

# Cover Sheet: Request 13760

## IDS2935 UFQ2 Social/Behavioral: Sexual Controversies

### Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at CLAS - Anthropology 011602000
Submitter	Stephanie Bogart sbogart@ufl.edu
Created	3/15/2019 1:39:34 PM
Updated	7/22/2019 10:48:45 AM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled "Sexual Controversies" as an offering that fills the Social or Biological (50/50 students choice) and Diversity Gen Ed requirements. This temporary approval will last from Spring term, 2020 until Fall term 2021.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		3/21/2019
Quest2 Sexual Controversies syllabus.pdf					3/15/2019
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/27/2019
No document changes					
General Education Committee	Recycled	PV - General Education Committee (GEC)	Casey Griffith	Recycled for Quest revisions.	6/20/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	Recycled per Gen Ed committee, you may already have done these changes?	7/22/2019
No document changes					
Department	Pending	CLAS - Anthropology 011602000			7/22/2019
No document changes					
College					
No document changes					
General Education Committee					
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 13760

### Info

**Request:** IDS2935 UFQ2 Social/Behavioral: Sexual Controversies

**Description of request:** IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled "Sexual Controversies" as an offering that fills the Social or Biological (50/50 students choice) and Diversity Gen Ed requirements. This temporary approval will last from Spring term, 2020 until Fall term 2021.

**Submitter:** Stephanie Bogart sbogart@ufl.edu

**Created:** 3/15/2019 11:49:57 AM

**Form version:** 1

### Responses

#### Course Prefix and Number

Response:  
IDS2935

*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:  
UFQ2 Social/Behavioral: Sexual Controversies

#### 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:  
Spring

**Effective Year**

Response:  
2020

**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

**Prerequisites**

Response:  
n/a

**Current GE Classification(s)**

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

Response:  
None

**Current Writing Requirement Classification**

*Indicate the currently-approved WR designation of this course.*

Response:  
None

**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:  
3 semesters

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

**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:

None

### 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.

&nbsp;

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

Response:

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.

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.

### 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 a specific sexual controversy, such as gender identity and sexual orientation, Sexually Transmitted Infections (STIs), sexual violence, or the sex trade, 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
2. Critical thinking about how sexuality is characterized by society and culture in the United States, while also interpreting the social inequalities regarding gender, sexual orientation, sex work, abuse, having STIs, race, and economic issues.
3. Analyzing social and cultural influences on the individual sexual knowledge and behaviors and those affecting societies, politics, and ethical standards.
4. Examining how controversial sexuality topics have changed by history, key themes, principles, terminology.
5. Compare different policies and education in the realm of gender identity and sexual orientation, Sexually Transmitted Infections (STIs), sexual violence, or the sex trade to implement ethical standards or methods.

## **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:

Social and Behavioral Sciences SLOs:

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes (Content).
- 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 (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Diversity SLOs:

- 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 (Content).
- 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 (Critical Thinking).

## **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:

At the end of the course, students will be able to:

- Identify, describe, and explain the methodologies and theory used to collect sexuality data from multiple disciplines to extrapolate the social, cultural, and diversity influences, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (S and D).

## **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:

At the end of the course, students will be able to:

- Critically analyze quantitative or qualitative data collected from sexual surveys regarding gender and sexual inequality, sexual violence, commercial sex trade, and sexually transmitted infections to inform current discourse, policies, societal injustices, and individual decisions (S)
- Evaluate how social inequalities are constructed surrounding sexuality issues and affect the opportunities and constraints of different groups in the United States (D)
- Analyze and reflect on the ways in which cultures and beliefs mediate understandings of gender identity, sexual orientation, sexual violence, commercial sex trade, and STIs in an increasingly diverse U.S. society (D)

**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:

At the end of the course, students will be able to:

- Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices regarding sexuality issues plaguing the United States today. (S)
- Communicate knowledge, thoughts and reasoning clearly and effectively regarding issues surrounding sexuality. (S)
- Connect course content with critical reflection on their intellectual, personal, and professional development regarding sexuality and its intersections with the social environment at UF and beyond. (S)

**Course Material: General Education Discussion**

*Please provide a concise explanation of how the General Education designation(s) content is incorporated into the course throughout the semester. Please keep in mind that while this may be abundantly clear to you, the submitter, the General Education Committee will need to be able to readily see the appropriateness of the requested General Education designations.*

Response:

Sexual Controversies examines the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences to understand sexual complexities. Students will learn to identify, describe and explain social institutions, structures or processes that align with gender identity, sexual orientation, STIs, and the sex trade. This course emphasize the effective application of accepted problem-solving techniques through critical thinking assessments and discussions of published readings. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions about specific sexual controversies. This will inform students about the opinions, outcomes or human behavioral aspects towards issues of sexuality. Students are expected to assess and analyze ethical perspectives in individual and societal decisions through their research, readings, discussions, and critical thinking exercises.

**Incorporation of General Education Subject Areas**

*Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the course during 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:

Lectures, readings, discussions, and resource gathering assignments provide the basis for examining the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences to understand sexual complexities.

Students will learn to identify, describe and explain social institutions, structures or processes that align with gender identity, sexual orientation, STIs, and the sex trade not only through their readings, research project, and resource gathering, but also by having guests or visiting relevant resources, such as police officers or Planned Parenthood.

Critical thinking assessments, discussions of published readings, and gathering data for research project will emphasize the effective application of accepted problem-solving techniques.

Students will apply formal and informal qualitative or quantitative analysis into their group research over a particular issue in sexuality, allowing them to examine the processes and means by which individuals make personal and group decisions about specific sexual controversies. This will inform students about the opinions, outcomes or human behavioral aspects towards issues of sexuality.

Students are expected to assess and analyze ethical perspectives in individual and societal decisions through their research, readings, discussions, individual reports, and critical thinking exercises.

## Sexual Controversies

UF Quest 2

General Education: Social and Behavioral Sciences (S) and Diversity (D)

*A minimum grade of C is required for general education credit.*

**Details:** Meeting details: Day, period (time)  
room

**Professor:** Dr. Stephanie Bogart  
Office: B137 Turlington Hall  
Email: [sbogart@ufl.edu](mailto:sbogart@ufl.edu)  
Office Hours: TBD

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*This course will examine controversies surrounding sexuality that are relevant in the US's political environment and will challenge students to self-reflect on their own intellectual, personal, and professional development that will guide their future.*

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### Course Description:

This course will challenge you to examine major controversies and issues surrounding human sexuality using a multi-disciplined approach. We will read and discuss relevant literature that will ultimately provide the critical thinking basis to the class. Content in the class and articles will cover how to get involved and influence cultural, political, and judicial changes to improve the human condition. For each of the main topics, field research will be done in groups: we will create survey questions and collect data from faculty, staff, and students at UF. These surveys will then be used to inform the development of innovative ideas to disseminating relevant information to campus and ultimately the public. To get hands-on engagement with people who are immersed in these sexual issues and suffering from inequality and ignorance, guest speakers or fieldtrips to visit local resources will be organized, such as LGBT+ groups and activities, health centers/hospitals, abuse shelters, or police departments.

Major questions we will explore in this class include: How does sexism/genderism, harassment, abuse, and rape, as well as exposure to porn, drugs, poverty affect individuals, societies, governments, and health? How might we impact the current methods moving forward in resolving issues and offering better resources to those caught in the crossfire? The goal of this course is for engagement with people from all sides of the debates and innovate new means for knowledge and myth-busting to be distributed to the public.

### Quest 2 and Gen Ed Descriptions and Student Learning Outcomes (SLOs)

- Quest 2 Description: Quest 2 courses provide an opportunity for students to engage in thought-provoking Gen Ed coursework that builds on and expands their Quest 1 experience with the Arts and Humanities. If courses in Quest 1 ask “What does it mean?,” those in Quest 2 ask “**What can we do?**” Thus, rather than offer introductory/survey courses to specific fields, Quest 2 courses invite students to encounter **important real-world issues that cut across disciplines** and introduce **scientific methods and discourse** for students to become familiar with the ways that data, methods, and tools from diverse fields can be brought to bear on pressing questions facing human societies and/or the planet today. To approach these questions, Quest 2 courses foreground **active learning opportunities** and help students **develop concrete skills in communication and critical thinking**. Students are expected to *create arguments, draw on evidence, and articulate ideas* according to the norms of the fields of study covered in the course, and they are assessed accordingly. In addition, Quest 2 seeks to inspire students to **engage** with Social and/or Biophysical Sciences directly: the best classes invite participation in experiential learning activities at relevant sites around the UF campus and in the greater Gainesville community.

#### Quest 2 SLOs:

- Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. (Content)



- Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. (Critical Thinking)
- Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges (Communication)
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)
- Social and Behavioral Sciences (S) Description: 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.

Social and Behavioral Sciences SLOs:

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes (Content).
- 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 (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).
- Diversity (D) Description: 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.
- Diversity SLOs:
  - 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 (Content).
  - 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 (Critical Thinking).
- This course accomplishes the General Education Objectives through:
  1. Employing the scientific method to research a specific sexual controversy, such as gender identity and sexual orientation, Sexually Transmitted Infections (STIs), sexual violence, or

- the sex trade, 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
2. Critical thinking about how sexuality is characterized by society and culture in the United States, while also interpreting the social inequalities regarding gender, sexual orientation, sex work, abuse, having STIs, race, and economic issues.
  3. Analyzing social and cultural influences on the individual sexual knowledge and behaviors and those affecting societies, politics, and ethical standards.
  4. Examining how controversial sexuality topics have changed by history, key themes, principles, terminology.
  5. Compare different policies and education in the realm of gender identity and sexual orientation, Sexually Transmitted Infections (STIs), sexual violence, or the sex trade to implement ethical standards or methods.
- **Student Learning Outcomes** Reflecting the curricular structures of Quest 2 and these Gen Ed designations, after taking **Sexual Controversies** students will be able to:
    1. Identify, describe, and explain the methodologies and theory used to collect sexuality data from multiple disciplines to extrapolate the social, cultural, and diversity influences, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content SLOs for Q2, and Gen Ed S and D).
    2. Critically analyze quantitative or qualitative data collected from sexual surveys regarding gender and sexual inequality, sexual violence, commercial sex trade, and sexually transmitted infections to inform current discourse, policies, societal injustices, and individual decisions (Critical Thinking SLOs for Q2 and Gen Ed S).
    3. Evaluate how social inequalities are constructed surrounding sexuality issues and affect the opportunities and constraints of different groups in the United States (Critical Thinking SLOs for Gen Ed D).
    4. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of gender identity, sexual orientation, sexual violence, commercial sex trade, and STIs in an increasingly diverse U.S. society (Critical Thinking SLOs for Gen Ed D).
    5. Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices regarding sexuality issues plaguing the United States today (Communication SLOs for Q2 and Gen Ed S).
    6. Communicate knowledge, thoughts and reasoning clearly and effectively regarding issues surrounding sexuality (Communication SLOs for Gen Ed S)
    7. Connect course content with critical reflection on their intellectual, personal, and professional development regarding sexuality and its intersections with the social environment at UF and beyond (Connection SLO for Q2).

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

### **Required Materials:**

*A Guide to Gender: The Social Justice Advocate's Handbook* by Sam Killermann (2<sup>nd</sup> Ed, 2017) Impetus Books ISBN 978-0989760243 (312pps)

*Sexual Violence on Campus: Power-Conscious Approaches to Awareness, Prevention, and Response (Great Debates in Higher Education)* by Christina Linder (2018), Emerald Publishing Limited 978-1787432291 (184 pages)

*Sex, Lies & Statistics: The truth about sex work the mainstream press, politicians, and Julie Bindel don't want you to read* by Brooke Magnanti (2017) ISBN 978-1549503146 (157 pages)

**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 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/>

Project = 45%

Resource gathering and reporting (each 10 points, 20 pts total)

Mission Statement (10 pts)

Methods and survey questions (15pts)

Synthesis (20pts)

Presentation (30pts)

Individual effort and participation (10pts)

Individual reports = 20%

Individual Resource gathering and reporting (10pts each, 20 points total)

Group Role Assessment (10pts)

Class participation = 15%

Book and assigned readings (1 point per discussion)

Group led discussions (1 point per discussion)

Critical Thinking Essays = 20% (each 10%)

### **Assignment Descriptions:**

- **Group projects:** Students will work in four groups to tackle an assigned topic.
  - Groups:
    - A. gender identity and sexual orientation inequality,
    - B. sexually transmitted infections (STIs)
    - C. sexual violence (rape, abuse, harassment),
    - D. commercial sex trade and sexually explicit materials,
  - Group roles will be assigned and rotated every other week
    - Facilitator: Moderates team discussion, keeps the group on task, and distributes work.
    - Recorder: Takes notes summarizing team discussions and decisions, and keeps all necessary records.
    - Reporter: Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions.
    - Timekeeper: Keeps the group aware of time constraints and deadlines and makes sure meetings start on time. Facilitates organizing schedules and setting meeting times
    - Sharer: Ensures all team members have access to any materials gathered or collaborative assignments and sets deadlines to have these provided to the rest of the group
    - Wildcard: Assumes the role of any missing member and fills in wherever needed.
  - **Resource gathering and reporting:** Groups will find two published (primary or secondary) resources for each guided discussion question (questions will be discussed on two different days). Everyone in the group should collect one resource and the group will decide which two to present to the whole class for discussion. The resources will be provided to the rest of the class in advance of the set discussion. The group will then lead a class discussion over the two readings. Grades will be based on the resources chosen, discussion leadership, and answering the question. (instructions/rubric will be provided)

1. Who are affected and how? What resources are available to those affected?
  2. What are the current societal and governmental views and policies?
    - Advances SLOs 1, 2, 3, 4, 5, 6
- **Mission Statement** (<1 page): A *clear, concise, and useful* description of the groups aims for the project. Describe the purpose of the study and what you aim to achieve in a paragraph (no longer than half a page).
    - Advances SLOs 1, 6
  - **Methods and survey questions** (1-3 pages): The group will construct their main empirical questions and hypotheses and describe the methods by which they will carry out their study with proposed survey questions.
    - Advances SLOs 1
  - **Synthesis** (~3-5 pages): Write up the results of the study and analyze the data. Graphs and tables are needed to represent the data. Write synthesis discussion of what the results represent and how they relate to other similar studies that have been published.
    - Advances SLOs 2, 3, 4, 5, 6
  - **Presentation** (10-15 min): The group will present to the class their findings and will recommend a method for informing peers/public and possible services to aid in the topic's discourse on campus and in Gainesville.
    - Advances SLOs 2, 3, 4, 5, 6
  - **Individual effort and participation** (2 forms): Every group member will fill out a form indicating What contributions they made to the group and rate their effort and the group dynamic. Each member will also fill out an anonymous review to score other group member's participation.
    - Advances SLO 7
- **Individual reports**
    - **Individual Resource gathering and reporting** (2 1-2-page reports): Students must individually write 1-2 pages answering each of the guided questions from '*Resource gathering and reporting*' using four resources (can include the two used for discussion).
      - Advances SLOs 1, 2, 3, 4, 5, 6, 7
    - **Group Role Assessment:** write a 1-page assessment of the group roles you had. Describe your experiences, challenges, achievements, and what you liked and disliked.
      - Advances SLO 7
  - **Class participation:**
    - In class participation discussing the assigned book or article readings will be graded
      - Students will receive 1pt for each discussion if they contributed and 0.5pts for just attending
        - Advances SLOs 1, 3, 4, 6
    - Participation during group-led discussions from '*Resource gathering and reporting*'
      - Students will receive 1pt for each discussion if they contributed and 0.5pts for just attending
        - Advances SLOs 1, 3, 4, 6
  - **Critical Thinking Essay questions:** Due during midterm and final exam time periods. There will be 2-4 essay questions that students will have to complete, each about a page answer in length. The questions will combine elements previously discussed that promote a thoughtful interpretation of the content, readings, and discussions but in a situation not previously discussed.
    - Advances SLOs 1, 2, 3, 4, 6, 7

## SCHEDULE (Subject to revision)

Wk	Topic and Activity	Assignments	Readings
1	Introduction		
2	Major concepts, themes, and Methods Group selection		
3	Issues: Gender and sexual orientation Issues: Sexually Transmitted Infections	<b>F: Mission Statement due</b>	GG 11,13,17-20 PR
4:	Issues: Sexual violence Issues: Commercial sex trade		SVC chap 2 SLS chap 1-2
5:	<b>Group-led discussions (Q1)</b>	<b>F: Individual Resource gathering Due</b>	Articles from groups
6:	Visit or have visitors from LGBT+ groups Social Justice in gender and orientation		GG 3,4,6,7,23
7:	<b>Group-led discussions (Q2)</b>	<b>F: Individual Resource gathering Due</b>	Articles from groups
8:	STI Prevention programs Group development of surveys	<b>F: Critical Thinking Due</b>	PR
9:	Group development of surveys Visit or have visitors - health center/hospital	<b>F: Methods and survey questions due</b>	
10:	Sexual violence: response and prevention	<b>Data collection starts</b>	SVC 3-4
11:	Visit or have visitors - police station/officers Policies/laws & Future of sex trade?		SLS 3-7
12:	Gender equity		GG 24-26, 32-33
13:	STI treatments and future		PR
14:	Framework for addressing to sexual violence		SVC 1 & 5
15:	Group development of Synthesis	<b>TH: Synthesis Due</b> <b>F: IR - Group Role Assessment due</b>	
16	<b>Group Presentations</b> <b>Critical Thinking Due during final exams</b>	<b>T: Individual effort and participation Due</b>	

**Green = group project elements; Purple = Individual reports; Blue = Critical thinking essays**

GG = *A Guide to Gender* – note: “chapters” are very short and part of a larger section

SVC = *Sexual Violence on Campus*, SLS = *Sex, Lies & Statistics*, PR = Provided Reading

**Guest lectures or fieldtrips:** Quest 2 courses include experiential learning components, engaging students with a UF or community resource. This course will have visits to or from services/people related to topics such as police officers, LGBT+ groups, and Planned Parenthood or hospital officials. These active components will help students become familiar with campus or community resources and the experiences of people immersed in the issues. For example, meeting with or going to services provided to LGBT+ will help enlighten the students to their issues and their needs. *If fieldtrips are organized, be aware that release forms may need to be signed by the students.*

**Make-up and Late Work:** Make-up/late assignments will not be scheduled unless demonstrated illness, serious emergency, or major scheduling conflict with proof provided to the Instructor. An official letter, following university procedures, is expected prior to the due date so that a make-up can be arranged. It is the student’s responsibility to contact the instructor and inform them of the emergency either before the class or within a 24-hour period following the missed class. E-mails are strongly encouraged.

Late assignments without an excuse will be reduced 5% per day late.

### **Accommodation**

Students with disabilities requesting accommodations should first register with the Disability Resource Center ([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 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. Students should behave in accordance to the University of Florida's student conduct code: <https://sccr.dso.ufl.edu/students/student-conduct-code/>

### **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.

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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/>

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### **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