Anthropology (ANT) 2301: Human Sexuality and Culture

Details: M,W,F Period 3 (9:35 -10:25am) MCCC100
Discussion (break-out) sections vary.

Professor: **Dr. Stephanie Bogart (She/Her)**
Office: B137 Turlington Hall
Email: sbogart@ufl.edu

Preferred contact through **Canvas communications**

Office Hours Instructions: Use **Microsoft Bookings** – can request in-person or Zoom.
Wednesdays: 10:45am-1pm
Fridays: 11am-12pm
Open Door Policy: if my office door is open, can come in without an appointment.

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: *TA office is Turlington B328*

TA	*Sections*	*Office Hours*
Caroline Amein	TBD	TBD
Karla Ganley	TBD	TBD
Alisha Palmer	TBD	TBD

Teaching Assistants (TAs) are responsible for discussion sections. Use TA office hours to ask questions and seek assistance with required writing assignments.
Non-writing section

Course Description: *Fulfills General Education (GenEd) requirement in Diversity (D), as well as Social and Behavioral Sciences (S)* (see the end of the document for GenEd objectives and Student Learning Outcomes). This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is the emphasis on both the biological and cultural dimensions of what it means to be human. That perspective enriches our understanding of human sexuality because it encourages us to examine a wide range of human sexual experiences within and across cultures and over the evolutionary history of our species. We will apply this holistic perspective to the genetic, physiological, psychological, social, cultural, and evolutionary dimensions of human sexuality. Topics will include gender roles and identity, the interplay of behavior and sexual ethics, and biological foundations. This course is appropriate for those seeking an integrative approach to human sexuality.
   This course fulfills **UF's Writing Requirement for 6,000 words**
   (https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/).
- NOTE: The following section is created *without* this requirement for those students who have already completed their total 24,000 word requirements.
    o W6 (#10401) and R5 (#28575) **DO NOT HAVE WORDS**
- *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*, 11th edition. McGraw-Hill Education.
   - ***UF All Access Program****: Digital access (Opt-in) e-book*
   - Login at https://bsd.ufl.edu/allaccess and Opt-In to gain access to the course materials.
     1. Materials provided digitally at a reduced price and the charges will post directly to your student account, allowing any available Financial Aid funds to cover the cost of your materials.
     2. This option will be available starting 1 week prior to the first day of classes and ending 3 weeks after the first day of class.
     3. For physical or ebook versions: ISBN 1260888592
   - *Note: Accommodation may be available on a case-by-case basis to those with financial difficulties - Contact Dr. Bogart directly*

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.   25%   Exams: Midterm (12.5%) & Final Exam (12.5%)
II.   15%   Lecture attendance and activity participation
III. 15%   Public engagement project **(25% non-WR)**
- Brainstorming attendance & participation (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*

IV.   20%   Research Project **(10% for non-WR)**
- Plagiarism exercise (10 pts)
- Citing and referencing exercise (15 pts) *400 words*
- Topic discussion & participation *(ONLY WR)* (10 pts)
- Proposal *(ONLY WR)* (15 pts) *450 words*
- Final submission (35 pts) *(ONLY WR)* *3000 words*

V.   25%   Discussion Session Participation and Assignments
- Attendance & participation (2pt per meeting)
- Readings/Video assignments (3pt each)
- Anthropology Methods Assignments (5pts each)

VI.   Extra credit – Bonus opportunities & Textbook quizzes
  i.   Textbook quizzes can provide up to 3% EC to total score.
- Average score 100-80% = 3% EC, 79-60% = 2% EC, 59-30% = 1% EC, <30% = 0.
  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/

SCHEDULE (*Subject to revision*)

RED = Research project, BLUE = public engagement synthesis, GREEN = exams, PINK = Reading/video assignment – posted on Canvas, ORANGE = EC textbook quizzes and intro quiz.

Module	Topic	Textbook	Assignments
Orientation & Module 1 8/22 – 8/23	Introduction & Anthropology *No discussion meeting*		*No discussion meeting*
Module 2 8/26 – 8/30	Anthropology; Understanding sexuality & scientific research	1-2	Reading/video Lecture quizzes & survey
Module 3 9/2 – 9/6 M: Labor Day	Male anatomy & physiology *M: Holiday (no class)*	4	*T: Plagiarism due* Reading/video Lecture quiz
Module 4 9/9 – 9/13	Female anatomy & physiology *Public Engagement Brainstorming session*	3	*M: Citing and referencing exercise* Reading/video Lecture quiz
Module 5 9/16 – 9/20	Gender Identity	5	Reading/video
Module 6 9/23 – 9/27	Sexual Orientation	Various sections	Reading/video *M: Proposal & Annotated Bibliography* Cultural methods exercise due
Module 7 9/30 – 10/4	Sexual development	6 & 7 14	Reading/video BioAnth Methods in discussion
Module 8 10/7 – 10/11	Sexual Arousal & Problems *No Class Friday (Exam 1)*	9 & 14	Reading/video F: EC Textbook quizzes (M2-8)
10/11-10/12	**EXAM 1**		
Module 9 10/14 – 10/18 F: Homecoming	Relationships *F: No Class*	8	Reading/video Archaeo Methods in discussion
Module 10 10/21 – 10/25	Pregnancy and birth *Research Topic discussions (WR)*	12	Reading/video Ling methods exercise due *M: Public Engagement Project*
Module 11 10/28 – 11/1	Contraception and STIs/HIV	11 & 15-16	Reading/video
Module 12 11/4 – 11/8	Sexual violence	17	*M: Proposal (only WR)* Reading/video
Module 13 11/11 – 11/15 M: Veteran's Day	Experiencing pleasure *M: Holiday (no class)*	9 & 10	Reading/video
Module 14 11/18 – 11/22	Selling sex	18	Reading/video
11/25 – 11/29	THANKSGIVING *NO CLASS & DISCUSSION*		
Module 15 12/2 – 12/4	Course Synthesis & Review *No Class Wed (final research)* *No discussion meeting*		*W: Final research due (only WR)* W: EC Textbook (M9-14)
EXAM 2 Open 12am Wed, Dec 11th – closes midnight Thur, Dec 12th			

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ASSIGNMENT DESCRIPTIONS

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

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Writing assignments will be subject to and in accordance with the **student conduct code and academic honesty**. Assignments will us the tool Turnitin to assess plagiarism and are subject to ChatGPT/AI detection. If there is any evidence of violation of the <u>Student Honor Code</u>, the student will receive a grade of zero for the assignment and be reported to <u>Student Conduct and Conflict Resolution</u> Office. All assignments should have the following statement: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

<u>Exams:</u> *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 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 Dr. Bogart with written documentation from an appropriate authority at least 24 hours before the exam or as soon as possible thereafter.

- *DRC (Disability Resource Center) student accommodations should be provided to the instructor by the end of the first month of term (or soon after accommodation is provided from DRC) and a <u>one-on-one meeting</u> is recommended.*

<u>Lecture attendance and activity participation:</u> *Enhances SLOs 1-4*

Attendance will be recorded each lecture. Students are allowed 2 unexcused absences. Lecture activity participation will be assessed using several quizzes and surveys. More details will be provided in class.

<u>Public engagement synthesis:</u> *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 <u>popularized</u> 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.*

i. *Brainstorming session in discussions (10pts):* Students will use discussion to brainstorm with their peers and TAs on potential topics and ideas. Attendance is mandatory. Note: a few students may want to do similar ideas, but every student must complete this project on their own.

ii. *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 <u>in about 200-250 words</u> for <u>EACH resource</u>** (see project instructions below for more on reputable sources). (6 pages max) *(WR*)*

Grading Rubric Criteria	Total points
Format, grammar, organization, and spelling (word count at end)	2
Discussed the issue/problem, topic relevant to class and appropriate for project scope	4
Cited and referenced (APA format) at least 5 reputable resources.	4
Summary for each resource	5
Reason for use of each resource and how relates to topic	5
TOTAL	20

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). (3-4 pages) *(WR*)*

- *GOAL:* explain the problem, provide information that would be useful for your audience to know, and produce a researched brochure where this information and/or specific resources may be provided.
  a. Explain the problem.
  b. Provide information that would be useful for the audience to know cited from reputable sources (see below), and
  c. ***Produce and Describe*** the brochure with relevant information, facts, and public/private resources.
  d. 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. For students in a non-WR section, only the Plagiarism exercise and the Citing and Referencing exercise are required/due.*

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

i. *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.

ii. *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.

iii. *Topic discussion attendance & participation (10 pts)*: During discussion, students and TAs will discuss appropriate topics and TAs will help students find a clear and focused topic/question. *(WR ONLY)*

iv. *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 ONLY)*

v. *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).

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.

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

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

ii. *Discussion participation (1pts each week):* You will receive a point for participating in the weekly discussion activities each week. You may receive partial credit if you show up late or do not talk during discussion.

iii. *Readings and Video Assignments (3pt each):* You will have assigned readings or videos (1-2 per week). For each reading/video you will answer a pre-assigned question and come prepared to contribute to discussions. Assignments may vary week to week, Tas will provide further details.

iv. *Anthropology Methods Assignments (5pts each):* These assignments provide fundamental anthropology methodologies. These exercises are fun and engaging to relate to the course topics. Some may be worked on during lecture or discussion.

Bonus opportunities:

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

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

COURSE POLICIES

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 note taking
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.

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will us 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.

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, 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.**
- *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.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

In-Class Recording

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

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

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Materials and Communication:

- We will be using **chapter quizzes for the textbook**. This will use the opt-in option through Canvas to use **McGraw-Hill's Connect application** to view and take quizzes from the text.

- o All required online assignments and the interactive eBook for this course are available in **Connect**. To get started, click the first Connect assignment in your Canvas course. (In-print version can be purchased for extra fee within Connect)
  - Sign in or create a new account using access code.
  - In Connect, every question links directly to the eBook. When you are struggling with a question you can go directly to the explanation in the eBook for help. You can access the eBook from any computer or device, any time.
- **You are responsible for materials posted on E-Learning (Canvas)** at https://elearning.ufl.edu/, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support available at https://elearning.ufl.edu/student-help-faqs/.
- The instructor and the TAs may use email to make general class announcements or to contact you directly about your work. **You are responsible for checking your official UF email regularly** to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent

Course Evaluations – GatorEvals

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Harassment and Discrimination

"Harassment" is defined as conduct that (1) is of any type (written, oral, graphic, or physical), (2) is directed towards or against a person because of their personal status (i.e., race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others), and that (3) unreasonably interferes with the individual's work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. "Discrimination" is defined as a conduct that (1) adversely affects any aspect of an individual's employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels that his/her rights have been violated may speak to the instructor who will direct the complaint through the proper university channels, or the student may directly file a complaint with UF Department of Human Resources.

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

Gender Equity Statement

The University of Florida is committed to providing a safe, productive learning environment free of sex-based discrimination and misconduct. Sex-based discrimination, sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature), and relationship violence are antithetical to the university's mission and values, violate university policies, and may also violate federal and state law. If you or someone you know has experienced sex-based discrimination, sexual violence, and/or harassment by any member of the university community, please visit www.titleix.ufl.edu to access information about university support and resources. If you would

like to make a report please contact UF's Title IX Coordinator at (352) 275-1242 or by e-mail at inform@titleix.ufl.edu. Additionally, reports can be made through the Online Portal

Library Resources
The UF Libraries provide access to numerous resources and services that will help you succeed in this course. Access thousands of online databases, books, and articles or visit one of the branch locations for additional resources, services, and study spaces. Further, as this class requires students to complete a bibliography and research paper, both the Anthropology Library Guide and the Anthropology Assignment Guide may be of assistance. You can also contact the Anthropology Librarian directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also Ask A Librarian for help by email, chat, text, or phone.
- **This class has a dedicated Library page**: http://guides.uflib.ufl.edu/anthroUF/ANT2301
- 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
- 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.

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/

General Education Objectives:
(D) In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.
(S) Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or

processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

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

This course accomplishes the General Education Objections through:

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

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

1. Identify, describe, and explain the key themes, terminology, methodologies, historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human sexuality and examine the differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content SLOs Gen Ed S and D).

2. Critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups relating to sexualities in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking SLOs D).

3. Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions about human sexuality. Assess and analyze ethical perspectives in individual and societal decisions (Critical Thinking SLOs Gen Ed S).

4. Communicate knowledge, thoughts and reasoning clearly and effectively regarding issues surrounding sexuality (Communication SLOs for Gen Ed S and D).

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

SLO Assessments:
- Exams will assess the students' comprehension of the material.

- Textbook chapter quizzes through an online platform will ensure the students keep up with the readings associated with lecture and understand the content.
- 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 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, 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.