PCO 4930 HUMAN SEXUALITY
T Period 7, 1:55 – 2:45 and Th Period 7/8, 1:55 – 3:50
Location: Norman Hall 137

Instructor: Laurie Mintz, Ph.D.  Office Hours: 8:00 A.M. – 9:30 A.M. Tuesdays & by appointment
Office: Psychology 220  c-Learning (Sakai): https://lss.at.ufl.edu/
Email: mintzl@ufl.edu
Phone: 352-273-2172

Teaching Assistants:
Carrie Torrey, M.S.  Office Hours: 12:40 – 1:30 P.M. Th. (~Period 6) & by appointment
Office: Psychology 005E
Email: carrie.torrey@ufl.edu

Kelsey Autin  Office Hours: 10:40 – 11:30 A.M. Tuesdays (Period 4) & by appointment
Office: Psychology 005C
Email: kautin@ufl.edu

*Please note that any changes to instructor or TA contact information and office hours will be listed on Sakai under the Announcements tab.

COURSE DESCRIPTION
This class will cover the topic of human sexuality from a psychological perspective. While some cross-cultural information will be included, the main focus will be sexuality in the United States. We will examine current research on sexuality. A wide range of topics will be covered including but not limited to: (1) Sexual responses; (2) Sexual practices; and (3) Sexual dysfunctions and their treatments. There will be a focus on understanding common misconceptions regarding sexuality and current controversies in the field.

GOALS
By the end of this course, students will:

• Have a scientifically accurate understanding and knowledge of human sexuality from a psychological perspective;
• Be critical consumers of sexual information provided in pop culture and advertising, by evaluating such information against the standard of scientific accuracy.

REQUIRED COURSE MATERIALS


2. Additional readings on E-Learning (https://lss.at.ufl.edu): on Sakai in the “Resources” folder under “Required Readings” (provided by date and topic)

3. iClicker2: If you already have an older version of the iClicker, do not purchase the iClicker-2, as the older version will work with most, but not all, class uses. However, let the instructor know if you will be using an older version of the iClicker. **Bring your iclicker to class every day!**
STATEMENT OF INFORMED CONSENT

Undergraduate students at University of Florida are not required to take this course on human sexuality, but may elect to do so. Course content will include sexually explicit verbal, written, film and electronic information, materials and discussion. Students enrolled in an undergraduate-level human sexuality course should understand what the course entails, and what they might expect to experience in the course, so that they may make an informed decision about whether or not to enroll in the class. To this end, what you can expect in this class is outlined below:

1. **Language**: Students in this class are likely to be exposed to a wide range of sexual words and language. Some class exercises may specifically solicit “dirty words” and analyze language usage. In general, except where other language may be educationally relevant, socially appropriate technical language that is sexual, but non-obscene, will be used by the instructor and encouraged.

2. **Topics Covered**: This course will cover a broad range of topics related to sexuality. While it is hoped that all the topics will be interesting and informative for enrolled students, there is certainly the chance that some students will find some topics surprising, disturbing, or at odds with their personal or religious values. The purpose of this class is to present current psychological knowledge, research, and practice regarding such topics. As such, your task as a student in this class is to learn about the present state of psychological knowledge and research on sexuality-related topics, rather than to engage in moral debate about sexuality-related topics. For example, when covering the topic of abortion, scientific studies of the mental well-being of women who have undergone abortions will be presented; the focus will not be a moral or religious debate about abortion. Also, it should be noted that presentation of a particular topic or its inclusion in the textbook does not imply advocacy. For example, inclusion of the topic of necrophilia does not imply that your instructor or the authors of the text are supporting coitus with a corpse. Students should not assume that covering a topic in a course implies advocacy related to this topic.

3. **Use of Explicit Images and Films**: In this class, you will be exposed to images related to human sexuality, including images of genitalia and people engaging in sexual and health behaviors such as testicular and breast exams, masturbation, and both heterosexual and homosexual partnered sexual activity. Some of these images are contained in required readings, such as the class textbook (*Human Sexuality Today*) and other course material posted on Sakai. Additionally, identical and similar images may be presented during lectures. Exams will cover such lecture materials.

We will also be watching videos that contain nudity and explicit portrayals of a range of sexual activities. Such films are explicitly marked as such on the syllabus. Additionally, prior to showing any such films, the instructor will state that they contain nudity and/or sexual activity. If students feel, for whatever reason, that they might have an adverse reaction to such a film, they may choose not to attend class on that particular day or to leave the portion of the class where a film that they find distressing or upsetting is being shown. Of course simply “looking away” is always an option. If you exercise the option to not view a particular film or portion of a film, you must let the instructor know this prior to the beginning of the class, or by email to mintzl@ufl.edu, immediately upon leaving the class if you became uncomfortable during the film.

**If you choose to exercise the option of not viewing a film or portion of a film, you will be given the opportunity to learn the educational content in an alternate manner so that you can avoid any adverse effect on your grade from missing the film. However, you must satisfy these requirements for obtaining an alternate learning opportunity. You must let the instructor know that you have exercised this option, and you must satisfy the alternate ways of obtaining the educational content of the material presented in the film that are made available to you (e.g., readings).** If you satisfy these alternate requirements you will be provided with substitute test questions for any material from the
films included on exams; again, you are responsible for accessing the alternate means to learn the educational content and to avoid an effect on your grades.

4. **Personal Questions Using iClickers:** Throughout the class, we will utilize the iClickers. Sometimes, the questions asked will be knowledge or content questions (e.g., “Which is the correct name for the female sex organ?”) and in these cases, the instructor will record who responded in order to assign associated participation points. Other times, however, more personal sexual information will be gathered from the students in the class, to ascertain how class statistics compares to general population statistics, for example (e.g., *How many of you learned about sex from your parents, your peers, etc.?*). When the iClickers are used in this way, the polling will be done anonymously. Therefore, neither the instructor nor your classmates will know if or how you responded. Likewise, no points will be associated with such questions. Thus, whether or not you choose to respond is completely optional.

5. **In-Class Participation:** In order to facilitate learning in this large lecture class, sometimes the instructor will solicit class participation and perhaps even break the class into small group discussions. Although expression of personal reactions, attitudes and values may be solicited or encouraged, at no point in such discussions will personal sexual information be solicited or required to be shared.

6. **Personal Reactions to Class Material:** Central to my teaching philosophy is that students learn best when the material is relevant to them. Thus, every attempt will be made to make the material relevant—something that will be relatively easy given that the topic of this class (human sexuality) is already a highly relevant one for most human beings. However, the material will never be presented in a way that personalizes and directs the sexual material to a particular student, and at no time will students be required to reveal personal details about their lives or conduct. Given the sensitive nature of the material covered in this class, however, student reactions will vary and can sometimes be unpredictable. On the positive side, it is hoped that the material learned in this class will enhance your understanding and appreciation of human sexual development and functioning, and the psychology associated with it. However, difficult reactions to course material might also occur, and are more likely for students who have had (or who have close friends or relatives who have had) negative experiences related to course content (e.g., sexual coercion or violence; discrimination based on sexual or gender identity). If a student knows in advance there is a specific topic that will be difficult, let the instructor know and the instructor will seek to make a reasonable accommodation if possible. Again, however, it is emphasized that no one is required to take this course. If you know it will be offensive, upsetting or disturbing to you, please do not take the course.

Additionally, students are encouraged to communicate any concerns or negative reactions about the course or subject matter to the instructor (or teaching assistants). Communication can be helpful in resolving any negative reactions to class content and experiences that may have occurred. Through such communications, the instructor can determine if it is feasible to make reasonable adjustments to help alleviate students’ concerns without undermining the educational objectives.

Additionally, as needed and appropriate, the instructor and teaching assistants can help you locate other sources of assistance, such as the [University of Florida Counseling and Wellness Center](https://www.uwf.edu/counseling/).

*By remaining enrolled in this course, you are consenting to take the course, knowing of the nature of the course content, materials and experience. In consenting, also please note that this course is an elective and not required for graduation or completion of the psychology major.*
CLASS ATMOSPHERE

Central to my teaching philosophy is that students learn best when there is a class atmosphere of safety and respect for all. As the instructor, I vow to create a safe class atmosphere, where debate and discussion can take place and students feel free to express their reactions, viewpoints, and experiences. I vow to treat each and every student enrolled in the course with respect. I will never demean or belittle a student, nor chastise students for asking questions or raising concerns regarding the course material.

Likewise, I ask that students treat me, the teaching assistants, and one another with respect. You are free to disagree with each other or with the instructor or the teaching assistants—but you are required to keep your disagreement professional and respectful. As outlined in the UF Student Honor Code and Student Conduct Code, “The University requires civility, respect, and integrity in the curricular program and encourages these behaviors in other activities among all members of the student community. Students are taught to exhibit high standards of behavior and concern for others and are encouraged to live up to these standards.”

If you feel that someone in class is being disrespectful, or something said by someone in class bothers you, please let me know. This is a large course and it is not possible to be aware of all individual concerns or issues. Knowing about problems can help me to prevent issues from continuing to occur.

Please note that violations of the Student Conduct Code will be handled according to University Policy (i.e., referral to the Dean of Student Office who will determine sanction).

ACADEMIC HONESTY

The University of Florida Student Honor Code states that “Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code.” This Honor Code further specifies that: “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.” This pledge is therefore implied on all your work associated with this class. The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions that can result.

One of these behaviors is plagiarism, which includes, but not is limited to:

- Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
- Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

If there is evidence of plagiarism, the instructor will contact the Office of Student Conduct. In accordance with university policy, if this is your first offense recorded with this office, the penalty is up to the instructor, and you will be given a grade of zero for that assignment. If this is a second offense, the Office of Student Conduct will determine the sanction, which could include a failing grade in the course.

Plagiarism is not the only possible violation of the UF Student Honor Code. Other violations include, for example, collaborating when not authorized to do so on a project or paper, and using a cheat sheet or any other resources when not authorized to do so during an examination. Please note that giving another student your iClicker to respond for you when you are not in class, in order that you may receive participation points, is a violation of the UF Honor Code. Both students will be reported to the Dean of Students office and sanctions determined according to university policy.
It is your responsibility to familiarize yourself with the details of this Honor Code and to not engage in behaviors in violation of it. If you have any doubts, ask the instructor or TAs; we are here to help you avoid problems.

**ADDITIONAL IMPORTANT CLASS POLICIES AND GUIDELINES**

1. **No Guests.** Individuals not enrolled in the class are not allowed to attend. Do not bring any non-enrolled student, friend, or relative to any class, including those classes in which films are being shown.

2. **No Side Conversations.** Frankly, in my ideal world, this would be a smaller class or we would have sufficient Teaching Assistants to offer discussion sections. However, this is a large lecture class, and as such, you are asked to refrain from side conversations with the person next to you—even if it is course-related. Such whispering and discussions are disruptive to those around you. If you are whispering or talking to someone next to you, the instructor reserves the right to stop the class and publicly ask you to share your thoughts with the class (which you can either decline to do or choose to do).

3. **Timely Arrival.** We will start and end class on time. Please arrive on time. If you must arrive late, please enter quietly and seat yourself in the back of the class. Persistent lateness will not be tolerated. If a student arrives consistently late, a warning will be given. After the first warning, 5 points will be deducted from that student’s total grade points for each time he or she is late.

4. **Silence Cell Phones.** Please either silence or turn off your cell phone during class. It is never acceptable to place or take a call or text message during this class. If you must have a cell phone on vibrate for emergency contact purposes, let me know prior to class. If a student is disruptively making or receiving calls or texts during class, a warning will be given. After the first warning, 10 points will be deducted from that student’s total grade points for each time he or she uses their phone in class.

5. **Attendance Policy.** You are responsible for, and will be tested on, all course material, including lectures. However, because the instructor believes that college is a time to develop self-reliance and responsibility, there is no required attendance. Points will not be taken away for not attending class. However, participation points can be earned for attending class and responding to iClicker questions. Thus, choosing not to attend class could result in not earning participation points for that day.

6. **Laptops for Notes Only.** Laptops are permitted for note-taking. However, class is not a place to check your email, Facebook, or to browse the internet. I would rather you skip class (making up the material on your own) than come to class and use the time to do something besides fully engage with the material. The TAs and I will occasionally stroll around and view your screens. If a student is discovered using their laptops for anything besides note-taking, a warning will be given. After the first warning, 5 points will be deducted from that student’s total grade points for each time he or she is found using their laptop for non-class related reasons.

7. **Food and Drink Permitted.** Some students wish (or need) to eat or drink something during class. This is fine. However, if eating becomes disruptive to the class or if students do not clean up after themselves, I will enact a no-eating policy.
8. **Check for Announcements and Emails.** There will be two main means of the Instructor or the TAs providing announcements to students: (1) Sakai Announcement tab, and (2) your UF email address. (Note: you can opt to forward your UF email to your personal email address; contact Computer Services if you need assistance). Students are expected to read and be aware of all Sakai and email announcements. “Not knowing” about a particular announcement because a student did not check Sakai, did not check email, or their email inbox was full are not accepted as an excuse with regards to any assignment or other class-related activity. Students are responsible for familiarizing themselves with Sakai (see below), and for keeping their inboxes clear so messages can come through.

9. **Communicating with the Instructor and TA’s**

   a. I will make every effort to be available for consultation in the few minutes before and after class, but there will be times when my schedule will not allow this. It is highly recommended that you attend my or the TAs office hours or make an appointment with one of us if you have questions or concerns that cannot be addressed in a 1 - 2 minute pre- or post-class conversation.

   b. The TAs and I will check email daily (except on weekends and University holidays). However, please allow sufficient time for a response, as some questions require research or thoughtful consideration. Do not send an email right before class and assume it will be read. Include “PCO 4930” in the subject line of any email. **Do not email the instructor or TAs through Sakai; use the email addresses provided on this syllabus or on Sakai.**

   c. Neither the TAs nor I ‘friend’ students or accept ‘friend’ requests on social websites. Please do not take this personally.

10. **Late Assignments and Make-up Work**

   a. All assignments are known well in advance; therefore, opportunities for make-up assignments and tests will only be granted in the most exceptional circumstances (such as illness or family emergency). If you feel that your situation fits these circumstances, please contact Dr. Mintz before the due date, and be aware that you will be asked to provide a written medical excuse or excuse from proper University authorities.

   b. University policy states that opportunities for ‘bonus points’ must be provided to the entire class if they are to be used. It is therefore against policy to provide additional opportunities for ‘bonus points’ to individual students, so please do not ask.

   c. Assignments will be marked down 5% for each day that they are late (after 4PM each day). If the assignment is not received by 4PM the next day, it is considered as not having been turned in until the second day and is therefore 10% late, and so forth.

**ACCOMMODATIONS FOR DISABILITY**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
SAKAI

This class makes use of e-learning (Sakai) for providing electronic copies of readings, uploading assignments and grades, and important announcements. All students are responsible for familiarizing themselves with the Sakai version of e-learning and as per above, checking it regularly for class-related announcements. Online tutorials for students to learn how to use Sakai are available at https://lss.at.ufl.edu/sakai-training/index.shtml.

Important Note: If you have a problem uploading an assignment that would affect your grade (e.g., assignment is due at 4:00PM and it is 3:50PM and the upload isn’t working), call the Help Desk at 352-392-4357, and press option #2. Have your UF ID # ready. You will be given a ticket number and this will be proof of the issue that occurred. Contact Dr. Mintz with the ticket number and adjustments will be made accordingly. Without a ticket number, no accommodations based on computer issues will be made for late assignments.

ICLICKER

You are required to purchase an iClicker-2, and bring it to every class. If you already own an earlier version of the iClicker, you can use it but you must let Dr. Mintz know (i.e., so you do not lose participation points for responses that the older versions does not allow). You must register your iClicker-2 to receive participation points. To do so go to: www.iclicker.com and click on “Register your Clicker.” Important: You will be asked for your student ID. This is your Gator Link ID.

COURSE REQUIREMENTS (400 TOTAL POINTS)

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<tr>
<th>ASSIGNMENT TYPE</th>
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<th>POINTS</th>
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<tr>
<td>EXAMS</td>
<td>MIDTERM</td>
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<td>FINAL</td>
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<td>QUIZZES</td>
<td>MOVIE QUIZ</td>
<td>20</td>
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<td>SHORT WRITING</td>
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<td>ASSIGNMENT</td>
<td>DEFINITION OF SEX</td>
<td>20</td>
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<tr>
<td>PROJECT: CHOOSE ONE</td>
<td>BLOG</td>
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<td></td>
<td>UNREALISTIC EXPECTATIONS IN MEDIA</td>
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<tr>
<td>IN CLASS PARTICIPATION</td>
<td>iCLICKER PARTICIPATION</td>
<td>60</td>
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<td>TOTAL POINTS</td>
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**Grading Scale**
Letter grades are assigned based on the total percent of points according to the following scale:

- **A** = 93 or above
- **A-** = 90-92
- **B+** = 87-89
- **B** = 84-86
- **B-** = 80-83
- **C+** = 77-79
- **C** = 74-76
- **C-** = 70-73
- **D+** = 67-69
- **D** = 64-66
- **D-** = 60-63
- **E** = 59 or below

When final grades are calculated, decimal points will be rounded, with .5 and above rounded up and below .5 rounded down. So, for example, if you have earned 357 points, you will have earned 89.25% (357/400), which would be a B+. If you earned 358 points, you will have earned 89.5% (358/400), which would be an A-.

Please note that UF implemented minus grades beginning in Summer 2009. Under the new system, a grade of C- will not qualify for major, minor, Gen Ed, Gordon Rule, or College Basic Distribution credit.

Please see the following for more information:
http://www.correspondencestudy.ufl.edu/instructors/handbook/Grading/grading.html

*No grades are discussed via email.* If you have a problem or a question about your grade, please make an appointment to come speak with the instructor or stop by during office hours.

**Re-grading Policy**
If you disagree with a grade you receive for an assignment, you can request to have it re-graded. In order to do this, you must first meet with whoever graded your original assignment (TA or Dr. Mintz) to discuss the grade you received in order to understand why you lost points. Then you must email Dr. Mintz (even if she was the original grader) requesting that your assignment be re-graded. If you exercise this option, it is the second grade that will stand, regardless of whether or not it is higher or lower than the original grade. Please note that you must request to meet with your original grader regarding your grade within two days after an assignment has been returned, and you must email Dr. Mintz regarding a request to re-grade within two additional days after meeting with the original grader. No requests for re-grading will be possible after these cut-off times.

**Assignments: Learning Objectives, Descriptions, and Grading Criteria**

Exams (100 for each of two exams)

*Learning Objective:* To ascertain the extent to which students have understood and mastered reading and lecture content.

*Description:* This class will include two non-cumulative exams, covering the readings and in-class material presented prior to that exam. Specifically, the mid-term (10/18) will cover the material from 8/23 through 10/16 and the final (12/13) will cover material from 10/23 through 12/4. The format of the exam will be multiple choice questions only. The exams will be given in-class.

Also note that the exams will be closely monitored and any student found cheating (e.g., looking at notes, asking or receiving answers from another student) will be turned over to the Dean of Students office.
Very Important: The class will not be a repeat of the required readings, and the required readings will be an important focus of the exams. You are expected to read the assigned readings (King book and any additional readings on Sakai) prior to the class they are assigned for, as these readings will assist you in being prepared to understand and contextualize the class material. However, rather than repeating what is in the book and other readings, the in-class material will supplement the readings (e.g., go into depth on one point in the readings, provide new or additional material not provided in readings). Thus, there will be a great deal of material from the book that will not be covered in class, yet will be on the exams. If you have a question on something in the book (or any other reading) that we don’t cover in class, email the TAs or Dr. Mintz or make an appointment and ask. You cannot simply come to class and expect to do well on the tests. To do well on the tests, you will need to read the assigned reading.

Likewise, there will be material presented in class that is not in the book, yet will be on the exams. If you miss a class, obtain the notes from a classmate. The TAs and Dr. Mintz will not take appointments to provide a recap of class material.

Movie Quiz (20 points)

Learning Objective: To ascertain the extent to which students have watched and thought about the required movie provided in lieu of one class period (i.e., Tuesday before Thanksgiving).

Description: A 10 - 20 point multiple choice format quiz given in class (11/27).

Definition of Sex (20 points)

Learning Objective: To have students understand and consider the importance of language in discussing sexuality, including the subtle cultural and gender biases in such language. To have students develop a definition of the concept that is the foundation for this class (i.e., “Sex”).

Description: Definition should be completed in no more than 60 words (which is generally about 3 sentences). Ten points will be deducted for responses over 60 words. There is no penalty for having fewer than 60 words. Definition of Sex is due 9/6 by 4:00PM. Definition should be uploaded to Sakai (see instructions below).

Grading criteria:

1. Clarity of definition: 10 points (i.e., Is the definition clear and easy to understand? Is the definition precise?)
   2. Thoughtfulness of definition: 10 points (i.e., Is it apparent that the writer has taken time to reflect on and refine their definition? Is it apparent that the writer has considered the class readings and lecture on this topic in formulating their definition?)

Project (100 points)

Each student will complete one more extensive project for this class, worth 100 points. For this project, students can choose between two options: Unrealistic Expectations of Sex or Blog. Both are described below.
Unrealistic Expectations of Sex (100 points)

Learning Objective: To become a critical consumer of sexuality information and content provided in popular culture, and to develop an understanding about how misleading or inaccurate sexuality related content in the popular media can lead to sexual problems and difficulties.

Description: Each student will locate one product located in the popular culture that reflects unrealistic and/or inaccurate portrayals of sex. Products can be songs, movie scenes, advertisements, or magazine articles (Note: if you find a product not listed here, contact the instructor to make sure it is an acceptable product prior to handing in your project). The student will upload this product to Sakai (see below). Please make sure that the instructor and TAs can clearly view your product. For example, if you find an article or advertisement in a magazine, scan it in and upload it. If you find a song, upload a link to the song, if possible, and a document with the name and lyrics to that song. If you find a movie scene, upload a link to the movie, if possible, and a document with the name of the movie and a specific description of the scene in the movie (provide scene # if possible). Then, in 500 – 800 words: (1) briefly introduce your product (e.g., “This project discusses an advertisement for women’s perfume found in the September issue of XX magazine. In this advertisement, the woman is XXX”); (2) describe what specifically you find to be inaccurate and/or unrealistic about this portrayal of sex (there may be one inaccuracy or there may be multiple inaccuracies; be very clear about how many there are and what each is); and (3) discuss how this inaccuracy (or each of the inaccuracies in the case of more than one inaccuracy) could lead to sexual insecurities, problems, or difficulties. This project requires three scholarly citations to back up your arguments (e.g., “This music video portrays XX. However, in the King book, on page XX…” Likewise, in an article in the Journal of Sex Research….). The paper must also include a reference list. However, if you use the King book as one of your three citations, you do not need to include this on the reference list. (Hint: Reading the Zhang, Miller, and Harrison (2008) article required for the 11/8 class can help you formulate your arguments for this paper).

This project is due no later than 11/16 at 4:00PM. Early submissions are encouraged. To reward timeliness and advanced planning (academic skills that can enhance outcomes), five extra credit points will be given for any project turned in before 10/26.

Grading Criteria:

1. Clearly written (no typographical or grammatical errors): 10 points
2. Product uploaded in a manner that portrays product clearly: 10 points
3. Inaccurate or Unrealistic Portrayal Description:
   a. Clarity of analysis (Is it clear to the reader what specifically is unrealistic or inaccurate about the portrayal?): 20
   b. Accuracy of analysis (Is the product actually unrealistic or inaccurate, and is evidence provided to support this assertion?): 20
4. How this Portrayal Could Lead to Problems:
   a. Clarity of analysis (Is it clear to the reader how such unrealistic or inaccurate portrayals could lead to problems, and what these problems might be?): 20
   b. Thoughtfulness of analysis (Is it clear that the writer has taken time to carefully reflect upon the possible relation between the unrealistic portrayal and sexual insecurities, problems, or difficulties? If available, is evidence provided to support the analysis?): 20
Also, note that 15 points will be taken off for any project over 800 words. Additionally, 15 points will be taken off for each missing reference either in text or in the reference list (e.g., if you only provide two references, 15 points will be deducted; if you provide three references but only include two of these in the reference list, 15 points will be deducted).

Blog

**Learning Objective.** To research a topic related to human sexuality in order to gain a deeper knowledge of that topic, and to learn to convey scientific and academic knowledge to others in a way that is understandable, clear, informative, and devoid of personal information.

**Description:** For this assignment, each student will write a 500 – 800 word blog on a topic relevant to the course content. Your final blog should read like a blog that you would find on Psychology Today (PT), in the Sex Topic Stream. The best way to prepare for this project is to read several of the blogs in that topic stream.

Your final blog should make a clear point (two related points at the most) that will educate readers and/or enhance their sexual knowledge. At least two quality resources (e.g., newspaper articles, scientific studies, accurate media descriptions of scientific studies, blogs by experts in the field) should be hyper-linked. If you are in doubt about the quality of your source, check with the instructor or one of the TAs. Your final blog should also include visually appealing pictures. These pictures may not depict graphic sexual activity or nudity; see the PT blogs for the range of acceptable pictures.

This project is due no later than 11/16 at 4:00PM. Early submissions are encouraged. To reward timeliness and advanced planning (academic skills that can enhance outcomes), five extra credit points will be given for any project turned in before 10/26.

**Grading criteria**

1. Final blog:
   a. Clearly written (no typographical or grammatical errors): 10 points
   b. Quality of images used: 10 points
   c. Makes a clear point (two at the most) that would be informative for readers: 40 points
      i. Point of blog reflected in (hopefully catchy) title: 5 points
      ii. Clarity of points made: 20 points
      iii. Potential utility in educating readers: 15
   d. Draws upon scientifically-based knowledge about sexuality and conveys that knowledge accurately, including hyperlinking at least two quality sources: 40 points

Also, note that 15 points will be taken off for any blog over 800 words. Additionally, 15 points will be taken off for each missing hyperlinked source.

Do not include any personal anecdotes or information in your blog, either about yourself or anyone else. Your blog should include no information that can identify you or others. Because the learning objective for this assignment is “learning to convey scientific and academic knowledge to others in a way that is understandable, clear, informative, and devoid of personal information” any blogs containing personal information may: (1) be penalized in terms of points; (2) not be allowed into the competition below; and (3) removed from the Sakai e-learning blog function.
“Best Blog” Competition with Winner Given Option to Publish on Psychology Today

There will be a “best blog” competition with the winning blogger given the opportunity to publish their blog (as a guest blogger) on the instructor’s Psychology Today blog.

If you do not want your blog to be part of the competition (i.e., you do not want other students or potentially the public to read your blog), at the top of your blog type “Do Not Include in Competition” in bold. There will be no penalty for not being part of this competition.

After all blogs have been submitted, the instructor and TAs will choose the top 3 – 5 blogs (excluding the blogs of students who have opted out of the competition as per above). The top blogs will then be provided to the entire class. The authors of the top 3 – 5 blogs will not be made public to the class. Specifically, class members will read de-identified (i.e., anonymous author) copies of the chosen 3 – 5 blogs and vote on the top blog (5 extra credit points for voting).

Please note that in order to discourage voting for extra credit points without reading, the content of the chosen top blogs will be included on the final exam. Thus, every class member should read the chosen blogs, and voting is for extra credit only.

If the author of the winning blog agrees, his/her blog will be published on Psychology Today (as a guest blog on the Instructor’s Psychology Today blog site). Please note that, prior to publication, the instructor may need to work with the student to edit the blog to meet PT guidelines. Also, as per Psychology Today guidelines, the blog author’s name and their status (e.g., Student at Human Sexuality Class at UF) will be clearly stated at the top of the post. (Note: the instructor has the final authority about whether the winning student blog is eligible for being posted on her PT blog).

Instructions for Uploading All Assignments:

For all assignments, the plagiarism software “turnitin” will be used. On Sakai, the option to see your own Turnitin report will be enabled. If you desire, you may submit a draft of your assignment before it is due and then view the associated turnitin report. The instructor will not grade this assignment. You can then submit a final assignment on the due date. If you exercise this option, clearly label the first draft as LAST NAME-FIRST NAME-DRAFT-ASSIGNMENT NAME and the final assignment as LAST NAME-FIRST NAME-FINAL-ASSIGNMENT NAME.

Uploading Definition of Sex and Unrealistic Expectations Project:

• Submit to Sakai in the “ASSIGNMENTS” section.
• Submit “Unrealistic Assignments” under “Project (Choose One)”
  o Please do not upload multiple documents to Sakai for a single assignment.
• Use Times New Roman 12 point, double spacing.
• Upload to Sakai in either Word or PDF format.
• Title with your last name, your first name, and the assignment name which is reflected in bold in the example that follows. Note that for the Unrealistic Assignment Project, most students will need to have two uploads—one for the product and one for the analysis.
  o Smith-Sally-Definition of Sex
  o Smith-Sally Unrealistic Expectations Product and Analysis, OR
  o Smith-Sally Unrealistic Expectations Product AND
  o Smith-Sally Unrealistic Expectations Analysis
Blog Project:

In Sakai, there is not a “turnitin” option for the blog function (i.e., “turnitin” is only enabled for the “assignment” section). Therefore, for this assignment, you will need to turn in two copies:

1) A text only copy in “Assignments”
   a. Submit under “Project (Choose One)”
   b. As per above, you can opt to see your own turnitin report first; label as LAST NAME-FIRST NAME-DRAFT-BLOG and then your final as LAST NAME-FIRST NAME-FINAL-BLOG.

2) Your actual blog, with hyperlinks and pictures, in the “Blog” section.

VERY IMPORTANT: In the Sakai blog section, you can choose who can see the entry. You MUST choose “only site administrators and I can see this entry.” Please note that this requires a change from the default settings. Also note that each and every blog will be checked for this setting, with the TAs and the course instructor making changes to student settings as needed.

If you need assistance with the blog function in Sakai, contact the e-learning support help desk at 352-392-4357, and press option #2.

iClicker Responses (60 points)

Learning Objective: To have students engage with the material and provide a method for participation in this large lecture class.

Description: Throughout the class, there will be a number of opportunities to participate in class by using your iClickers. As noted earlier (see Statement of Informed Consent), some of these opportunities will count for participation points and others (i.e., those that ask for more personal information) will not. For those questions that do count, there will be 60 points allotted to responding. To allot points, the percentage of times you respond to questions that count for participation points will be calculated, and that percentage of 60 points allotted. To illustrate, if there are 80 opportunities to respond, and you respond to 68 of these, you will have participated 85% of the time. Eighty-five percent of 60 is 51 points. Thus, you will be assigned 51 of 60 total possible points. (When final grades are calculated, decimal points will be rounded, with .5 and above rounded up and under .5 rounded down).

Please note: some of the opportunities to respond will be multiple choice and some may be alpha-numeric (i.e., using the iClicker to write in your response). Equal points will be allotted to both, as both will simply count as whether or not you participated.

COURSE SCHEDULE

The following course schedule is a guideline only and is subject to change (including a change in the films shown). However, if there are any changes to assignment dates, students will be notified via email and an announcement on Sakai. No assignments will be due earlier than listed below.

Readings other than those in the King book can be found on Sakai under the Resources tab. Note that the word “readings” is used loosely; sometimes a reading will be a linked video to view (e.g., Spoonful of Sugar to be viewed in preparation for class on 10/9).
Note that for there will be two resource folders for some topics on Sakai: Required Readings and Supplemental Readings. The former will be on the test and the latter are simply provided for those of you who want additional information on a topic. For films shown in class as excerpts only, if available, a link will be provided in the Supplemental Readings section. (Note: Both required readings and supplemental readings which are located online can be used as linked sources for your blog).

Important Note: Not all required readings are listed below; additional readings may be added as the semester progresses. When they are, an announcement will be made on Sakai and an email sent to the class list.

If during the course of the semester, any student finds a reading or resource of potential interest to the entire class, feel free to email the instructor who will consider adding that resource to the required or additional reading section on Sakai. No points will be given for locating resources.

When a portion of a King chapter is to be read, the starting and ending pages and section name(s) of that chapter are included. (See also Contents, King pages ix – xiv). In such cases, “Beginning” means the first page of that chapter and “End” means the last page, exclusive of the Study Guide and Suggested Resources and Readings sections, which are optional. However, the Study Guide section will be useful to you in preparing for exams. If what you are to read is unclear, email the TAs or Instructor.

Important Reminder: The required readings will be an important focus of the exams even if they are not covered in class. Indeed, many readings will not be covered in class and instead, in-class material will supplement the readings (e.g., go into depth on one point in the readings or provide new or additional material not provided in readings). Again, there will be a great deal of material from the book that will not be covered in class, yet will be on the exams. Do not wait to do all your readings before the exams. You will do better in this class and on the exams if you keep up with the readings.

ASSIGNMENTS DUE BY 4:00 PM ON DUE DATE UNLESS OTHERWISE NOTED

Note: films in red indicate explicit sexual content or nudity
Non-King Book readings are in green to alert you to them

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<td>8/23</td>
<td>Introduction to Course</td>
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<td>8/28 &amp; 8/30</td>
<td>The Importance of Studying Sexuality</td>
<td>Research in Sexuality King Chapter One, pages 20-26 (Sex as a Science and Scientific Methodology) In Class Film: Kinsey (118 min.)</td>
<td>Register your iClicker-2 by Class on Tuesday 8/28</td>
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<td>9/4 &amp; 9/6</td>
<td>Research in Sexuality (and i-clicker testing) PT Blog: Redefining Foreplay by Laurie Mintz Are we having sex yet? by Greta Christina (Note: This reading also involves explicit sexual content and language)</td>
<td>Gender Roles and Sexuality (Including Body-Image) Racial Stereotypes and Sexuality King, Chapter Eight, pages 208-219 (Gender Roles) King, Chapter Two, pages 53-54 (Our Sexual Bodies) King Chapter Four, pages 92-93 (Penis Size: Does it Matter?) In-Class Film or Excerpts: Still Killing Us Softly 3 My Penis and Everyone Else’s</td>
<td>Definition of Sex Due by 4:00 p.m. Thursday 9/6</td>
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<tr>
<td>Dates</td>
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| 9/11 & 9/13 | Male Sexual Anatomy and Response                                      | King, Chapter Two, Pages 33-34 (Chpt. Introduction) and 46-53 (External and Internal Male Anatomy)  
|            |                                                                      | King Chapter Three, Pages 58-60 (Chpt. Intro and Endocrine System) and 71-74 (Regulation of Male Hormones and Testosterone and Sexual Desire)  
|            |                                                                      | King Chapter Four, Pages 78-83 (Beginning through Women’s Sexual Response)               |
|            | Female Sexual Anatomy and Response                                   | King Chapter Two, Pages 34-46 (External and Internal Female Anatomy)  
|            |                                                                      | King, Chapter Four, pages 84-88 (Women’s Sexual Response)  
|            |                                                                      | PT Blog: What Science Tells Us About the Clitoris by Laurie Mintz  
|            |                                                                      | In Class Films: Betty Dodson Viva-La-Vulva and Celebrating Orgasm                       |
| 9/18 & 9/20 | Controversies About Orgasm                                           | King, Chapter Four, Pages 88-92 (Controversies About Orgasm)  
|            |                                                                      | PT Blogs: Analyzing the Latest Study in The G-Spot Debate;  
|            |                                                                      | Orgasms: You Can’t Fake it Till You Make it by Laurie Mintz  
|            |                                                                      | Sexuality and Disability  
|            |                                                                      | King, Chapter Four, Pages 95-96 (Sexuality and People with Disabilities)  
|            |                                                                      | In Class Film: Sex(ability): Uncensored                                               |
| 9/25 & 9/27 | Hormones and Sexuality: Focus on Menstruation                        | King, Chapter Three, Pages 60-71 (All Sections on Menstruation)  
|            |                                                                      | King, Chapter Ten, pages 246-247 (Changes in Girls)                                  |
|            | Sexual Orientation                                                   | King, Chapter Nine  
|            | Possible in Class Film or Panel (TBD)                                |                                                                                         |
| 10/2 & 10/4 | Rethinking the Gender Dichotomy                                      | King, Chapter 8, Pages 197-204 (Beginning Through Gender Identity “Disorder”)  
|            |                                                                      | In Class Film or Film Excerpt: InterseXion or Orchids or Dr. Money & the Boy with No Penis  
|            | Rethinking the Gender Dichotomy                                      | King, Chapter 8, Pages 204 – 208 (Gender Identity “Disorder” through Gender Roles)  
|            |                                                                      | In Class Film: Trans                                                                     |
| 10/9 & 10/11 | Birth Control and STI, SRD A Spoonful of Sugar (mild sexual content)  | King, Chapters 5 and 6  
|            |                                                                      | Guest Speaker                                                                           |
|            | Birth Control and STI, SRD A Spoonful of Sugar (mild sexual content)  | King, Chapters 5 and 6  
|            |                                                                      | Guest Speaker                                                                           |
| 10/16 & 10/18 | Pregnancy and Childbirth                                              | King, Chapter Seven  
<p>|            | Review as needed for exam                                            |                                                                                         |
|            | Mid-Term Exam                                                         |                                                                                         |</p>
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<th>Date</th>
<th>Topic</th>
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| 10/23 & 10/25 | Life Span Development and Adult Sexual Behaviors and Attitudes  
King, Chapters Ten and Eleven | Life Span Development and Adult Sexual Behaviors and Attitudes  
King, Chapters Ten and Eleven  
Armstrong, England, & Fogarty (2012) | Turning in Blog or Unrealistic Expectations Project by 10/26 at 4 p.m. Earns 5 Extra Credit Points |
| 10/30 & 11/1  | Sexual Issues and Problems  
King, Chapter Thirteen | Sexual Issues and Problems  
King, Chapter Thirteen  
In-Class Film: Orgasm Inc. | |
| 11/6 & 11/8  | Paraphilia’s and Sexual Variants  
King, Chapter Fourteen | Sexual Violence in Popular Culture  
Zhang, Miller, and Harrison (2008)  
In Class Film: Dream worlds 3 | |
| 11/13 & 11/15 | Selling Sex: Focus on Internet Porn  
King Chapter Sixteens  
Watson & Smith (2012)  
SSSS Paper on Pornography  
In Class Film: Porndemic or The Price of Pleasure | Love and Relationships: Focus on Communication and Sexual Communication  
King, Chapter Twelve  
In-Class Film: Making Marriage Work | Project (Blog or Unrealistic Expectations) due by 11/16 at 4:00 P.M. |
| 11/20 & 11/22 | No Class: Watch Movie “How Will We Love” (Quiz on 11/27) | Thanksgiving Break: No Class | |
| 11/27 & 11/29 | 20-point Quiz on “How Will We Love”  
Sexual Victimization  
King, Chapter Fifteen | Sexual Victimization (continued)  
Possible in Class Film TBD | Vote for Top Blog by 11/30 at 4:00 P.M. for 5 extra credit points |
| 12/4 & 12/6  | A Quick Survey of Topics Not Covered  
Wrap-Up | Reading Day: No Class | |
| 12/13       |                                                        | Final Exam 10 a.m. – 12 p.m. | |