

Anthropology (ANT) 2301 ONLINE: Human Sexuality and Culture**Instructor:** Autumn Rose (she/her)**Office Hours:** Weds 9:30am–12:30pm ET**Email:** autumnrose@ufl.edu - preferred contact through **Canvas Inbox****Teaching Assistant:** Karla Ganley (she/her)

Office Hours: Mon 8:00-10:00am, Thurs 4:00-5:00pm ET

Email: karla.ganley@ufl.edu - preferred contact through **Canvas Inbox****Teaching Assistant:** Yuqi Zhuang (she/her)

Office Hours: Fri 10:00am-1:00pm ET

Email: yuqi.zhuang@ufl.edu - preferred contact through **Email**.

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.

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

This course was developed by Dr. Stephanie Bogart, Supervisor of the course. Note: all assignment and grade questions should be directed to the Instructor, Autumn Rose.

Catalog description:

Examines cultural, biological, and archaeological aspects of human sexuality through time and space, while evaluating sexuality ideas to societal discourse. Investigates personal and cross-cultural views on sexuality, presenting gender identity, sexual orientation, relationships, and sexual ethics. Appropriate for those seeking an integrative approach to human sexuality.

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. (WR)

NOTE: All topics in this course will be taught objectively as objects of analysis, without endorsement of particular viewpoints, and will be observed from multiple perspectives. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, or belief. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to explore readings and subject matter in this course. All perspectives will be respected in class discussions.

Required Materials:

1. Yarber, William L. and Sayad, Barbara W. 2022. *Human Sexuality: Diversity in Contemporary Society*, 11th edition. McGraw-Hill Education. DIGITAL 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*****

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

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. 10% Required Textbook Quizzes
- III. 20% Exams: Exam 1 (10%) & Exam 2 (10%)
- IV. 20% Learning Activities
 - i. Discussion boards and activities
 - ii. Perusall Assignments
 - iii. Module quizzes and participation
- V. 20% Public engagement Project
 - Plagiarism exercise (10 pts)
 - Proposal and Extended Annotated Bibliography (20 pts)
1300 words
 - Final Project: Brochure (350 words) and one single-spaced page review/description (500 words) (30 pts)
850 words
- VI. 25% Research Project
 - Citing and referencing exercise (15 pts) 400 words
 - Proposal (15 pts) 450 words
 - Final submission (35 pts) 3000 words
- VII. 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).

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.

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/>

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 due to breaks/holidays and term constraints

Module	Topic	Textbook	Quizzes & Assignments (due by)
Orientation Due by 1/18	Orientation and Syllabus		<i>Orientation Quiz (Sat 1/18)</i>
Module 1 M 1/13 – R 1/16	Anthropology, Science, & Culture		M1 Quiz (Sun 1/19)
Module 2 F 1/17 – W 1/22 <i>M: MLK Jr. Day</i>	Understanding sexuality & scientific research	1-2	Perusall assignment (W 1/22) M2 Quizzes (R 1/23)
Module 3 R 1/23 – W 1/29	Male anatomy & physiology	4	M: Plagiarism cert (1/27) Perusall assignment (T 1/28) Quiz (W 1/29)
Module 4 R 1/30 – W 2/5	Female anatomy & physiology	3	Perusall assignment (T 2/4) Quiz (W 2/5)
Module 5 R 2/6 – W 2/12	Gender Identity	5	M: Citing and referencing exercise due (2/10) Perusall assignment (W 2/12)
Module 6 R 2/13 – W 2/19	Sexual Orientation	Various sections	Photo Ethnography (T 2/18) Perusall assignment (W 2/19)
Module 7 R 2/20 – W 2/26	Sexual development	6 & 7 14	M: Proposal & Annotated Bibliography (2/24) Perusall assignment (W 2/26)
Module 8 R 2/27 – M 3/3	Sexual Arousal & Problems	9 & 14	Perusall assignment (M 3/3) M5-7 Req. Textbook & M2-4, & 8 EC TB quizzes (T 3/4)

3/4-3/5	EXAM 1: Opens 12am Tue, 3/4 – closes midnight Wed, 3/5		
Module 9 R 3/6– W 3/12	Relationships	8	Discussion board (M 3/10) Perusall assignment (W 3/12)
Module 10 R 3/13 – ...	Pregnancy and birth (Note: Spring Break in-between)	12	<i>F: Public Engagement Project due (3/14)</i>
3/15-3/22	SPRING BREAK		
Finish M10 M 3/24 – W 3/26	Finish Pregnancy and birth	12	Anthro social media (T 3/25) Discussion board (W 3/26)
Module 11 R 3/27 – W 4/2	Contraception and STIs/HIV	11 & 15-16	<i>M: Research Project Proposal (3/31)</i> Perusall assignment (W 4/2)
Module 12 R 4/3– W 4/9	Sexual violence	17	Discussion Board (W 4/9) EC Bystander Intervent. (F 4/11)
Module 13 R 4/10 – M 4/14	Experiencing pleasure	9 & 10	Discussion Board (Sun 4/13) S Perusall assignment (M 4/14)
Module 14 T 4/15 – Sa 4/19	Selling sex	18	Discussion board (F 4/18) Perusall assignment (Sa 4/19) EC Debate (Mon 4/21)
Module 15 M 4/21 – W 4/23	Course Wrap-up		<i>W: Research Paper due (4/23)</i> <i>M9-11 Required Textbook & M12-14 EC TB quizzes (F 4/25)</i>
4/28-4/29	EXAM 2 Open 12am Mon, Apr 28th – closes midnight Tue, Apr 29th		

Zoom session– There will be approximately three scheduled zoom sessions over the term. 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.

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 modules **requires** the quiz: Orientation, M5-7, & 9-11. Quizzes

can be taken any time 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.

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.**

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 *design and write a brochure (with 350 words)* that could be distributed to the public (a specified audience of your choosing) to aid in the discourse (communication) of this topic. Additionally, *a one-page single-spaced (500 words)* will provide a short description and explain how you would distribute it and to who (audience), with the references used. 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 will NOT distribute the brochure, this is only to be 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 and Extended Annotated Bibliography (1300 words, 20 pts):* 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 half page (single-spaced) (300 words) 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. Students must find 5 reputable resources related to their issue that provide background information to your topic that may be used in the final brochure. Cite and reference at least five references you may use and write a **summary of the resource, explain the**

relationship to your topic, and significance of use in about 200-250 words for EACH resource (see project instructions below for more on reputable sources). (6 pages max) (**WR***)

- iii. **Final Project (850 words, 30 pts)**: This is your final brochure (**350 words**) and single-spaced page review/description of your project (**500 words**) – needs to be in Microsoft document format for Turnitin (can be two files). *At least five reputable references* need to be cited and referenced. Provide the **details of your idea, audience, 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). **Alternatively**, you may turn in a 3-5-page paper describing what you would do and the information that you would include in that platform, such as an educational activity, blog, podcast, public forum, etc (**must be at least 850 words**). (**WR***)

GOAL:

- Explain the problem.
- Provide information that would be useful for the audience to know cited from reputable sources (see below), and
- **Produce and Describe** the brochure with relevant information, facts, and public/private resources.
- Reference section (not included in word count) - **must use at least 5 reputable references.**
 - Resources can be internet resources if 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 5-source minimum.
- On the due date (or before), you must upload an electronic version of various components (Microsoft format: docx or pptx) 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.*

Grading Rubric Criteria	Total points
Format, grammar, organization, and spelling. Word count given	4 pts
Discussed the issue/problem	4 pts
Give relevant, but concise information for the audience that is cited in a brochure format.	8 pts
Described the details of idea and the major literature cited to the public and how this information would be distributed to the public.	8 pts
APA formatted citations and references used and formatted	2 pts
Used at least 5 reputable resources	4 pts
TOTAL	30

Research Project: Enhances SLOs 1-4

Students are required to conduct an original *scientific* 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 paper. This paper is set in a *scientific format* with an introduction, literature review, 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. *Writing credit registration requires all assignments listed below*.

NOTE: more details on each assignment are provided on Canvas with associated grading rubrics to help you achieve the best score.

- i. *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***)
- ii. *Proposal (450 words, 15 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. Must use at least two citations with references for feedback. (2 pages) (**WR***)
- iii. *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). (**WR***)

Grading rubric for final research paper:

Format, grammar, and spelling. Word count	4
Organization and flow	3
Introduction (at least a paragraph) with Research question stated	5
Literature use and research (context): literature is reviewed and related to project question.	8
APA Citations used and formatted	3
Discussion – sum up findings and provide limitations of research, relate everything together in a synthesis. Provide possible future directions. Correlate all research to your questions.	5
Conclusion should reiterate main thesis and provide take-home message	3
References cited page – formatted correctly using APA style	3
Total points	35

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/>).

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.

Bonus opportunities:

- 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 and Extensions Policy

Requirements for 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>.

- Extensions on assignments, quizzes, and exams 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 an emergency or circumstance.
- **Late assignments/quizzes/exams without an excuse will be reduced 5% per day late.**
- **All unexcused late work will not be accepted a week after the due date without agreement with the instructor.**

Students requiring accommodation

Students 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.

Student Conduct and Academic Honesty and Integrity

University of Florida 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 a student, the following pledge is required or implied: "***On my honor, I have neither given nor received unauthorized aid in doing this assignment.***" The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For

additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to [ChatGPT/AI](#) detection. If there is any evidence of violation of the [Student Honor Code](#), the student will receive a grade of zero for the assignment and be reported to [Student Conduct and Conflict Resolution](#) Office.

UF course evaluation process

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 <http://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 <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

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 guest 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.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact John Krigbaum (krigbaum@ufl.edu, (352) 294-7540), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

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.

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/>

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, 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): <https://disability.ufl.edu/>
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- Student Health Care Center: <https://shcc.ufl.edu>, 352-392-1161
- *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.
- *GatorWell Health Promotion Program*: <https://gatorwell.ufsa.ufl.edu/>, 352-273- 4450.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; [352-392-1161](https://shcc.ufl.edu).
- University Police Department: <http://www.police.ufl.edu/>; [352-392-1111](https://shcc.ufl.edu) (911 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/>. For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608.

To report concerns:

- Report incidents or concerning behavior happening in the University of Florida community <https://report.ufl.edu/>
- UF Title IX (sex-based discrimination, sexual violence, and/or harassment): <https://titleix.ufl.edu/>

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/>
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; [352-392-1601](https://shcc.ufl.edu). Career assistance and counseling services.
- Teaching Center; <https://umatter.ufl.edu/office/teaching-center/>. 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

General Education Objectives:

General Education Designation: Social and Behavioral Sciences (S)

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences (S)** is a sub-designation of Social Sciences at the University of Florida. These 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.

Secondary General Education Designation: Diversity (D)

In **Diversity (D)** 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.

All General Education area objectives can be found [here](#).

(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 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 aspects regarding sex, gender, 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 communicating 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 related to human sexuality and examine the differences and their intersections, such as (but not limited to) gender, class, ethnicity, religion, age, and disability (Content SLOs Gen Ed S and D).
2. Critically analyze and evaluate how societies are constructed and affect different groups relating to gender in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of 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.
- Discussion sessions emphasize activities that enhance student comprehension of material and promote student critical thinking.
 - Discussion session activities offer debates, games, and videos. Students communicate their views as well as views of society and different cultures.
- Article readings and videos apply course content to real-life situations and students apply critical thinking skills to discuss in class.
- 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 project enhances student identification of major public discourse over a particular topic in sexuality, such as STIs, 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 for students.