

PSYCHOLOGY OF HUMAN SEXUALITY SYLLABUS¹
SOP 4777/FYC4932/WST4930
Tuesdays Periods 8 – 10 (3:00 – 6:00 p.m.) CSE A 101

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COURSE DESCRIPTION

This class will cover the topic of human sexuality from a psychological perspective, with an applied psychological perspective emphasized². While some cross-cultural information will be included, the main focus will be sexuality in the U.S. We will examine current research on sexuality. A wide range of topics will be covered including but not limited to: (1) sexual desire and sexual responses, (2) sexual practices, (4) sexual issues & problems, (4) sexual violence, and (5) sex therapy. There will be a focus on understanding common misconceptions regarding sexuality and current controversies in the field. General knowledge on human sexuality (e.g., anatomy, sexual response) will also be presented as such information is a necessary prerequisite to understand more psychologically-related information (e.g., sexual problems and their treatment).

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.

¹ While every attempt will be made to this syllabus as strictly as possible, it is subject to change at the Instructor's discretion. If changes are made, an email will be sent via the class listserv. However, if assignment due dates are ever changed, in no instance will they be due earlier than indicated.

² Applied psychology is the study and application of psychology for the purpose of understanding, preventing, and relieving psychologically-based distress or dysfunction, as well as for the promotion of subjective well-being and personal development.

INFORMED CONSENTS: PLEASE READ NOW

- It is **CRITICAL** that you **read and understand** the two informed consents provided at the end of this syllabus.
- If you have questions or concerns about these consents, please contact Dr. Mintz.

REQUIRED COURSE MATERIALS & COMMUNICATION METHODS

• E-LEARNING:

- This class uses e-learning (Canvas):
 - To provide electronic copies of required (and supplemental) readings and videos;
 - For students to upload written assignments;
 - To track students' grades.

All students are responsible for familiarizing themselves with Canvas. Online tutorials are available at <https://training.it.ufl.edu/e-learning-basics/uf-e-learning-tutorials/>

- **Important:** If you have a problem uploading an assignment that would affect your grade (e.g., assignment is due at 3:00 p.m. and it is 2:55 PM and the upload isn't working), call the **Help Desk at 352-392-4357, and press option #1**. 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.**

• READINGS:

- Lehmler, J. L. (2014) *The Psychology of Human Sexuality*. Wiley-Blackwell.
- Readings and movies provided on E-Learning (<http://elearning.ufl.edu/>): See Canvas in the "Modules" Tab. Here you will find a folder for each date the course meets. Within these folders, you will find another folder titled "Required Readings (For Planned Quiz)." These readings are required for class and will be the subject of in-class quizzes. They appear in **green** in the day by day course schedule below (see page 17).

• i>CLICKER:

- You must have a hard remote (i.e., not web-based) and **register it** to receive participation points and to take quizzes. **Unless you register your remote, you will not receive any participation of quiz points, even if you use your clicker to vote.**
- To register your remote, go to the i>clicker tab in Canvas and follow the instructions. To register your remote, you will need your remote ID#, which is a series of 8 numbers and letters. Canvas provides instructions on locating this ID#.
- If you are using an older/used remote and these numbers have rubbed off, please see this link for retrieval instructions: https://macmillannv.desk.com/customer/en/portal/articles/1565544-where-do-i-find-my-remote-id-?b_id=10299, and if you still cannot find the remote ID, please see Dr. Mintz, in person (after class or at her office hours) and bring your i>clicker with you. She will help you retrieve the number.

• CLASS LISTSERV:

- The announcement tab in Canvas will NOT be used. Instead, the primary method of communicating class-related information and announcements is a listserv, which is obtained from the class roster and thus uses your Gatorlink (UF) email address. Students are expected to read and be aware of all email announcements. "Not knowing" about a particular announcement (due to not checking email or a full inbox) will not be accepted as an excuse with regards to any assignment or other class-related activity. While in this class, it is recommended you check your email daily to avoid missing important information (e.g., extra credit opportunities, changes to quizzes).

ADDITIONAL (NON-REQUIRED) COURSE MATERIALS

- Readings and movies provided on E-Learning (<http://elearning.ufl.edu/>): See the Canvas Modules Tab.
- The author of the course text maintains an active website (<http://www.lehmiller.com/welcome/>) & associated social media (e.g., Facebook page: <https://www.facebook.com/psychologyofsex>).
- All students have access to Mark Schoen's *Sex Smart Films*, a highly respected site for films on sex research, education, and therapy. Go to: <http://sexsmartfilms.com/premium/> and login at the top right with the username Mintz and the Password is UFHumanSexuality (case sensitive). (Dr. Schoen is the producer of the movie *Trans* which we will view, and then have the opportunity to Skype with Dr. Schoen after the film).
- The book, *Guide to Getting it On*, by Paul Joannides is an excellent encyclopedic resource on sexuality. This author also maintains an outstanding sex education website: <http://www.guidetogettingiton.com/>

VERY IMPORTANT INFORMATION & POLICIES REGARDING I>CLICKER

FORGETTING YOUR I>CLICKER (OR RUNNING OUT OF BATTERIES MID-CLASS)

- The i>clickers will be used each class for participation points &/or quizzes. Thus, it is critical you remember to bring your i>clicker to every class!
- **Every student is allowed only two instances of a forgotten clicker** (Note: Because the i>clickers give you a low-battery warning, after which your battery will still work for several hours, running out of batteries mid-class counts as a forgotten i>clicker instance).
- If you forget your i>clicker, turn in **TWO sheets of paper**, one with your quiz answers and one for participation points. It is critical to turn in separate sheets for the quiz and the participation points.
- **On the top of both write "Forgot My Clicker," the date, your name, your UF email, and your UF ID#.**
 - For any in-class quiz, record your answers by question #. These will be collected by the TAs directly after the quiz. This will be how your quiz is graded.
 - For participation points, simply write "Participation Points" and record any non-anonymous answers. Do not write down anonymous answers. Turn this into a TA or Dr. Mintz at the end of class.
- If a student attempts to hand in a paper for a third instance of a forgotten clicker, no points will be allotted for that day for either the quiz or participation points.

HOW TO TELL IF YOUR I>CLICKER REGISTERED THE VOTE & WHAT TO DO IF IT DIDN'T

- **It is your responsibility to make certain that your i>clicker is working properly and registering votes!**
 - On the i>clicker+, your answer will light up in green when your vote is registered
 - On the i>clicker-2, if your vote registers you will see a checkmark on the screen
- **If you do not see these indicator lights, turn in your answers on paper in the same manner as described above for forgotten clickers, but write "Clicker Malfunction" at the top and have a TA sign to verify they have checked your i>clicker remote.**
 - To have a TA sign, see one of them at the break and if not, immediately after class. Show them your i>clicker to prove you had it with you & that the battery is not the issue. They will then sign the aforementioned paper.
- If a student has an i>clicker that they claim has malfunctioned more than twice, Dr. Mintz reserves the right to not allot points for this student for any subsequent malfunctions.

PARTICIPATION POINTS OBTAINED WITH I>CLICKER & UPLOADED TO CANVAS:

- Participation points are given for responding to all relevant polling questions (i.e., those applying to all students or to a specific group to which you identify such as male or female) posed in class. (Note: For sensitive questions, there is always an option of "I prefer not to answer"). Thus, please inform the instructor (via email or in person after class) if you arrived late to class or have to leave early, so that you do not miss participation points for missing one or two polling questions.
- Participation points will be uploaded within 48 hours after class ends (i.e., by Thursday at 6 p.m.) unless an announcement is made via the listserv.

- If you reply to some but not all polling questions that apply to you, you will see a **ZERO** for your participation points that day. **If you receive a zero but were in class and believe you responded to all questions, contact the instructor by email or by attending her office hours by the following Tuesday at 2:00 p.m.** (i.e., the end of her office hours the week after the class that you are concerned about). She will be able to go into the i>clicker system and ascertain if you simply missed a few responses, and change your score accordingly. If you do not contact the instructor within this timeframe, your zero will remain.
- If your clicker does not record, you will see a **BLANK**. Thus, for participation points, blanks will appear either when you were not in class or when you were in class but your i>clicker malfunctioned (i.e., it didn't record at all) and you were not aware of this. Given the section above, this should be a rarity but safeguards are in place as per below. **If your participation score is blank but you were in class, you must contact Dr. Mintz (by email or by attending her office hours) by the following Tuesday at 2:00 p.m.** (i.e., the end of her office hours the week after the class that you are concerned about). In this case, Dr. Mintz will provide you with questions to prove you were in class (i.e., questions you would only know if you were in class). If you cannot prove you were in class, you will not receive participation points. However, if you can prove you were in class, you will be provided with missing participation points.
- Every Tuesday at 2:00 p.m., blank participation points from the prior class period (i.e., Wednesday of the prior week) are changed to zeros & cannot be changed back.

PLANNED & POP QUIZ POINTS OBTAINED WITH I>CLICKER & UPLOADED TO CANVAS:

- Quiz points will be uploaded within 48 hours after class ends unless an announcement is made via the listserv.
- Sometimes grades for planned and pop quizzes will be uploaded separately and sometimes they will appear as one score. It will be made clear what is being uploaded by the title of the score in the gradebook.
- Blanks on quizzes mean the same thing as blanks on Participation Points: Your i>clicker didn't record. If this occurs and you were in class, you must contact Dr. Mintz to take a make-up quiz. **You must contact Dr. Mintz (by email or by attending her office hours) by the following Tuesday at 2:00 p.m. or you will not be given the makeup quiz.** (Note: The actual quiz may be scheduled for later, but the contact must be made to arrange the make-up quiz by Tuesday at 2:00).
- A zero on a quiz (or 1 point out of 2 points or 2 points out of 3 points) is not the same as a blank. In most cases, this will be because you got the answer wrong. However, because it is conceivable that your i>clicker would work on one quiz question and not another (and for some reason your indicator light was not working), for all quizzes taken by i>clicker, an additional safeguard will be put in place:
 - In class, Dr. Mintz will give the answers to quiz questions and if Canvas shows a lower score on a quiz than you should have received based on your answers, you can contact Dr. Mintz and ask her to examine the i>clicker report, which will tell her if a remote did not record. In the latter case, you will be given a makeup quiz question or questions (i.e., a makeup for whatever portion of the quiz that your i>clicker did not record a vote). **Again, you still must contact Dr. Mintz by Tuesday at 2:00, or you will not be given the makeup quiz.**
- **Important:** Because it is your responsibility to make sure that your i>clicker is recording and let the Instructor/TA know that same day, as well as to prevent students from not responding when an answer is not known and then saying their i>clicker did not work, all makeup quizzes or quiz questions for malfunctioning i>clickers will be approximately twice as hard as the original quiz (i.e., the actual questions will be more difficult and there will be double the questions; for example, to make-up one question, you will need to answer two correctly and these questions will be more challenging than the original questions.

TAKE-HOME POINTS:

- **BRING YOUR I>CLICKER TO EVERY CLASS & MONITOR IT TO MAKE SURE IT IS RECORDING VOTES;**
- **LET DR. MINTZ OR THE TA KNOW WITHIN THE TIME-FRAMES SPECIFIED ABOVE WHEN YOU KNOW THERE HAS BEEN A MALFUNCTION BASED ON YOUR INDICATOR LIGHT/CHECK, OR IF YOU SUSPECT THAT THERE HAS BEEN A MALFUNCTION BASED ON YOUR CANVAS GRADES (BLANK OR ZERO PARTICIPATION SCORES OR QUIZ SCORES LOWER THAN YOU SHOULD HAVE RECEIVED BASED ON ANSWERS GIVEN IN CLASS)**
 - **THE ONLY WAY YOU CAN KNOW THAT THERE HAS BEEN A MALFUNCTION THAT YOU DIDN'T NOTICE DURING CLASS IS BY CHECKING YOUR GRADES ON CANVAS. DON'T LOSE POINTS BECAUSE YOU AREN'T CHECKING!**

ADDITIONAL IMPORTANT NOTES ON PARTICIPATION AND PLANNED + POP QUIZ SCORES ON CANVAS

- UNLESS YOU CHANGE YOUR SETTINGS IN CANVAS, YOU WILL RECEIVE AN EMAIL EVERY TIME A GRADE IS POSTED. FOR MAXIMUM SUCCESS IN THIS CLASS, IT IS RECOMMENDED THAT EACH TIME YOU RECEIVE SUCH AN EMAIL, YOU CHECK YOUR GRADES AND NOTIFY THE INSTRUCTOR IMMEDIATELY IF THERE IS A PROBLEM (E.G., LOWER QUIZ SCORE THAN EXPECTED; BLANK OR ZERO SCORES FOR PARTICIPATION POINTS WHEN IN CLASS AND RESPONDING)
- ADDITIONALLY, PLEASE NOTE THAT SINCE SCORES FOR QUIZZES AND PARTICIPATION WILL BE ADDED AS THE SEMESTER PROGRESSES, THIS MEANS THAT UNTIL THE END OF THE SEMESTER YOUR GRADES IN CANVAS FOR THESE TWO ITEMS WILL ALWAYS REFLECT ONLY A PORTION OF THE FINAL TOTAL (E.G., IF YOU GET ALL FOUR POINTS FOR PARTICIPATION ON THE FIRST DAY, YOUR PARTICIPATION POINTS WILL SHOW 4 OF 55 POINTS; IF YOU GET A PERFECT SCORE ON THE FIRST 2-POINT PLANNED QUIZ ON 8/30 (AND THERE IS NOT A POP QUIZ), YOUR PLANNED + POP QUIZ SCORE WILL SHOW AS 2 OF 45 POINTS .

POLICY ON *OTHER* (I.E., NON I>CLICKER) GRADES UPLOADED TO CANVAS:

- It is your responsibility to check your grades throughout this class and let the Instructor or a Graduate TA know of any problem within one week after a grade has posted (e.g., missing extra credit points). Adjustments will only be made if the Instructor or TA is contacted within one week of a grade posting.

ADDITIONAL IMPORTANT CLASS INFORMATION AND POLICIES

- **Class Time-Frame.** We will take a 10-15 minute break sometime during class, although this will not be halfway through the class. Instead, it may be after the first period or after two periods—depending on topics covered. In other words, breaks will be given by topic coverage and not by timeframe (i.e., making this similar to a class that meets for one class period on one day and two class periods on the other). The *general* timing for these is indicated in the day by day schedule, although this is subject to change. Class will generally go until the end (i.e., 6:00 p.m.). Please do not start packing up and leaving until the Instructor indicates class is over.
- **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 shown.
- **Silence Cell Phones.** Please silence 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 points (i.e., the 430 points specified on page 10) for each time he or she uses their phone in class.
- **No Side Conversations.** You are asked to refrain from side conversations with the person next to you—even if it is course-related. Such whispering & 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 publically ask you to share your thoughts with the class (which you can either decline to do or choose to do).
- **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.

- **Class Attendance, Participation Points, and Quiz Points.** Exams will cover all class lectures, discussions, and videos. Participation points are given for attending class and responding to i>clicker questions. Thus, choosing not to attend class will result in not earning i>clicker participation points for that day. Likewise, if either planned or pop quizzes are given, not attending class will result in losing the opportunity for quiz points. Thus, missing class can translate into a lower grade in this class, both due to missing material covered on the exams and on missing the opportunity for quiz and participation points. See below, however, for related policy on excusable absences for which participation points will be given and make-up quizzes administered.
- **Timely Arrival & Quizzes.** We will start and end class on time. If you arrive late, please enter quietly and seat yourself in the back of the class.
 - Planned quizzes are given at the start of class:
 - Make-up quizzes are NOT given for lateness to class.
 - If you arrive after the quiz has been completed, there will be no make-up quiz given.
 - If you arrive to class while a quiz is in progress and the quiz is being given by paper, you will not be allowed to take that quiz. In other words, class will not be held up for a late-arriving student to take the quiz.
 - If the quiz is being given by i>clicker, you will not be given the opportunity to answer questions you missed (i.e., if it is a 3-point quiz and you arrive when we are starting question #2, you will not have the opportunity to answer question #1), nor will you be given extra time to answer a question that you arrive in the middle of (i.e., if you arrive when there are only a few seconds of response time left to answer a question, you will not be given extra time to answer that question).
- **Make-up Work:** Requirements for all work assigned in this class is consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Specifically, opportunities for make-up quizzes and participation points (as well as exams and other written projects/papers) will only be granted for reasons of court-imposed legal obligations (e.g., jury duty or subpoena), illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition, or debate. Additionally, university policy allows the Instructor to make other exceptions at his/her discretion. Thus, if you feel that your situation fits the above-noted circumstances or want to ask for an additional exception, please contact **Dr. Mintz** before the due date of an assignment, or in the case of participation points, quizzes, or exams, ideally before the class and if not, within 48 hours of the class ending time. Failing to contact Dr. Mintz within this time-frame will prevent make-up work from being given. Be aware that you may be asked to provide a written medical excuse or excuse from proper University authorities documenting the excused absence. Except in extraordinary circumstances, all make-up quizzes must be taken within one-week of the missed class. Finally, please note that make-up quizzes due to excused absences will be of the same difficulty level as the original quiz (i.e., unlike make-up quizzes due to a malfunctioning i>clicker that was not reported the day of its malfunction as per above).
- **Missed Midterm or Final Exam:**
 - No make-up exams will be given for the mid-term and finals unless: 1) you contact the Instructor before the end of the exam period, and 2) you have documentation of a medical illness/emergency that prevented you from attending the exam.

- **Late Assignments:**
 - If you are having difficulty meeting a deadline due to one of the reasons listed in the bullet point above or another reason you find compelling, contact Dr. Mintz before the due date to ascertain if a later due date can be provided. Since assignment due dates are known in advance, no exceptions to the point deductions below will be given for contact made after an assignment due date:
 - For the two short writing assignments (10 points each), late assignments are not accepted. If you miss the due date/time, you will be given a zero for that assignment.
 - For the project (100 points), 20 points will be deducted for the first 24 hours late and then five points will be deducted for each subsequent day late, with all points deducted as soon as a new 24 hour window begins. For example, since the project is due at 3:00 on Tuesday 11/15, if you upload it at 3:01 on that day, you will lose 20 points. If you upload it the next day, 11/16, at 3:01, you will lose 25 points. These timelines will be strictly adhered to.

- **Communicating with the Instructor and TA's**
 - The Instructor will make every effort to be available for a few minutes after class, but there will be times when her schedule will not allow this. It is highly recommended that you attend the Instructor's or the TAs' office hours or make an appointment if you have questions/concerns that cannot be addressed in a couple of minute post-class conversation.
 - If you need to talk to the Instructor before class, wait to approach her until she is done loading the class materials (PPT presentation, i>clicker base, etc.) on the computer.
 - The Instructor and Graduate TAs 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.
 - Who To Communicate With About What:
 - For issues with i>clicker quiz or i>clicker participation points, email Dr. Mintz.
 - For issues regarding excused absences, email Dr. Mintz.
 - For any issue you consider sensitive or personal (e.g., opting out of a class as per the Informed Consent below), email Dr. Mintz.
 - For all other issues, including points on quizzes given by paper rather than i>clicker, always email your assigned Graduate TA first. If she does not know the answer, she will forward your email to Dr. Mintz.
 - If you email the Instructor regarding a routine course matter not listed above, her answer will be simply, *"As per the syllabus, email the Graduate TA"*
 - Always check the syllabus before emailing the Graduate TA. If the answer can be found in the syllabus, she will simply reply, *"Refer to the syllabus and then email me again if you are not clear about what is stated."*
 - **DO NOT EMAIL THE INSTRUCTOR OR TAs THROUGH CANVAS**; use the email addresses provided on this syllabus. The Instructor and TA will NOT be checking the Canvas inbox.
 - Neither the Graduate TAs, Undergraduate TAs, nor the Instructor 'friend' students or accept 'friend' requests on social websites. Please do not take this personally.

Students struggling with their grades/work in this course or needing any accommodations are strongly encouraged to talk to the Instructor as soon as any issue or problem arises. The Instructor can only know there is an issue or problem or that a student needs an accommodation for a topic or assignment if approached. Adjusted due dates and accommodations are almost always granted for special circumstances, particularly if as much advanced notice as is feasible for a specific circumstance is given. On the other hand, adjustments asked for after-the-fact that could have been requested early are rarely granted (e.g., if you have a family wedding, ask me in advance about missing participation points and making up a quiz and not when you return).

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 will make every effort 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 will 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 is not 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.

Please note that on all written assignments, we will use the software “Turnitin” to check for plagiarism.

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. Giving another student your i>clicker to respond for you when you are not in class, in order that you may receive participation points or credit for a quiz, is a violation of the UF Honor Code. Likewise, responding for another student using his or her i>clicker so that they can receive participation points or credit for a quiz, is a violation of the UF Honor Code.

There is a zero tolerance policy for academic dishonesty in this class and evidence of any offense will be reported directly to the Office of Student Conduct. According to University Policy:

1. If this is your first offense recorded with the aforementioned office, the penalty is up to the Instructor. Generally, this will be a grade of zero for that assignment, and if the cheating is for participation points, the penalty will generally be no participation points (i.e., a loss of all 55 possible points) for the semester.
2. If this is a second offense, the Office of Student Conduct will determine the sanction, which could include a failing grade in the course.

Dr. Mintz has reported students in the past for offenses ranging from cheating on a mid-term to cheating on a 1-point quiz to the exchange of i>clickers for participation points when not in class. She will continue to report such offenses. It is important that you understand that **all reported offenses result in a permanent record of academic dishonesty which must be reported on graduate/medical/professional school applications.** Please do not jeopardize your future with acts of academic dishonesty.

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.

COURSE GRADING SCALE

Letter grades are assigned based on the total percent of points according to the following scale. A-s will not be given, but +/- grades for B's and C's will be given as per below:

A = 90 – 100	C- = 70 – 72.99
B+ = 87 – 89.99	D+ = 67 – 69.99
B = 83 – 86.99	D = 63 – 66.99
B- = 80 – 82.99	D- = 60 – 62.99
C+ = 77 – 79.9	E = 0 – 59.99
C = 73 – 76.99	

Please note that a grade of **C-** does not qualify for major, minor, Gen Ed, Gordon Rule, or College Basic Distribution credit. Please see the following for more information:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

At the close of the semester, there will be percentages on the borderline. (e.g., 89.89%) and grades will be assigned in strict accordance with the scale above (i.e., the 89.89% is a B+). There will be no rounding up and no adjustments will be made for any reason including missing participation or quiz points not reported within required timeline. *Please note:* Every semester there are grades on the borderline including those for which just one additional class point would have made the difference in a grade, and sadly, the student would have had that point if they would have consistently checked their points on Canvas and contacted the Instructor. Avoid this situation: Check your grades consistently and follow-up with the Instructor if there are concerns or questions within the specified time-frame. (**Reminder:** Unless you change your settings in Canvas, you will receive an email notification every time a grade has been added, including weekly quizzes and participation points. The best way to stay on top of your grades and avoid a problem is to check your grade as soon as you receive this email and contact the instructor in case of any problem).

RE-GRADING POLICY

If you disagree with a grade you received for one of the three written assignments, you can request to have it re-graded. In order to do this, you must first meet with whoever graded your original assignment (Graduate 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, the second grade 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 48 hours after an assignment has been returned, and you must email Dr. Mintz regarding a request to re-grade within an additional 48 hours after meeting with the original grader

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.

STUDENT COMPLAINTS

Students wishing to file a written complaint regarding anything pertaining to this class should follow the university policy, which can be found at https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

COURSE ASSIGNMENTS CONTRIBUTING TO FINAL GRADE (430 POINTS)

ASSIGNMENT TYPE	ASSIGNMENT	POINTS
EXAMS (ON TEXT AND LECTURE)		
	MIDTERM (MULTIPLE CHOICE EXAM)	100
	FINAL (NON-CUMULATIVE X-CHOICE EXAM)	100
QUIZZES		
	SYLLABUS QUIZ	10
	QUIZZES ON SUPPLEMENTAL (GREEN) READINGS	30
	POP QUIZZES ON LEHMILLER BOOK	15
SHORT WRITING ASSIGNMENT		
	DEFINITION OF SEX (60 WORD WRITING ASSIGNMENT DEFINING TERM "SEX"/"HAD SEX")	10
	INTERSEXION FILM REACTION (2 PAGE REACTION TO FILM SEEN BY LINK)	10
PROJECT: CHOOSE ONE		
	BLOG (PSYCHOLOGY TODAY STYLE BLOG ON A COURSE RELEVANT TOPIC)	100
	-OR-	
	UNREALISTIC EXPECTATIONS IN MEDIA (500-800 WORD CRITICAL ANALYSIS PAPER)	100
PARTICIPATION POINTS		
	4 POINTS FOR I>CLICKER RESPONSES DURING CLASS, PLUS 3 POINT SURVEY AFTER MIDTERM	55
TOTAL POINTS		430

NOTE: THERE ARE ALSO SOME EXTRA CREDIT OPPORTUNITIES BUILT INTO THE CLASS: SEE DAY BY DAY SCHEDULE THAT STARTS ON PAGE 16. THERE ALSO MAY BE OCCASIONAL ADDITIONAL EXTRA CREDIT OPPORTUNITIES AND IF SO AN EMAIL WILL BE SENT TO THE LISTSERV.

ASSIGNMENTS: LEARNING OBJECTIVES, DETAILED DESCRIPTIONS, & GRADING CRITERIA

Participation Points (55 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 using i>clickers. There will be 52 points allotted to responding to i>clickers: four for each class starting on 8/30, with the exception of the Final and the class before Thanksgiving (which is cancelled and for which a lecture on video link is provided); on these days, no participation points will be given. Additionally, after the Midterm, a survey will be given for three participation points.

Please note: on some days there will be multiple questions asked via i>clicker and on others, only one. Also, on days where there are no actual polling questions (i.e., a guest speaker who does not include questions), you will simply reply to a poll asking if you are in class. However, rather than allotting points per polling question, four points are allotted to each day regardless of the number of polling questions so that missing one day results in the same number of lost points as another day.

As noted above, if you have an excusable absence, email the Instructor so you don't lose participation points (see details and timeframe under "Make-up Work" on pages 6).

Quiz on Supplemental (Green) Readings (30 points)

Learning Objective: To assist students in keeping up with the required supplemental readings throughout the semester. (This material will only be the subject of quizzes and not on the midterm and final exam).

Description: Using either i>clickers or written papers, questions on supplemental assigned readings will be given throughout the semester as per the schedule on the syllabus.

Pop Quizzes on Lehmiller Book (15 points)

Learning Objective: To provide students with an incentive to keep up with the textbook reading, which will enhance understanding during lectures, make midterm & final preparation less overwhelming, & enhance performance on the midterm and final.

Description: Throughout the class, there will be several pop quizzes given on the Lehmiller book. The dates of these quizzes will not be announced in advance. The content will always be on the portion of the Lehmiller book to be read for class that day (see **Purple** in Day-by-Day Schedule below). These quizzes will almost always be given at the start of class.

As noted above, if you have an excusable absence, email the Instructor so you don't lose quiz points (see details and timeframe under "Make-up Work" on pages 6).

Midterm and Final Exams on Lehmiller Book and Lectures (100 points each)

Learning Objective: To ascertain the extent to which students have understood and mastered course content, including the textbook readings and lectures (including the videos shown in class).

Description: This class will include two non-cumulative exams, covering readings in the assigned, Lehmiller book and in-class material. Specifically what is covered by each exam is as follows:

- Midterm (10/11 in class): Covers Lehmiller Chapters 1 – 7 & lectures/movies/course material from 8/23 – 10/4
- Final (12/15 at 10:00 a.m.): Covers Lehmiller Chapters 8 - 14 and lectures/movies/course material from 10/18 – 12/6.

Very Important:

The class will not be a repeat of the Lehmiller book and the Lehmiller book will be an important focus of the exams. You are expected to read the assigned textbook pages prior to the class they are assigned for, as these materials will assist you in being prepared to understand and contextualize the class lecture material. However, rather than repeating what is in the book, the in-class material will supplement the book (e.g., go into depth a one point in the readings, provide new material).

Thus, there will be a great deal of material from the Lehmiller book that will not be covered in class, yet will be on the exams. If you have a question on something in the book 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 in the Lehmiller book. The Canvas Modules tab provides PowerPoint outlines of the chapters to facilitate your learning and studying.

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.

With respect to class lectures, please note that PowerPoint outlines will be posted prior to each class. However, based on research demonstrating that most students' learning is maximized when these outlines do not include verbatim information from lecture, they will not contain detailed information. You will need to listen and take notes.

Finally, please note that the Instructor will not provide review sessions for exams. Keeping up with the material in the book and lecture is your ongoing responsibility. Nevertheless, as noted above, pop quizzes will be given on the Lehmilller book in order to incentivize keeping up with the book on an ongoing basis rather than cramming for the exam. It is highly recommended that you take notes/prepare your own study guide as you read the chapters, and again, there are Power Point slides for each chapter posted online to assist you.

InterseXion Film Reaction (10 points)

Learning Objective: To make sure that students watched and thoughtfully reacted to film, *InterseXion*, provided outside of class.

Description: Students will upload a no longer than double-spaced two-page document to Canvas with two clearly demarcated/labeled sections: 1) A brief description of the film; 2) Reactions to the film (this section should include what you learned and any cognitive/emotional/intellectual reactions to the film).

Grading Criteria:

- Description reflects evidence of having watched the film in its entirety: 5 points (i.e., is the description sufficiently detailed to demonstrate that the student watched the entire film? Is information from beginning, middle, and end of film included?)
- Thoughtfulness of reaction section: 5 points (i.e., is it clear that the student has taken time to thoughtfully consider both what they learned and their reactions to the film).

Definition of "Sex"/"Have Sex" (10 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:

Students will develop a clear, academic definition of the term "sex/have sex" (i.e., an objective criteria to define "having had sex") based on class lecture on 8/30 and class readings for this same day. Definitions should be students' own work: no quotations or citations are allowable. Also, importantly, this assignment does not pertain to an individual student's definition of sex ("how I define sex is..."). It is also not an essay on the concept of how sex is currently defined in American culture ("In American culture, sex refers to..."). Instead, students should create a succinct, academic definition of what it means to "have sex." In formulating definitions, students should consider concepts such as what behavioral acts constitute "sex"; what body parts need to be involved to count an act as "sex"; the role of consent in the definition of "sex"; the role of pleasure in the definition of "sex"; the role of orgasm in the definition of "sex" and anything else gleaned from the readings and/or class discussion that is deemed pertinent. 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. Note: A model definition paper can be found on the Canvas modules tab.

Grading criteria:

- Clarity of definition: 3 points (i.e., is the definition clear and easy to understand? Is the definition precise?)
- Consistency of definition with class lecture and readings (i.e., is the definition consistent with class readings and lecture on this topic?). 7 points
 - If the definition is not consistent with class readings and material, an additional 60 words can be included in a section titled: *Explanation for Inconsistency* and in this case, 7 points will be allotted based on thoughtfulness of this argument.

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. Additionally, outstanding examples of both are posted on Canvas.

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. (Important: Products & Papers must relate to unrealistic portrayals of sexual activity, not unrealistic portrayals of women or men in general, etc.). Products can be songs, movie scenes, advertisements, or magazine articles. (If you want to use a full-length book, please check with the Instructor first, since this project cannot be uploaded to Canvas, as per instructions below). Likewise, 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 his or her product to Canvas (see page 15 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 also type out the lyrics to that song. If you find a movie scene, upload a link to the movie, if possible, and include the name of the movie and a specific description of the scene in the movie (provide scene # if possible).

Then, in 500 – 800 words (not including citations or link to product): (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 one’s arguments. A scholarly citation is defined as an article in a professional (not popular press) journal published in the last 10 years, or a book (including a textbook) published by a scientist or psychologist in the last 10 years. Psychology Today blogs do not count as a scholarly citation, nor does citing Dr. Mintz’s lectures.. *If you are unsure of if a source counts, check with Dr. Mintz or the Graduate TAs.* One of these citations is required to be in Point (2) above (what is inaccurate) and the other is required to be in Point (3) above (how inaccuracy can lead to problems). The third reference can be in either or both sections. An example of a how such a scholarly citation would read is as follows: “This music video portrays XX. However, in the Lehmiller book, on page XX. Likewise, in an article in the Journal of Sex Research....). The paper must also include a reference list. If you use the Lehmiller book as one of your three citations, you do not need to include this on the reference list.

Some resources that might assist you in formulating arguments for this project include:

- Zhang, Miller, and Harrison (2008) article in 11/8 Supplemental Reading tab on Canvas
- Bad Sex Bingo: <http://rewritingtherules.wordpress.com/2013/10/02/bad-sex-media-bingo/>
- Additional Supplemental Readings provided on Canvas

This project due date is in the schedule below. However, early submissions are encouraged and 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 an early deadline also provided in the schedule below.

Grading Criteria:

- Clearly written (no typographical or grammatical errors): 10 points
- Product uploaded in a manner that portrays product clearly: 10 points
Important Note: Check to make sure your product has uploaded accurately before the due date/time. A product that has not been uploaded properly will result in all 10 points being deducted.
- Inaccurate or Unrealistic Portrayal Description:
 - Clarity of analysis (Is it clear to the reader what specifically is unrealistic or inaccurate about the portrayal?): 20
 - Accuracy of analysis (Is the product actually unrealistic or inaccurate, and are citations/evidence provided to support this assertion?): 20
- How this Portrayal Could Lead to Problems:
 - 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
 - Accuracy and 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? Are citations/evidence provided to support the analysis?): 20

Also, note that 15 points will be taken off for any project over 800 words (excluding citations and link to product) Additionally, 25 points will be taken off if you do not have three scholarly citations in text and/or do not include these in a reference list. References do not have to be in APA style. They just have to be present and include all important details that would be in APA style.

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. You should read these blogs for both content and style (e.g., quality of visual images and hyperlinked sources). As is the case with most PT blogs, 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, including *Psychology Today* blogs) should be **hyperlinked**. Hyperlinking can be accomplished in Word via the insert function.

Hyperlinking is when you click on a word/sentence and it takes you directly to the source.

- An example is: “In Ian Kerner’s best-selling book, “[She Comes First: The Thinking Man’s Guide to Pleasuring a Woman](#), he describes his own sexual problems which led him to learn about pleasuring his female partners via oral sex.”

The following is NOT hyperlinking:

- In Ian Kerner’s best-selling book, “*She Comes First: The Thinking Man’s Guide to Pleasuring a Woman* (<http://amzn.com/0060538260>) he describes his own sexual problems which led him to learn about pleasuring his female partners via oral sex.

If, as in the example above, you want to link to a book, go to the amazon.com page for that book and you will see a share link and several icons. If you click on the link or the email button you will get a good hyperlink for that book page (i.e., one that works better than if you just copy the amazon address)

If you are in doubt about the quality of your source, check with the Instructor or one of the Graduate 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 due date is in the schedule below. However, early submissions are encouraged and 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 an early deadline also provided in the schedule below.

Grading criteria

- Clearly written (no typographical or grammatical errors): 10 points
- Quality of images used: 10 points
- Makes a clear point (two at the most) that would be informative for readers: 40 points
 - Point of blog reflected in (hopefully catchy) title: 5 points
 - Clarity of points made: 20 points
 - Potential utility in educating readers: 15
- 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. Any blogs containing personal information may be penalized in terms of points.

Special Instructions for Uploading Blog Project:

- As per above, insert hyperlinks directly into your word document.
- Also, insert your pictures directly into your word document.
- Test your links before submitting your final blog. Non-working links will result in a 15-point deduction.
- Do not link to an article at the UF Library, as such links will not work and instead will take the reader to the UF Library sign-in page. Instead:
 - Find the study at the UF data base.
 - Then, type the exact name of the study in Google.
 - Likely, you will find a link to the study or the abstract free online. Most likely, the link you will find will be to the NIH Pub-Med page where the study's abstract can be found. Use this link.
 - As an example, the Instructor typed in Google the title of a study she published and while several hyperlinks came up, one was to Pub Med:
<http://www.ncbi.nlm.nih.gov/pubmed/22774869>
 - i. Note also, that now that you have this link, you can also search article titles directly in this NIH Pub-Med page.
 - Another option, if you cannot find a useable link for a scientific article, is to download the PDF of that article from the UF Library, place that document in a Google Docs account, and make it public.

Instructions for Uploading Written Assignments (Project, Definition of Sex, *InterseXion* Film Reaction):

- Submit to Canvas in the “Assignments” section. Upload as a Word Document (not PDF).
- Note that for the Unrealistic Assignment Project, if the product and the analysis can be included in the same document, this is ideal. However, some students may need to have two uploads—one for the product and one for the analysis. If so, the documents need to be titled in a way to connect them, such as “Song by XX” and “Analysis of Song by XX.”
- For the two short writing assignments, because late papers are not accepted, Canvas is set to stop receiving assignments immediately after the time/date it is due.
- For the project, late papers are accepted but penalized according to the date/time stamp showing on your Canvas upload, with, as per the policy on page six, 20 points deducted for first 24 hour and 5 points for each 24 hour period thereafter. Canvas is set to stop receiving assignments when these point penalties would render the paper worth zero points (Dec. 1 at 3:00 p.m.)
- If you submit multiple documents, only the most recent will be graded. Please note that this means that if you submit multiple documents for the project, one before and one after the due date, the one after the due date will be graded with late points deducted accordingly.
- Given the point penalties, it is not advised that you upload an assignment at the last minute, in case you run into technical difficulties. However, if this occurs, call the Help Desk for a ticket number (see page 2, E-Learning section).

COURSE SCHEDULE AND REQUIRED MATERIALS: Course schedule is a guide only and is subject to change.

PPT will be posted on Canvas (Modules Tab, day-by-day folders) before the lecture. Links to videos shown in class will generally be in the PPT lectures.

MANY VIDEOS ARE SHOWN THROUGHOUT THE SEMESTER. ONLY A FEW ARE LISTED BELOW. FILMS IN RED INDICATE EXPLICIT SEXUAL CONTENT OR NUILITY. LIKewise, READINGS WITH EXPLICIT CONTENT ARE ALSO NOTED.

REQUIRED SUPPLEMENTAL MATERIALS (E.G., READINGS AND VIDEOS) ARE IN GREEN (THESE ARE THE FOCUS OF QUIZZES). THESE REQUIRED READINGS can be found on Canvas under the Modules Tab in the day-by-day folders.

- **Important Note: SPECIFIC READING & POINT VALUE OF QUIZZES ASSOCIATED WITH READINGS ARE SUBJECT TO CHANGE VIA AN EMAIL ANNOUNCEMENT.**
- Also note that additional required readings may be added as the semester progresses. When they are, an announcement will be made in an email sent to the class. These added readings may be the focus of planned quizzes or instead, may be included on the midterm and final exam. 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 Canvas. No points will be given for locating resources.

SOME ADDITIONAL READINGS ARE THE SUBJECT OF EXTRA CREDIT QUIZZES AND THESE ARE IN DARK BLUE. (THEY ARE ALSO FOUND ON CANVAS UNDER THE MODULES TAB IN THE DAY-BY-DAY FOLDERS).

LEHMILLER READINGS ARE IN PURPLE. NOT ALL COVERED IN CLASS, BUT ALL WILL BE THE SUBJECT OF POP QUIZZES AS WELL AS COVERED ON MIDTERM AND FINAL.

ASSIGNMENTS AND TESTS ARE HIGHLIGHTED IN YELLOW.

CLASS TOPICS ARE SIMPLY IN BLACK. PLEASE NOTE THAT THE CLASS READINGS & TOPICS ARE BROKEN INTO PART I AND PART II WHICH WILL COINCIDE ROUGHLY WITH THE BREAK—ALTHOUGH THIS IS SUBJECT TO CHANGE

Date	Topics & Reading Part I	Topics & Reading Part II	Assignments
8/23	Introduction to Course	<p>Where is the Psychology in this Human Sexuality Class? Lehmiller Chapter 1</p> <p>The Importance of Studying Sexuality -Health Benefits of Sex (1 point <i>Extra Credit</i> quiz on this will be given on 8/30).</p>	<p>Purchase & Register i>clickers</p> <p>See Instructions page 2 of this Syllabus</p>
8/30	<p>Introduction to Course Continued: More on i>clickers</p> <p>The Term “Sex” (i.e., Defining Sex) -PT Blog: Redefining Foreplay (1 point) -Are we having sex yet? (1 Point) [reading has explicit sexual content & language]</p> <p><i>Reminder:</i> 1 point Extra Credit quiz on Health Benefits of Sex</p>	<p>Research in Sexuality Lehmiller Chapter 2 In-Class Video: Kinsey (118 min.)</p> <p>A question on the movie will be on midterm exam.</p> <p><i>Note: World Sexual Health Day is 9/4/16</i></p>	<p>VERY IMPORTANT:</p> <p>Register i>clickers by today & bring to class!</p> <p>Participation Points (4 points per class) via i>clicker and quizzes by i>clicker begin today!</p>
9/6	<p>Syllabus Quiz (10 Points) Bring #2 Pencil</p> <p>Male Sexual Anatomy and Response Lehmiller Chapter 3:</p> <ul style="list-style-type: none"> • Introduction • Section on Male Sexual Anatomy <p>Lehmiller Chapter 4</p>	<p>Cultural & Media Influences on Sexuality (Body-Image, Sexual Self-Consciousness, Sexual Double Standard & Penis Size Anxiety) Lehmiller Chapter 3:</p> <ul style="list-style-type: none"> • Section on Psychology of Breasts & Vulva • Section on Psych. of the Penis: Male Genital Concerns • Your Sexuality 3.1: Does The Sexual Double Standard Still Exist) 	<p>Definition of Sex Due by Tuesday 9/6 at 3:00 p.m.</p> <p>Remember: late papers are not accepted and thus equal zero points.</p>
9/13	<p>Female Sexual Anatomy and Response Lehmiller Chapter 3:</p> <ul style="list-style-type: none"> • Section on Female Sexual Anatomy • Moving Forward <p>-Guide to Getting it On: What’s Inside a Girl (3 points) [This reading has explicit sexual content & language] In-Class Video: Betty Dodson Celebrating Orgasm and/or OMGYES.com</p>	<p>Female Orgasm: The Pleasure Gap [Warning: due to content, this is a heteronormative topic]</p> <p>Female Orgasm: Controversies and Confusion PT Blogs: Orgasms: You Can’t Fake it Till You Make It (1 point)</p>	

9/20	<p>Pleasure Gap + Female Orgasm Controversies Continued (as needed)</p> <p>Male Genital Procedures: Circumcision Lehmiller Page 60: Digging Deeper: Should Men be Circumcised?</p>	<p>Female Genital Procedures: Pubic Hair Grooming & Cosmetic Genital Surgery 3-4 short videos -ABC News Coverage of CGS (1 point) ---“Vajacials” article in The Globe and Mail (1 point) -G-Spot article in Huffington Post (1 point) Lehmiller page 70-72: Digging Deeper: Female Genital Cutting</p> <p><u>As Time:</u> Sex Differences in Sexuality Lehmiller Chapter 5</p>	<p>See Below: Upcoming Assignment which requires watching a film (<i>Intersexion</i>) on your own with link available starting on Friday 9/23 at 8 a.m. Actual assignment is due 10/4. Note that this is the week prior to the midterm & thus you are encouraged to plan your time accordingly (i.e., time to watch movie, write paper, and study for exam).</p>
9/27	<p>Sexual Orientation - Brief lecture & Panel Preparation by Dr. Mintz -Guest Speaker: Director of UF LGBT Affairs Lehmiller Chapter 6 & 7 APA Brochure (2 points)</p>	<p>Sexual Orientation, contd. LGBT Panel</p>	
10/4	<p>Rethinking the Sex & Gender Dichotomy Lehmiller Chapter 5 Watch InterseXion on Link Provided (68 Minutes): Link available 9/23 by 8:00 a.m. – 10/4 at 3:00 p.m. In-Class video: Trans (93 minutes)</p>	<p>Rethinking the Sex & Gender Dichotomy, contd. Prepare for & Skype with Producer of Trans <u>Important Note:</u> Lehmiller Chpt.7 to be covered on exam although not in lecture. Read by today’s class.</p>	<p><i>Intersexion</i> Reaction Paper (10 points) due Tuesday 10/4 at 3:00.</p>
10/11	<p>Mid-Term Exam Covers all Lectures and Lehmiller Chapters 1 – 7 BRING #2 PENCIL & UF ID</p>	<p>Survey Given at end of Exam (Worth 3 Participation Points) Note: After you finish the mid-term, you are free to leave. No class second half.</p>	
10/18	<p>Contraception Guest Speaker: Planned Parenthood, Educator for Alachua County Lehmiller Chapter 10 Introduction & Sections on Contraception & Abortion -APA Summary on Mental Health and Abortion (2 points)</p>	<p>STP’s and Safer Sex Practices Guest Speaker: Planned Parenthood, Educator for Alachua County Lehmiller Chapter 11</p>	

10/25	<p>Pregnancy, Miscarriage and Infertility Lehmiller, Chapter 10 Section on Pregnancy</p> <p>Sex Education: Focus on Parents & “The Talk” Lehmiller Chapter 10 Section on Sex Education</p>	<p>Adult Sexual Behaviors (Focus on Masturbation & Anal Sex) Lehmiller Chapter 9</p> <p>College Student Sexuality (Focus on Friends with Benefits & Hook up Sex) Lehmiller Chapter 8 Section on Singlehood & Casual Relationships -Sexual Hook Up Culture (4 points)</p>	
11/1	<p>Sexual Issues and Problems and their Treatment Lehmiller Chapter 12</p> <p>- Sexually Stuck: Sex Therapy Usually Helps (1 point) - Self-Help vs. Therapy: Which Works Better (1 point)</p>	<p>Sexual Issues and Problems and their Treatment Lehmiller Chapter 12</p> <p>-What Sexual Scientists Know about Compulsive Sexual Behavior (2 points)</p>	<p>Turning in Blog or Unrealistic Expectations Project by Tuesday 11/1 at 3 P.M. earns 5 Extra Credit Points</p>
11/8	<p>Pornography Lehmiller, Chapter 14, Section on The Sexual Marketplace</p> <p>Rape Fantasies (As Time, and if not covered on 11/15) See also Lehmiller Chapter 9 section on Sexual Fantasy</p> <p>TBD (3 points) [Actual readings will be uploaded to Canvas Module Tab at least 2 weeks prior to 11/8]</p>	<p>The Objectification of Women Sexual Violence in Popular Culture</p> <p>In-Class Video: Dream Worlds 3</p>	
11/15	<p>Sexual Victimization: Sexual Harassment, Childhood Sexual Abuse, and Incest Lehmiller, Chapter 14 Introduction through The Sexual Marketplace</p> <p>-The Sexual Effects of Sexual Abuse (1 point) -Healing the Sexual Wounds of Sexual Abuse</p>	<p>Sexual Victimization: Rape STRIVE Presentation</p>	<p>Project due Tuesday 11/15 at 3:00 p.m.</p>
11/22	<p>Due to Thanksgiving Holiday that starts tomorrow and anticipated low attendance, there is <u>NO CLASS TODAY</u>.</p> <p>However, a 1.5 hour lecture will be provided via a link to watch, & this lecture (& associated Lehmiller reading) will be on the final exam.</p>	<p>Lecture Provided on Link: Dr. Greg Neimeyer Paraphilias Lehmiller, Chapter 13</p>	<p>Extra Credit Assignment: Watch “The Sessions” and take online quiz to test actual watching of the movie anytime from 11/22 – 12/6 at 3:00 p.m.</p>

11/29	<p>Sexuality and Disability -Sexuality & Disability: The Missing Discourse on Pleasure (2 points)</p>	<p>BDSM & Other “Kink” Lecture followed by panel Q&A Lehmiller Chapter 8 Section on Varieties of Loving and Committed Relationships</p>	
12/6	<p>Love and Relationships: Focus on Communication and Sexual Communication Lehmiller Chapter 8, Introduction, and Sections on Varieties of Love & Committed Relationships, & Why Do Some Relationships Succeed While Others Fail -What Sexual Scientists Know About Sexual Satisfaction in Relationships (2 points) In-Class Video: Making Marriage Work</p>	<p>A Quick Survey of Other Topics Not Covered, if time and not covered as time permits earlier</p> <p>Class Wrap Up!</p>	
12/15	<p>Final Exam 10 a.m., Usual Classroom <u>BRING #2 PENCIL</u> Covers class material from 10/18 - 12/6 and Lehmiller Chapters 8 - 14</p>		

STATEMENT OF INFORMED CONSENT FOR *PSYCHOLOGY OF HUMAN SEXUALITY*

Undergraduate students at University of Florida are not required to take this course on The Psychology of Human Sexuality, but may elect to do so. Course content will include sexually explicit verbal, written, film and electronic information, materials and discussion. Details of this course are outlined below so that students may make an informed decision about whether or not to enroll in the class.

1. **Language:** Students in this class are likely to be exposed to a wide range of sexual words and language. Some class lectures may specifically examine and analyze slang words used in our culture for sexual anatomy and sexual acts. However, 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 (*The Psychology of Human Sexuality*). Additionally, such images are contained in educational and documentary films used in class (e.g., documentary on Alfred Kinsey; documentary on pornography; documentary of sexual imagery in music videos). Exams will cover such materials.

Films which include explicit sexual images 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 i>clickers:** Throughout the class, we will utilize i>clickers for quizzes and participation points. For participation points, 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. When using i>clickers in this way, your actual answers do not matter; only whether or not you responded is what is counted for participation points. Another way that we will use the i>clickers in the class is to gather more personal sexual information from the students in the class, in order to ascertain how

class statistics compare to general population statistics, for example (e.g., “Did your parents talk to you about sex?” “Have you ever had hook-up sex?”). When i>clickers are used in this way, there will always be a response option of “*I prefer not to answer*” and the polling will be done anonymously. With anonymous polling, the clickers record whether or not a student responded but not how they responded. In other words, the instructor will not be able to see how any individual responded, only if he or she responded. Also, as is the case with non-anonymous polling, other students cannot see whether a student responded, or their actual responses. When the clickers are used for anonymous polling, participation points will also be associated with responding.

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 reactions to class materials will be solicited, 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 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 sexual lives or sexual 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 extremely negative and/or traumatic experiences related to course content (e.g., sexual coercion or violence; discrimination or violence based on sexual or gender identity). If a student knows there is a specific topic that will be difficult due to these types of extremely negative and/or traumatic experiences, let the instructor know at least 24 hours before that class period and the instructor will seek to make a reasonable accommodation if possible. Likewise, if a topic covered in class triggers an unanticipated reaction due to such a previous traumatic and/or extremely negative experience, please feel free to leave class and email the instructor within 24 hours after the class, and again, the instructor will seek to make a reasonable accommodation if possible. Please note that such accommodations will typically include alternate ways of obtaining the educational content of the material presented in the missed class. Finally, please note that accommodations will not be given for basic discomfort with the material or for moral/religious objections to the material covered (e.g., abortion; sexual orientation; gender identity). If any of the topics covered may 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](#).

By remaining enrolled in this course, you are consenting to take the course, knowing the nature of the course content, materials and experience. Failure to successfully complete course requirements will not be excused for basic discomfort or moral/religious objections to the material covered. Please note that this course is an elective and not required for graduation or completion of the psychology major.

Informed Consent for Research: *Using Your i>clicker Responses In Writings and Publications*

As you know, you will be responding to anonymous i>clicker surveys all semester, as part of this class. Your responses to these questions are part of your participation points which count towards your overall course grade. As outlined on the syllabus, the purpose of such questions is to ascertain how class statistics compare with research in the field. Also as outlined in the syllabus, for all such questions, the response option of "I prefer not to answer" is provided. Finally, as also outlined in the syllabus, when the class responds to anonymous questions using i>clickers, the instructor (Professor Laurie Mintz) can see who responded to allocate points, but cannot see how any individual student responded. Thus, after anonymous polling, Professor Mintz has two separate pieces of data: who responded, and the overall class responses (e.g., 20 people answered A, 30 people answered B, etc.).

In addition to using the overall class responses as a teaching tool, the Professor Mintz will be using them in publications, presentations, and writing (i.e., her *Psychology Today* blog). The purpose of using this data in such written and oral presentations is to provide information about college student sexuality to both psychologists and the general public, and to confirm/disconfirm existing statistics and research.

In such publications, writing, and presentations, only aggregate data will be presented and no student will be identified as responding (e.g., "In a class of 200 undergraduate students enrolled in a human sexuality class, 25% stated that their parents had never talked to them about sex.").

By responding to the anonymous polling, you are consenting to allow your answers to be included in such aggregate data and used in research, writing, and publications after this semester is complete.

If you do not want your data to be included, let the instructor know and she will remove your response from the data set before using it in any such publications, writing, or presentation. You can let the instructor know this at any point in the semester. Please email her at mintzl@ufl.edu and simply state: "I do not want my responses used." (Note that i>clicker technology supports the removal of individual responses, still without revealing the content of the response).

Additionally, at the end of the semester, the instructor will send an email reminding students of the opportunity to withdraw their answers/data.

VERY IMPORTANT: WITHDRAWING YOUR DATA HAS NO IMPACT ON YOUR PARTICIPATION POINTS OR GRADE IN THIS CLASS.

In terms of the expected benefit of allowing your data to be included, you will be contributing information to educate readers of *Psychology Today*, or other publications and presentations, about human sexuality. In terms of expected risks, you may be uncomfortable having such data shared, knowing you were part of the student group that contributed it. Again, note that you can withdraw your data/answers so alleviate this risk/discomfort.

Whom to contact if you have questions:

Dr. Laurie Mintz
mintzl@ufl.edu
(352) 273-2172

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University of Florida
Institutional Review Board 02
Protocol # 2013-U-0941
For Use Until September 16, 2017

Whom to contact about your rights as a participant:

IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250
(352) 392-0433.

Agreement:

I have read the procedure described above, and I am at least 18 years old. By not contacting the Professor Mintz to withdraw my data by the end of the semester, I am agreeing to subsequently have them included in aggregate data included in research, writing, and presentations by Professor Mintz.