicker2 remote transmitter (“clicker”) also available at local textbook stores

A copy of the text and reader are also available on course reserve at Library West.

Course Website and E-Learning
You are responsible for all materials posted on E-Learning (Sakai) at http://lss.at.ufl.edu, including required readings, announcements, details on assignments, and other supplementary material. If you are not familiar with E-Learning or have trouble using the site, please see the technical support available at https://lss.at.ufl.edu/help/Student_Faq.
**Course Requirements and Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Exams</strong></td>
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<tr>
<td>Exam 1</td>
<td>Sept. 23</td>
<td>60</td>
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<td>Exam 2</td>
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<td>60</td>
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<td>Exam 3</td>
<td>Dec. 12</td>
<td>60</td>
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<tr>
<td><strong>Ethnographic Research Project</strong></td>
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<tr>
<td>Research report 1</td>
<td>Sept. 13</td>
<td>15</td>
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<td>Research report 2</td>
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<tr>
<td>Research paper—first submission</td>
<td>Oct. 14</td>
<td>10</td>
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<td>Peer review</td>
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<tr>
<td>Research paper—final submission</td>
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<tr>
<td><strong>Discussion section</strong></td>
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<td>Attendance and participation</td>
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<td>20</td>
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<tr>
<td>Pop Quizzes</td>
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<td>15</td>
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<tr>
<td><strong>Total</strong></td>
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<td>300</td>
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Letter grades will be assigned based on the total percent of points according to the following scale:

- A = 90 or above
- A- = 87-89
- B+ = 84-86
- B = 80-83
- B- = 77-79
- C+ = 74-76
- C = 70-73
- C- = 67-69
- D+ = 64-66
- D = 60-63
- D- = 57-59
- E = 56 or below

1. **Exams**
   
   There will be three exams with 60 multiple-choice questions each. The exams will cover material from assigned readings, lectures, films, guest speakers, and class discussions. The three exams are noncumulative and equally weighted (20% each toward final course grade).

   All exams will be administered on E-Learning. On the scheduled day, exams will be available on E-Learning between 8:30 a.m. and 4:30 p.m., and you will have 60 minutes to complete the exam. There will be no lecture on the day of exams, but students are required to attend discussion sections on the day of exams as usual.

   Exams must be taken at the scheduled time; there will be no makeup exams. Exceptions will be made only in the case of incapacitating illness or other university-approved absence. In such cases, you must provide 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.

2. **Ethnographic research project**
   
   You are required to conduct an original ethnographic research project. The project involves identifying a research problem, doing background literature research, conducting interviews, and writing up your results. Details about the project are available in a separate document on E-learning (see the Resources folder). Briefly, you will be writing about the project in three phases, including two research reports of 2-3 pages each and a final research paper of 8-10 pages. Ethnography is the systematic description and interpretation of culture, typically based on long-term participation in and observation of a people’s way of life. It is the defining strategic method of cultural anthropology and is also used in other social sciences. Ethnography typically involves many types of data collection. In this assignment, we will focus on in-depth ethnographic interviews.
In-depth ethnographic interviews are open-ended conversations designed to gather information about day-to-day life and how people see and experience the world. The purpose of ethnography is distinct from survey research, and questionnaires with closed-ended questions will not provide you with the kind of data you need for the project. All interviews must be conducted as face-to-face conversations with a set of open-ended interview questions that you develop. Interviews conducted via the Internet, telephone, messenger services, or other media do not fulfill the requirements of the assignment and will result in a low grade.

See E-Learning for full details about the assignment, and talk to your TA if you have questions about requirements or expectations.

Good writing requires revision and rewriting. To improve your skills in this regard, the ethnographic research project involves four components:

a. **Research reports**
   You will be required to submit two interim research reports, each of which contributes five percent toward your final grade. The first research report is due on **Sept. 13** and focuses on the research problem and the approach you will take in the project. The second is due on **Oct 4** and provides an opportunity for you to reflect on the research process. Both reports must be 2-3 pages, double-spaced, with one-inch margins and 12-point Times New Roman font.

   On the due date, you must upload an electronic version of the research report (in .doc or .docx format) via E-Learning and submit a hard copy the report during lecture. **Research reports will lose five percent for each day they are late.** A research report is late if not submitted (electronically and in class) by the end of lecture (10:30 a.m.) on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade for the assignment by five percent.

b. **First submission of paper**
   You will be required to submit a complete draft of your research paper on **Oct. 14**. 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 first submission will be graded based on: (i) proper formatting and adherence to instructions, (ii) correct length (8-10 pages), (iii) use of appropriate type and number of scholarly sources, and (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.

   You will be required to send the first submission of your paper by email to your TA and assigned peer-review group members. No hard copy submission is necessary. **The first submission of your paper will lose five percent for each day it is late.** The submission is considered late if it is not sent by email to both your TA and all members of your peer review group by the end of lecture (10:25 a.m.) on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade for the assignment by five percent.

c. **Peer review**
   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 during Week 10 (October 21-25). 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).

d. Final, revised paper
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 November 15. No late research papers are 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 (http://lss.at.ufl.edu), where it will be run through Turnitin, a plagiarism detection program. Your paper will be considered incomplete and will not be graded if it is not submitted to E-Learning before lecture on November 15. If there is any evidence of plagiarism, you will receive a grade of zero for the assignment and be reported to Student Judicial Affairs. Complete details and grading criteria for the final research paper will be posted on the course web site and distributed in discussion section.

The paper should be 8-10 pages of text, double-spaced, in 12-point Times New Roman font with 1-inch margins. You must include your name, your TA’s name, your section number, assignment, and a title on a separate title page. References must be consistently formatted in MLA style and should also be on a separate works cited page. Your paper must cite and incorporate at least six sources from the scholarly literature. Scholarly literature includes peer-reviewed academic journals, monographs, and edited volumes. Encyclopedias, textbooks, and most websites are not appropriate sources. Your paper will be evaluated based on the quality of the literature review, the quality of interview data, the logic of interpretation and argumentation, and the organization and writing style. 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, 302 Tigert Hall, 846-1138, http://www.at.ufl.edu/rwcenter/.

3. Discussion section
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. You will be counted absent from discussion section if you arrive more than 10 minutes late.

Due to several holidays during the semester (Sept. 2, Nov. 8, Nov. 11), some discussion sections will not meet as usual in Weeks 3, 12, and 13. Therefore, students who attend discussion section in Week 3, 12, and 13 will receive 1.5 bonus points (equal to one week of required discussion section) toward their final grade. Students whose discussion section normally meets on a holiday should attend another discussion section and alert the TA to your presence. Students whose discussion section is not affected by the holiday should attend the section for which you are registered to receive bonus points.
Six pop quizzes will be given based on the readings for the semester. Each quiz will be worth three (3) points, and the lowest quiz score will be dropped.

**Policy on Make-Up Work and Bonus Points**
You are responsible for completing all writing assignments by the posted due dates. The course has been designed so that you have ample time for each assignment, so there will be no extensions or make-up opportunities except in documented cases of incapacitating illness, death of a family member, religious holiday, or other university-approved excuse. In such cases, you must contact Dr. Young at least 24 hours in advance of the deadline, when possible, and provide written documentation from a relevant authority. Teaching Assistants may not grant extensions or make-up opportunities.

University policy stipulates that opportunities for bonus points must be provided to the entire class, if they are to be used. Thus, Dr. Young will not provide opportunities for bonus points to individual students, and TAs are not allowed to provide them at all, so please do not ask.

**Policy on Grade Disputes**
If you dispute the grade you receive for an assignment, you may request to have it re-graded by Dr. Young. You must first meet with your TA to discuss the grade you received so that you understand the rationale for the grade. Then, if you still wish to dispute the grade, you may email Dr. Young to request that your assignment be re-graded. If you request re-grading, the second grade will stand, regardless of whether it is higher or lower than the original grade. You may request re-grading up to one week after an assignment has been returned; we will not consider regarding requests after this time. The final paper is not eligible for re-grading.

**Gordon Rule Writing Credit**
You must complete all writing assignments (reaction papers and research paper) and earn a final grade of C or better in the course to obtain Gordon Rule (4000-word) writing credit. All students are required to complete all writing assignments, even if you have already satisfied the Gordon Rule credit in another course.

Please note that Gordon Rule credit and final course grades are calculated separately. To receive writing credit, students must earn a grade of C (2.0) or higher both in the course and on writing assignments (i.e., the ethnographic research project). Therefore, it is possible to pass the class and not receive Gordon Rule credit. Students should review their degree audits after receiving their grades to verify receipt of credit for the writing component. For further information, please see [https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx](https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx).
Teaching Assistants
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 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, first talk with your TA. TAs’ names, office hours, and discussion sections are posted on the course website. TAs may not give permission for make-up exams or late papers.

<table>
<thead>
<tr>
<th>TA Name</th>
<th>Email</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eshe Lewis</td>
<td><a href="mailto:eshe.lewis@ufl.edu">eshe.lewis@ufl.edu</a></td>
<td>0264, 0270, 0276</td>
</tr>
<tr>
<td>Marlon Carranza</td>
<td><a href="mailto:mcarranza@ufl.edu">mcarranza@ufl.edu</a></td>
<td>0274, 0282, 0287</td>
</tr>
<tr>
<td>James Crandall, Head TA</td>
<td><a href="mailto:jamescrandall@ufl.edu">jamescrandall@ufl.edu</a></td>
<td>0267, 0273</td>
</tr>
<tr>
<td>Jaclyn Piccin</td>
<td><a href="mailto:jaclyndonelle@ufl.edu">jaclyndonelle@ufl.edu</a></td>
<td>0271, 0278, 5734</td>
</tr>
<tr>
<td>Danny Pinedo</td>
<td><a href="mailto:dpinedo@ufl.edu">dpinedo@ufl.edu</a></td>
<td>0265, 0266, 5736</td>
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<tr>
<td>Sarah Kennedy</td>
<td><a href="mailto:sarahakennedy@ufl.edu">sarahakennedy@ufl.edu</a></td>
<td>0281, 0290, 5741</td>
</tr>
<tr>
<td>Erik Timmons</td>
<td><a href="mailto:jet01@ufl.edu">jet01@ufl.edu</a></td>
<td>0269, 0283, 0285</td>
</tr>
<tr>
<td>Aaron Victoria</td>
<td><a href="mailto:aaronvictoria@ufl.edu">aaronvictoria@ufl.edu</a></td>
<td>0268, 0277, 0284</td>
</tr>
<tr>
<td>Petra Cunningham-Smith</td>
<td><a href="mailto:pcunninghamsmith@ufl.edu">pcunninghamsmith@ufl.edu</a></td>
<td>0272, 0288, 0289</td>
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</table>

Email Communication
Please do not use the E-Learning mail system to communicate with Dr. Young or the TAs. Instead, please email them directly at the addresses provided above. Dr. Young and the TAs may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. 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.

Classroom Behavior
Classroom disruptions will not be tolerated. If you are talking, reading newspapers, listening to your iPod or other mp3 player, or being disruptive in any other way, you will be asked to leave. If you are asked to leave from discussion section, you will not receive participation points for that day.

Please turn off cell phones or set them to silent mode. If you receive a call please step out to answer it. If a phone rings or is in use in class, it will be confiscated until the end of class.

Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action. See [http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/). Because this course deals with sensitive subjects, it is essential that each student help to create an environment of respect and tolerance.

From the University of Florida Student Conduct Code... ([https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#conduct](https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#conduct)):

“One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning. Another major aspect of university life involves sexual relationships. Sexual attitudes or actions that are intimidating, harassing, coercive or abusive, or that invade the right to privacy of the individual are not acceptable. Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow.”
Academic Honesty and Plagiarism
Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else’s published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department’s and the University’s procedures for dealing with academic dishonesty.
All students are expected to honor their commitment to the university’s Honor Code (available online at http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/).

Accommodation for Students with Disabilities
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Please make any requests by the second week of class.

UF Counseling Services
Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:
(1) University Counseling & Wellness Center, 301 Peabody Hall, 392-1575, http://www.counsel.ufl.edu/; personal and career counseling
(2) Sexual Health, Student Health Care Center, 392-1171, http://shcc.ufl.edu/services/primary-care/sexual-health/
(4) University Police Department Office of Victim Services, 51 Museum Road, 392-5648, http://www.police.ufl.edu/victim-services/
(6) Reading & Writing Center, Broward Hall, 392-0791, http://www.at.ufl.edu/rwcenter/; writing assistance, study skills, test preparation

Syllabus Change Policy
This syllabus is a guide for the course and is subject to change with advanced notice.
<table>
<thead>
<tr>
<th>COURSE SCHEDULE (H: Hock; IR: Insights Reader; **Available on E-learning under “Additional Reading”)</th>
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<tbody>
<tr>
<td><strong>Part I: Introduction to human sexuality</strong></td>
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| **Week 1: Aug 21-23**  
No discussion sections | Introduction and overview | IR: Hock & Dugan |
| **Week 2: Aug 26-30** | Approaches to understanding human sexuality | H: Ch 1  
IR: Sanders & Machover Reinisch Gruenbaum (2005)** |
| **Week 3: Sept 4-6**  
No class Sept. 2 | Sexuality and the life course | H Ch 12  
IR: Hodson & Skeen Frankowski & Clark (2009)** |
| **Week 4: Sept. 9-13** | Male sexual anatomy and physiology | Research Report 1 (Friday, Sept. 13)  
H: Ch 2 (p. 34-49)  
IR: Zoske |
| **Week 5: Sept 16-20** | Female sexual anatomy and physiology | H Ch 2 (p. 49-71)  
IR: Morris; Dan & Monagle; Chonesky Lock (1998)** |
| **Week 6: Sept 23-27** | Sexual arousal | Exam I (Monday, Sept. 23)  
H: Ch 3,7 |
| **Week 7: Sept 30-Oct 4** | Sexual pleasure | Research Report 2 (Friday, Oct. 4)  
H: Ch 6, 14 |
| **Part II: Global sexual health** |
| **Week 8: Oct. 7-Oct 11** | Contraception and reproductive rights | H: Ch 9  
IR: Sanger; Bullough & Bullough (p. 53) |
| **Week 9: Oct 14-18** | Conception, pregnancy & birth | Research paper-first submission (Monday, Oct. 14)  
H: Ch 9  
IR: Wertz & Flethcer |
| **Week 10: Oct 21-25** | Reproductive health and sexually transmitted infections | Peer review (in discussion sections)  
H: Ch 8  
IR: Fairchild & Bayer; |
| **Week 11: Oct 28-Nov. 1** | HIV/AIDS | Exam 2 (Monday, Oct. 28)  
Farmer (2003)**  
Parker (2002)** |
| **Part III: Sexual identity, gender, and power** |
| **Week 12: Nov. 4-6**  
No class Nov. 8 | Gender | H: Ch 10  
IR: Buss, Derry & Silverstein; Williams, Satterwhite & Best; Wiederman |
| **Week 13: Nov. 13-15**  
No class Nov. 11 | Sexual orientation | Final research paper (Friday, Nov. 15)  
H: Ch 11  
IR: Ryan & Boxer |
| **Week 14: Nov. 18-22**  
No discussion sections | Sexual relationships and marriage | H: Ch 4  
IR: Gourevitch; Widmer, Treas & Newcomb; Jacobson & Gottman |
| **Week 15: Nov. 25-29—THANKSGIVING--No classes this week** |
| **Week 16: Dec. 2-4** | Power, coercion, and sexual violence | H: Ch 13, 15  
IR: Gil, Wang, Anderson, Lin & Wu; Bullough & Bullough (p. 184) |
| **FINAL EXAM: Dec. 12 (available from 8:30 am to 4 pm)** |