

Anthropology (ANT) 2301: Human Sexuality and Culture

Details: Lecture M, W, F 9:35-10:25am (Period 3),
Carleton Auditorium (CAR 100)

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

Teaching Assistants: TA office is Turlington B328
Teaching Assistants (TAs) are responsible for discussion sections. Make sure you know the name of your TA and your section number. 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.

Name	Email	Sections
Megan Hanna	m.hanna@ufl.edu	TBA
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Cecilia Vasquez	cj.vasquez@ufl.edu	TBA
Amanda Yeargin	ayeargin@ufl.edu	TBA

Course Description: Fulfills General Education requirement in Diversity and Social Sciences. This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is the emphasis on both the biological and cultural dimensions of what it means to be human. That perspective enriches our understanding of human sexuality because it encourages us to examine a wide range of human sexual experiences 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 sexual anatomy and functioning, gender roles, the interplay of behavior and sexual ethics, and evolutionary foundations using nonhuman animal models.

By the end of the course, you should be able to:

- Describe the biological and cultural components of human sexuality.
- Examine your own beliefs and assumptions about sexuality.
- Think critically about the social and cultural influences on your sexual knowledge, beliefs, and behaviors.
- Incorporate scientific knowledge about the range of human sexuality into your opinions about the political and ethical aspects of sexuality.
- Analyze the assumptions and evidence that others use when discussing sexuality.
- Identify the biological, behavioral, and sociocultural factors that influence sexual health.
- Talk comfortably and knowledgeably about sex and sexuality.

Required Materials:

- Hock, Roger R. 2015. *Human Sexuality*, 4th edition. Pearson. ISBN: 9780134612447

- *Digital access (Opt-in) e-book with REVEL (print upgrade available for +\$20)*
- i>Clicker 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 also available for purchase at local bookstores and from the i>clicker website (<https://www.iclicker.com/pricing>). Both i>clicker models (i>clicker+/i>clicker2) 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. Students may also contact i>clicker directly by phone.

Online Materials and Communication:

- We will be using chapter quizzes for the textbook. This will use the opt-in option through Canvas to use REVEL application to view and take quizzes from the *Human Sexuality* text.
- You are responsible for all materials posted on E-Learning (Canvas) at <http://lss.at.ufl.edu>, including required readings, announcements, details on assignments, and other supplementary material. If you are not familiar with E-Learning or have trouble using the site, please see the technical support available at https://lss.at.ufl.edu/help/Student_Faq.
- The instructor and the TAs may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.

Grading: Letter grades assigned based on total percent of points according to normal grade scale system. A = 93 or above; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; E = 59 or below

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| <ul style="list-style-type: none"> I. 50% Quizzes and Exams <ul style="list-style-type: none"> i. Syllabus quiz (5%) ii. Textbook Chapter quizzes online (5%) iii. Midterm (20%) iv. Final Exam (20%) II. 30% Research Project & Paper <ul style="list-style-type: none"> i. Plagiarism exercise (10 pts) ii. Weekly journal & data gathering (20 pts) iii. Research plan and background (20 pts) iv. First draft (20 pts) v. Peer review (10 pts) vi. Final submission (30 pts) III. 20% Discussion Session Participation IV. +3% Extra credit – Clicker Participation | <hr style="border: 1px solid blue;"/> <p><u>Gordon Rule Writing Credit:</u>
 All students must complete all writing assignments and earn a final grade of C or better in the course to obtain Gordon Rule (4000-word) writing credit, even if you have already satisfied the GRC in another course.
 Please note that GRC 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 GRC.
 https://registrar.ufl.edu/gord</p> <hr style="border: 1px solid blue;"/> |
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Brief Descriptions of Grading Assessments

I. Quizzes and Exams

There will be a syllabus quiz with multiple-choice questions after the add/drop deadline covering material in the syllabus. You will be required to complete the textbook chapter quizzes online and are due by the end of the week in which they are assigned. Two exams worth 60 points each will cover material from assigned readings, lectures, films, guest speakers, and class

discussions. The exams are noncumulative and equally weighted (20% each toward final 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 7:30 p.m.** You will have 60 minutes to complete the exam once you begin. You must complete the exam by the end of the open period (e.g., 7:30 p.m.). There will be no lecture on the day of exams, but students are required to attend discussion sections on the day of exams 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.

II. Research Project

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, doing background literature research, writing weekly journals, conducting interviews, and writing up your results. 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 e-learning webpage with associated grading rubrics to help you achieve the best score.* Talk to your TA if you have questions.

- 1) *Online plagiarism tutorial due 9/7:* You are required to complete the Indiana University tutorial on recognizing plagiarism. To complete this tutorial, you need to register with your UF email address, complete the tutorial, and email a copy of the certificate to your TA. <https://www.indiana.edu/~academy/firstPrinciples/index.html>
- 2) *Eight weekly journal and data gathering between Weeks 3-12:* You will contemplate specific topics each week and write as much as you want within a few sentences to 3 pages about your own experiences or of those around you. These are due by the start of your discussion session each week. *NOTE: only disclose what you feel comfortable with, your information will be kept confidential.* Use this data to guide your research project.
- 3) *Research Plan & Background due 9/28:* The research plan is your initial introduction paragraphs and methods outline. You will identify your major question/problem. You will identify a hypothesis and your basic plan/methods for each component of the research. You will write the introduction paragraphs to your report with background information. Major themes and arguments produced in academic research should be discussed. This process will use citations and referencing of peer-reviewed literature. You will outline your interview questions and methods.
- 4) *First draft due 10/26:* You will be required to submit a complete draft with your introduction, plan/methods, as well as an outline of major results/research and discussion. You will receive written and verbal feedback from your peers (see below) using similar guidelines that TAs will use to grade your first and final submissions. You will be required to send the first submission of your paper by email to your TA and assigned peer-review group members. No hard copy submission is necessary.

- 5) *Peer Review due 11/2*: You will work in peer-response groups to provide feedback on one another's developing research papers. The first submission of your paper will be distributed to at least two classmates in your discussion section. You will provide written feedback on one another's papers, using the same criteria that TAs will use to grade your final paper. In addition to the direct benefit of receiving feedback on your paper, you will find that the process of reading and thinking critically about others' work will help you analyze and refine your own writing.
- 6) *Discussion Paper due 11/16*: You are expected to incorporate peer and TA feedback into the revised version of your paper for final submission. All data should be analyzed with a clear discussion and conclusions in a final report 8-10 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 six sources from primary literature (peer-reviewed academic journals, monographs, and edited volumes). Encyclopedias, textbooks, and most websites are not appropriate sources.

Assignments 4 & 6 must reflect corrections suggested by your TA. Assignments 3, 4, & 6 must be at least 2 pages, double-spaced, one-inch margins and 12-point Times New Roman font.

On the due date (or before), you must upload an electronic version of the research report (in .doc or .docx format) to E-Learning (<https://elearning.ufl.edu/>), where it will be run through Turnitin. If there is any evidence of plagiarism, you forfeit credit towards the 4000-word writing requirement, receive a grade of zero for the assignment, and be reported to Student Judicial Affairs.

Research reports will lose five percentage points for each day they are late (including weekends and holidays). A research report is considered late if it is not submitted electronically **by 7:00 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.

You are encouraged to take advantage of the services offered by the UF Writing Studio: <https://writing.ufl.edu/writing-studio/>

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.

IV. 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.

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 within the first two weeks of class (i.e, before the end of the month).**

SCHEDULE *(Subject to revision)*

	Topic	Readings & Assignments
Week 1 Aug 22-24	Introduction and Overview	<i>No discussions</i> Haviland et al. (2005), Tiefer (2004)
Week 2 Aug 27-31	Understanding Human Sexuality	FRI: SYLLABUS QUIZ Hock Chap 1 de Waal (1995), Sterk (2000)
Week 3 Sept 3-7	No class M: Labor Day Male Sexual Anatomy & Physiology	Fri: Plagiarism exercise due Weekly journal & data Hock Ch. 2 (p. 34-49) Castro-Vazquez (2013)
Week 4: Sept 10-14	Female Sexual Anatomy & Physiol.	Weekly journal & data Hock Ch. 2 (p. 49-71), Lock (1998)
Week 5: Sept 17-21	Sex and Gender in Cross-Cultural Perspective	Weekly journal & data Hock Ch. 10, Fausto-Sterling (2000)
Week 6: Sept 24-28	Sexual Orientation	Fri: Plan & Background Due Weekly journal & data Hock Ch. 11, Jaspal (2012)
Week 7: Oct 1-5	Sexual Development Through Life	Weekly journal & data Hock Ch. 12, Moore (2010)
Week 8: Oct 8-12	Sexual Arousal, Problems, and Solutions	FRI: MIDTERM Weekly journal & data Hock, Ch. 3, 7; Tiefer (2006)
Week 9: Oct 15-19	Experiencing Sexual Pleasure	Weekly journal & data Hock Ch. 6, 14; Christina (1992)
Week 10: Oct 22-26	Love, Intimacy, and Marriage	Fri: First Draft due Hock Ch. 4; Nanda (1992)
Week 11: Oct 29-Nov 2	Pregnancy & Birth No class F: Homecoming	Peer review Hock Ch. 9; Martin (1991)
Week 12: Nov 5-9	Power, Coercion, and Sexual Violence	Weekly journal & data Hock Ch. 13; TBD
Week 13: Nov 12-16	No class M: Veteran's Day Selling Sex	Fri: Final research paper due Hock Ch. 15; Attwood (2009), Padilla et al. (2008)
Week 14: Nov 19-23	Contraception and Culture No class W and F: Thanksgiving	Hock Ch. 5, Santos (2012) <i>No discussions</i>
Week 15: Nov 26-30	STIs, HIV/AIDS and Global Health	Hock 8 Farmer (2003), Parker (2002)
Week 16: Dec 3-5	Sex and Human Evolution	<i>No discussions</i>
FINAL EXAM December 12, 2018		

Course Readings (Available on Canvas) will be posted in August

Student Conduct and Academic Honesty and Integrity

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

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/>

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.

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/>

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/>.