

**ANT2301: Human Sexuality and Culture**  
University of Florida, Summer B 2021



Street art in Medellín, Colombia; 2016

Instructor: Corinne Futch; she/her or they/them

Office Hours: reserve a time via Calendly <https://calendly.com/corinnefutch>

Class: Monday through Friday 9:30 am – 10:45 am

### **Course Materials**

Required: Yarber, William L. and Sayad, Barbara W. 2019. *Human Sexuality: Diversity in Contemporary Society*, 10<sup>th</sup> 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. 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>

Additional readings will be provided.

**\*\* DISCLAIMER\*\*** - the book and some readings can be out-of-date regarding correct terms and definitions. Human sexuality is continually evolving and we will try to point out discrepancies between the text and current, more accurate information. Professional writing can still make errors that are not always sensitive to gender and LGBTQ+ identities.

## Course Description

*Fulfills General Education (GenEd) requirement in Diversity (D), as well as Social and Behavioral Sciences (S)* (see the end of the document for GenEd objectives and Student Learning Outcomes). This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is the emphasis on both the biological and cultural dimensions of what it means to be human. That perspective enriches our understanding of human sexuality because it encourages us to examine a wide range of human sexual experiences within and across cultures and over the evolutionary history of our species. We will apply this holistic perspective to the genetic, physiological, psychological, social, cultural, and evolutionary dimensions of human sexuality. Topics will include gender roles and identity, the interplay of behavior and sexual ethics, and biological foundations. This course is appropriate for those seeking an integrative approach to human sexuality.

- **NOTE:** The summer version of this course does NOT come with words for UF's Writing requirement.

## Course Format and Expectations

In light of the ongoing pandemic – and the anxiety or relief that surrounds it for many of us – it may take a some time to get used to taking classes in person. If you ever need to step out of class for any reason, please do so! We will monitor UF's guidelines on mask use and social distancing throughout the semester.

The class time is split into lectures, group activities, and primarily discussion among students which draws on class and reading and other media content from the course. **In order to receive full participation and attendance credit in class, students should:**

**-Attend and participate in class discussions.** Participation is a large part of this course – you will be given a Discussion group with whom you will interact throughout the semester. Consistent attendance is important to ensure your group is able to work well and help each other navigate the topics and ideas we discuss. Students may miss up to 3 days of class without communicating with the instructor.

**-Engage the course materials** and draw these into our discussions and assignments throughout the semester to show you understand the content covered. It is very important that you complete the class readings and videos and come to class prepared on discussion days.

**-Ask questions** whenever they feel unsure of something. Anthropology requires us to ask questions about the world around us, so please don't hesitate to think deeply about the topics we cover in this course. Additionally, you are encouraged to reach out whenever you have questions or concerns about this class via email or during our office hours.

## General Education Objectives

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

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

*This course accomplishes the General Education Objectives through:*

- Employing the scientific method to research an aspect of human sexuality and relationships in campus life.
- Improving students' critical thinking regarding 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 emphasizes student comprehension of material and promote student critical thinking, e.g. setting up a debate on sex work legalization
  - Students communicate their views as well as views of society and different cultures.
- Discussion readings and videos apply course content to real-life situations and students answer critical thinking questions
- The Public engagement synthesis enhances student identification of major controversies regarding sexuality, such as STIs, LGBTQIA+ related topics, sex work, 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.

## **Assignment Descriptions**

***NOTE*** - All writing should be 12pt font, 1" margins, and double-spaced and follow *APA writing style and formatting and submitted in Microsoft .doc format* (<https://www.apastyle.org/>).

***Quizzes: Enhances SLOs 1,2,4.***

- There will be an introduction quiz with multiple-choice questions covering material in the syllabus and first lecture on Anthropology.
- You will be required to complete the textbook chapter quizzes online through McGraw-Hill Connect. Textbook chapter quizzes from Modules 1-4 are due by July 18th 11:59pm. Textbook chapter quizzes from Modules 5-9 are due by August 5 11:59pm. You may work on chapter quizzes at *any* point before they are due.
- 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.

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 (15% each toward course grade).
- All exams will be administered on e-Learning. The exams will be made available for two days, and due by 11:59pm by the scheduled due date listed on the schedule. 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. This class does NOT use proctoring services such as Honorlock and ProctorU. Exams must be taken at the scheduled time; there will be no makeup exams.
- Exceptions will be made only in the case of incapacitating illness or other university-approved absence. In such cases, you must provide the Instructor with written documentation from an appropriate authority at least 24 hours before the exam or as soon as possible thereafter.

Public engagement synthesis:

- The objective of this exercise is to consider current sexual communication, education, and information. Ultimate questions to consider are: *Where is sexual information coming from, how accurate is the information, and how does it influence people's thoughts and behaviors?* The objective is to consider one realm of sexual discourse that is covered in this course, think and consider what and how people view the topic, and finally come up with an *innovative way (e.g. 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. *Note: you do not actually need to make the discourse (such as music video) - but you need to describe it, what info will be used in it and how you will distribute it. Enhances SLOs 1-4*
  - Final synthesis (3-5 pages, 30 pts):* Write about 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).
- *GOAL:* explain the problem, provide information that would be useful for students to know, and describe the platform in which this information and/or specific resources may be provided to students (video, flyers, vending machines, etc.)

- a. Explain the problem
  - b. Provide information that would be useful for students to know, and
  - c. *Describe* the platform in which this information and/or specific resources may be provided to students (video, flyers, vending machines, etc.) - How will you do it and what will it look like?
  - d. References cited section (not included in page count) - *must use at least 6 references*
    1. Resources can be internet resources (as long as they are reputable resources – generally with an author or by a specific organization, such as Planned Parenthood)
    2. Peer-reviewed resources are best and can be found using the library's databases
- 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.*

## 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/>*

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|------|-----|---|
| I.   | 25% | Quizzes   |
|      |     | i. Introduction quiz (5%)                                       |
|      |     | ii. Textbook Chapter quizzes (20%)                              |
| II.  | 30% | Exams   |
|      |     | i. Exam 1 (15%) & Exam 2 (15%)                                  |
| III. | 15% | Public engagement synthesis (30 pts)                            |
| IV.  | 10% | Attendance  |
| V.   | 20% | Participation   |
| VI.  |     | Extra credit – a few opportunities provided throughout semester |

## University Policies

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>.

**Students with disabilities** requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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 accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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.ua.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://gatorevals.ua.ufl.edu/public-results/>. Please note that your instructor and TAs also welcome your feedback at any point during the semester. I encourage you to attend office hours or make an appointment to discuss your suggestions.

University policy requires that you be provided with the following link to information on current **UF grading policies** for assigning grade points: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. You may notice that this information classifies W, H, I, N, and U as “non-punitive grades,” which implies that other kinds of grades may in fact be punitive. Please note that the instructor unequivocally rejects the idea of any grades as punitive. A grade is simply an instructor’s assessment of a student’s learning outcomes in a given course - no more, no less. The idea that grades are punitive is pedagogically unjustifiable, counterproductive to effective teaching and learning, and has no place whatsoever in the instructor’s philosophy or practice of teaching.

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-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.



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

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

## Resources

Learning support can be found through the following university resources:

- For help with general study skills and tutoring, check out the Teaching Center in Broward Hall. You can call them at (352) 392-2010 or (352) 392-6420. More info at <http://teachingcenter.ufl.edu/>.
- 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](mailto:gjmahar@ufl.edu), office: Library West rm.500
- For help brainstorming, formatting, and writing papers, visit the Writing Studio in 302 Tigert Hall. Their phone number is (352) 846-1138, and their website is <http://writing.ufl.edu/writing-studio/>.
- For e-learning technical support, call (352) 392-4357 and select option 2. You can also e-mail them at [learningsupport@ufl.edu](mailto:learningsupport@ufl.edu) or browse their website at <https://lss.at.ufl.edu/help.shtml>.
- For career and counseling services, visit the Career Connections Center in Reitz Union. Their phone number is (352) 392-1601 and their website is <https://career.ufl.edu/>.
- For mental health support, see the UF Counseling and Wellness Center at 3190 Radio Road. Their phone number is (352) 392-1575 and their website is <https://counseling.ufl.edu/>.

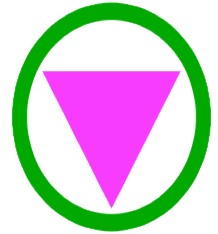
For STI Testing and Contraception:

- 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>

Safe Zone-  
protection of LGBTQIA+



#### LGBTQIA+ centered resources:

- 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.0000rz4e8ovbzbex32hqp1tpbjh>
- Translifeline: 877-565-8860 (everyday 10am-4am) <https://www.translifeline.org/>
- Gay, Lesbian, and Straight Education Network ([www.glsen.org](http://www.glsen.org))

#### Domestic Violence Resources - Immediate danger - call 911

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

#### Sexual Violence Resources (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](http://www.rainn.org))

#### Does this affect someone you know? Help them out:

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

# Course Schedule

## **Week 1 (June 28-July 2) – Intro, Anthropology, & Scientific Research; Anatomy**

### Discussion Prep

For Wednesday's class:

- Harley C.S. 2020 Why students need sex education that's honest about racism.
- Gegenfurtner & Gebhardt 2017. Sexuality education including lesbian, gay, bisexual, and transgender (LGBT) issues in schools. Educational Research Review 22: 215-222.

For Friday's class:

- Watch TedTalk with John Amory 2017 How a male contraceptive pill could work (6 min)
- Watch TedTalk with Peggy Orenstein 2016. What young women believe about their own sexual pleasure. (17 min)

### Do

- Introduction Quiz due July 3 11:59 pm
  - Module 1 and 2 textbook quizzes
- 

## **Week 2 (July 5-9) – Anatomy; Gender Identity and Sexual Orientation**

**No Class Monday (July 5) for UF Holiday**

### Discussion Prep

For Friday's class:

- McConnell et al. 2017. Identity, victimization, and support: Facebook experiences and mental health among LGBTQ youth. Computers in Human Behavior 76: 237-244.
- Miller, D. Feb 2016. Intersectionality: how gender interacts with other social identities to shape bias

### Do

- Module 3 textbook quiz
-

### **Week 3 (July 12-16) – Sexual Development and Arousal; Exam 1**

**Tuesday July 13 Guest lecture by Dr. GiNESSa Mahar (UF Library)**

**Friday July 16 No class – take Exam 1 anytime Friday or Saturday**

#### Discussion Prep

For Wednesday's class:

- Bungener S.L., de Vries A.L.C., Popma A., Steensma T.D. 2020. Sexual Experiences of Young Transgender Persons During and After Gender-Affirmative Treatment. *Pediatrics* 146(6):e20191411.
- Rowland article from the Guardian

#### Do

- Exam 1 – open July 16 8 am until July 17 11:59 pm
  - Module 4 textbook quiz (Modules 1-4 textbook quizzes due July 18 11:59 pm)
- 

### **Week 4 (July 19-23) – Relationships; Contraception and STIs**

**Monday July 19 Planned Parenthood guest lecture**

#### Discussion Prep

For Wednesday's class

- Read Schneider article - Polyamory the next frontier
- Watch Helen Fisher's talk on anthropology and love

For Friday's class

- Dalessandro, C. 2020. Dangerous Sex: Gendered Sexual Bodies and Perceptions of STI Risk. *Sexuality Research and Social Policy* 17: 500-510.
- Ruiz, A.X. 2019. 10 Excuses People Give to Avoid Using Condoms — And Why That's Unacceptable.

Do

- Module 5 and 6 textbook quizzes
- 

**Week 5 (July 26-30) – Sexual Violence; Sex and Pleasure**

**Monday July 26 Gatorwell Presentation**

**Wednesday July 28<sup>th</sup> at 11:59 pm Synthesis due**

Discussion Prep

For Wednesday's Class

- Kumar, A. & Verma R.S. 2020. Sexual Harassment in Academic Institutions and Demand to Regulate Male Sexuality. *Sexuality & Culture* 24:1683-1686.  
<https://doi.org/10.1007/s12119-020-09715-7>
- Maia Szalavitz's "Why we're psychologically hardwired to blame the victim."

For Friday's Class

- Carlstrom & Anderson. 2019. The Queer Spaces of BDSM and Non-monogamy. *Journal of Positive Sexuality* 5(1): 14-19.
- Watch YouTube video about pleasure

Do

- Synthesis due July 28<sup>th</sup> at 11:59 pm
  - Module 7 and 8 textbook quizzes
- 

**Week 6 (August 2-6) – Sex and Pleasure; Selling Sex**

**Thursday August 5 no class – take Exam 2 and finish textbook quizzes**

Discussion Prep

For Wednesday's Class

- Watch video “The Difference between Sex Work and Sex Trafficking” (27 min)
- Watch Emily Rothman’s talk TedTalk “How Porn Changes the Way Teens Think about Sex” (15 min)

Do

- Exam 2 – open August 4<sup>th</sup> 8 am until August 5 11:59 pm
- Textbook quizzes Modules 5-9 due August 5 11:59 pm