

**Anthropology (ANT) 2301: Human Sexuality and Culture**

**Details:** M,W,F Period 3 (9:35 -10:25am) ONLINE  
Discussion (break-out) sections vary (see Teaching Assistants info below)

**Professor:** **Dr. Stephanie Bogart**  
**Office:** B137 Turlington Hall  
Email: [sbogart@ufl.edu](mailto:sbogart@ufl.edu) - preferred contact through **Canvas communications**  
**Office Hours:** Wed 10:30am-1:30pm  
**MUST use Microsoft Bookings to make an appointment.**  
Zoom Meeting ID for Office hours:  
<https://ufl.zoom.us/j/9553695242>  
Password: chimp

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*This class is geared to information, not judgement or persuasion. Everyone has some basic knowledge gained from our "informal sex education network". This course provides information that may shed light on 'gaps or errors' in your knowledge base that sometimes may be difficult to digest. The key to this class is to have an open mind.*

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**Teaching Assistants:** TA office is Turlington B328

Teaching Assistants (TAs) are responsible for discussion sections. Use TA office hours to ask questions

TA	Sections	Email, Office Hours
Amanda Brock	T6 (10524-4B78) TUR 2305 W4 (10516-0273) CSE E221 W7 (10520-0283) TUR 2322	Contact through Canvas Zoom Office hours: Tuesdays 10:30am-12:30pm; <a href="https://ufl.zoom.us/j/94086840330">https://ufl.zoom.us/j/94086840330</a>
Corinne Futch	T3 (10514-0265) TUR 1105 T4 (10517-0277) TUR 2353 T5 (10515-0266) TUR 2305	Contact through Canvas Tuesdays 1-4 pm - make an appt via <a href="https://calendly.com/cfutch">Calendly</a> Zoom: <a href="https://ufl.zoom.us/j/94310554561">https://ufl.zoom.us/j/94310554561</a>
Stephanie Gruver	W6 (10518-0281) TUR 2318 * W7 (10519-0282) LEI 0142 R3 (10521-0284) TUR 2342	<a href="mailto:sgruver@ufl.edu">sgruver@ufl.edu</a> Mondays 2-5 pm and by appt. via Zoom: <a href="https://ufl.zoom.us/j/2684104182">https://ufl.zoom.us/j/2684104182</a>
Alexander Lowie	R4 (10522-0285) TUR 2342 R5 (10523-0287) LIT 0217 * R6 (10525-4B82) TUR 2342	<a href="mailto:alexanderdlowie@ufl.edu">alexanderdlowie@ufl.edu</a> Thursdays 2:30-5:30 (in-person, contact for zoom appt.)

and seek assistance with required writing assignments.

\*Non-writing sections

**IMPORTANT:** This class is synchronous online. Lecture will meet via Zoom MWF period 3 (See Canvas -> Zoom Conferences). Discussion sessions will be held via zoom, links will be provided on Canvas. ***The use of Canvas (eLearning) will be essential to student success in the course.***

- *Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.*

**Course Description:** *Fulfills General Education (GenEd) requirement in Diversity (D), as well as Social and Behavioral Sciences (S)* (see the end of the document for GenEd objectives and Student Learning Outcomes). This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is the 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 within and across cultures and over the evolutionary history of our species. We will apply this holistic perspective to the genetic, physiological, psychological, social, cultural, and evolutionary dimensions of human sexuality. Topics will include gender roles and identity, the interplay of behavior and sexual ethics, and biological foundations. This course is appropriate for those seeking an integrative approach to human sexuality.

This course fulfills **UF's Writing Requirement for 6,000 words** (<https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/>).

- **NOTE:** The following sections are created *without* this requirement for those students who have already completed their total 24,000 word requirements.
  - W6 (10518-0281) and R5 (10523-0287) **DO NOT HAVE WORDS**

### **Required Materials:**

1. Yarber, William L. and Sayad, Barbara W. 2019. *Human Sexuality: Diversity in Contemporary Society*, 10<sup>th</sup> edition. McGraw-Hill Education. EBOOK FORMAT
  - **UF All Access Program:** Digital access (Opt-in) e-book
  - Login at <https://bsd.ufl.edu/allaccess> and Opt-In to gain access to the course materials
    1. Materials provided digitally at a reduced price and the charges will post directly to your student account, allowing any available Financial Aid funds to cover the cost of your materials.
    2. This option will be available starting 1 week prior to the first day of classes and ending 3 weeks after the first day of class.
  - *Note: Accommodation may be available on a case-by-case basis to those with financial difficulties - Contact Dr. Bogart directly*
2. **READING ASSIGNMENTS FOR DISCUSSION BOARD**
  - *Readings will be made available through CANVAS*

**\*\* DISCLAIMER\*\*** - *the book and some readings can be out-of-date regarding correct terms and definitions. Human sexuality is continually evolving and we will try to point out discrepancies between the text and current, more accurate information. Professional writing can still make errors that are not always sensitive to gender and LGBTQ+ identities.*

### SCHEDULE (Subject to revision)

**RED** = Research project, **BLUE** = public engagement synthesis (**ONLY WR students**), **GREEN** = exams, **PINK** = Reading/video posts are due by 9:30am Tuesdays – articles and links posted on Canvas, **ORANGE** = EC textbook quizzes and intro quiz.

Module	Topic	Textbook	Assignments
Orientation & Module 1 8/23 – 8/27	Introduction & Anthropology <i>No discussion meeting</i>		<i>No discussion meeting or post</i>
Module 2 8/30 – 9/3	Understanding sexuality & scientific research	1-2	Reading/video posts Introduction Quiz due M
Module 3 9/6 – 9/10 M: Labor day	Male anatomy & physiology	4	<b>T: Plagiarism due</b> Reading/video posts
Module 4 9/13 – 9/17	Female anatomy & physiology <i>Synthesis Brainstorming session</i>	3	<b>M: Citing and referencing exercise</b> Reading/video posts
Module 5 9/20 – 9/24	Gender Identity	5	Reading/video posts
Module 6 9/27 – 10/1	Sexual Orientation	Various sections	Reading/video posts <b>M: Annotated Bibliography</b>
Module 7 10/4 – 10/8 F: Homecoming	Sexual development	6 & 7 14	Reading/video posts
Module 8 10/11 – 10/13	Sexual Arousal & Problems		Reading/video posts F: EC Textbook quizzes (M2-8)
10/14-10/15	<b>EXAM 1</b>		
Module 9 10/18 – 10/22	Relationships	8	Reading/video posts <b>M: Synthesis paper</b>
Module 10 10/25 – 10/29	Pregnancy and birth <b>Methods Info meetings during discussions</b>	12	<b>F: Topic Approval</b> No Reading/video post
Module 11 11/1 – 11/5	Contraception and STIs/HIV	11 & 15-16	Reading/video posts
Module 12 11/8 – 11/12 R: Veteran's day	Sexual violence <i>No discussion meeting</i>	17	<b>M: Proposal</b> Reading/video posts
Module 13 11/15 – 11/19	Experiencing pleasure	9 & 10	Reading/video posts
11/24 – 11/27	THANKSGIVING NO LECTURE OR DISCUSSION		
Module 14 11/29 – 12/3	Selling sex <b>NonWR Presentation during discussion</b>	18	Reading/video posts <b>T: NonWR presentations slides</b>
Module 15 12/6 – 12/8	Course Synthesis & Review <i>No discussion meeting</i>		<b>W: Final research due</b> W: EC Textbook (M9-14)
<b>EXAM 2 Open 12am Wed, Dec 15<sup>th</sup> – closes midnight Thur, Dec 16<sup>th</sup></b>			

**Grading:** Letter grades assigned based on total percent of points according to normal grade scale system. A = 93.0 or above; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 63-66.9; D- = 60-62.9; E = <59.9 \*\*\***grades will not be rounded**\*\*\*

**A minimum grade of C is required for general education credit.** See UF's Grading policy:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

- I. 10% Intro Quiz
- II. 30% Exams: Midterm (15%) & Final Exam (15%)
- III. 10% Public engagement synthesis (**0% non-WR**)
  - i. Brainstorming session attendance & participation (10 pts)
  - ii. Extended Annotated Bibliography (20 pts)  
1300 words
  - iii. Final Synthesis (30 pts) 800 words
- IV. 25% Research Project (**30% for non-WR**)
  - i. Plagiarism exercise (10 pts)
  - ii. Citing and referencing exercise (15 pts) 400 words
  - iii. Topic approval (10 pts)
  - iv. Proposal (**ONLY WR**) (20 pts) 500 words & Survey questions (anyone doing surveys)
  - v. Final submission (35 pts) 3000 words (**non-WR presentation = 50pts**)
- V. 25% Discussion Session Participation and assignments (**30% for non-WR**)
  - i. Attendance & participation (2pt per meeting)
  - ii. Readings and Discussion board assignments (2pt each)
- VI. Extra credit – Bonus opportunities & Textbook quizzes
  - i. Textbook quizzes can provide up to 3% EC to total score
    - **Average score of 100-80% = 3% EC, 79-60% = 2% EC, 59-30% = 1% EC, <30% = no extra credit.**
  - ii. Other available EC will be provided for points towards exams and research project (See Canvas for further details).

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**Writing Credit:**

All students must complete all writing assignments and earn a final grade of C or better in the course to obtain (**6000-word**) writing credit, even if you have already satisfied the W in another course.

**Please note that Writing and final course grades are calculated separately and both grades must be a C or higher.** Therefore, it is possible to pass the class and not receive writing credit.

<https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/>

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**ASSIGNMENT DESCRIPTIONS**

**NOTE** - All writing should be 12pt font, 1" margins, and double-spaced and follow APA writing style and citation and reference formatting (<https://www.apastyle.org/>). Font should be a standard font (e.g. Times New Roman). **All WR\* assignments must have the word count (excluding title, name, and references) at the end of the document.**

**I. Quizzes: Enhances SLOs 1,2,4**

- There will be an introduction quiz with multiple-choice questions covering material in the syllabus and first lecture.

## II. Exams: Enhances SLOs 1,2,4

Two non-cumulative exams will cover material from assigned readings, lectures, guest speakers, and class discussions. The exams equally weighted (15% each toward course grade).

- All exams will be administered on e-Learning. **The exams will be made available on the for two days due by the deadline at 11:59 p.m.** The exams will be timed, but you will be able to use notes. You must complete the exam by the end of the open period. No proctoring service will be used
- 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. Bogart with written documentation from an appropriate authority at least 24 hours before the exam or as soon as possible thereafter.
- **DRC (Disability Resource Center) student accommodations should be provided to the Instructor by the end of **SEPTEMBER** and a one-on-one meeting is recommended with Dr. Bogart.**

III. Public engagement synthesis (WR students ONLY): The objective of this exercise is to consider current sexual communication, education, and information. Ultimate questions to consider are: *Where is sexual information coming from, how accurate is the information, and how does it influence people's thoughts and behaviors?* The objective is to consider one realm of sexual discourse that is covered in this course, think and consider what and how people view the topic, and finally come up with an *innovative way (e.g. school activity, flyer, commercial, song, etc.) that could be implemented to aid in the discourse (communication) of this topic in a final synthesis.* This synthesis will be more of a popularized format (rather than scientific) and should be written in a way to get accurate and clear information to the general public. *Note: you do not actually need to make the discourse (such as music video) - but you need to describe it, what info will be used in it and how you will distribute it. Enhances SLOs 1-4*

- i. Brainstorming session in discussions (10pts): Students will use discussion to brainstorm with their peers and TAs on potential topics and ideas. Attendance is mandatory. Note: a few students may want to do similar ideas, but every student must complete this project on their own.
- ii. Extended Annotated Bibliography (1300 words, 20 pts): Students must find resources related to their issue that provides background information. Students must find at least six references to **summarize and explain the relationship to your topic and significance of use.** (6 pages max) (WR\*)
- iii. Final synthesis (800 words, 30 pts): This is your final synthesis of your idea and the content of that idea. At least six references need to be cited and referenced. Provide the **details of your idea and the major literature to disseminate** to the public and **how you will get this information to the public**, possibly using relevant on-campus resources (i.e. health center or associations/clubs). (3-4 pages) (WR\*)
  - GOAL: explain the problem, provide information that would be useful for students to know, and describe the platform in which this information and/or specific resources may be provided to students (video, flyers, vending machines, etc.)
    - a. Explain the problem
    - b. Provide information that would be useful for students to know, and
    - c. Describe the platform in which this information and/or specific resources may be provided to students (video, flyers, vending machines, etc.) - How will you do it and what will it look like?



- d. References cited section (not included in page count) - **must use at least 6 references**

- Resources can be internet resources (as long as they are **reputable resources** – generally with an author or by a specific organization, such as Planned Parenthood)
- Peer-reviewed resources are best and can be found using the library's databases

IV. **Research Project:** Students are required to conduct an original research project regarding the ***culture of sex and/or relationships on college campuses***. The project involves identifying a focused research question and hypothesis, doing background literature research and organizing a well-thought-out project. This paper is set in a ***scientific format*** with an introduction, methods, results, and discussion and using ***primary peer-reviewed resources***. The project involves several phases and components, briefly described below. Good writing requires revision and rewriting, which is the reason for multiple components and drafts. *NOTE: more details on each assignment is provided on Canvas with associated grading rubrics to help you achieve the best score. Enhances SLOs 1-4*

***\*Non-WR Sections\* will complete i and ii individually, and complete iii and final presentations (vi-b) in groups.***

- Plagiarism exercise (10 pts):*** You will complete an online tutorial on recognizing plagiarism and acquire a certificate to turn in. Further instructions will be provided.
- Citing and referencing exercise (400 words, 15 pts):*** this exercise will help you learn the correct formatting for citations and references cited. You will read an excerpt from a book and write about the topic using citations. You will also have an excerpt from a primary resource that uses citations and you must create a “references cited” list from it. (**WR**)
- Topic approval (10 pts):*** You will submit your focused topic or question with an associated primary reference for approval from the TA. This approval is needed before you can start your project.
- Methods Info meeting:*** If you plan to conduct surveys as an active component (not required for project) to your research you will be required to attend an informational meeting on how to conduct these methods and come up with surveys under the ethical and standard guidelines of the *American Psychological Association* (APA) and the *American Medical Association* (AMA) using UF’s Institutional Review Board (IRB) training practices.
  - ***Your survey questions are due with the proposal and require TA approval before you can collect data*** – TAs may require revisions to questions
  - ***Any survey topics surrounding sexual violence must be approved by Dr. Bogart***
- Proposal (500 words, 20 pts):*** Write a short proposal statement framing your focused research question, describing the context and background of the question, explain your proposed methods, and demonstrate the significance of the issue. (2 pages) (**WR**)
- Final Paper (3000 words, 35 pts):*** You are expected to incorporate TA feedback into your paper. All data should be analyzed with a clear discussion and conclusions in a final report with 3000 words (excluding title and references) with references cited. References must be consistently formatted and should also be on a separate works cited page. Your paper must cite and incorporate AT LEAST ***eight sources from primary literature*** (peer-reviewed academic journals, monographs, and edited volumes). ***Those doing active research only need six***

**primary resources.** Encyclopedias, textbooks, and most websites are NOT appropriate sources.  
(WR)

- vi-b. *Group presentations (NON-WR sections ONLY):* These students will give a 10-15min presentation in discussion session during **week 10**. Research must cite and incorporate AT LEAST **eight sources from primary literature** (peer-reviewed academic journals, monographs, and edited volumes). **Those doing active research only need six primary resources.** Final presentations are required to be submitted online through Canvas's turnitin function to assess for Plagiarism. Since much of what you say is not on slides generally, **you will need to have a detailed notes section (notes portion of Powerpoint slides)** for your TA to evaluate your knowledge and research – Use citations within the notes section as well. *10 points of your presentation grade will be based on your peer- and self-evaluations.*

Grading rubric for final research paper:

Format & word count, grammar, organization, and spelling	4
Organization and flow	3
Introduction with Research question stated	3
Literature use and research (context) – including surveys (active component: methods and display results)	8
Citations used and formatted	4
Discussion – sum up findings and provide limitations of research, relate everything together in a synthesis. Provide possible future directions. Correlate your research with other publications	4
Conclusion should reiterate main thesis and provide take-home message	3
References cited page – formatted correctly	6
<b>Total points</b>	<b>35</b>

On the due date (or before), you must upload an electronic version of various components (in .doc or .docx format) to the Canvas course page (<https://elearning.ufl.edu/>), where it will be run through Turnitin. *If there is any evidence of plagiarism, you forfeit credit towards the writing requirement, receive a grade of zero for the assignment, and be reported to Student Judicial Affairs.*

**Research components will lose five percentage points for each day they are late (including weekends and holidays).** An assignment is considered late if it is not submitted electronically by **11:59 p.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. **No submissions will be accepted after a week from the deadline without arranged accommodation with Dr. Bogart.**

For **extra credit towards your research project** you can take advantage of the services offered by the UF Writing Studio: <https://writing.ufl.edu/writing-studio/>. Details will be provided

***NOTE: All WR\* assignments must have the word count (excluding title, name, and references) at the end of the document.***

- V. **Discussion Sessions:** You are required to *attend and participate* in the discussion section for which you registered. You will have points deducted if: (1) you don't come to class (zero points), (2) you arrive more than 10 minutes late, or (3) you do not actively participate in discussion activities. Your attendance, participation, and preparedness will be used for grading in the following manner. **Enhances SLOs 1,2,4**

- i. Attendance (1pt per meeting): Attendance to zoom discussions is mandatory

- ii. Discussion participation (1pts each week): You will receive a point for participating in the weekly discussion activities each week. You may receive partial credit if you show up late or do not talk during discussion.
- iii. Readings and discussion board posts (2pt each): You will have assigned readings or videos (1-2 per week). For each reading/video you will answer a pre-assigned question on the associated Canvas Discussion Board. You should answer the question thoroughly using a minimum of 5 sentences. You must also respond to another student's answer for each of the articles to receive full credit for this exercise.

- **Discussion posts and replies are due before Tuesdays 9am**

## **VI. Bonus opportunities:**

There will be opportunities throughout the term to receive bonus points toward your total exam score. See Canvas for further details.

Textbook chapter quizzes are online through **McGraw-Hill Connect**. Textbook chapter quizzes from **Modules 2-8 are due by Friday, October 13<sup>th</sup> 11:59pm**. Textbook chapter quizzes from **Modules 9-14 are due by Wednesday, December 8<sup>th</sup> 11:59pm**. You may work on chapter quizzes at any point before they are due. Your scores will be used as a EC percentage to your final grade. **Total scores of 100-80% = 3% EC, 79-60% = 2%EC, 59-30% = 1%EC, <30% = no extra credit.**

## **FURTHER INFORMATION ON COURSE**

### **Accommodation**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Ideally, student accommodation should be communicated to the Instructor before the end of the first month of the term).**

### **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or



uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Online Materials and Communication:**

- We will be using **chapter quizzes for the textbook**. This will use the opt-in option through Canvas to use **McGraw-Hill's Connect application** to view and take quizzes from the text.
  - All required online assignments and the interactive eBook for this course are available in **Connect**. To get started, click the first Connect assignment in your Canvas course. (In-print version can be purchased for extra fee within Connect)
    - Sign in or create a new account using access code.
    - In Connect, every question links directly to the eBook. When you are struggling with a question you can go directly to the explanation in the eBook for help. You can access the eBook from any computer or device, any time.
- **You are responsible for materials posted on E-Learning (Canvas)** at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support available at <https://elearning.ufl.edu/student-help-faqs/>.
- The instructor 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

### **Course Evaluations – GatorEvals**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Student Conduct and Academic Honesty and Integrity**

Cheating, copying other's work, plagiarism, and other acts of academic misconduct are unethical. UF and the instructor consider these to be serious offenses.

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#### **Cell phones should be off or in silent mode**

use of a phone will result in point deductions

#### **Laptops are permitted ONLY for notetaking**

use of social media, email, or non-course related work will result in point deductions

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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 honor 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 (<https://sccr.dso.ufl.edu/students/student-conduct-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.

## **Harassment and Discrimination**

“Harassment” is defined as conduct that (1) is of any type (written, oral, graphic, or physical), (2) is directed towards or against a person because of their personal status (i.e., race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others), and that (3) unreasonably interferes with the individual’s work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening.

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“The University of Florida has zero tolerance for sexual discrimination, sexual harassment, sexual assault, dating violence, domestic abuse or stalking.” <https://titleix.ufl.edu/>

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“Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels that his/her rights have been violated may speak to the instructor who will direct the complaint through the proper university channels, or the student may directly file a complaint with UF Department of Human Resources.

## **Gender Equity Statement**

The University of Florida is committed to providing a safe, productive learning environment free of sex-based discrimination and misconduct. Sex-based discrimination, sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature), and relationship violence are antithetical to the university’s mission and values, violate university policies, and may also violate federal and state law. If you or someone you know has experienced sex-based discrimination, sexual violence, and/or harassment by any member of the university community, please visit [www.titleix.ufl.edu](http://www.titleix.ufl.edu) to access information about university support and resources. If you would like to make a report please contact UF’s Title IX Coordinator at (352) 275-1242 or by e-mail at [inform@titleix.ufl.edu](mailto:inform@titleix.ufl.edu). Additionally, reports can be made through the [Online Portal](#)

## **Campus Resources**

Students experiencing personal problems that are interfering with their academic performance are encouraged to contact Student Affairs, DRC, and/or the Counseling and Wellness Center

- UF Student Affairs: <https://ufsa.ufl.edu/> or <https://care.dso.ufl.edu/>
- Disability Resource Center (DRC): [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- 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.

## **Academic Resources**

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
  - ANTHROPOLOGY’S Library Page: <http://guides.uflib.ufl.edu/c.php?g=963561&p=6959964%5C>
  - ANT 2301 Library page: <http://guides.uflib.ufl.edu/anthroUF/ANT2301>
  - Ginessa Mahar (anthropology Librarian): [gjmahar@ufl.edu](mailto:gjmahar@ufl.edu), office: Library West rm.500
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers or presentations. <http://writing.ufl.edu/writing-studio/>

### **General Education Objectives:**

(D) In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

(S) Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

(WR) 6000 words: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Writing assignments will be graded with written feedback with respect to grammar, punctuation, clarity, coherence, and organization and handed back to students. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

#### ***This course accomplishes the General Education Objections through:***

- Employing the scientific method to research an aspect of human sexuality and relationships in campus life.
- Improving students' critical thinking in regards to sexuality culture and society in the United States and around the world, while also interpreting the social inequalities regarding sex, gender, sexual orientation, sex work, and STIs
- Analyzing social and cultural influences on the students' individual sexual knowledge and behaviors and those affecting societies, politics, and ethical standards.
- Examining how sexuality ideas have changed through time and biological perspectives on the origins of human behavior related to sexuality.
- Talking frequently about controversial and emotionally charged topics in sexuality allows for students to become comfortable talking about sexuality and examining their own beliefs and assumptions about sexuality.

**Student Learning Outcomes:** Reflecting the curricular structures of Gen Ed designations, after taking ***Human Sexuality and Culture*** students will be able to:

1. Identify, describe, and explain the key themes, terminology, methodologies, historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human sexuality and examine the differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content SLOs Gen Ed S and D).
2. Critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups relating to sexualities in the United States.

Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking SLOs D).

3. Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions about human sexuality. Assess and analyze ethical perspectives in individual and societal decisions (Critical Thinking SLOs Gen Ed S).
4. Communicate knowledge, thoughts and reasoning clearly and effectively regarding issues surrounding sexuality (Communication SLOs for Gen Ed S and D).

*Go to the section on Assignment Descriptions to see how the above SLOs will be assessed*

***SLO Assessments:***

- Exams will assess the students' comprehension of the material.
- Textbook chapter quizzes through an online platform will ensure the students keep up with the readings associated with lecture.
- Discussion sessions emphasize activities that enhance student comprehension of material and promote student critical thinking, e.g. setting up a debate on the legalization of prostitution
  - Discussion session activities offer debates, games, and videos. Students communicate their views as well as views of society and different cultures.
- Article readings from the required reader apply course content to real-life situations and students answer critical thinking questions
- The research project emphasizes applying the course content to everyday lives on campus and examining sexuality views to critically think about their own and others sexuality views and how that applies to society. The research project offers students the ability to communicate a well-thought-out hypothesis driven research into sexuality on campuses
- The Public engagement synthesis enhances student identification of major controversies regarding sexuality, such as STIs, LGBT+, prostitution, sex trafficking, etc. and allows students to discuss and critique major controversies regarding sexuality, Students draw up an innovative method to help the discourse and describe them in a final synthesis, for example writing up brochures to hand-out to students.