

Anthropology (ANT) 2301 ONLINE: Human Sexuality and Culture**Instructor:** Corinne FutchContact through **Canvas communications****Discussion Group 1****Office Hours Monday 1-4pm or by appt**

Office Hours Instructions: if you belong to Discussion Groups 2-7, contact your TA prior to contacting the instructor. Those in Discussion Group 1 or those in Groups 2-7 who have already contacted their TA can make an appointment via Calendly.

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.

TA	Discussion Groups	Email, Office Hours
Alex Lowie	2 and 3	Contact through Canvas Office hours: W 1-4p
Steph Gruver	4 and 5	Contact through Canvas Office hours: M 2-5p

Teaching Assistants:

Use TA office hours to ask questions and seek assistance with required writing assignments.

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.

- NOTE: The online version of this course does NOT come with words for UF's Writing requirement.

Required Materials:

1. **Yarber, William L. and Sayad, Barbara W. 2022. *Human Sexuality: Diversity in Contemporary Society*, 11th 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.

3. For physical or ebook versions: ISBN 1260888592

- *Note: Accommodation may be available on a case-by-case basis to those with financial difficulties - Contact Instructor Futch directly by August 31st*

2. READING ASSIGNMENTS FOR DISCUSSION BOARD

- *Readings will be made available through CANVAS*

**** DISCLAIMER **** - *the book and some readings can use incorrect/out-of-date 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.*

Grading: Letter grades assigned based on total percent of points. 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. 35% Quizzes
 - i. Introduction Quiz (5%)
 - ii. Module Lecture Quizzes (15%)
 - iii. Required Textbook Quizzes (15%)
- II. 25% Exams: Midterm (12.5%) & Final Exam (12.5%)
- III. 20% Public engagement synthesis
 - Plagiarism exercise (10 pts)
 - Citing and referencing exercise (10 pts)
 - Topic approval (5 pts)
 - Final Synthesis (40 pts)
- IV. 20% Discussion Board Participation and assignments
 - Readings and Discussion board assignments (2pt each)
- V. 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 (See Canvas for further details).

SCHEDULE (*Subject to revision*)

GREEN = exams, PINK = Reading/video posts are due by 11:59 pm Thursdays – articles and links posted on Canvas, ORANGE = textbook quizzes and intro quiz. BLUE = Synthesis

Module	Topic	Textbook	Assignments
Orientation & Module 1 8/24 – 8/28	Introduction & Anthropology 8/26 EC Zoom Session		<i>No discussion post</i>
Module 2 8/29 – 9/2	Understanding sexuality & scientific research	1-2	Reading/video posts Introduction Quiz due M
Module 3 9/5 – 9/9 M: Labor Day	Male anatomy & physiology	4	Reading/video posts F: Plagiarism certification due
Module 4 9/12 – 9/16	Female anatomy & physiology	3	Reading/video posts F: Citing and Referencing Exercise due
Module 5 9/19 – 9/23	Gender Identity	5	Reading/video posts
Module 6 9/26 – 9/30	Sexual Orientation	Various sections	Reading/video posts
Module 7 10/3 – 10/7 F: Homecoming	Sexual development	6 & 7 14	Reading/video posts
Module 8 10/10 – 10/12	Sexual Arousal & Problems 10/12 EC Zoom Session	9 & 14	Reading/video posts F: Required Textbook quizzes (M2-8) F: Extra Credit Textbook quizzes (M2-8)
10/13-10/14	EXAM 1		
Module 9 10/17 – 10/21	Relationships	8	Reading/video posts
Module 10 10/24 – 10/28	Pregnancy and birth	12	
Module 11 10/31 – 11/4	Contraception and STIs/HIV	11 & 15-16	Reading/video posts F: Topic Approval due
Module 12 11/7 – 11/11 F: Veteran's Day	Sexual violence	17	Reading/video posts
Module 13 11/14 – 11/18	Experiencing pleasure	9 & 10	Reading/video posts
11/23 – 11/26	THANKSGIVING NO DISCUSSION		
Module 14 11/28 – 12/2	Selling sex 11/30 EC Zoom Session	18	Reading/video posts M: Synthesis due
Module 15 12/5 – 12/7	Course Synthesis & Review		W: Required Textbook quizzes (M9-14)

			W: EC Textbook (M9-14)
EXAM 2 Open 12am Wed, Dec 14 th – closes midnight Thur, Dec 15 th			

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.
- There are 8 required textbook quizzes and 6 extra credit textbook quizzes. Check canvas modules to see which are required. You have three attempts at each textbook quiz – I will take your highest score.

II. Exams: Enhances SLOs 1,2,4

Two non-cumulative exams will cover material from assigned readings and lectures. The exams equally weighted (12.5% 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 is 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 Instructor Futch 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 the first month of term and a one-on-one meeting is recommended.**

III. Public engagement synthesis: 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

- Final synthesis (800 words minimum, excluding quotes and citations/references, 40 pts):* This is your final synthesis of your idea and the content of that idea. *At least six reputable 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, 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 journal articles or sites such as Pew Research count toward the 6-source minimum. News sites, blogs, and/or other non-scientific and/or peer-reviewed sources do not count toward your 6-source minimum
 - e. On the due date (or before), you must upload an electronic version of various components (in .doc or .docx format - or ppt/pptx for presentations) 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.*

IV. **Discussion:** *Participate in the discussion boards. Advances SLOs 1, 2, 3, 4 i. Readings and discussion board posts (2pt for each article):* You will have assigned readings or videos for each module (provided for on Canvas). For each reading/video you will answer a preassigned question on the associated Canvas Discussion Board. You should answer the question thoroughly using a minimum of 8 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 by 11:59 pm on Thursdays**

V. **Bonus opportunities:**

i. EC Zoom session attendance – There will be 3 scheduled zoom sessions over the term, each worth 1 attendance EC point. During these sessions, Instructor Futch will review material, answer questions, and provide tips on assignments. Sessions will be recorded and made available to all who cannot attend.

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. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. 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 sharing of recorded materials is prohibited.

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

Extra credit Textbook chapter quizzes are online through **McGraw-Hill Connect**. Textbook chapter quizzes from **Modules 2-8 are due by Friday, October 14th 11:59pm**. Textbook chapter quizzes from **Modules 9-14 are due by Wednesday, December 7th 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.**

COURSE POLICIES

Accommodation

Students who require accommodations for learning barriers should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible (go to <https://disability.ufl.edu/students/accommodations/accommodation-letters/>). Ideally, student accommodation should be communicated to the Instructor **before the end of the first month of the term**, but can be at any time of the term if circumstances arise.

Assignment Extensions: Extensions on assignments will not be scheduled unless demonstrated illness, health, emergency, or major scheduling conflict with proof provided to the Instructor/TA. An email/canvas conversation, following university procedures, is expected so that arrangements can be made with all parties (instructor, TA, and student) in agreement. It is the student's responsibility to contact the instructor and TA and inform them of the emergency or circumstance. *E-mails/Canvas communications are strongly encouraged.*

- **Late assignments/quizzes/exams without an excuse will be reduced 5% per day late, up to 7 days maximum.**
- **All unexcused late work will not be accepted a week after the due date without agreement with the instructor.**
- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.*

Critical Thinking Objective

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

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.bluer.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.

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. “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.

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

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 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. Additionally, reports can be made through the [Online Portal](#)

Library Resources

The [UF Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#) or visit one of the [branch locations](#) for additional resources, services, and study spaces. Further, as this class requires students to complete a bibliography and research paper, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the [Anthropology Librarian](#) directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.

- **This class has a dedicated Library page:** <http://guides.uflib.ufl.edu/anthroUF/ANT2301>
- Guinnessa Mahar (Anthropology Librarian): gjmahar@ufl.edu, office: Library West rm.500

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/
- 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 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. <https://lss.at.ufl.edu/help.shtml>
- Library Support, <http://cms.uflib.ufl.edu/ask>.
 - [Anthropology Library Guide](#)
 - ANT 2301 Library page: <http://guides.uflib.ufl.edu/anthroUF/ANT2301>
- 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.

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.