

Anthropology (ANT) 2301: Human Sexuality and Culture

Instructor: Christine Le Jeune (she/her)
Email: cmlejeune@ufl.edu – preferred contact through **Canvas communications**
Office Hours: Wed 2-5pm or by appointment
Use [Calendly](#) to make an appointment.
Zoom Meeting ID: 931 9461 5274
Passcode: 665533

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.

Teaching Assistants:

- Sarah Staub (she/her)
- Office hours: Tues and Wed 10am-12pm or by appointment
 - **Use [Calendly](#) to make an appointment.**
 - sarah.meyers@ufl.edu
- Nolan Ruark ()
- Office Hours: TBD or by appointment
 - Zoom Meeting ID: TBD
 - jruark@ufl.edu

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 Material:

1. **Yarber, William L. and Sayad, Barbara W. 2019. *Human Sexuality: Diversity in Contemporary Society*, 10th edition. McGraw-Hill Education. DIGITAL FORMAT**
 - **UF All Access Program: Digital access (Opt-in) e-book ISBN 9781264010004**
 1. Choose to “Opt-In” to McGraw-Hill Connect access on Gator1 portal (reduced price)
 2. OR purchase a standalone code through the UF Bookstore.
 - Discounted price will only be available through the Gator1 portal for the first few weeks of class. <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>
 - *Note: Accommodation may be available on a case-by-case basis to those with financial difficulties - Contact Christine Le Jeune directly*
2. **READING ASSIGNMENTS FOR DISCUSSION BOARD - made available through CANVAS**
 - **Used for Discussion board assignments**

**** 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 = public engagement synthesis, **GREEN** = exams, **ORANGE** = textbook quizzes. **Lecture quizzes** are always due on Fridays unless otherwise noted. **Reading discussion posts** are due by 11:59pm Wednesdays – articles and links posted on Canvas.

Module	Topic	Textbook	Assignments
Orientation & Module 1 1/5 – 1/7	Must complete Orientation before M1 M1: Introduction & Anthropology		Lecture quizzes
Module 2 1/10 – 1/14	Understanding sexuality & scientific research	1-2	Lecture quizzes Reading Discussion
Module 3 1/17 – 1/21 <i>M: Holiday (MLK Jr. Day)</i>	Male anatomy & physiology	4	Tue: Plagiarism due Lecture quizzes Reading Discussion
Module 4 1/24 – 1/28	Female anatomy & physiology	3	Mon: Citing and Referencing Exercise due Lecture quizzes Reading Discussion
Module 5 1/31 – 2/4	Gender Identity	5	Lecture quizzes Reading Discussion
Module 6 2/7 – 2/11	Sexual Orientation	Various sections	Lecture quizzes Reading Discussion
Module 7 2/14 – 2/18	Sexual Development	6 & 7	Lecture quizzes Reading Discussion
Module 8 2/21 – 2/23	Sexual Arousal & Problems NOTE: Module 2-8 textbook quizzes due Fri 2/25	3 & 14	Wed: Lecture quizzes Reading Discussion Fri: Textbook quizzes (M2-8)
2/24 – 2/25	EXAM 1 (opens 12:00am Thu, 2/24 – closes 11:59pm Fri, 2/25)		
Module 9 2/28 – 3/4	Relationships	8	Lecture quizzes Reading Discussion
3/7 – 3/11	Spring Break		
Module 10 3/14 – 3/18	Pregnancy and Birth	12	Fri: Topic Approval due Lecture quizzes
Module 11 3/21 – 3/25	Contraception and STIs/HIV	11 & 15-16	Lecture quizzes Reading Discussion
Module 12 3/28 – 4/1	Sexual Violence	17	Lecture quizzes Reading Discussion
Module 13 4/4 – 4/8	Experiencing Pleasure	9 & 10	Lecture quizzes Reading Discussion
Module 14 4/11 – 4/15	Selling Sex	18	Mon: Final Synthesis due Lecture quizzes Reading Discussion
Module 15 4/18 – 4/20	Course Synthesis & Review NOTE: Module 9-14 textbook quizzes due Wed 4/20		Wed: Lecture quizzes Wed: Textbook quizzes (M9-14)
EXAM 2 Open 12am Wed, 4/27 – closes midnight Thurs, 4/28			

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. 25% Quizzes
 - i. Textbook Chapter quizzes (10%)
 - ii. Module Lecture Quizzes (15%)
- II. 25% Exams
 - i. Exam 1 (12.5%) & Exam 2 (12.5%)
- III. 25% Public engagement synthesis
 - i. Plagiarism exercise (10 pts)
 - ii. Citing and referencing exercise (15 pts)
 - iii. Topic approval (5 pts)
 - iv. Final Synthesis (30 pts)
- IV. 25% Discussion
 - i. Readings and Discussion board assignments (2pt each = 44 total pts)
- V. Extra credit
 - i. Participation during interactive lecture materials (PlayPosit)
 - ii. Other opportunities will be provided

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

- You will be required to complete the textbook chapter quizzes (10%) online through **McGraw-Hill Connect**. Textbook chapter quizzes from **Modules 2-8 are due by Friday, February 25th at 11:59pm**. Textbook chapter quizzes from **Modules 9-14 are due by Wednesday, April 20th at 11:59pm**. You may work on textbook chapter quizzes at any point before they are due.
- Online Lecture quizzes (10%) will be taken after you watch lecture videos during the assigned weeks – **due the Friday of the week assigned by 11:59pm**.

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 (12.5% each toward course grade).

- All exams will be administered on e-Learning. **The exams will be made available for two days, and due by 11:59pm by the scheduled due date listed on the schedule.** The exams will be timed, but you will be able to use notes in whichever format you prefer. You must complete the exam by the end of the open period.
- 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 the course instructor 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 with the course instructor.

III. **Public engagement synthesis:** The objective of this exercise is to think about 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 about 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. **Enhances SLOs 1-4**

- 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 (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.
- Topic approval (5 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.
- Final synthesis (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.)
 - 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.) - How will you do it and what will it look like?
 - References cited section (not included in page count) - **must use at least 6 references**
 1. 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)
 2. Peer-reviewed resources are best and can be found using the library's databases

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: You are required to *participate* in the discussion boards. *Advances SLOs 1, 2, 3, 4*

- i. Readings and discussion board posts (2pt for each assignment): You will have assigned readings or videos each week posted 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 5 sentences. You must also respond to another student's answer for each of the articles to receive full credit for this exercise.

V. Extra Credit

- **Lecture Participation (PlayPosit videos): up to 3% added to your final score:** Your participation during interactive lecture components will be monitored for participation and allows for Extra Credit. **Participating 100-80% = 3%EC, 79-60% = 2%EC, 59-30% = 1%EC, <30% = no extra credit percentage added.**
- **Other opportunities will be provided such as extra discussion boards, activities, or Zoom sessions.**

Assignments 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 the course instructor.**

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 by week 2.**

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.

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

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/>

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>. 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, 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.

This course accomplishes the General Education Objectives through:

- Employing the scientific method to research an aspect of human sexuality and relationships in campus life.
- Improving students' critical thinking regarding 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 Critical Thinking exercise 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 the - for example writing up brochures to hand-out to students.

University of Florida and Surrounding Area Resources:

Also see Campus and Academic Resources above

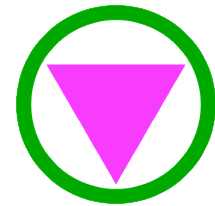
For STI Testing and Contraception:

- UF Student Health Center: Sexual Health (Free condoms and other supplies)
 - Free HIV testing at GatorWell (352) 273-4450
 - Medical testing for STIs is \$15
 - <https://shcc.ufl.edu/services/primary-care/sexual-health/>
- GYT Clinic: stand-alone clinic (352) 294-7465 - Tests Asymptomatic UF students
 - \$15 lab handling fee
- Planned Parenthood – 914 NW 13th Street 352-377-0881
 - <https://www.plannedparenthood.org/health-center/florida/gainesville/32601/gainesville-health-center-2155-90320>

For LBGT+ and non-gender conforming

Safe Zone: protection of LGBT+

- UF LBGTQ Affairs: <https://lgbtq.multicultural.ufl.edu/>
- UF Pride Student Union <http://plaza.ufl.edu/jsoto19/PSU/contact.html>
 - Facebook page: <https://www.facebook.com/ufpsu/>
- Trevor Project – LBGTQ youth crisis hotline 866-488-7386
 - <https://www.thetrevorproject.org/get-help-now/#sm.0000rz4e8ovbzfboxe32hqp1tpbjh>
- Translifeline: 877-565-8860 (everyday 10am-4am)
<https://www.translifeline.org/>
- Gay, Lesbian, and Straight Education Network (www.glsen.org)



Domestic Violence - Immediate danger - call 911

- National Domestic Violence Hotline at 1-800-799-SAFE (7233) 24/7/365
 - www.thehotline.org OR email: ndvh@ndvh.org
 - Safety plan: https://www.loveisrespect.org/pdf/SafetyPlan_College_Students.pdf
- Intimate Partner Violence Assistance Clinic - 352-273-0805

Sexual Violence (free and confidential)

- UFPD Office of Victim Services - (352) 392-5648, Building 51, Museum Road
- Sexual Trauma/Interpersonal Violence Education (STRIVE) – GatorWell 352-273-4450
- U Matter, We Care - 352-294-2273
- Student Legal Services (Legal Referral Services) - 352-392-5297
- Alachua County Rape Crisis Center (free and confidential) - (352) 264-6760
- National Sexual Assault Hotline at (800) 656-HOPE (4673),
- Rape, Abuse, and Incest National Network (www.rainn.org)

What to do if you suspect you were the victim of rape:

- UFPD Office of Victim Services at (352) 392-5648 or (352) 392-1111 (OR 911)
 - A victim advocate can help you with medical, legal, and counseling services.
- Denial and withdrawal are the first reactions
- DO NOT: take a shower, change clothes, clean the scene, brush teeth, wash hands, or urinate
- DO: REPORT and go to the hospital, ask for rape treatment, seek counseling

Someone you know a victim? Helping someone out:

- *Start by believing, do not judge them.*
- *Give comfort; listen and provide reassurance and support.*
- *Encourage (but do not force) action*