

## Anthropology (ANT) 2301 ONLINE: Human Sexuality and Culture

**Instructor:** Christine Le Jeune

**Office Hours Instructions:**

TBD (over Zoom) – please schedule office hour appointments through Calendly

**Office:** B328

**Email:** [cmlejeune@ufl.edu](mailto:cmlejeune@ufl.edu) - preferred contact through Canvas communications

**Teaching Assistant:** Kalpana Ghimire

Office Hours Instructions: TBD (over Zoom)

Office: B328

Email: [kalphanaghimire@ufl.edu](mailto:kalphanaghimire@ufl.edu)

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

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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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*This course was developed by Dr. Stephanie Bogart*

**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.**
- *NOTE: In this General Education course, any class topics that touch on identity politics or topics of discrimination will be covered objectively without endorsements of viewpoints, will be observed from multiple perspectives, and will be taught as objects of analysis within the larger course of instruction. All viewpoints will be welcome in class discussions.*

**Required Materials:**

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

**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. 5% Orientation Quiz
- II. 15% Required Textbook Quizzes
- III. 25% Exams: Exam 1 (12.5%) & Exam 2 (12.5%)
- IV. 30% Learning Activities
  - i. Discussion boards
  - ii. Perusall Assignments
  - iii. Module quizzes and participation
- V. 25% Public engagement Project
  - Plagiarism exercise (10 pts)
  - Proposal (15 pts)
  - Final project (40 pts)
- VI. Extra credit – Bonus opportunities & Textbook quizzes
  - i. EC 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).

### **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 class announcements, Canvas communication inbox or email to contact you about course 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
  - Adjust Canvas Notification Preferences, to enable Canvas to directly send you an email.
- If you are new to Canvas, watch a 4-min Canvas Overview.
- If you have any questions regarding Canvas, refer to Canvas Guides
- Be sure to disable your pop-up blocker to avoid blocking of content in Canvas.
- Mediasite videos are best played in Firefox - problems occur in Chrome and Safari

## SCHEDULE (Subject to revision)

*Zoom Q&A Sessions will be dispersed throughout the term and are optional to attend.*

*Start and stop days for each module vary dues to holidays*

Module	Topic	Textbook	Quizzes & Assignments (due by)
Orientation Due by 8/28	Orientation and Syllabus		<i>Orientation Quiz (W 8/28)</i> Introduce yourself (W 8/28)
Module 1 8/25 – 8/28	Anthropology, Science, & Culture		Ice Breaker Activity (F 8/30) Quiz (F 8/30)
Module 2 8/28 – 9/4 <i>M: Labor Day</i>	Understanding sexuality & scientific research	1-2	Perusall assignment (T 9/3)
Module 3 9/4 – 9/10	Male anatomy & physiology	4	<i>Plagiarism certification (M 9/6)</i> Perusall assignment (M 9/9) Quiz (T 9/10)
Module 4 9/11 – 9/17	Female anatomy & physiology	3	Perusall assignment (M 9/16) Quiz (T 9/17)
Module 5 9/18 – 9/24	Gender Identity	5	Perusall assignment (M 9/23) Discussion board (T 9/24)
Module 6 9/25 – 10/1	Sexual Orientation	Various sections	Perusall assignment (M 9/30) Photo Ethnography (T 10/1)
Module 7 10/2 – 10/8	Sexual development	6 & 7 14	Perusall assignment (M 10/7) Discussion board (T 10/8)
Module 8 10/9 – 10/12	Sexual Arousal & Problems	9 & 14	Perusall assignment (F 10/11) <i>M5-7 Req. Textbook &amp; M2-4, &amp; 8 EC TB quizzes (Sat 10/12)</i>
10/13-10/14	<b>EXAM 1</b>		
Module 9 10/15– 10/21 <i>F: Homecoming</i>	Relationships	8	Discussion board (R 10/17) Perusall assignment (M 10/21)
Module 10 10/22 – 10/28	Pregnancy and birth	12	Anthro social media (F 10/25) Discussion board (M 10/28)
Module 11 10/29 – 11/4	Contraception and STIs/HIV	11 & 15- 16	<i>Proposal (F 11/1)</i> Perusall assignment (M 11/4)
Module 12 11/5– 11/10	Sexual violence	17	Discussion Board (F 11/8) EC Bystander Intervent. (T 11/12)
Module 13 11/11 – 11/17 <i>M: Veteran's Day</i>	Experiencing pleasure	9 & 10	Perusall assignment (F 11/15)
Module 14 11/18 – 11/23	Selling sex	18	Discussion board (R 11/21) Perusall assignment (F 11/22) EC Debate (Mon 12/2)
11/25 – 11/29	THANKSGIVING		
Module 15 12/2 – 12/4	Course Wrap-up		<i>Public Engagement project (W12/4)</i> <i>M9-11 Required Textbook &amp; M12-14 EC TB quizzes (W 12/4)</i>
<b>EXAM 2 Open 12am Tue, Dec 10<sup>th</sup> – closes midnight Wed, Dec 11<sup>th</sup></b>			

*Zoom Q&A Sessions will be dispersed throughout the term and are optional to attend.*

## ASSIGNMENT DESCRIPTIONS

### Orientation Quiz:

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

### Required Textbook Quizzes: *Enhances SLOs 1,2,4*

- Textbook quizzes use the McGraw-Hill online platform, Connect, where students can take the quizzes for each module's readings. These quizzes can be taken up to 3 times and the highest score will be used. Only the following module **requires** the quiz: Orientation, M5-7, & 9-11. Quizzes can be taken anytime before the exam for which they will be tested. Orientation and M5-7 will be due before exam one and M9-11 due before exam two.

### Learning Activities: *Enhances SLOs 1,2,4*

- Learning activities will vary by module. There may be one or two activities each module. Short module quizzes will test students on the content they learned in the module. Assignments may involve some experiential component to apply to the module topic. Articles, YouTube or TedTalk videos will be discussed with discussion board prompts or in the Canvas tool Perusall.

### Public engagement project: *Enhances SLOs 1-4*

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. educational activity, brochure, video, podcast, etc.) that will contribute to the discourse (communication) of this topic in a final project*. This project 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 can be creative in the final project by creating a brochure, video, etc., but must also submit a short description and explain how you would distribute it and to who (audience). Alternatively, students can write a 3-4-page paper describing what they would do – such as an event on campus or a high-school fun activity. THIS IS NOT TO BE DISTRIBUTED OUTSIDE OF CLASS (only turned in). Enhances SLOs 1-4*

- Plagiarism exercise (10 pts): Students will complete an online tutorial on recognizing plagiarism and acquire a certificate to turn in. Complete the Indiana University tutorial on recognizing plagiarism. Instructions and tips are found in Canvas.
- Proposal (15pts): Choose a topic in Human Sexuality that you feel is important for public knowledge. Identify the current knowledge base and if there are gaps, errors, misinformation that is prominent. Write a one-page proposal of the final project you want to create and research further to provide accurate and current information to a specified audience of your choosing (undergrad students, adults age >50, high schoolers, etc.). Be sure to discuss how you will find accurate and relevant knowledge and provide an example.
- Final project (40 pts): This is your final concept and the content you researched. *At least three reputable references* need to be cited and referenced. The final concept can be turned in using docx, ppt, pdf, video or audio format, etc. Additionally, provide a 0.5-1-page document to describe the **details of your idea and the major literature cited** to the public and **how you would get this information to the public**, possibly using relevant on-campus resources (i.e. health center or associations/clubs). If the student chooses to write everything in a paper format,

just a 3-4-page document is needed to explain the idea, provide the info that would be given, and how it would be implemented.

- **GOAL**: explain the problem, provide information that would be useful for your audience to know, and describe the platform in which this information and/or specific resources may be provided (educational activity, video, brochures, podcast, etc.).
  - Explain the problem
  - Provide information that would be useful for students to know cited from reputable sources (see below), and
  - **Produce or Describe** the platform in which this information and specific resources may be provided to students - How will you do it and what will it look like?
  - References cited - **must use at least 3 reputable references**
    - Resources can be internet resources as long as they are **reputable resources** – generally with a date and an author or by a specific organization.
      - Peer-reviewed journal articles
      - Planned Parenthood, CDC, Trevor Project, WHO, UNAIDS, GLAAD, Gallup, sciencenews.org, pnas news, or similar.
    - NOT Acceptable resources to use: News sites (like CBS, Fox, ABC, etc.), blogs, and/or other non-scientific and/or non-peer-reviewed sources do not count toward your 3-source minimum.
  - On the due date (or before), you must upload an electronic version of various components (docx, ppt, pdf, video or audio format, etc.) to the Canvas course page (<https://elearning.ufl.edu/>).
  - *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.*

### **Exams: Enhances SLOs 1,2,4**

Two non-cumulative exams will cover material from assigned readings and lectures. The exams equally weighted 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 the instructional team 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.**

### **Bonus opportunities:**

- EC Zoom session attendance – There will be X scheduled zoom sessions over the term, each worth 1 attendance EC point. During these sessions, the Instructor 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.*

- 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**. You may work on chapter quizzes at any point before they are due. The following modules are for extra credit: M2-4, 8, & 12-14. M2-4, and 8 will be due before exam one and M12-14 due before exam two. 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 a 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.**
  - *A grace period of one day will be provided with notice to the instructional team.*
- **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.

### **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.

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.

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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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### **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](#)

### **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>
- Ginessa Mahar (Anthropology Librarian): [gjmahar@ufl.edu](mailto: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/](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>.
  - [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 Objectives 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 and understand the content.
- Module activities offer debates, games, quizzes, assignments, discussion board, articles, and videos to promote students critical thinking skills and communicate their views.
- The Public engagement project enhances student identification of major public discourse over a particular topic in sexuality, such as STIs, LGBTQ+, sexual commerce, etc. and allows students to discuss and critique the public information, or lack thereof, and their access to accurate knowledge. Students draw up an innovative method to help the discourse and describe them in a final project, for example writing up brochures to hand-out to students.