

## PSYCHOLOGY OF HUMAN SEXUALITY SYLLABUS (SOP 4777)

Tuesdays Periods 8 - 10 (3:00 – 6:00 p.m.) WEIL 0270

### **Instructor:**

Laurie Mintz, Ph.D. (*Call me Dr. Mintz, Professor Mintz, or Dr. Laurie. Do not call me Ms. Mintz or Mrs. Mintz*)

Online Office Hours via the **Canvas Zoom Conferencing Tool** (if you need an in-person meeting, email to request)

- Standing: Tuesdays 12:30 – 1:30 p.m.
- Floating: To be Announced in Weekly (generally Friday) Canvas Announcement

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### **Undergraduate Teaching Assistants with Standing Office Hours** via the **Canvas Zoom Conferencing Tool**:

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5. Waseh Khan: [waseh.khan@ufl.edu](mailto:waseh.khan@ufl.edu) Fridays 11:45 a.m. – 12:45 p.m.

### **Undergraduate Teaching Assistants Who Take Appointments (email to set up)**

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### **COURSE DESCRIPTION**

This class will cover human sexuality from an applied psychological perspective<sup>1</sup>. While some cross-cultural information will be included, the 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 prerequisite to understand 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 an applied psychological perspective.
- Be critical consumers of sexual information provided in pop culture and advertising, by evaluating such information against the standard of scientific accuracy.

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<sup>1</sup> 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.

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**NOTE:** It is **CRITICAL** that you **read and understand** the informed consent for the course provided on page 28 of this syllabus. If you have questions or concerns, contact Professor Mintz.

## COURSE FORMAT INFORMATION

This class will be offered in a **modified Hyflex Format** to simultaneously return to in-person (the best format for learning this material) and to take advantage of the benefits of the prior Hyflex format, offered in response to COVID-19, as well as in recognition that new variants of the virus are circulating. Thus, this option is being offered for times you don't feel well, but for which you don't have a medical excuse. Of course, you can use it for other reasons as well (e.g., out of town for the day).

In this modified format, every student is allowed to attend class via Zoom **twice over the course of the semester**. (If a class is offered fully by Zoom due for any issue, this will not count as one of your two classes). The TAs will be keeping track of who attends via Zoom. If you attend more than your allotted two times, you will not receive credit for participation points or the quiz for that day. The only exception is if you contact the instructor beforehand or before the next class begins (i.e., by 3:00 the Tuesday after your zoom attendance) and provide documentation of an excusable absence (i.e., aMD letter). Please note that if you are in class but log into zoom also you must hand me a note at the end of class in person to not have this counted as one of your two free zoom classes.

Also, you **MUST** have reliable internet to attend via Zoom. If you do not, you will miss portions of the lecture, and I will not send recordings or make any accommodations based on spotty internet. Also, to participate in iClicker quizzes and participation points remotely, you will need a smart phone with good internet or data plan, or a computer with good internet. I will not make accommodations (e.g., makeup participation points or quizzes) based on spotty internet or cell service, particularly given the strategies already in place (see below under iClicker) to account for internet or technological glitches.

**ZOOM LINK (SCHEDULED 2:45 – 6:15 IN CASE YOU WANT TO LOG IN EARLY &/OR CHAT AFTER CLASS)**

<https://ufl.zoom.us/j/95815587349> (You can also enter via CANVAS on the Zoom Conferences Link)

## A RELATED NOTE REGARDING TECHNOLOGY & THIS CLASS

The modified Hyflex option is being provided for your safety, comfort, and convenience. Please note that this remains a fairly new technology for Professor Mintz. Imagine an older person in your life who you love and who is not great with technology (e.g., your grandmother or grandfather) trying to navigate this. If glitches occur (including those caused by Professor Mintz), please treat her with the same kindness as you would this person. This applies to not only Hyflex technology, but all course-related technology. If you feel critical or impatient with technological glitches, ask yourself: “Could I stand up and lecture about sex for three hours?” 😊 The answer is probably no. So, please treat Professor Mintz’s technological errors with kindness, knowing while you could probably handle this aspect of the class better than she, you could not handle the part she is doing. In other words, we are all in this together, so let’s work together on both the technical aspects and the sexual learning aspects!

## 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
  - To take the syllabus quiz

**Important:** If you have a problem uploading an assignment, call the **Help Desk at 352-392-4357**. You will be emailed a ticket number; this will be proof of the issue. **Without such an email/ticket number, no accommodation based on computer issues will be made for late assignments.**

- **REQUIRED READINGS & OTHER MATERIALS (e.g., Movies)**

- Lehmler, J. L. (2017). *The Psychology of Human Sexuality*. Wiley-Blackwell. (**UF All Access**)
- Readings and movies provided on E-Learning. 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 Quiz).” These readings are required and will be the subject of weekly quizzes. They appear in **green** in the day-by-day course schedule below (see page 22).

- **IClicker:**

- **You must get and register for the iClicker response system** (formerly called iClicker Reef) and have it connected to this course to receive participation points and to take weekly quizzes which are given at the start of class (regardless of if joining the class in person or via Zoom). **Unless you have registered for the iClicker response system and have it connected to this class, you will not receive any participation or quiz points, even if you use your clicker to vote.**
- This response system can be used via a free app for Android and iPhone or students can connect via a browser on their laptop with an internet connection.
  - Please note that you **DO NOT** need to purchase a subscription because the University of Florida has a site license in place.
- ***BELOW ARE THE INSTRUCTIONS ON HOW TO SET UP YOUR ICLICKER RESPONSE SYSTEM:***
  - **Create an account** by downloading the iClicker student mobile app via the App Store or Google Play, or by visiting the iClicker student web app.
    - If you already have an iClicker account, **do not create a duplicate account**. Just use the account you already have.
    - If you need to create a new account, here is a video that shows you how to create one. <https://youtu.be/GGoG5RTXVvQ>.
      - **Note that you must use your UF email address.**
      - Ignore the part in the video regarding iClicker remotes as we are not using hard remotes.
  - **Register your account with this iClicker course**. Follow the instructions on this link to do so: <https://macmillan.force.com/iclicker/s/article/How-to-Add-an-Instructor-s-Course-in-the-iClicker-Student-App>.
    - The course name you will input is Psychology of Human Sexuality.
    - Ignore the part about a fee and two-week trial period as UF makes this free to you.

- **CLASS ANNOUNCEMENTS:**

- The announcement tab in Canvas will be used on a regular basis. Specifically, the instructor will post an announcement once a week (generally Fridays, but sometimes other days) which reminds students of upcoming deadlines, new opportunities (e.g., extra credit) and other class-related information. This announcement will also list Professor Mintz’s floating office hour for the following week. Students are expected to read and be aware of all announcements. **“Not knowing” about an announcement will not be accepted as an excuse with regards to any assignment or other class-related activity.** For added assurance that you will receive these announcements, make sure you have not disabled the setting in CANVAS that automatically pushes these to your email as well.

#### **ADDITIONAL (NON-REQUIRED) COURSE MATERIALS**

- Readings and movies provided on E-Learning: See the Canvas Modules Tab.
- The author of the course text maintains an active website with excellent blogs: <https://www.lehmler.com/>
- 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 ICLICKER POINTS

iClickers will be used each class for participation points & quizzes. It is thus essential you understand how they work, and class policies for if they malfunction.

### HOW TO TELL IF YOUR ICLICKER RESPONSE WAS RECEIVED & WHAT TO DO IF IT WASN'T

- **It is your responsibility to make certain that your iClicker setup (via your smart phone or your computer browser) is working properly & registering responses.**
- After providing an answer, you will receive a notice that says “Answer Received” and if not in anonymous mode (which will be the case for quizzes) the actual answer you submitted.
- If you do not receive this notice for quizzes and you are attending in person, write your answers on a piece of paper and turn them into Dr. Mintz, after the quiz but before Dr. Mintz provides the quiz answers (i.e., she will provide the answer after each quiz only after pausing to collect such papers). If you are attending remotely and this occurs, email Dr. Mintz your answers while she is collecting papers from in person students. Dr. Mintz will check the time stamp on your email to make sure it was sent during that timeframe and emails sent after the quiz answers are given in class will not be given credit.
- If you do not receive this notice for participation points and you are attending in person, prepare a second piece of paper (not the same one as the quiz paper) and simply state, “I was in class, but my participation points did not record.” DO NOT provide the answers to the anonymous questions. If you are attending via Zoom and you do not receive this notice, stay on Zoom and inform Dr. Mintz or a TA of this verbally or drop a note in the chat at the end of class and confirm it has been seen. Emails will not be accepted regarding this issue (i.e., it would be too easy to send an email but not to have stayed for the entire class).
- If a student has an iClicker that malfunctions more than twice, Dr. Mintz reserves the right to not allot points for this student for any subsequent malfunctions.

### HOW TO CHECK IF YOUR PARTICIPATION POINTS OBTAINED WITH ICLICKER 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 Dr. Mintz or (via email or in person or on Zoom immediately after class) if you arrived late to class or must leave early, due to an extenuating circumstance, so that you do not miss participation points for missing one or two polling questions. Please note that participation points for late arrival or early departures will only be granted in extenuating circumstances.
- 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 CANVAS.
- 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 Professor Mintz by email within one week of the grades posting on Canvas, or attend her office hour that occurs within this same one-week time (i.e., the Tuesday following the grades being uploaded on Canvas). She will be able to go into the iClicker system and ascertain if you simply missed a few responses and change your score accordingly. Additionally, you will also have your responses saved in your iClicker account and we can examine those. If you do not contact Professor Mintz 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 (in person or Zoom) but your iClicker malfunctioned (i.e., it didn't record at all) and you were not aware of this. Given the section above, and the fact that iClicker tells you if your votes registered or not, 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 Professor Mintz by

email within one week of the grades posting on Canvas or attend one of her office hours that occur roughly within this same one-week time period. In this case, Professor 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.

- **One week after uploading participation points to Canvas, blank points will be changed to zeros & will not be changed back under any circumstance.**

#### ***HOW TO CHECK YOUR QUIZ POINTS OBTAINED WITH IClickER & UPLOADED TO CANVAS:***

- Quiz points will be uploaded within 48 hours after class ends unless an announcement is made
- Blanks on quizzes mean the same thing as blanks on Participation Points: Your iClicker didn't record. Again, this should be a rarity, but safeguards are in place. Specifically, if you were in class (Zoom or in person) and this occurs, you must contact Professor Mintz to let her know. In this case, she will go into the clicker system to verify that indeed your iClicker did not record (and again, your responses will also be saved in your iClicker account, and we can examine those). If indeed your iClicker didn't respond, Dr. Mintz will direct you to schedule a makeup quiz with herself or a TA. You must make this contact with Dr. Mintz within one week of the quiz grades uploading on Canvas, although the actual quiz may be scheduled for later.
- A zero on a quiz (or fewer points than you expected) 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 iClicker would work on one quiz question and not another (and for some reason you didn't get the notification), for all quizzes taken by iClicker, 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 Professor Mintz and ask her to examine the iClicker report (as well as your account) which will tell her if your vote did not record. In this case, you will be directed to schedule a makeup quiz or question(s) with Professor Mintz or a TA.
- **Again, you still must contact Professor Mintz within a week of the grade posting on Canvas, or you will not be given the makeup quiz, nor will she be willing to examine your screen shots.**
- **Important:** Because it is your responsibility to make sure that your iClicker is recording and let Dr. Mintz know that same day, as well as to prevent students from not responding when an answer is not known and then saying their iClicker did not work, all makeup quizzes or quiz questions for malfunctioning iClickers will be approximately twice as hard as the original quiz (i.e., the actual questions will be more difficult and/or there will be double the questions).

#### ***A FEW MORE IMPORTANT POINTS ABOUT IClickER POINTS FOR QUIZZES AND PARTICIPATION***

- 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 strongly recommended that each time you receive an email about an iClicker-based score posting, you check your grade and notify Professor Mintz immediately if there is a problem (e.g., lower quiz score than expected; blank or zero scores for participation when in class and responding). Indeed, the only way you can know 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.
- Since scores for quizzes and participation points 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 four of 50 points). (Note: This also applies to the Reflection Assignment in terms of points being added as the semester progresses).

PLEASE SEE THE CHART BELOW SUMMARIZING THESE POLICIES AND PROCEDURES

<u>iClicker Issues</u>	<u>In Class Procedures</u>	<u>In Class Procedures</u>	<u>Zoom Attendance Procedures</u>
<p>My votes aren't registering  (Two instances allowed only)</p>	<p>Turn in 2 full sheets of paper to ensure you get all your points. On the top of both write:</p> <p><b>“Clicker Malfunction”</b>  <b>Today’s Date</b>  <b>Your Name</b>  <b>Your UF email</b>  <b>Your UF ID #</b></p>	<p><b>Quiz points:</b> Record your answers on paper and turn them in immediately after the quiz but before Dr. Mintz provides the answers.</p> <p><b>Participation points:</b> Write “I was in class, but my participation points did not record” on your second sheet of paper and turn it in at the end of class.  <b>DO NOT WRITE YOUR ANSWERS TO THE ANONYMOUS POLLING QUESTIONS OR YOU WILL RECEIVE ½ CREDIT</b></p>	<p><b>Quiz Points:</b> Email Dr. Mintz your answers during the time that she is collecting in-person pieces of paper. Only emails received during this timeframe will be allotted points.</p> <p><b>Participation Points:</b> Stay on Zoom until the end of class and inform Dr. Mintz or a TA of this situation verbally or drop a note in the chat and confirm response with the TA monitoring the chat.</p>
<p>There’s a problem with my quiz grade or participation points uploaded to Canvas (&amp; I wasn’t aware my votes weren’t registering)</p>	<p><b>Contact Professor Mintz</b>  Via email or by attending her office hours within one week of the grade posting to Canvas.</p> <p>If you do not contact Professor Mintz within this timeframe, your zero or missing points will remain.</p>	<p><b>Problem with quiz:</b> You will be directed to schedule a makeup quiz that is twice as hard as the original unless Dr. Mintz’s and/or your iClicker report shows you did respond correctly, &amp; your response was not recorded.</p> <p><b>Problem with participation points:</b> You will be asked to answer question to verify you were in class. If you answer correctly, you will receive your missing points.</p>	<p>Same as in-person procedures</p>

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

- It is your responsibility to check your grades throughout this class. **Adjustments will only be made if Dr. Mintz is contacted within one week of a grade posting.**

## ADDITIONAL IMPORTANT CLASS INFORMATION AND POLICIES

- **Class Time-Frame.** We will take a 10 to 15-minute break sometime during class, although it will not always be halfway through the class. Class will almost always go until the end (i.e., 6:00 p.m.). Please do not leave (in person or online) until Dr. Mintz indicates class is over.
- **No Guests.** Individuals not enrolled in the class are not allowed to attend. If you have a compelling reason to ask for an exception, email Dr. Mintz.
- **Side Conversations.** When attending in person, 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, Dr. Mintz 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). For online classes, you may utilize the chat to converse about class-related material although be aware that Professor Mintz will not monitor this chat, so if you have a question, you will be asked to utilize the raise hand option in Zoom. Note, however, that there will be TAs monitoring the Zoom chat at all times and if any conversations regarding material outside of class occur or if comments are made about the instructor, a classmate, or the material in general that are not in line with the [UF Student Honor Code and Student Conduct Code](#) which requires “civility, respect, and integrity in the curricular program”, you will be asked to meet with the instructor and, depending on the severity of the offence, may be banned from the chat for the remainder of the semester or referred to the Dean of Student Office, who will determine sanction.
- **Class Attendance & Participation Points:** Participation points are given for attending class and responding to iClicker questions. Choosing not to attend class (in person or remotely) will result in not earning iClicker participation points for that day. Thus, missing class will translate into a lower grade in this class. See below, however, for related policy on excusable absences for which participation points will be excused.
- **Timely Arrival & Quizzes.** We will start and end class on time and 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 late, you will not be given the opportunity to answer questions you missed 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).
  - Note that most quizzes (if not all) are given by iClicker but occasionally quizzes will be written. Those in class will use paper, while those attending via Zoom will be asked to email the answers to Professor Mintz. The same policies apply as per above.
- **COVID-Related Policies & Recommendations:** In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
  - If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit ONE.UF for screening / testing and vaccination opportunities.
  - If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.



- **Make-up Work:** Requirements for all work assigned in this class are 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 their discretion. Thus, if you feel that your situation fits the above-noted circumstances or you 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, reflection 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 timeframe will prevent make-up work from being given.** Be aware that you will be asked to provide a written medical excuse or an excuse from proper University authorities documenting the excused absence. Except in extraordinary circumstances, including prolonged illness due to COVID, all make-up quizzes must be taken within one-week of the missed class. Make-up quizzes may be taken during the instructor or TA office hours. 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 iClicker that was not reported the day of its malfunction as per above). For participation points, an EX (short for excused) will be entered in Canvas rather than the actual points; this will signal Canvas to calculate your grade without those participation points (i.e., your grade will not be affected). Finally, Dr. Mintz will be recording all class sessions and will send students who miss class due to an excused absence a link for that day's recording; links will only be sent to those with excused absence.
  
- **Late Assignments:**
  - If you are having difficulty meeting a deadline due to one of the reasons listed in the bullet points above or another reason you find compelling, contact Dr. Mintz **before the due date** to ascertain if a later due date can be provided.
  - Please do not contact Dr. Mintz about missing a deadline after it has passed (i.e., after the assignment was due) unless you have documentation of an extreme emergency. Getting sick on Monday (even with COVID), not turning in something on Thursday, and contacting Dr. Mintz on Friday doesn't count as an emergency. For papers/tests with deadlines known in advance, no exceptions will be made.
  - In other words, 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 (except in those extreme emergencies for which documentation can be provided):**
    - For the two short writing assignments (Definition of Sex, InterseXion Reaction), late assignments are not accepted. If you miss the due date/time, you will be given a zero for that assignment.
    - For the online tests (syllabus, Test #1, Test #2), missing the closing deadline will result in a zero.
    - For the Reflections (which are due every Monday at 11:59 p.m. (a minute before midnight) and worth four points each), late assignments are not accepted. If you miss the due date/time, you will be given a zero for that week's reflection.
    - 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 11:59 p.m. on Thursday 11/10, if you upload it at a few minutes after midnight, you will lose 20 points. If you upload it the next day, 11/11, at 11:59 p.m., you will lose 25 points.

- **Communicating with Dr. Mintz and the TA's**

- Dr. Mintz will not be available to chat before the class as she needs to use this time to load class materials. However, some TAs will be available to chat before class.
- Except when they have conflicts, Dr. Mintz and the TAs will be available a few minutes after each class.
- Dr. Mintz and the 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:
  - Dr. Mintz:
    - ✓ For issues with iClicker quiz or iClicker participation points
    - ✓ Regarding excused absences
    - ✓ Any issue you consider sensitive or personal (e.g., opting out of a class as per the Informed Consent below).
    - ✓ For all other issues, email a TA. If they don't know the answer, they will contact Dr. Mintz.
- If you email Dr. Mintz about something not listed above, her reply will be: "*As per the syllabus, email a TA*"
- Always check the syllabus before emailing the TAs. If the answer can be found in the syllabus, they will simply reply, "*Refer to the syllabus and then email me again if you are not clear about what is stated.*"
- **DO NOT EMAIL DR. MINTZ OR THE TAs THROUGH CANVAS**; use the email addresses provided on this syllabus. Dr. Mintz and TAs will NOT be checking the Canvas inbox.
- While you are welcome to follow Dr. Mintz on social media (e.g., IG), neither the TAs nor Dr. Mintz 'friend' students or accept 'friend' requests on Facebook or other social media.

Students struggling with their grades/work in this course or needing any accommodations should talk to Dr. Mintz as soon as any issue or problem arises. Dr. Mintz 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 is given. On the other hand, adjustments asked for after-the-fact that could have been requested earlier are rarely granted (e.g., if you have a family wedding, ask me in advance about missing participation points rather than when you return).

#### **CLASS ATMOSPHERE**

I believe students learn best when there is a class atmosphere of safety and respect for all. 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 every student with respect. I will never demean or belittle a student, nor chastise students for asking questions or raising concerns regarding the course material.

Likewise, treat me, the TAs, and one another with respect. You are free to disagree with each other or with me 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 (or the Zoom chat) is being disrespectful, or something said by someone in class bothers you, please let me know. This is a large enrollment 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 several 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. Looking at course materials while responding to an iClicker quiz is a violation of the UF Honor Code. Giving another student your iClicker login 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 iClicker login 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 Dr. Mintz. Generally, this will be a grade of zero for that assignment, and if the cheating is for participation points, the penalty will generally be receiving only half the participation points for the entire 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 including but not limited to cheating on a quiz and the exchange of iClickers for participation points when not attending class. She will continue to report such offenses.

**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 Dr. Mintz or TAs; we are here to help you avoid problems.

## OTHER RELEVANT UF POLICIES AND STATEMENTS

- **EVALUATION OF MY TEACHING:** “Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

- **SEXUAL & GENDER BASED HARASSMENT:** Sexual & gender-based harassment is not tolerated in this class. For UF policies and procedures, see <https://titleix.ufl.edu/about/title-ix-rights/>
- **RECORDING OF CLASS LECTURES:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a UF course. A class lecture does not include lab sessions, student presentations, clinical presentations, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person(s), including but not limited to another student within the same class. Also, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040.

## COURSE GRADING SCALE

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

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

Please see UF Grading Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>

**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 the required timeline.** Indeed, 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 Dr. Mintz or a TA. Avoid this situation: Check your grades consistently and follow-up with Dr. Mintz or a TA if there are concerns or questions within the specified timeframe. (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 Dr. Mintz or a TA immediately if there is a discrepancy).

## RE-GRADING POLICY

If you disagree with a grade you received for one of the written assignments, you can request to have it re-graded. In order to do this, you must first contact whoever graded your original assignment in order to understand why you lost points. They may choose to change your grade/points or not. Then, if you still disagree with the outcome, you must email Dr. Mintz requesting that your assignment be re-graded. If you exercise this option, the second grade will stand, regardless of whether it is higher or lower than the original grade. Please note that you must contact 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 communicating with the original grader and being dissatisfied with the outcome.

## ACCOMMODATIONS FOR DISABILITY

Students with who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click [here](#) to get started with the Disability Resource Center. Student must share their accommodation letter with their instructor as early as possible in the semester.

## COURSE ASSIGNMENTS CONTRIBUTING TO FINAL GRADE (400 POINTS)

ASSIGNMENT TYPE	ASSIGNMENT	POINTS
TESTS (ON TEXT AND LECTURE)	TEST #1 (MULTIPLE CHOICE)	48
	TEST #2 (NON-CUMULATIVE MULTIPLE CHOICE)	48
QUIZZES	SYLLABUS QUIZ	12
	QUIZZES ON SUPPLEMENTAL (GREEN) READINGS	40
	POP QUIZZES ON LEHMILLER BOOK	22
SHORT WRITING ASSIGNMENTS	DEFINITION OF SEX (60 WORD ASSIGNMENT DEFINING TERM "SEX"/"HAD SEX")	10
	INTERSEXION FILM REACTION (2 PAGE REACTION TO FILM SEEN BY LINK)	20
PROJECT: <b>CHOOSE ONE</b>	BLOG (PSYCHOLOGY TODAY STYLE BLOG ON A COURSE RELEVANT TOPIC)	100
	<b>-OR-</b>	
	UNREALISTIC EXPECTATIONS IN MEDIA (500-800 WORD CRITICAL ANALYSIS PAPER)	100
PARTICIPATION POINTS	4 POINTS FOR ICLICKER RESPONSES	56
FOCUS GROUP OR ALTERNATIVE ASSIGNMENT	4 POINTS FOR EITHER OPTION CHOSEN	04
REFLECTION ASSIGNMENT	4 POINTS FOR EACH REFLECTION	52
TOTAL POINTS		416

NOTE: THERE ARE ALSO SOME EXTRA CREDIT OPPORTUNITIES BUILT INTO THE CLASS: SEE DAY BY DAY SCHEDULE THAT STARTS ON PAGE 22. 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 (56 points)**

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

Description: Throughout every class, there will be opportunities to participate in class using iClickers. There will be 52 points allotted to responding to iClickers: four for each class starting on 1/17.

Please Note: on some days there will be multiple questions asked via iClicker 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 page 9 above).

### **Reflection Assignment (52 points)**

Learning Objective: To have students think deeply about what they are learning in this class and their prior sex education experiences and learning in this context.

Description: After each class **due the MONDAY following each class at 11:59 p.m.**, upload a document. Use Times New Roman or Calibri, 12-point font, double spaced throughout. Include section headings corresponding between the three section headings. The reflection must be a minimum of one page and no longer than two pages.

After reflecting on the information presented in today's class, please answer the following questions as briefly but as completely as possible. **Please divide the reflection into three sections, with titles corresponding to #1, #2, and #3.**

- 1) **Content-Based Reflections (Today's Lecture vs. Prior Beliefs/Knowledge):** How has your existing sexual knowledge or beliefs been challenged, improved, or debunked as it relates to what was discussed/taught in class today? Also, if you learned something today that made you realize something you learned/believed before was inaccurate, please reflect on where you learned this prior false information (e.g., school-based Sex Ed, parents, porn, friends, have no idea but it is just something you picked up along the way, etc.)
- 2) **The Impact of Prior False Knowledge and/or New Accurate Knowledge:** What do you believe the impact of this new information will be on your life in general or on your sex life in specific? Likewise, what do you believe the impact of not knowing this and/or believing something false previously had on your life in general and/or on your sex life in specific? (It is fine to say that you don't see an impact and explain this reply, or if the impact feels too private/personal to disclose to state, *I PREFER NOT TO ANSWER*, and no points will be deducted). However, please note that these are graded anonymously to hopefully encourage self-disclosure and make it feel safer.
- 3) **Any Other Reflections:** Any other emotional, intellectual, or cognitive reactions to today's class material that you want to share that doesn't fit neatly in the two questions above? For this, anything goes if it is respectfully written. (If none, it's fine to simply not include this section).

Please note that while the assignment above is written pertaining to material presented in class, feel free to *also* include responses pertaining to the readings for class, whether they are covered in class or not (e.g., required supplemental readings, Lehmilller book).

NOTE: If you do not attend class, reflect only on the readings and state: “I was not in class on (insert date)” at the top of the reflection. Because of this option, this assignment is not subject to the same excused absence policy as the participation and quiz points. In other words, while you may ask for a later due date due to an illness/excused absence, you cannot have these reflections excused as you would participation points.

Also, you can write about one piece of information or multiple pieces of information.

### **Important Notes:**

Please note that these will be graded ANONYMOUSLY by the TAs; they will not know whose reflection they are grading. However, once the grades are released, the way CANVAS works, your name is associated with your paper.

While these assignments will be graded in anonymous grading mode in Canvas, any time a student answers that their existing knowledge has not been challenged, improved, or debunked (i.e., signaling they learned nothing new), anonymous mode will be turned off to track who that student was. If a student responds in this manner more than two times (i.e., in reflecting on more than two classes), they will be asked to meet with Dr. Mintz to determine an alternative assignment, based on the assumption that if they are not learning anything new in class or through the readings, they should be doing a different type of assignment. Additionally, this safeguard is in place to prevent students receiving full credit despite not actually engaging in reflection. **Note that stating “I prefer not to answer” in response to Question #2 or not responding to Question #3 will NOT result in anonymous mode being turned off.**

Also, if you have a concern with how your reflection is graded or comments made, please contact Dr. Mintz, as she cannot know about concerns with a TA’s grading unless she is told about this.

Finally, these reflections will be made available (anonymously) to guest speakers who request feedback, so if you write a reflection that you do not want to be sent along, please inform Dr. Mintz of this via email after writing your reflection on any guest speaker.

### **Grading Criteria:**

- Thoughtfulness, Thoroughness, and Depth of Reaction: 4 points
  - Four points will be allotted for papers that demonstrate that the student has taken time to ***think deeply about, reflect, and react*** to what they learned. Zero points will be allotted for papers that ***simply list*** what was learned but do not demonstrate thinking, reacting, and reflecting. In-between scores (1, 2, and 3) will be given for papers that demonstrate a very small amount of thinking, reflecting, and reacting (1 point), some thinking, reflecting, and reacting (2 points), and good thinking, reflecting, and reacting but which could have gone deeper (3 points).
- Point Deductions Related to Format:
  - Two points will be deducted for a student including their name on the reflection.
  - Two points will be deducted for a reflection less than one page.
  - Two points will be deducted for a reflection greater than two pages.
  - Two points will be deducted for a reflection not divided into sections.
  - Two points will be deducted for not following the font and spacing requirements.

### **Quiz on Supplemental (Green) Readings (40 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 two in-class tests).

**Description:** Quizzes on supplemental assigned readings will be given throughout the semester as per the schedule on the syllabus. Most of these will be multiple choice taken via the iClicker, but there may be times that paper and/or email (for in-class and Zoom students, respectively) will be used.

### **“Pop” Quizzes on Lehmler Book (22 points)**

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

**Description:** Throughout the class, there will be several pop quizzes given on the Lehmler book. The dates of these quizzes will not be announced in advance. The content will always be on the portion of the Lehmler book to be read for class that day (see **Purple** in Day-by-Day Schedule below). These quizzes will be given at the start of class, again most often via iClicker. ***Please note that some students benefit from not considering these pop quizzes, but rather weekly quizzes, because there will be one most days with only a few exceptions.***

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 page 9 above).

### **Tests on Lehmler Book and Lectures (48 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, online, timed multiple-choice tests (32 questions, 1.5 points each), covering readings in the assigned Lehmler book and in-class material. Please see the day-by-day schedule for the dates of these tests and what they cover.

### **Very Important:**

**The class will not be a repeat of the Lehmler book and the Lehmler book will be an important focus of the two tests.** 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 the class lecture material. However, rather than repeating what is in the book, the in-class material will supplement the book (e.g., provide new material).

**Thus, there will be a great deal of material from the Lehmler 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 Lehmler book. The Canvas Modules tab provides PowerPoint outlines of the chapters to facilitate your learning and studying.

**There will also be material presented in class that is not in the book yet will be on the exams.** If you miss a class for an excused reason, email Dr. Mintz for a link to the class video. The TAs and Dr. Mintz will not take appointments to recap class material and again, will only send a link to the class video for excused absences.

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 the lecture, they will not contain detailed information. You will need to take notes.



Finally, please note that Dr. Mintz **will not** provide review sessions for exams. Keeping up with the material in the book and lectures is your ongoing responsibility. Nevertheless, as noted above, pop quizzes will be given on the Lehmiller book 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 PowerPoint slides for each chapter posted online to assist you.

### **InterseXion Film Reaction (20 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). Two points will be deducted for not following these instructions (e.g., not having two clearly labeled sections; longer than two pages).

#### Grading Criteria:

- Description reflects evidence of having watched the film in its entirety: 10 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: 10 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., objective criteria to define “having had sex”) based on class lecture and readings on 9/6. 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, this definition should be written as if you were writing an introduction to a *Human Sexuality* Textbook. In other words, this is an academic, operational definition of how you would be defining sex for the rest of your hypothetical textbook or in other words, what you would mean throughout the text when you say “Sex” or “Have Sex.”

Definitions should be students’ own work; no quotations or citations are allowable. Definition should be completed in no more than 60 words (which is generally about 3 sentences). Two points will be deducted for responses over 60 words. There is no penalty for having fewer than 60 words. Note: A model definition can be found on the PPT slide posted for the 9/6 class.

Finally, your definition needs to be consistent with how sex therapists, researchers, and educators define sex, or specifically: a) not just PVI (i.e., inclusive of more acts, not heteronormative); and b) encompassing only consensual activity. However, if you decide you do not want to be consistent in one or both ways, you do not need to be. Nevertheless, in this case, you do need to explain the reasoning for your inconsistency in another 60 words. Additionally, in terms of consistency with the field, your definition also must address the following four topics: a) what behavioral acts constitute having sex?; b) what body parts need to be involved to count as an act of having sex?; c) The intent of the act, including pleasure; and d) the role of orgasm in the definition of having sex.

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: 7 points (i.e., is the definition consistent with class readings and lecture on this topic?).
  - Please see PPT slide below presented in class on 9/6 for exact allotment of these seven points.
    - If the definition is not consistent with class readings and material in terms of encompassing more than PVI and/or being consensual, an additional 60 words can be included in a section titled: *Explanation for Inconsistency* and in this case, the associated 2.5 points for each of these will be allotted based on thoughtfulness of this argument.

<b>Consistency: "Right Answer"</b>	<b>Consistency: Address But No right Answer</b>
<ul style="list-style-type: none"><li>• <b>Not just PVI (2.5 points)</b><ul style="list-style-type: none"><li>– A More Inclusive Definition (e.g., if only PVI, this would exclude men having sex with men and women having sex with women)</li></ul></li><li>• <b>Consent explicit (2.5 points)</b></li></ul> <p><i>**Remaining 3/10 points for clarity—see syllabus</i></p>	<ul style="list-style-type: none"><li>• <b>What behavioral acts (i.e. type of contact and with who) constitutes "having sex" (.5)</b><ul style="list-style-type: none"><li>– Is it contact with more than yourself, or does just yourself count?</li></ul></li><li>• <b>What body parts need to be involved to count an act as "having sex" (.5)</b><ul style="list-style-type: none"><li>– Limited to Genital?</li></ul></li><li>• <b>The intent of the act, including but not limited to the role of pleasure in the definition of having sex (.5)</b></li><li>• <b>The role of orgasm in the definition of "having sex" (.5)</b><ul style="list-style-type: none"><li>– Is it required or not?</li></ul></li><li>• <i>Also feel free to include anything else gleaned from the readings and/or class discussion that is deemed pertinent!</i></li></ul>

**Project (100 points)**

Each student will complete **one** extensive project for this class, worth 100 points. Students can **choose between two options:** *Unrealistic Expectations of Sex* or *Blog*. Additionally, examples of both are posted on Canvas.

**Unrealistic Expectations of Sex**

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 Dr. Mintz first, since books cannot be uploaded to Canvas, as per instructions below). Likewise, if you find a product not listed here, contact Dr. Mintz to make sure it is an acceptable product prior to handing in your project). The student will upload his or her product to Canvas. 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 article on “best sex positions” in 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 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 how such a scholarly citation would read is as follows: “This music video portrays XX. However, in the Lehmler 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 Lehmler book as one of your three citations, you do not need to include this on the reference list.

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 by the early deadline 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 either under 500 words or 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 must 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. Do not include a reference list for this project.

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 Dr. Mintz or a TA.

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 under 500 words or over 800 words. Additionally, 15 points will be taken off for each missing hyperlinked source. Finally, 20 points will be taken off for not hyperlinking at all, and instead using a reference list.

**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 the title of a study she published into Google 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:**

- Submit to Canvas in the “Assignments” section. **Upload Word or PDF Documents Only.** Use either Times New Roman or Calibri Font, 12-pt. Assignments not submitted in this format which cannot be read/opened will be given a zero.
- 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, title the documents clear (e.g., “Song by XX” and “Analysis of Song by XX.”)
- For the two short writing assignments and the Sex Education Reflection 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 10, 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.
- 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 4, E-Learning section).

**(COLOR-CODED) COURSE SCHEDULE AND REQUIRED MATERIALS:** Course schedule is subject to change and additional required readings, subject to planned quizzes, may be added as the semester progresses. When they are, an announcement will be made in an email sent to the class.

**READINGS AND VIDEOS WITH NUDITY & SEXUALLY EXPLICIT CONTENT ARE NOTED IN RED, ALTHOUGH THESE WILL NOT BE THE ONLY SUCH VIDEOS AND READINGS THIS SEMESTER.**

**REQUIRED SUPPLEMENTAL MATERIALS ARE IN GREEN (THESE ARE THE FOCUS OF QUIZZES & CAN BE FOUND IN THE CANVAS MODULE TAB).**

- **SPECIFIC READING & POINT VALUE OF QUIZZES ASSOCIATED WITH READINGS ARE SUBJECT TO CHANGE VIA AN EMAIL ANNOUNCEMENT.**
- **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 CAN BE THE SUBJECT OF POP QUIZZES; AS WELL AS, COVERED ON THE TWO TESTS.**

**WRITTEN ASSIGNMENTS AND TESTS ARE HIGHLIGHTED IN YELLOW. NOTE: REFLECTIONS ARE DUE MONDAYS ONE MINUTE BEFORE THE CLOCK STRIKES MIDNIGHT AND WRITTEN ASSIGNMENTS AND TESTS ARE DUE THURSDAYS ONE MINUTE BEFORE THE CLOCK STRIKES MIDNIGHT.**

**CLASS TOPICS ARE IN BLACK, BROKEN INTO PART I & PART II WHICH WILL GENERALLY COINCIDE WITH THE BREAK**

Date	Topics & Reading Part I	Topics & Reading Part II	Assignments Due	Weekly Reflection Reminders
1/10	Introduction to Course	Where is the Psychology in this Human Sexuality Class? Lehmiller Chapter 1 (required)  The Importance of Studying Sexuality	Sign up for iClicker app & link to course. While not for points, we will practice today. See Instructions page 4 of this syllabus	No Reflection on Today's Class
1/17	Introduction to Course Continued: More on iClickers (Participation points start today!)  The Term "Sex" (i.e., Defining Sex) -Are we having sex yet? (1 point) -PT Blog: Redefining Foreplay (1 point) [Both readings have explicit sexual content & language]  Another problematic term: "Losing Virginity"	Cultural & Media Influences on Sexuality (Body-Image, Sexual Self-Consciousness, Sexual Double Standard & Penis Size Anxiety) Lehmiller Chapter 3: • Section on Psychology of Breasts & Vulva Lehmiller p. 78: Does the Sexual Double Standard Still Exist?  -2-point Extra Credit Assignment: Read <i>Sexuality as a Competency</i> (pages 1 – 3 only) and take in-class quiz.	Syllabus Quiz (open book). Opens at 8:00 a.m. today, 1/17 and closes Thursday 1/26 at 11:59 p.m. (1 minute before midnight).	Reflection on Today's Class Due Monday 1/23 at 11:59 p.m. (a minute before midnight)

1/24	<p><b>Male Sexual Anatomy and Response</b> Lehmiller Chapter 3:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Section on Male Sexual Anatomy (including Psychology of Penis for Part II Lecture today, but not Digging Deeper on circumcision on page 58-60).</li> </ul> <p>Lehmiller Chapter 4</p>	<p><b>Female Sexual Anatomy and Response</b> Lehmiller Chapter 3:</p> <ul style="list-style-type: none"> <li>• Section on Female Sexual Anatomy (except for Digging Deeper on Female Genital Cutting on page 70-71)</li> <li>• Conclusion</li> </ul> <p><b>-Becoming Cliterate: Let's Look Under the Hood (4 points)</b></p> <p><b>In-Class Video: Betty Dodson Celebrating Orgasm and/or OMGYES.com</b></p>	<p><b>Syllabus Quiz taken online (open book) by Thursday 1/26 at 11:59 p.m. (1 minute before midnight)</b></p>	<p><b>Reflection on Today's Class Due Monday 1/30 at 11:59 p.m. (a minute before midnight)</b></p>
1/31	<p><b>Female Anatomy Continued</b></p> <p><b>Female Orgasm: The Pleasure Gap</b> [Warning: due to content, this is a heteronormative topic]</p> <p><b>Female Orgasm: Controversies and Confusion</b> <b>-Study Reveals Four Techniques Women Use to Make Vaginal Penetration More Pleasurable (1 point)</b></p>	<p><b>Research in Sexuality Guest Lecture: Dr. Justin Garcia, Director of The Kinsey Institute</b> Lehmiller Chapter 2</p>	<p><b><u>Definition of Sex</u> Due Thursday 2/2 at 11:59 p.m. (1 minute before midnight) <u>Late papers are not accepted.</u></b></p> <p>3-Point Extra Credit Assignment: Read <i>Women Get Worse Sex: A Confound in the Explanation of Gender Difference in Sexuality</i> &amp; take online quiz anytime from 1/31 when the quiz opens at 8:00 a.m. until 3/23 at 11:59 p.m. when the quiz closes (excellent article on research confound but relevant to many course topics)</p>	<p><b>Reflection on Today's Class Due Monday 2/6 at 11:59 p.m. (a minute before midnight)</b></p>

2/7	<p><b>Sexual Orientation</b></p> <p>-46 Terms That Describe Sexual Attraction, Behavior, and Orientation (1 point)<sup>2</sup></p> <p>-APA Style: Sexual Orientation (1 point)</p> <p>-Longest Study Yet Finds Adult Kids of Lesbian Moms Are Doing Fine (1 point)</p> <p>Lehmiller Chapter 6</p>	<p><b>Sexual Orientation, contd.</b></p> <p>LBBTQ+ Panel</p>	<p>See Upcoming Assignment requiring watching a film (InterseXion) on your own. The link is in the 2/7 Module. The assignment will open Tuesday 2/7 at 8:00 a.m. and is due Thursday 2/23 at 11:59 p.m. (1 minute before midnight)</p> <p><u>Late papers not accepted</u></p>	<p>Reflection on Today's Class</p> <p>Due Monday 2/13 at 11:59 p.m. (a minute before midnight)</p>
2/14	<p><b>Rethinking the Sex &amp; Gender Dichotomy:</b></p> <p>Guest Speaker: Jessica Lynn</p> <p>Lehmiller Chapter 5</p> <p>-Things Not to Say to Trans People (2 points)</p> <p>-A Little Bit More About Me (1 point)</p>	<p><b>Rethinking the Sex &amp; Gender Dichotomy, contd.</b></p>		<p>Reflection on Today's Class</p> <p>Due Monday 2/20 at 11:59 (a minute before midnight)</p>
2/21	<p><b>Female Genital Procedures: Pubic Hair Grooming &amp; Cosmetic Genital Surgery</b></p> <p>3 Articles by Dr. Jen Guntner:</p> <p>-To Go Bare Down There: New York Times (1 point)</p> <p>-Considering Labiaplasty— Read This First (1 points)</p> <p>-The Troubling Back Story on the O-Shot (1 points)</p> <p>Lehmiller page 70-71: Female Genital Cutting</p> <p>-2-Point Extra Credit</p> <p>Assignment: Read <i>The New Full Frontal</i> &amp; take in-class quiz</p>	<p><b>Male Genital Procedures: Circumcision</b></p> <p>Lehmiller Page 58-60:</p> <p>Digging Deeper: Should Men be Circumcised?</p> <p>Also: Lehmiller Chapter 7</p>	<p><i>InterseXion</i> reaction paper assignment is due Thursday 2/23 at 11:59 p.m. (1 minute before midnight))</p> <p><u>Late papers not accepted</u></p>	<p>Reflection on Today's Class</p> <p>Due Monday 2/27 at 11:59 p.m. (1 minute before midnight)</p>

<sup>2</sup> You will NOT need to memorize these terms, but there will be a general question on this article. As you read, think about term(s) you hadn't heard before or a term that you thought meant something different than it did, as well as the overall point of the article.



<p>2/28</p> <p>Note: This Entire Class Will Be Held On Zoom</p>	<p>College Student Sexuality (Focus on Friends with Benefits &amp; Hook up Sex) <b>Lehmiller Chapter 8:</b></p> <ul style="list-style-type: none"> <li>Section on Singlehood &amp; Casual Relationships</li> </ul> <p>-Sexual Hook Up Culture (4 points)</p> <p>- 3-Point Extra Credit Assignment: Read article in Atlantic titled <i>The Sex Recession</i> and take in-class quiz</p>	<p>Focus Groups on Casual Sex to be Led by TAs. Details to follow including questions for focus group discussion and alternative assignment for those not wanting to participate. Both will be explained in a class announcement prior to this class.</p> <p><i>4 Points for attending and participating (with 4-point alternative assignment given for those who do not want to attend &amp; participate.)</i></p>	<p>Take TIMED, Test #1 Online anytime from Sat. 3/4 at 8 a.m. until Th. 3/9 at 11:59 p.m. Covers Lehmiller Chapters 1- 7 and all class lectures from 1/10 – 2/21</p>	<p>Reflection on Today's Class Due Monday 3/6 at 11:59 (a minute before midnight)</p>
<p>3/7</p>	<p>Catch up on Lectures We May Be Behind on (due to hopefully engaging class discussions)</p> <p>Adult Sexual Behaviors (Focus on Masturbation &amp; Anal Sex) <b>Lehmiller Chapter 9 (except section on Sexual Fantasy)</b></p>	<p>Sex Education: Focus on Parents &amp; “The Talk” <b>Lehmiller Chapter 11:</b></p> <ul style="list-style-type: none"> <li>Section on Sex Education</li> </ul> <p>-Birds &amp; Bees: The Need for Sex Ed Curriculum Updates (2 points)</p>		<p>Reflection on Today's Class Due Monday 3/13 at 11:59 (a minute before midnight). Since this is Spring Break, you are encouraged to get it done early so it doesn't interfere w/your break</p>
<p>3/14</p>	<p>Spring Break! Enjoy!</p>			
<p>3/21</p>	<p>BDSM &amp; Other “Kink” Lecture by Dr. Mintz followed by guest lecture by therapist, Stephanie Goerlich, author of “The Leather Couch: Clinical Therapy with Kinky Clients” <b>Lehmiller Chapter 8 Section on Varieties of Loving and Committed Relationship</b></p> <p>-PT Blog: Things Kinksters and Polyamorists Highly Value (2 points)</p>	<p>Paraphilias</p> <p>Guest Lecture by Stephanie Goerlich, Continued</p> <p><b>Lehmiller Chapter 14</b></p>	<p>Note: This class will be offered fully on Zoom for a better experience with the guest speaker.</p>	<p>Reflection on Today's Class Due Monday 3/27 at 11:59 (1 minute before midnight)</p>

3/28	<p>Sexual Issues and Problems and their Treatment  <b>Lehmiller Chapter 13</b>          -Sex Therapy for the 21<sup>st</sup> Century (2 points)</p>	<p>Sexual Issues and Problems and their Treatment Continued          -CNN Article: Is Sex Addiction Real or Not? (2 points)</p>	<p>Turning in Blog or Unrealistic Expectations Project by 11:59 p.m. Thursday 3/30 earns 5 Extra Credit Points</p>	<p>Reflection on Today's Class Due Monday 4/3 at 11:59 (1 minute before midnight)</p>
4/4	<p>Sexuality for POGM (including BIPOC) Natalie Malone, Guest Lecture</p> <p>Pregnancy, Miscarriage and Infertility  <b>Lehmiller, Chapter 11:</b></p> <ul style="list-style-type: none"> <li>Section on Pregnancy</li> </ul>	<p>Contraception, STIs &amp; Safe Sex          Guest Speaker: Dr. Kathleen Green  <b>Lehmiller Chapter 11:</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Section on Contraception</li> <li>Section on Abortion</li> </ul> <p><b>Lehmiller Chapter 12</b>          -APA Summary on Mental Health and Abortion (2 points)          -Summary of Recent Longitudinal Study on Psychological Health (1 point)</p>	<p>2-Point Extra Credit Assignment: Watch "The Sessions" &amp; take online quiz anytime from Tuesday 4/4 (when the quiz opens at 8 a.m.) until Wednesday 4/26 at 11:59 p.m. (when quiz closes, which is prior to reading days &amp; this is why a Wed and not a Th. due date).</p> <p>The film is most relevant to class on 4/18.</p>	<p>Reflection on Today's Class Due Monday 4/10 at 11:59 (1 minute before midnight)</p>
4/11	<p>Sexual Victimization:  <b>Lehmiller Chapter 15: Introduction – The Sexual Market Place</b>          -The Sexual Effects of Sexual Abuse (1 point)          -Healing the Sexual Wounds of Sexual Abuse (1 point)          -Lehmiller Blog on Pornography's Effects (2 points)</p>	<p>Pornography</p> <p><b>Lehmiller Chapter 15: Section on The Sexual Market Place</b>          -Psychology Today blog on Rape Fantasies (1 point)</p> <p>Sexual Fantasies (if time)  <b>Lehmiller Chapter 9 Section on Sexual Fantasies</b></p>	<p>Project due Thursday 4/13 at 11:59 p.m. (a minute before midnight)</p>	<p>Reflection on Today's Class Due Monday 4/17 at 11:59 (1 minute before midnight)</p>

4/18	<p>Sexuality and Disability  <b>-Surrogate Partner Therapy: Crossing Lines or Expanding Boundaries (2 points)</b></p> <p>Time to catch up on material not covered</p>	<p>A Survey of Other Topics  Not Covered:</p> <ul style="list-style-type: none"> <li>• Sex and Cancer</li> <li>• Sex and Aging (&amp; possible movie)</li> <li>• <i>Depending on how much material we have to catch up on, other topics requested by class, Q+A with questions submitted in advance, or discussion(s) on a topic of the class's choice</i></li> </ul> <p>How to Become a Sex Therapist</p> <p><b>Lehmiller Chapter 10</b></p>		<p><b>Reflection on Today's Class Due Monday 4/24 at 11:59 (1 minute before midnight)</b></p>
4/25	<p>Love and Relationships: Focus on Communication and Sexual Communication  <b>Lehmiller Chapter 8:</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Section Love &amp; Committed Relationships</li> <li>• Section on Why Do Some Relationships Succeed While Others Fail</li> </ul> <p>In Class Movie: Making Marriage Work (48 minutes)  <b>- Great Sexexpectations? (2 points)</b></p>	<p>Class Wrap-Up &amp; Raffle</p>		<p><b>No Required Reflection on today's class. However, you may turn in a Reflection, using the same format as prior reflections, for 4 extra credit points. This reflection is due Wednesday 4/26 at 11:59 p.m. (1 min. before midnight) and thus before reading days. It will be graded according to the same criteria as all prior reflections.</b></p>

Sat. 4/29 at 8 a.m. - Th. 5/4 at 11:59 p.m.	Take TIMED, Test #2 Online anytime from Saturday 4/29 at 8:00 a.m. (when the test opens) to Thursday 5/4 at 11:59 p.m. (a minute before midnight) when the test closes	Covers Lehmler Chapters 8- 15 and all class lectures from 2/28 – 4/25		
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## 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. 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](mailto: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 iClickers 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 iClickers 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 iClickers 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 iClickers 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. Personal Reflection Question on Sex Education Reflection Assignment: After each class, you are required to reflect on what you have learned and how this relates to your past sexual knowledge—as well as the impact on you. Because the latter may involve revealing personal material (e.g., “I never learned about contraception and the result was an unwanted pregnancy”; “I never learned about the variation in appearance in labia and the impact has been negative body-image”), you are given the option to respond “I prefer not to answer” to the question on impact on you. Please note, however, that these questions will be graded anonymously, hopefully providing you with the safety to answer fully. Nevertheless, it is your right to choose not to answer the question on impact.
6. 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.
7. 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 iClicker Responses In Writings and Publications***

As you know, you will be responding to anonymous iClicker 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 iClickers, 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, 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](mailto:mintzl@ufl.edu) and simply state: “***I do not want my responses used.***” (Note that iClicker 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 to alleviate this risk/discomfort.

### **Whom to contact if you have questions:**

Dr. Laurie Mintz  
[mintzl@ufl.edu](mailto:mintzl@ufl.edu)  
(352) 273-2172

### **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 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.

## Information Letter Regarding Research on *Reflection Assignment*

As you know, after each class you will be completing a *Reflection Assignment*. Your responses to these questions are worth four points each and count towards your overall course grade. As outlined on the syllabus, the purpose of such questions is to have you reflect more deeply on what you are learning, your prior sex information, and the impact of what you are learning and what you previously knew/didn't know prior on your life. As outlined in the syllabus, for the more personal question regarding impact that is part of this assignment, the response option of "*I prefer not to answer*" is allowable, should you not want to disclose this impact. Also, please note that Teaching Assistants (rather than the Instructor) will grade this assignment, and that for this assignment, the anonymous grading option in Canvas will be enabled, meaning that while you will get credit for the assignment, that credit will be assigned without the grader knowing your identity. In the anonymous grading option in Canvas, the grader is not able to see the students' identity, but the Canvas software is able to associate the grade with the student. Please note, however, that this feature can be disabled, allowing identity and responses to be associated but this will NEVER be done, except in the circumstances described below if needed to remove data from the data set that will result from this assignment, or as described in the syllabus above to track responses indicating that nothing new has been learned.

To explain, in addition to these reflections being part of your grade for the class, Professor Mintz will be using them in publications, presentations, and writing AFTER the course has ended. The purpose of using this data in such written and oral presentations will be to educate psychologists, teachers, public policy makers, and the general public about matters pertaining to sexual knowledge in the U.S. 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, 95% said that information about female orgasm was totally new to them*"). Additionally, because quotes from reflections will be used, we will strive to make sure these won't be identifiable. To explain, the quotes you provide will already be anonymous, as there will be no linking of your identity to the data you provide (e.g., "*One student wrote, XX*"). Additionally, if a quote contains any information that makes it identifiable, the quote will be altered (e.g., if a student writes, "*In my high school named XX in XX town...*" the name of the high school and town will be removed."

If you do not want your data to be included, let the Instructor know and she will remove your responses from the data set. Please note that the process for removal entails temporarily turning off the anonymous grading mode, for the sole purpose of removing responses. During this removal process, the responses will NOT be read or inspected in any way. Instead, after final grades are submitted, anonymous grading will be turned off and the response/assignment for that particular student deleted/removed without reading, and then the rest of the responses downloaded anonymously in mass. This will be done after final grades are submitted because if removal of responses occurs before, this will also result in removal of the grade associated with the assignment. You can let Professor Mintz know that you want your responses removed at any point in the semester. You can have them removed for the entire semester, or for just one set of responses pertaining to a specific class. Please email her and simply state: "***I do not want my responses used in the data from the Reflection Assignment***" or "***I do not want my responses from this week's reflection used in the data.***"

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

### **VERY IMPORTANT: WITHDRAWING YOUR DATA HAS NO IMPACT ON YOUR ASSIGNMENT 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 professionals and the public about the status of college students sexual knowledge. 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 to alleviate this risk/discomfort.

Additionally, should you become aware of negative impacts of your prior sexual knowledge, or the material presented in class on your life that are distressing to you, you are encouraged to seek services at the UF Counseling and Wellness Center (CWC). The CWC offers services to students for free and can be contacted at 352-392-1575.



**Whom to contact if you have questions:**

Dr. Laurie Mintz

[mintzl@ufl.edu](mailto:mintzl@ufl.edu)

(352) 273-2172

**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 Dr. Mintz to opt out of the research as described above, I am agreeing to subsequently have my responses included in aggregate data and anonymous quotes included in research, writing, and presentations by Professor Mintz after the semester final grades have been entered