

**Anthropology (ANT) 2301 ONLINE: Human Sexuality and Culture**

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Office Hours: T 1-2:30pm, W 10:30am-12pm

*This class is geared to information, not judgement or persuasion. Everyone has some basic knowledge gained from our "informal sex education network". This course provides information that may shed light on 'gaps or errors' in your knowledge base that sometimes may be difficult to digest. The key to this class is to have an open mind.*

**Teaching Assistants: 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 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:**

**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 human sexuality research to examine the processes and means by which individuals make personal and group decisions.
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, race/ethnicity, socioeconomic standing, sexual orientation, etc.
3. Analyzing social and cultural influences on 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: Reflecting the curricular structures of Gen Ed designations, after taking ***Human Sexuality and Culture*** students will be able to:

- Identify, describe, and explain the key themes, terminology, methodologies, historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human sexuality and examine the differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content SLOs Gen Ed S and D).
- Critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups relating to sexualities in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking SLOs D).
- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions about human sexuality. Assess and analyze ethical perspectives in individual and societal decisions (Critical Thinking SLOs Gen Ed S).
- Communicate knowledge, thoughts and reasoning clearly and effectively regarding issues surrounding sexuality (Communication SLOs for Gen Ed S and D).

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

**Required Materials:**

- Yarber, William L. and Sayad, Barbara W. 2019. *Human Sexuality: Diversity in Contemporary Society*, 10<sup>th</sup> edition. McGraw-Hill Education. EBOOK FORMAT
  - *UF All Access Program: Digital access (Opt-in) e-book ISBN 9781264010004*
    1. Choose to "Opt-In" to McGraw-Hill Connect access on Gator1 portal (reduced price 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

### **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-fags/>.
- 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 using normal grade scale system. A = 93.0 or above; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 63-66.9; D- = 60-62.9; E = <59.9 **\*\*\*grades will not be rounded\*\*\***

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

- I. 25% Exams
  - Midterm (12.5%)
  - Final Exam (12.5%)
- II. 30% Quizzes
  - Introduction quiz (5%)
  - Textbook Chapter quizzes online (15%)
  - Lecture and module quizzes (10%)
- III. 15% Research Project
  - Citing and referencing exercise (10 pts)
  - Topic approval (5 pts)
  - Annotated Bibliography (15 pts)
  - Final submission (25 pts)
- IV. 30% Discussion
  - Readings and Critical Thinking discussion boards (4 points each) (15%)
  - Video group chats and discussion activities (4 pts each) (15%)
- V. +3% Participation during interactive lecture materials (Extra Credit)

### **Brief Assignment Descriptions:**

- I. **Quizzes and Exams:** *Advances SLOs 2, 3, 4*

1. There will be an introduction quiz **by Wednesday, August 28th** with multiple-choice questions after the add/drop deadline covering material in the syllabus and first few lectures (5%).
  2. You will be required to complete the textbook chapter quizzes online through **McGraw-Hill Connect** and are due by the end of the week (**Sunday by 11:59pm**) in which they are assigned (15%).
  3. Lecture and module quizzes (10%) will be taken after you watch lecture videos and work through modules – **due every Friday by 11:59pm**.
  4. Two non-cumulative exams will cover material from assigned readings, lectures, activities, and class discussions. The exams are equally weighted for a total of 25% of the course grade.
    - a. 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.
    - b. 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 excuse. 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.
    - c. **DRC (Disability Resource Center) student accommodations should be provided to the Instructor by the end of AUGUST.**
- II. **Research Project (15%):** You are required to conduct an original research project regarding the ***DIVERSITY of sexuality and/or relationships***. The project involves identifying a focused research question, doing background literature research and organizing a well-thought-out project. The project involves several phases and components, briefly described below. *NOTE: more details on each assignment provided on Canvas with associated grading rubrics.*
- *Advances SLOs 1, 2, 3, 4, 5*
  - ***Citing and referencing exercise (10 pts) due week 5:*** this exercise will help you learn the correct APA formatting for citations and in the references cited sections of your project. 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
  - ***Topic Approval (5 pts) due week 7:*** You will provide a focused question and topic that will ultimately guide your research. These will be posted through discussion boards for approval from TA.
  - ***Extended Annotated Bibliography (15 pts) due week 11:*** Students must find FOUR primary (peer-reviewed) resources within the last 10 years related to their topic that provides background information. For example, *Scientific American* or *Discover* or *National Geographic* or *Vanity Fair* or *The New Yorker* ARE NOT peer-reviewed scientific journals, but may very well have excellent popular science articles on topics of interest that cite peer-reviewed work. *Science*, *Nature*, *PLoS ONE*, *PNAS (Proceedings of the National Academy of Sciences)*, *Current Anthropology*, *American Anthropologist*, *Social Organization* ... to name a few, are journals that provide original research articles and ARE peer-reviewed. For each article students must provide a paragraph summarizing the research (goal, methods including data-set, results, and conclusions) and then a few sentences about why you selected the article and how it relates to your research topic. (4 pages max)
  - ***Final submission (25 pts) due week 15:*** You are expected to incorporate peer and TA feedback into the paper for final submission. All data should be analyzed with a clear discussion and conclusion in a final report 6-7 pages in length with references cited.

- References must be consistently formatted and should 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.
- Grading rubric for final research paper:

Format, grammar, organization, and spelling	3
Organization and flow	2
Introduction with Research question stated	3
Literature use and research (context)	6
Citations used and formatted	2
Discussion – sum up findings and provide limitations of research, relate everything together in a synthesis. Provide possible future directions.	3
Conclusion should reiterate main thesis and provide take-home message	2
References cited page – formatted correctly	4
<b>Total points</b>	<b>25</b>

On the due date (or before), you must upload an electronic version of various components (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, 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 **11:59 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.**

### III. Discussion (30%) - Advances SLOs 1, 2, 3, 4, 5

- Readings and Critical Thinking question discussion boards (4 points each) (15%): Readings are assigned each week along with a critical thinking question about each article. You will post your response to the *Critical Thinking* question assigned. You should answer the question thoroughly using a minimum of 5 sentences. You must also respond to another student's answer for each of the articles to receive full credit for this exercise.
  - Discussion posts and replies are due on Wednesdays by 11:59pm**
- Video group chats and discussion activities (4 pts each) (15%): each week there are assigned activities designed to promote learning and comprehension of the course material. Some of these activities may include video chats with a group of students in the class and your TA, while others are exercises/games done individually.

**IV. Lecture Participation: Extra Credit up to 3% to grade:** Your participation during interactive lecture components will be monitored for participation and allowing for Extra Credit. **Participating 100-80% = 3% EC, 79-60% = 2%EC, 59-30% = 1%EC, <30% = no extra credit.**

**SCHEDULE** (*Subject to revision*)

	<b>Topic</b>	<b>Reader articles</b>	<b>Assignments &amp; Quizzes</b>
Week 1 8/21-23	Introduction and Overview		Supplemental readings to the lectures will be on Canvas
Week 2 8/26-30	Understanding Human Sexuality	1 & 2 (p.1-17)	Textbook Connect Quiz by Sun Wed: Introduction Quiz (8/28) Lecture/module quizzes by Fri
Week 3 9/2-6	<b>M: Holiday</b> Male Sexual Anatomy & Physiology	3 & 4 (p.18-30)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 4 9/9-13	Female Sexual Anatomy & Physiol.	5 & 6 (p.31-41)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 5 9/16-20	Sex and Gender Identity	7 & 8 (p.42-48)	<b>M: Citing and referencing exercise</b> Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 6 9/23-27	Sexual Orientation	9 & 10 (p.49-56)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 7 9/30-10/4	Sexual Development Through Life <b>FRI: Homecoming</b>	11(p.57-63)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri <b>M: Topic due</b>
Week 8 10/7-11	Sexual Arousal & Problems		Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 9 10/14-18	<b>M: MIDTERM</b> Pregnancy & Birth	14 (p.70-80)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 10 10/21-25	Sexually Transmitted Infections	16 (p.92-99)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 11 10/28-11/1	Intimate Relationships	12 & 13 (p.64-69)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri <b>Mon: Annotated Bibliography due</b>
Week 12 11/4-8	Experiencing Sexual Pleasure	15 (p.81-91)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 13 11/11-15	<b>M: Holiday</b> Sexual Violence	18 & 19 (p.103-108)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 14 11/18-22	Selling Sex	20 & 21 (p.109-119)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri
Week 15 11/25-29	Contraception <b>W-F: Holiday</b>	17 (p.100-102)	Textbook Connect Quiz by Sun Lecture/module quizzes by Fri <b>M: Final research due</b>
Week 16 12/2-4	Final class synthesis and Review		
<b>FINAL EXAM: TBD</b>			

**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 AUGUST.**

### **Course Evaluations – GatorEvals**

Students in this class are participating in the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system.

Students can complete their evaluations through the email they receive from GatorEvals, in Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu> . Thank you for serving as a partner in this important effort.

### **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/>

*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

## University of Florida and Surrounding Area Resources:

*Also see UF Counseling and Wellness Center information above for services in all categories*

### For STI Testing and Contraception:

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

### For LGBT+ and non-gender conforming

Safe Zone: protection of LGBT+

- UF LGBTQ Affairs: <https://lgbtq.multicultural.ufl.edu/>
- UF Pride Student Union
  - <http://plaza.ufl.edu/jsoto19/PSU/contact.html>
  - Facebook page: <https://www.facebook.com/ufpsu/>
- Trevor Project – LGBTQ youth crisis hotline 866-488-7386
  - <https://www.thetrevorproject.org/get-help-now/#sm.0000rz4e8ovbzfboxe32hqp1tpbjh>
- Translifeline: 877-565-8860 (everyday 10am-4am) <https://www.translifeline.org/>
- Gay, Lesbian, and Straight Education Network ([www.glsen.org](http://www.glsen.org))



### Domestic Violence - Immediate danger - call 911

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

### Sexual Violence (free and confidential)

- UFPD Office of Victim Services - (352) 392-5648, Building 51, Museum Road
- Sexual Trauma/Interpersonal Violence Education (STRIVE) – GatorWell 352-273-4450
- U Matter, We Care - 352-294-2273
- Student Legal Services (Legal Referral Services) - 352-392-5297
- Alachua County Rape Crisis Center (free and confidential) - (352) 264-6760
- National Sexual Assault Hotline at (800) 656-HOPE (4673),
- Rape, Abuse, and Incest National Network ([www.rainn.org](http://www.rainn.org))

### What to do if you suspect you were the victim of rape:

- UFPD Office of Victim Services at (352) 392-5648 or (352) 392-1111 (OR 911)
  - A victim advocate can help you with medical, legal, and counseling services.
- Denial and withdrawal are the first reactions
- DO NOT: take a shower, change clothes, clean the scene, brush teeth, wash hands, or urinate
- DO: REPORT and go to the hospital, ask for rape treatment, seek counseling

### Someone you know a victim? Helping someone out:

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