

Cover Sheet: Request 13536

ANT2301 Human Sexuality and Culture

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Stephanie Bogart sbogart@ufl.edu
Created	1/24/2019 2:22:19 PM
Updated	4/26/2019 2:19:33 PM
Description of request	This submission is to request a change in the Gen Ed distinction by adding the Biological Sciences credit - So students can choose to have the class fulfill the S or the B depending on needs. This class is about half and half in its content regarding these two distinctions. Further, this request is to change the WR from 4000 words to 6000 - the assignments in the syllabus meet the requirements for a 6000 word credit.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		2/1/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/3/2019
No document changes					
General Education Committee	Commented	PV - General Education Committee (GEC)	Casey Griffith	Added to May agenda.	4/17/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			4/17/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 13536

Info

Request: ANT2301 Human Sexuality and Culture

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Submitter: Stephanie Bogart sbogart@ufl.edu

Created: 4/26/2019 2:19:06 PM

Form version: 2

Responses

Course Prefix and Number

Response:

ANT2301

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:

Human Sexuality and Culture

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:

Classroom

Request Type

Response:

Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:

Fall

Effective Year

Response:
2019

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
D - Diversity, S - Social and Behavioral Sciences

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
E4 - 4000 words

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
Permanent

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
B - Biological Sciences, D - Diversity , S - Social and Behavioral Sciences

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
E6 - 6000 words

Subject Area Objectives

Please visit the [General Education "Subject Area Objectives" webpage](#). Review and select the appropriate designation(s), then copy the verbatim statement and designation and paste it into the box below. Inclusion of the verbatim statements for designation(s) is a required component of GE courses and syllabi.

* *

Be sure to include the specific designation(s) name (i.e.; Biological Sciences B) above the verbatim statement in the text box

Response:

Biological Sciences (B):

Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Diversity (D) – this designation is always in conjunction with another program area

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.

Social and Behavioral Sciences (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.

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see [example GE syllabus](#)). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:

This course accomplishes the General Education Objectives through:

1. Employing the scientific method to research an aspect of human sexuality and relationships in campus life.
2. 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
3. Analyzing social and cultural influences on the students' individual sexual knowledge and behaviors and those affecting societies, politics, and ethical standards.
4. Examining how sexuality ideas have changed through time and biological perspectives on the origins of human behavior related to sexuality.

5. 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

Please visit the [Student Learning Outcomes](#) section of the [General Education](#) webpage, find the [Subject Area Student Learning Outcomes \(SLOs\)](#) which are associated with the requested General Education designation(s), then copy and paste them into the space below with the appropriate headings: Content, Critical Thinking, and Communication. Inclusion of the verbatim statements for each of the three SLOs is a required component of GE courses and syllabi.

Response:

Content

Identify, describe, and explain the historical processes and contemporary experiences characterizing 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 disability. (D)

Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method; the major scientific discoveries and the impacts on society and the environment; and the relevant processes that govern biological and physical systems. (B)

Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. (S)

Critical Thinking

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

Formulate empirically-testable hypotheses derived from the study of physical processes or living things; apply logical reasoning skills effectively through scientific criticism and argument; and apply techniques of discovery and critical thinking effectively to solve scientific problems and to evaluate outcomes (B)

Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. (S)

Communication

The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas. (D)

Communicate scientific knowledge, thoughts, and reasoning clearly and effectively. (B)

Communicate knowledge, thoughts and reasoning clearly and effectively. (S)

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Content SLOs will be assessed in the following manner:

A midterm and final exam assess the students' comprehension of the material to identify the diversity in sexuality, including gender, sexual orientation, cultural differences, political and societal influences, and biological aspects. Additionally, the students will be tested on knowledge of anatomical and physiological aspects of sexuality, including the effect of STIs.

Further means of content assessment come in the form of textbook chapter quizzes through an online platform. These ensure the students keep up with the readings associated with lecture

Discussion sessions emphasize activities that enhance student comprehension of material

Article readings from the required reader apply course content to real-life situations.

The research project emphasizes applying the course content to their everyday lives on campus and examining their own and others sexuality views.

Finally, the Critical Thinking exercise enhances student identification of major controversies regarding sexuality, such as STIs, LGBT+, prostitution, sex trafficking, etc.

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Assessments of the Critical Thinking SLOs come in the following forms:

Discussion sessions employ activities that promote student critical thinking - an example is setting up a debate on the legalization of prostitution

Article readings from the required reader examine course ideas in real-world situations. Students answer Critical thinking questions and discuss the readings in discussion sessions. For example, students discuss an article about LGBT+ marriage rights.

The research project outcomes offer students the ability to critically think about their own and others sexuality views and how that applies to society.

The Critical Thinking exercise allows students to discuss and critique major controversies regarding sexuality, such as STIs, LGBT+, prostitution, sex trafficking, etc.

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Assessments of the Communication SLOs come in the following forms:

Discussion session activities are usually very interactive with students either debating, playing games, and discussing videos. These activities require students to communicate their views as well as views of society and different cultures. e.g. There is a game for understanding male and female anatomy

Article readings are discussed in discussion sessions. Students actively communicate the main goals and content of the readings as well as their thoughts on them. Articles range from discussing male contraception, sex education, STIs, S&M, and many other topics that are both biological and cultural.

The research project offers students the ability to communicate a well-thought-out hypothesis driven research into sexuality on campuses. The communicate about their own and others sexuality views and how that applies to society.

Students draw up an innovative method to help the discourse and describe them in a final synthesis for the Critical Thinking exercise - for example writing up brochures to hand-out to students.

Course Material: General Education Discussion

Please provide a concise explanation of how General Education subject area content will be incorporated consistently throughout the course content and semester.

Response:

Lectures introduce the content to the students every week. Lectures provide contents in anatomy and physiology, gender identity, sexual orientation, sexual development (from infancy to post-reproductive years), physiology of sexual responses, and relationship aspects and norms, as well as biological and cultural aspects of pregnancy and birth, contraception, sexual preferences, and STIs. Further lectures delve into the historical archive from archaeology and the evolutionary perspectives regarding sexual behaviors and ideas through time.

Textbook is used in an online platform that had quizzes due each week. This material is background information to the lectures (though the lectures provide more of an anthropological examination).

Discussion sessions are held each week to reinforce the content from lectures and book through activities, videos, and article discussions from a reader book. These delve into the same topics and issues.

Incorporation of General Education Subject Areas

Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the semester. You are encouraged to keep in mind the General Education subject area objective descriptions AND Student Learning Outcomes for those subject area objectives when compiling this information

It is recommended this explanation be based off of any one/combination/all of the following as a frame work (formatting is up to submitter):

- *Course Schedule of Topics (strongly recommended)*
- *Lectures*
- *Assignments/Tests/Essays*
- *Class Discussions*
- *Group Work*
- *Miscellaneous*

Response:

See syllabus for schedule: The topics are diverse and cover biology, society, culture, and various differences therein regarding sexuality.

Biology: The course examines the biological objectives in many ways. Biology is heavily discussed in the following topics:

- anatomy and physiology weeks,
- what is biological sex,
- life history aspects and development of sexuality,
- biological and physiological responses to sex and arousal,
- conception, pregnancy, and birth,
- biological aspects of sexual positions,
- the differences between bacterial, viral, and parasitic STIs,
- psychological, physical, and STI risks behind sexual violence, prostitution, and pornography
- Most topics are also examined in terms of evolutionary perspectives on behaviors and biology, for example why to females have breasts.

Diversity is examined throughout the course in all topics. The immense human variability is discussed as well as societal issues and cultural differences within the US and across the globe.

Social and Behavioral Science is immersed in the following topics:

- How does society and culture influence sexuality norms, ideas, behaviors, emotions, etc.
- The archaeological record in reference to sexual ideas and behaviors of past societies. For

instance the acceptance of various sexual orientations and acts.

- Cultural and societal aspects of anatomy, examples: circumcision (both male and female), does size matter, and body image.
 - societal views, norms, ethics, and politics related to gender identity and sexual orientation
 - cultural differences in sexual development and experiences. How early individuals have sex and what is expected of them.
 - Societal impacts on sexual performance (e.g. erectile dysfunction or premature ejaculation and the impacts on males.
 - Society and cultural differences related to relationships, seeking partner(s), dating, love, relationship issues
 - Cultural differences in birthing practices and pregnancy behaviors
 - Impacts of society and culture on how one experiences pleasure, whether it be positions or discussing what is not normal such as paraphilias (e.g. sadism or fetishism)
 - How society influences STI testing and discussion, as well as the use of contraception
 - Societal differences in prevalence of STIs
 - cultural and societal views on rape, child sexual abuse, and harassment.
- Impact of society on the sex trade and pornography. How the political environment influences these things.

Lectures and discussion sessions set all of these ideas up. During lectures I provide interactive components in the form of short discussions/debates and use of clicker technology. Activities and articles are used for discussions to provide more interactive component to the learning environment.

Textbook quizzes are assigned through the term and there is a midterm and final exam that test the students' comprehension of the above topics.

Further two different writing assignments encourage students to take the content of the course, think critically about it, apply the methods, and communicate these ideas effectively in a scientific manner for the research project and in a more popularized form that is geared to the general public.

Anthropology (ANT) 2301: Human Sexuality and Culture

Details: Meeting details

Professor: Dr. Stephanie Bogart
Office: B137 Turlington Hall
Email: sbogart@ufl.edu
Office Hours: TBD

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.

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 OR Biological Sciences (submission for change). 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.

(B) Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

(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.

General Education Student Learning Objectives and Course Assessments:

Content

- Identify, describe, and explain the historical processes and contemporary experiences characterizing 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 disability. (D)
- Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method; the major scientific discoveries and the impacts on society and the environment; and the relevant processes that govern biological and physical systems. (B)
- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. (S)

Content 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
- Article readings from the required reader apply course content to real-life situations.
- The research project emphasizes applying the course content to everyday lives on campus and examining sexuality views.
- The Critical Thinking exercise enhances student identification of major controversies regarding sexuality, such as STIs, LGBT+, prostitution, sex trafficking, etc.

Critical Thinking

- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society. (D)
- Formulate empirically-testable hypotheses derived from the study of physical processes or living things; apply logical reasoning skills effectively through scientific criticism and argument; and apply techniques of discovery and critical thinking effectively to solve scientific problems and to evaluate outcomes (B)
- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. (S)

Assessments of the Critical Thinking SLOs:

- Discussion sessions employ activities that promote student critical thinking, e.g. setting up a debate on the legalization of prostitution
- Students answer critical thinking questions about the discussion article readings and discuss in class.
- The research project offer students the ability to critically think about their own and others sexuality views and how that applies to society.
- The Critical Thinking exercise allows students to discuss and critique major controversies regarding sexuality.

Communication

- The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas. (D)
- Communicate scientific knowledge, thoughts, and reasoning clearly and effectively. (B)
- Communicate knowledge, thoughts and reasoning clearly and effectively. (S)

Assessments of the Communication SLOs:

- Discussion session activities offer debates, games, and videos. Students communicate their views as well as views of society and different cultures.
- Article readings are discussed: Students actively communicate the main goals and content of the readings as well as their thoughts on them.
- The research project offers students the ability to communicate a well-thought-out hypothesis driven research into sexuality on campuses.
- Students draw up an innovative method to help the discourse and describe them in a final synthesis for the Critical Thinking exercise - 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 board assignments will use this e-text for article 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. 45% Quizzes and Exams
 - i. Introduction quiz (5%)
 - ii. Textbook Chapter quizzes online (10%)
 - iii. Midterm (15%)
 - iv. Final Exam (15%)
- II. 15% Critical thinking exercise
 - i. Annotated bibliography (20 pts)
 - ii. Peer review (10 pts)
 - iii. Final Synthesis (30 pts)
- III. 20% Research Project
 - i. Plagiarism exercise (10 pts)
 - ii. Citing and referencing exercise (15 pts)
 - iii. Topic approval (10 pts)
 - iv. Proposal (20 pts)
 - v. Final submission (35 pts)
- IV. 20% Discussion Session Participation and assignments
 - 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)
- V. +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/>).

- 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.
 - i. Brainstorming session in discussions 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.
 - ii. Extended Annotated Bibliography (600-1000 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. (4 pages max) **(WR)**

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. 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.*

- i. Plagiarism exercise (5 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 (5 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 (1000 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. (4 pages) **(WR)**
- vi. Final Paper (3000 words, 35 pts) due **week 15**: You are expected to incorporate TA feedback into the your paper. All data should be analyzed with a clear discussion and conclusions in a final report 12 pages in length 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)**

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) 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.

- 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 at the end of the article) in at least 5 sentences to receive your point for the article.

Quizzes and Exams

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 **REVEL** and are due by the end of the week (**Sunday by noon**) 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.**

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.

SCHEDULE (*Subject to revision*)

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

FINAL EXAM Date TBD

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.

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 of the first month of the term).**

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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. 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 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/>

Counseling and Wellness Center

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/> : 24/7 access 352-392-1575