

Anthropology (ANT) 2301: Human Sexuality and Culture

Details: M, W, F Period 4 (10:40 -11:30am)
Carleton Auditorium (CAR 100)
Discussion (break-out) sections vary

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

Teaching Assistants: *TA office is Turlington B328*
Teaching Assistants (TAs) are responsible for discussion sections. Use TA office hours to ask questions and seek assistance with required writing assignments.

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 Assistant	Email and Office Hours	Sections
Sarah Staub (Head TA)	sarah.meyers@ufl.edu M:11:45-12:45, W: 2:45-4:45	0235 - W6 UST 108 0268 - W7 LEI 242
Terry Barbour	terry.e.barbour@ufl.edu M: 9-10am, T: 8-10am	0234 - T4 UST 108 <i>0288 - NonWR</i> - T5 TUR B310 4D80 - T6 TUR B310
Camille Baylis	gbaylis@ufl.edu TBD	0281 - T5 WEIL 273 4D82 - R5 MAT 112 323A - R6 MAT 0006
Corinne Futch	corinnefutch@ufl.edu Wednesdays 1:45-4:45pm	0284 - W3 TUR B310 0293 - W5 UST 108 <i>4D81 - NonWR</i> - W6 TUR B310
Alexander Lowie	alexanderdlowie@ufl.edu Thursdays 12:30 to 3:30pm	0271 - R3 MAT151 0237 - R4 MAT105 0277 - F3 TUR B310

IMPORTANT NOTICE: During this Spring 2020 term, *Dr. Bogart will be on maternity leave for a portion of the semester.* This class will operate normally when Dr. Bogart is on campus, and as a hybrid course during her leave. **The use of Canvas (eLearning) will be essential to student success in the course.** The teaching assistants will be in contact with Dr. Bogart and will be in-charge in Dr. Bogart's absence. **During Dr. Bogart's maternity leave, if you have something that is sensitive or demands my attention, please contact Sarah (Head TA) first.**

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.

The majority of traditional sections fulfill **UF's Writing Requirement for 6,000 words** (<https://registrar.ufl.edu/gord>).

- NOTE:** Two sections (4D81 and 0288) are created **without** this requirement for those students who have already completed their total 24,000 word requirements.

Two Books are Required for this course:

1. **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)
 2. OR purchase a standalone code through the UF Bookstore.
 3. If the expense is too difficult please email me.
 - Discounted price will only be available through the Gator1 portal for the first few weeks of class. <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>
2. **COURSE READER: ANT2301 Human Sexuality and Culture, Bogart, 2019. McGraw-Hill Publishing – e-book format OR printed copy - either is fine for the course.**
 - E-book ISBN: **9781307437607** found at McGraw-Hill's ebookstore for \$30.51: <https://create.mheducation.com/shop/>
 - Print ISBN: 9781307437614 (bookstore - likely marked up)
 - **A copy of this reader will be on reserve at Library West (2hr in-library use)**
 - **Used for Discussion board assignments and discussing with TAs**

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

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

- I. 25% Quizzes
 - i. Introduction quiz (5%)
 - ii. Textbook Chapter quizzes online (10%)
 - iii. Online Lecture Quizzes (10%)
- II. 25% Exams
 - i. Midterm (12.5%) & Final Exam (12.5%)
- III. 10% Public engagement synthesis **(0% non-WR)**
 - i. Brainstorming session attendance & participation (5 pts)
 - ii. Extended Annotated Bibliography (20 pts)
1300 words
 - iii. Peer review (10 pts)
 - iv. Final Synthesis (30 pts) **800 words**
- IV. 20% Research Project **(25% for non-WR)**
 - i. Plagiarism exercise (10 pts)
 - ii. Citing and referencing exercise (15 pts) **400 words**
 - iii. Topic approval (10 pts)
 - iv. Proposal (20 pts) **500 words (non-WR draft and check-in)**
 - v. Final submission (35 pts) **3000 words (non-WR presentation = 50pts)**
- V. 20% Discussion Session Participation and assignments **(25% for non-WR)**
 - i. Attendance (1pt per meeting = 13 pts)
 - ii. Activity and discussion participation (1pts each week = 13pts)

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>

iii. Readings and Discussion board assignments (1pt each = 20 total pts)

VI. Extra credit – Attendance bonus opportunities and Online Lecture participation

SCHEDULE (Subject to revision)

	Topic	Reader (pages)	Readings & Assignments
Week 1 1/6-10	Introduction and Overview Anthropology and Sex	<i>No discussions</i>	Supplemental readings on Canvas
Week 2 1/13-17	Understanding Human Sexuality	1 & 2 (p.1-17)	Yarber & Sayad Ch. 1 & 2 – Quiz W: Introduction Quiz
Week 3 1/20-24	M: Holiday Male Sexual Anatomy & Physiology	3 & 4 (p.18-30)	Yarber & Sayad Ch. 4 – Quiz T: Plagiarism exercise due
Week 4 1/27-31	Female Sexual Anatomy & Physiol.	5 & 6 (p.31-41)	Yarber & Sayad Ch. 3 – Quiz M: Citing and referencing exercise
Week 5 2/3-7	Biological Sex and Gender Identity	7 & 8 (p.42-48)	Yarber & Sayad Ch. 5 - Quiz M: Topic Approval
Week 6 2/10-14	Sexual Orientation <i>LGBT+ guest visit*</i> <i>METHODS INFO in</i> <i>Lecture*</i>	9 & 10 (p.49-56)	Yarber & Sayad various - quiz Methods Info meetings this week
Week 7 2/17-21	Sexual Development Through Life	11(p.57-63)	Yarber & Sayad Ch. 6 & 7- Quiz M: Proposal
Week 8 2/24-28	Sexual Arousal & Problems (physiology) Fri: MIDTERM	Brainstorming session & Review Non-WR: draft	Yarber & Sayad Ch.14 Quiz due Fri Brainstorming session Non-WR: Draft due
Week 9 3/2-6	SPRING BREAK		
Week 10 3/9-13	Intimate Relationships	12 & 13 (p.64-69)	Yarber & Sayad Ch. 8 - Quiz
Week 11 3/16-20	Pregnancy & Birth Contraception & STI Intro <i>Lecture guest*</i>	Peer review Non-WR: presentations	Yarber & Sayad Ch. 11 & 12- Quiz M: Annotated Bibliography M: Non-WR presentations due
Week 12 3/23-27	Planned Parenthood visit* STIs & HIV: Bacterial, Viral, Parasitic	16 & 17 (p.92-102)	Yarber & Sayad Ch. 15 & 16 – Quiz
Week 13 3/30-4/3	Sexual Violence F: <i>STRIVE visit*</i>	18 & 19 (p.103-108)	Yarber & Sayad Ch. 17- Quiz M: Synthesis paper
Week 14 4/6-10	Experiencing Sexual Pleasure	15 (p.81-91)	Yarber & Sayad Ch. 9 & 10 –Quiz
Week 15 4/13-17	Selling Sex	20 & 21 (p.109-119)	Yarber & Sayad Ch. 18 - Quiz W: Final research due
Week 16 4/20-22	Final class synthesis and Review	<i>No discussions</i>	

FINAL EXAM – Wednesday, April 29th, 2020

*Tentative date scheduled for visit from organizations.

Highlighted Red week = tentative maternity leave of Dr. Bogart. *Between* week 3 and 12 the lectures will be on Canvas. You will meet in lecture for special guests (attendance bonus points) and occasions with TAs and still meet for discussion with your TA.

RED = Research project, **BLUE** = NonWR specific research, **PURPLE** = public engagement synthesis, **GREEN** = exams, **ORANGE** = Quizzes

ASSIGNMENT DESCRIPTIONS

NOTE - 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. Quizzes: Enhances SLOs 1,2,4

- There will be an introduction quiz (5%) with multiple-choice questions after the add/drop deadline covering material in the syllabus and first few lectures. Taken on Canvas
- You will be required to complete the textbook chapter quizzes (10%) online through **McGraw-Hill Connect**. They are due by the end of the week (**Sunday by 11:59pm**) in which they are assigned.
- Online Lecture quizzes (10%) will be taken after you watch lecture videos during the assigned hybrid weeks (Dr. Bogart's maternity leave) – **due the Friday of the week assigned by 11:59pm**.

II. Exams: Enhances SLOs 1,2,4

Two non-cumulative exams will cover material from assigned readings, lectures, guest speakers, and class discussions. The exams equally weighted (12.5% each toward course grade).

- All exams will be administered on e-Learning. **The exams will be made available 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.
- 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. Only the Head TA may give permission for make-up exams and only during Dr. Bogart's absence.
- **DRC (Disability Resource Center) student accommodations should be provided to the Instructor by the end of JANUARY and a one-on-one meeting is required with Dr. Bogart or the Head TA.**

III. Public engagement synthesis: The objective of this exercise is to think about current sexual communication, education, and information. Ultimate questions to consider are: *Where is sexual information coming from, how accurate is the information, and how does it influence people's thoughts and behaviors?* The objective is to consider one realm of sexual discourse that is covered in this course, think 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.*

- 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.
- Extended Annotated Bibliography (1300 words, 20 pts) due week 11:* 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 11***: 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. *At least six references* need to be cited and referenced. Provide the **details of your idea** and the **major literature to disseminate** to the public and **how you will get this information to the public**, possibly using relevant on-campus resources (i.e. health center or associations/clubs). (3-4 pages) (**WR**)

IV. Research Project: Students are required to conduct an original research project regarding the **culture of sex and relationships on college campuses**. 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 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 and drafts. *NOTE: more details on each assignment is 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 (not required for project) 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.
 - a. *Your survey questions are due by the proposal due date and require TA approval before you can collect data* – TAs may require revisions to questions
 - b. *Any survey topics surrounding sexual violence must be approved by Dr. Bogart via Sarah (head TA)*
- 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 (WR students):

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 without arranged accomation with Dr. Bogart or Head TA.***

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

WR* - NOTE: All WR* assignments must have the word count (excluding title, name, and references) at the end of the document.

V. 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 = 13 pts):* Attendance is mandatory

- ii. *Activity and discussion participation (1pts each week = 13pts)*: 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 discussion board posts (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 question on the associated Canvas Discussion Board. You should answer the question thoroughly using a minimum of 5 sentences.

- **Discussion posts and replies are due before your discussion session meets each week (varies by session)**

VI. Attendance Bonus opportunities and Online Lecture participation:

There will be opportunities throughout the term to attend lecture and receive bonus points toward your total exam score, such as guest visits to class. **Each opportunity will award 1 point.**

Your participation during interactive lecture components (Playposit) on Canvas will be monitored for participation and allowing for 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.**

FURTHER INFORMATION ON COURSE

Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Ideally, student accommodation should be communicated to the Instructor before the end of the first month of the term).

Online Materials and Communication:

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

Course Evaluations – GatorEvals

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

<https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatevals.aa.ufl.edu/public-results/>.

Student Conduct and Academic Honesty and Integrity

Cheating, copying other's work, plagiarism, and other acts of academic misconduct are unethical. UF and the instructor consider these to be serious offenses.

Cell phones should be off or in silent mode

use of a phone will result in point deductions

Laptops are permitted ONLY for notetaking

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

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

The Honor Code

(<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Harassment and Discrimination

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

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

Campus Resources

Students experiencing personal problems that are interfering with their academic performance are encouraged to contact Student Affairs, DRC, and/or the Counseling and Wellness Center

- UF Student Affairs: <https://ufsa.ufl.edu/> or <https://care.dso.ufl.edu/>
- Disability Resource Center (DRC): www.dso.ufl.edu/drc/
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
 - ANTHROPOLOGY'S Library Page: <http://guides.uflib.ufl.edu/c.php?g=963561&p=6959964%5C>

- ANT 2301 Library page: <http://guides.uflib.ufl.edu/anthroUF/ANT2301>
- Ginessa Mahar (anthropology Librarian): gjmahar@ufl.edu, office: Library West rm.500
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers or presentations. <http://writing.ufl.edu/writing-studio/>

General Education Objectives:

(D) In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

(S) Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

(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.

University of Florida and Surrounding Area Resources:

Also see Campus and Academic Resources above

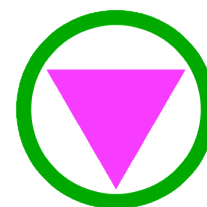
For STI Testing and Contraception:

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

For LBGT+ and non-gender conforming

Safe Zone: protection of LGBT+

- UF LBGTQ Affairs: <https://lgbtq.multicultural.ufl.edu/>
- UF Pride Student Union <http://plaza.ufl.edu/jsoto19/PSU/contact.html>
 - Facebook page: <https://www.facebook.com/ufpsu/>
- Trevor Project – 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