

Anthropology (ANT) 2301: Human Sexuality and Culture

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

Professor: Dr. Stephanie Bogart
Office: B137 Turlington Hall
Email: sbogart@ufl.edu
Office Hours: T 1-2:30pm, W 10:30am-12pm

Teaching Assistants: TA office is Turlington B328

Teaching Assistants (TAs) are responsible for discussion sections. The TAs will inform you of their office hours, use these times to ask questions and seek assistance with required writing assignments. TAs' names, office hours, and discussion sections are posted on the course website and on the door of the TA room.

- Baylis, Camille: gbaylis@ufl.edu
- Ellrich, Aaron: ellricham@ufl.edu
- Futch, Corinne: corinnefutch@ufl.edu
- TBD

This class is geared to information, not judgement or persuasion.

Everyone has some basic knowledge gained from our "informal sex education network" (section 1.2.1).

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.

Course Description: Fulfills General Education requirement in Diversity, as well as Social and Behavioral Sciences. 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.

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 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.
- Discussion sessions emphasize activities that enhance student comprehension of material and promote student critical thinking, e.g. setting up a debate on the legalization of prostitution
 - Discussion session activities offer debates, games, and videos. Students communicate their views as well as views of society and different cultures.
- Article readings from the required reader apply course content to real-life situations and students answer critical thinking questions

- The research project emphasizes applying the course content to everyday lives on campus and examining sexuality views to critically think about their own and others sexuality views and how that applies to society. The research project offers students the ability to communicate a well-thought-out hypothesis driven research into sexuality on campuses
- The Critical Thinking exercise enhances student identification of major controversies regarding sexuality, such as STIs, LGBT+, prostitution, sex trafficking, etc. and allows students to discuss and critique major controversies regarding sexuality, Students draw up an innovative method to help the discourse and describe them in a final synthesis for the - for example writing up brochures to hand-out to students.

Required Materials:

- Yarber, William L. and Sayad, Barbara W. 2019. *Human Sexuality: Diversity in Contemporary Society*, 10th edition. McGraw-Hill Education. EBOOK FORMAT
 - *UF All Access Program: Digital access (Opt-in) e-book ISBN 9781264010004*
 1. Choose to “Opt-In” to McGraw-Hill Connect access on Gator1 portal (reduced price for students)
 2. *OR* purchase a standalone code through the UF Bookstore.
 - Discounted price will only be available through the Gator1 portal.
<https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>
- COURSE READER: *ANT2301 Human Sexuality and Culture*, Bogart, 2019. McGraw-Hill Publishing ebook ISBN: 9781307437607 OR Print course pack ISBN: 9781307437614
 - Discussion sessions will use this e-text for article assignments and discussion

Recommended Materials

- i>Clicker (+ or 2) remote transmitter (“clicker”)
 - Used in the classroom during lectures for extra credit. Previous i>clickers from another class can be used in this course. Remotes are available for purchase at local bookstores and from the i>clicker website (<https://www.iclicker.com/pricing>). Both i>clicker models (+ & 2) will work.
 - **No allowances are made if a student’s clicker malfunctions on a class day.** Students are encouraged to take their clicker back to the place where they purchased it immediately if the clicker has technical problems, and have it replaced at the vendor or contact i>clicker directly.

Grading: Letter grades assigned based on total percent of points according to normal grade scale system. A = 93.0 or above; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 63-66.9; D- = 60-62.9; E = <59.9
*****grades will not be rounded*****

A minimum grade of C is required for general education credit. See UF’s Grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

- I. 15% Quizzes
 - i. Introduction quiz (5%)
 - ii. Textbook Chapter quizzes online (10%)
- II. 30% Exams

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, even if you have already satisfied the W in another course.

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://registrar.ufl.edu/gord>

- i. Midterm (15%)
 - ii. Final Exam (15%)
- III. 15% Critical thinking exercise **(0% for non-WR students)**
 - i. Brainstorming session attendance & participation (5 pts)
 - ii. Extended Annotated Bibliography (20 pts)
 - iii. Peer review (10 pts)
 - iv. Final Synthesis (30 pts)
- IV. 20% Research Project **(25% for non-WR)**
 - i. Plagiarism exercise (10 pts)
 - ii. Citing and referencing exercise (15 pts)
 - iii. Topic approval (10 pts)
 - iv. Proposal (20 pts) **(non-WR draft)**
 - v. Final submission (35 pts) **(non-WR presentation = 50pts)**
- V. 20% Discussion Session Participation and assignments **(30% for non-WR)**
 - i. Attendance (1pt per meeting = 14 pts)
 - ii. Activity and discussion participation (1pts each week = 14pts)
 - iii. Readings and Critical Thinking questions (1pt each = ~20 total pts)
- VI. +3% Extra credit – Clicker Participation

Assignment Descriptions: All writing should be 12pt font, 1" margins, and double-spaced and follow *APA writing style and formatting* (<https://www.apastyle.org/>). **All WR assignments must have the word count (excluding title, name, and references) at the end of the document.**

I. Critical thinking exercise: The objective of this exercise is to think about current sexual communication, education, and information. Ultimate questions to consider are: Where is sexual information coming from, how accurate is the information, and how does it influence people's thoughts and behaviors? The objective is to consider one realm of sexual discourse that is covered in this course, think and consider what and how people view the topic, and finally come up with an innovative way (e.g. school activity, flyer, commercial, song, etc.) that could be implemented to aid in the discourse (communication) of this topic in a final synthesis. This synthesis will be more of a popularized format (rather than scientific) and should be written in a way to get accurate and clear information to the general public. **Enhances SLOs 1-4**

****Non-WR Sections* do not need to complete this project.***

- i. Brainstorming session in discussions (5pts) **Week 8:** Students will use discussion to brainstorm with their peers and TAs on potential topics and ideas. Note: a few students may want to do similar ideas, but every student must complete this project on their own. Attendance is mandatory.
- ii. Extended Annotated Bibliography (1300 words, 20 pts) due week 10: Students must find resources related to their issue that provides background information. Students must find at least six references to summarize and explain the relationship to your topic and significance of use. (6 pages max) **(WR)**
- iii. Peer review (10 pts) during Week 10: Students will conduct peer reviews on the annotated bibliography and ideas of other students.
- iv. Final synthesis (800 words, 30 pts) due week 13: This is your final synthesis of your idea and the content of that idea. Provide the details of your idea and the major literature to disseminate

to the public with relevant on-campus resources (i.e. health center or associations/clubs). (3-4 pages) **(WR)**

II. Research Project (see schedule): You are required to conduct an original research project regarding the ***culture of sex and relationships on campus***. The project involves identifying a focused research question and hypothesis, doing background literature research and organizing a well-thought-out project. This paper is set in a scientific format with an Introduction, methods, results, and discussion. The project involves several phases and components, briefly described below. Good writing requires revision and rewriting, which is the reason for multiple components and drafts. **NOTE: more details on each assignment provided on Canvas with associated grading rubrics to help you achieve the best score. Enhances SLOs 1-4**

****Non-WR Sections* will complete i and ii individually, and complete iii, presentation draft (v-b), and final presentations (vi-b) in groups.***

- i. Plagiarism exercise (10 pts) due Week 3: 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) due week 4: 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)**
 - iii. Topic approval (10 pts) due Week 5: You will submit your focused topic or question with an associated primary reference for approval from the TA. This approval is needed before you can start your project.
 - iv. Info meeting Week 6: If you plan to conduct surveys as an active component to your research you will be required to attend an informational meeting on how to conduct these methods and come up with surveys under the ethical and standard guidelines of the *American Psychological Association (APA)* and the *American Medical Association (AMA)* using UF’s Institutional Review Board (IRB) training practices.
 - v. Proposal (500 words, 20 pts) due week 7: 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. (2 pages) **(WR)**
- v-b. Group presentation draft (NON-WR sections ONLY): groups will turn in a draft with notes to go over with the TA during discussion.
- vi. Final Paper (3000 words, 35 pts) due week 15: 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). ***Those doing active research only need six primary resources.*** Encyclopedias, textbooks, and most websites are NOT appropriate sources. **(WR)**

vi-b. Group presentations (NON-WR sections ONLY): These students will give a 10-15min presentation in discussion session during **week 10**. Research must cite and incorporate AT LEAST ***eight sources from primary literature*** (peer-reviewed academic journals, monographs, and edited volumes). ***Those doing active research only need six primary resources.*** Final presentations are required to be submitted online through Canvas’s turnitin

function to assess for Plagiarism. Since much of what you say is not on slides generally, **you will need to have a detailed notes section (notes portion of Powerpoint slides)** for your TA to evaluate your knowledge and research – Use citations within the notes section as well. *10 points of your presentation grade will be based on your peer- and self-evaluations.*

Grading rubric for final research paper:

Format & word count, grammar, organization, and spelling	4
Organization and flow	3
Introduction with Research question stated	3
Literature use and research (context) – including surveys (active component: methods and display results)	8
Citations used and formatted	4
Discussion – sum up findings and provide limitations of research, relate everything together in a synthesis. Provide possible future directions. Correlate your research with other publications	4
Conclusion should reiterate main thesis and provide take-home message	3
References cited page – formatted correctly	6
Total points	35

On the due date (or before), you must upload an electronic version of various components (in .doc or .docx format - or ppt/pptx for presentations) to the Canvas course page (<https://elearning.ufl.edu/>), where it will be run through Turnitin. *If there is any evidence of plagiarism, you forfeit credit towards the writing requirement, receive a grade of zero for the assignment, and be reported to Student Judicial Affairs.*

Research components will lose five percentage points for each day they are late (including weekends and holidays). An assignment is considered late if it is not submitted electronically by **9:00 p.m.** on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade for the assignment by five percent. ***No submissions will be accepted after a week from the deadline.***

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

III. Discussion Session Participation: 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 = 14 pts): Attendance is mandatory
- ii. Activity and discussion participation (1pts each week = 14pts): 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 Critical Thinking questions (1pt each = ~20 total pts): You will have assigned readings from the course reader (1-2 articles per week). For each reading you will answer a preassigned critical thinking question (listed below the Schedule) in at least 5 sentences to receive your point for the article.

VII. Quizzes and Exams: *Enhances SLOs 1,2,4*

1. There will be an introduction quiz with multiple-choice questions after the add/drop deadline covering material in the syllabus and first few lectures.
2. You will be required to complete the textbook chapter quizzes online through **McGraw-Hill Connect** and are due by the end of the week (**Sunday by 11:59pm**) in which they are assigned.
3. Two non-cumulative exams will cover material from assigned readings, lectures, guest speakers, and class discussions. The exams equally weighted (15% each toward course grade).
 - All exams will be administered on e-Learning. **The exams will be made available on the scheduled day between 8:30 a.m. and 8:30 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. There will be no lecture on the day of exams, but students are required to attend discussion sections as usual.
 - 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. Teaching Assistants (TAs) may not give permission for make-up exams.
 - **DRC (Disability Resource Center) student accommodations should be provided to the Instructor by the end of AUGUST and a one-on-one meeting is required with Dr. Bogart.**

VIII. Clicker Participation

The use of i>clickers will provide chances to participate in questions posed during lectures. Your participation will count toward ***extra credit***. This could bump your grade up. Note: participation, not correct answers, are used for this score. Participating 100-80% = 3% EC, 79-60% = 2%EC, 59-30% = 1%EC, <30% = no extra credit.

Online Materials and Communication:

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

Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center (www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. **Ideally, student accommodation should be communicated to the Instructor before the end AUGUST.**

SCHEDULE (Subject to revision)

	Topic	Reader (pages)	Readings & Assignments
Week 1 8/21-23	Introduction and Overview Anthropology and Sex	<i>No discussions</i>	Supplemental readings on Canvas
Week 2 8/26-30	Understanding Human Sexuality	1 & 2 (p.1-17)	Yarber & Sayad Ch. 1 & 2 – Quiz FRI: Introduction Quiz
Week 3 9/2-6	M: Holiday Male Sexual Anatomy & Physiology	3 & 4 (p.18-30)	Yarber & Sayad Ch. 4 – Quiz T: Plagiarism exercise due
Week 4 9/9-13	Female Sexual Anatomy & Physiol.	5 & 6 (p.31-41)	Yarber & Sayad Ch. 3 – Quiz M: Citing and referencing exercise
Week 5 9/16-20	Biological Sex and Gender Identity	7 & 8 (p.42-48)	Yarber & Sayad Ch. 5 - Quiz Topic Approval
Week 6 9/23-27	Sexual Orientation	9 & 10 (p.49-56)	Yarber & Sayad various sections - quiz Methods Info meetings this week
Week 7 9/30-10/4	Sexual Development Through Life FRI: Homecoming	11(p.57-63)	Yarber & Sayad Ch. 6 & 7- Quiz M: Proposal
Week 8 10/7-11	Sexual Arousal & Problems (physiology)	Brainstorming session & Review Non-WR: draft	Yarber & Sayad Ch. 14 - Quiz Brainstorming session Non-WR: Draft due
Week 9 10/14-18	Mon: MIDTERM Intimate Relationships	12 & 13 (p.64-69)	Mon: MIDTERM Yarber & Sayad Ch. 8 - Quiz
Week 10 10/21-25	Pregnancy & Birth	Peer review Non-WR: presentations	Yarber & Sayad Ch. 11- Quiz M: Annotated Bibliography M: Non-WR presentations due
Week 11 10/28-11/1	Experiencing Sexual Pleasure	15 (p.81-91)	Yarber & Sayad Ch. 9 & 10 –Quiz
Week 12 11/4-8	STIs: Bacterial, Viral, Parasitic	16 (p.92-99)	Yarber & Sayad Ch. 15 & 16 – Quiz
Week 13 11/11-15	M: Holiday Sexual Violence	18 & 19 (p.103-108)	Yarber & Sayad Ch. 17- Quiz M: Synthesis paper
Week 14 11/18-22	Selling Sex	20 & 21 (p.109-119)	Yarber & Sayad Ch. 18 - Quiz
Week 15 11/25-29	Contraception W-F: Holiday	17 (p.100-102)	Yarber & Sayad Ch. 11 - Quiz M: Final research due
Week 16 12/2-4	Final class synthesis and Review	<i>No discussions</i>	
FINAL EXAM Monday, December 9th, 2019			

READER: Critical Thinking questions to answer for discussion assignments (In order of schedule):

- How sex education fails people of color in the United States, 3pp
 - What do you think the author means when she writes, “Sexual health has a history of white supremacy?” Do you agree? Why or why not? Discuss information from your reading to support your answer.
- Should sexuality education take an intersectional approach? 2017 14pp

- Should sexuality education take an intersectional approach? Pick a side (yes or no) and support your answer with information from the readings.
- 3. Advances in male hormonal contraception, 5pp
 - What kind of statement do you think the development of several forms of medication to treat erectile dysfunction in men before effective hormonal methods makes about men's and women's sexuality?
- 4. Do the benefits of male circumcision outweigh the risks? 2017 8pp
 - Do the benefits of male circumcision outweigh the risks? Pick a side (yes or no) and support your answer with information from the readings.
- 5. Early Puberty in Girls Is Becoming Epidemic and Getting Worse 2016, 3pp
 - Describe things parents can do to reduce the likelihood of early-onset puberty in their daughters. Use information from the reading to support your answer.
- 6. Beyond the G Spot: New Research on Human Female Sexual Anatomy and Physiology 2000, 8pp
 - Is the G spot just for pleasure or does it have adaptive significance? Use information from the reading to support your answer.
- 7. Gender fluidity has a toxic masculinity problem, 3pp
 - Why do you think it is that the dominant culture is more comfortable with girls and women expressing their gender more fluidly, and less so with boys and men doing the same? What are folks who are uncomfortable with male gender fluidity nervous about/afraid of?
- 8. Promiscuous Men, Chaste Women, and Other Gender Myth 2019, 4pp
 - Are males inherently more risk-taking than females? Use information from the reading to support your answer.
- 9. Less to do with marriage, more to do with equality 3pp
 - How would you compare the provision of same-sex marriage rights to the fight for transgender rights around the United States?
- 10. Sexual orientation, socioeconomic status and healthy aging (2018) 5pp
 - What would be your response to discrimination in health, education, or workforce towards yourself and/or a loved one? Use information from the reading to support your answer.
- 11. The role of digital and social media in children's and teen's development of body image, 7pp
 - Body image issue for people of all genders existed before the invention of the internet. What do you think is different about the kind of issues raised through the internet and social media versus magazines or television?
- 12. How can we improve sex ed for boys, 3pp
 - Why do you think United States culture continues to maintain the attitude that boys will be boys—that in different-sex relationships boys and men cannot be expected to control themselves, so girls and women should be the sexual negotiators in these relationships?
- 13. When will the media really get polyamory?, 3pp
 - What do you think is a potential advantage to having a polyamorous relationship like one of the ones described in this article? A potential disadvantage?
- 15. Is BDSM a healthy form of sexual expression? 2014, 11pp
 - Is BDSM a healthy form of sexual expression? Pick a side (yes or no) and support your answer with information from the readings.
- 16. Should condoms be required in pornographic films? 2017, 8pp
 - Should condoms be required in pornographic films? Pick a side (yes or no) and support your answer with information from the readings.
- 18. On victim blaming: when rape culture exists amongst America's heroes, 3pp
 - Much of the lessons on rape and sexual assault are directed at teaching girls and young women how they can avoid becoming victims. What kinds of lessons do you think should be directed at boys and young men to help them understand that they should not rape?
- 19. Sexual Harassment Training Doesn't Work. But Some Things Do 2017, 3pp
 - Describe instances of harassment you have witnessed in organizational settings. What are the effects of such harassment? Use information from the reading to support your answer.
- 20. Sex trafficking in the US: A closer look at US citizen victims, 2015, 7pp

- As this is becoming a greater problem in the U.S. and worldwide, there has been a push by some educators to include human sex trafficking as part of school-based sex education programming. What do you think would be important for middle and high schoolers to learn about human sex trafficking?
21. How Porn is Messing with Your Manhood by Phillip Zimbardo, Gary Wilson, and Nikita Coulombe
- How does porn addiction negatively affect the everyday lives of addicts? Do you think porn addiction affects the partners of addicts? How so? Use information from the reading to support your answer.
17. 10 ways people avoid using condoms and why they are bullshit 3pp
- In the U.S., the vast majority of young people who have sex with a different-sex partner report they are more worried about pregnancy than about STI's- even though there are more than 20 different types of STI's, some of which can stay in the body and need to be managed for many years or even life. How would you try to emphasize the need for consistent condom use for young people- or anyone- who does not perceive an STI to be a significant health risk? Think beyond just trying to scare them, a scare tactics are ineffective at bringing about long-term behavior change.

Course Evaluations – GatorEvals

Students in this class are participating in the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu> . Thank you for serving as a partner in this important effort.

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. The Honor 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

Cell phones should be off or in silent mode

use of a phone will result in point deductions

Laptops are permitted ONLY for notetaking

use of social media, email, or non-course related work will result in point deductions

Students should behave in accordance to the University of Florida's student conduct code: <https://sccr.dso.ufl.edu/students/student-conduct-code/>

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."

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

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

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.

Campus Resources

Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center: <https://counseling.ufl.edu/about/location-hours-contact/>

- 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.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
 - Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center.

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

University of Florida and Surrounding Area Resources:

Also see Campus and Academic Resources above

For STI Testing and Contraception:

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

For LGBT+ and non-gender conforming

Safe Zone: protection of LGBT+

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



Domestic Violence - Immediate danger - call 911

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

Sexual Violence (free and confidential)

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

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

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

Someone you know a victim? Helping someone out:

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