

PSYCHOLOGY OF HUMAN SEXUALITY SYLLABUS¹

SOP 4777/FYC4932

Tuesdays Periods 9 - 11 (4:05 – 7:05 p.m.) NPB 1001

Instructor: Dr. Laurie Mintz, Ph.D.

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COURSE DESCRIPTION

This class will cover the topic of human sexuality from a psychological perspective, with an applied psychological perspective emphasized². While some cross-cultural information will be included, the main focus will be sexuality in the U.S. We will examine current research on sexuality. A wide range of topics will be covered including but not limited to: (1) sexual desire and sexual responses, (2) sexual practices, (3) sexual issues & problems, (4) sexual violence, and (5) sex therapy. There will be a focus on understanding common misconceptions regarding sexuality and current controversies in the field. General knowledge on human sexuality (e.g., anatomy, sexual response) will also be presented as such information is a necessary prerequisite to understand more psychologically-related information (e.g., sexual problems and their treatment).

GOALS:

By the end of this course, students will:

- Have a scientifically accurate understanding and knowledge of human sexuality from 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.

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

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

INFORMED CONSENTS/INFORMATION LETTERS: PLEASE READ NOW

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

REQUIRED COURSE MATERIALS & COMMUNICATION METHODS

• E-LEARNING:

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

Important: If you have a problem uploading an assignment (e.g., assignment is due noon and it is 11:55 AM and the upload isn't working), call the **Help Desk at 352-392-4357**. Have your UF ID # ready. You will be emailed a ticket number and this will be proof of the issue that occurred. Provide Dr. Mintz with the aforementioned email and adjustments will be made accordingly. **Without such an email/ticket number, no accommodations based on computer issues will be made for late assignments.**

• READINGS:

- Lehmler, J. L. (2017). *The Psychology of Human Sexuality*. Wiley-Blackwell.
- 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 for class and will be the subject of in-class quizzes. They appear in **green** in the day by day course schedule below (see page 19).

• i>CLICKER:

- You must have a hard remote (i.e., not web-based) and **register it** to receive participation points and to take quizzes. **Unless you register your remote, you will not receive any participation or quiz points, even if you use your clicker to vote.**
- To register your remote, go to the i>clicker tab in Canvas and follow the instructions. To register your remote, you will need your remote ID#, which is a series of 8 numbers and letters. Canvas provides instructions on locating this ID#.
- If you are using an older/used remote and these numbers have rubbed off, please see Dr. Mintz, in person after class or during her office hours and bring your i>clicker with you. She will help you retrieve the number.

• CLASS LISTSERV:

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

ADDITIONAL (NON-REQUIRED) COURSE MATERIALS

- Readings and movies provided on E-Learning: 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/>
- For the duration of the class, you have access to *Sex Smart Films*, <http://www.sexsmartfilms.com/>, which hosts a variety of sex education films, including some we will see in class. The Username is mintzlb and the Password is HumanSexuality.

VERY IMPORTANT INFORMATION & POLICIES REGARDING I>CLICKER POINTS

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

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

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

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

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

- Participation points are given for responding to all relevant polling questions (i.e., those applying to all students or to a specific group to which you identify such as male or female) posed in class. (Note: For sensitive questions, there is always an option of “I prefer not to answer”). Thus, please inform Dr. Mintz or TA Raiford (via email or in person immediately after class) if you arrived late to class or must leave early, so that you do not miss participation points for missing one or two polling questions. Nevertheless, 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 7 p.m.) unless an announcement is made via the listserv.
- If you reply to some but not all polling questions that apply to you, you will see a **ZERO** for your participation points that day. **If you receive a zero but were in class and believe you responded to all questions, contact TA Raiford by email within one week of the grades posting on canvas, or attend her office hour that occurs within this same one-week time period** (i.e., the Monday following the grades being uploaded on Canvas). She will be able to go into the i>clicker system and ascertain if you simply missed a few responses and change your score accordingly. If you do not contact TA Raiford within this timeframe, your zero will remain.

- If your clicker does not record, you will see a **BLANK**. Thus, for participation points, blanks will appear either when you were not in class or when you were in class but your i>clicker malfunctioned (i.e., it didn't record at all) and you were not aware of this. Given the section above, this should be a rarity but safeguards are in place as per below. **If your participation score is blank but you were in class, you must contact TA Raiford by email within one week of the grades posting on canvas, or attend her office hour that occurs within this same one-week time period** (i.e., the Monday following the grades being uploaded). In this case, TA Raiford 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 & cannot be changed back.**

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

- Quiz points will be uploaded within 48 hours after class ends unless an announcement is made via the listserv.
- Blanks on quizzes mean the same thing as blanks on Participation Points: Your i>clicker didn't record. If this occurs and you were in class, you must contact TA Raiford to let her know. In this case, she will verify that indeed your i<clicker did not record and direct you to schedule a makeup quiz with herself, the other graduate TA, or Dr. Mintz. You must make this contact with TA Raiford 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 i>clicker would work on one quiz question and not another (and for some reason your indicator light was not working), for all quizzes taken by i>clicker, an additional safeguard will be put in place:
 - In class, Dr. Mintz will give the answers to quiz questions and if Canvas shows a lower score on a quiz than you should have received based on your answers, you can contact TA Raiford and ask her to examine the i>clicker report, which will tell her if a remote did not record. In this case, you will be directed to schedule a makeup quiz or question(s) with TA Raiford, the other Graduate TA, or Dr. Mintz. **Again, you still must contact TA Raiford within a week of the grade posting on Canvas, or you will not be given the makeup quiz.**
- **Important:** Because it is your responsibility to make sure that your i>clicker is recording and let Dr. Mintz/TA know that same day, as well as to prevent students from not responding when an answer is not known and then saying their i>clicker did not work, all makeup quizzes or quiz questions for malfunctioning i>clickers will be approximately twice as hard as the original quiz (i.e., the actual questions will be more difficult and/or there will be double the questions.

A FEW MORE IMPORTANT POINTS ABOUT I>CLICKER 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 i>clicker-based score posting, you check your grade and notify TA Raiford 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 Sex Ed Reflection Assignment in terms of points being added as the semester progresses

PLEASE SEE THE CHART BELOW SUMMARIZING THESE POLICIES AND PROCEDURES

<u>i>Clicker Issues</u>	<u>What should you do?</u>		<u>Important Notes</u>
<p>I forgot my clicker</p> <p><u>OR</u></p> <p>My clicker batteries died during class</p>	<p>Turn in 2 full sheets of paper to ensure you get all your points. On the top of both write:</p> <p>“Forgot my clicker” Today’s Date Your Name Your UF email Your UF ID #</p>	<p><u>Quiz points:</u> Record your answers on paper and turn them in immediately after the quiz.</p> <p><u>Participation points:</u> Write “participation points” on your second sheet of paper and turn it in at the end of class.</p> <p>DO NOT WRITE YOUR ANSWERS TO THE ANONYMOUS POLLING QUESTIONS OR YOU WILL RECEIVE ½ CREDIT.</p>	<p>You can only do this <u>twice</u>. You will not get any points if you attempt to hand in papers for a third instance of a forgotten clicker.</p> <p>Running out of batteries counts as a forgotten clicker instance.</p>
<p>My votes aren’t registering</p>	<p>Turn in 2 full sheets of paper to ensure you get all your points. On the top of both write:</p> <p>“Clicker Malfunction” Today’s Date Your Name Your UF email Your UF ID #</p>	<p><u>Quiz points:</u> Record your answers on paper and turn them in immediately after the quiz.</p> <p><u>Participation points:</u> Write “participation points” on your second sheet of paper and turn it in at the end of class.</p> <p>DO NOT WRITE YOUR ANSWERS TO THE ANONYMOUS POLLING QUESTIONS OR YOU WILL RECEIVE ½ CREDIT.</p>	<p>Be sure to have Dr. Mintz or a TA <u>sign your papers</u> (during break or after class) to verify that you had your clicker with you and the battery wasn’t the issue.</p>
<p>There’s a problem with my quiz grade or participation points</p>	<p><u>Contact TA Raiford</u> (via email or by attending her office hours) within one week of the grade posting to Canvas.</p>	<p><u>Problem with quiz:</u> You will be directed to schedule a makeup quiz that is twice as hard as the original (to prevent cheating). If you answer correctly, you will get your points back.</p> <p><u>Problem with participation points:</u> TA Raiford will ask you questions you will only be able to answer if you were in class. If you answer correctly, you will receive your missing points.</p>	<p>If you do not contact TA Raiford within this timeframe, your zero or missing points will remain.</p>

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

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

ADDITIONAL IMPORTANT CLASS INFORMATION AND POLICIES

- **Class Time-Frame.** We will take a 10-15 minute break sometime during class, although this will not always be halfway through the class. Instead, it may be after the first period or after two periods—depending on topics covered. In other words, breaks will be given by topic coverage and not by timeframe (i.e., making this similar to a class that meets for one class period on one day and two class periods on the other). The *general* timing for these breaks is indicated in the day by day schedule, although this is subject to change. Class will almost always go until the end (i.e., 7:00 p.m.). Please do not start packing up and leaving until Dr. Mintz indicates class is over.
- **No Guests.** Individuals not enrolled in the class are not allowed to attend. Do not bring any non-enrolled student, friend, or relative to any class, including those classes in which films are shown.
- **No Side Conversations.** You are asked to refrain from side conversations with the person next to you—even if it is course-related. Such whispering & discussions are disruptive to those around you. If you are whispering or talking to someone next to you, 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).
- **Disruptive Cell Phone Use:** Dr. Mintz reserves the right to take five points off a student's total points for any instance of disruptive cell phone use during class (e.g., making or placing calls; continued beeps for texting, etc.)
- **Class Attendance, Participation Points, & Quiz Points:** Participation points are given for attending class and responding to i>clicker questions. Choosing not to attend class will result in not earning i>clicker participation points for that day. Likewise, quizzes are given on assigned readings at the start of each class. Not attending class will result in losing the opportunity for quiz points. 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, and make-up quizzes administered.
- **Timely Arrival & Quizzes.** We will start and end class on time. If you arrive late, please enter quietly and seat yourself in the back of the class.
 - Quizzes are given at the start of class:
 - Make-up quizzes are NOT given for lateness to class.
 - If you arrive after the quiz has been completed, there will be no make-up quiz given.
 - If you arrive to class while a quiz is in progress and the quiz is being given by paper, you will not be allowed to take that quiz. In other words, class will not be held up for a late-arriving student to take the quiz.
 - If the quiz is being given by i>clicker, you will not be given the opportunity to answer questions you missed nor will you be given extra time to answer a question that you arrive in the middle of (i.e., if you arrive when there are only a few seconds of response time left to answer a question, you will not be given extra time to answer that question).
- **Make-up Work:** Requirements for all work assigned in this class is consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Specifically, opportunities for make-up quizzes and participation points (as well as exams and other written projects/papers) will only be granted for reasons of court-imposed legal obligations (e.g., jury duty or subpoena), illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips,

and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition, or debate. Additionally, university policy allows the Instructor to make other exceptions at his/her discretion. Thus, if you feel that your situation fits the above-noted circumstances or want to ask for an additional exception, please contact Dr. Mintz before the due date of an assignment, or in the case of participation points, 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 time-frame will prevent make-up work from being given. Be aware that you may be asked to provide a written medical excuse or excuse from proper University authorities documenting the excused absence. Except in extraordinary circumstances, all make-up quizzes must be taken within one-week of the missed class. Make-up quizzes due to excused absences will be of the same difficulty level as the original quiz (i.e., unlike make-up quizzes due to a malfunctioning i>clicker that was not reported the day of its malfunction as per above). For participation points, an EX will be entered in Canvas rather than the actual points; this will signal Canvas to calculate your grade without those particular participation points (i.e., your grade will not be affected).

- **Late Assignments:**

- If you are having difficulty meeting a deadline due to one of the reasons listed in the bullet point above or another reason you find compelling, contact Dr. Mintz before the due date to ascertain if a later due date can be provided. Since assignment due dates are known in advance, no exceptions to the point deductions below will be given for contact made after an assignment due date:
 - For the two short writing assignments (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 Sex Education Reflections (which are due every Monday at noon 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 noon on Tuesday 11/12, if you upload it at 12:05 a.m. on that day, you will lose 20 points. If you upload it the next day, 11/13, at 12:05 a.m., you will lose 25 points. Canvas is set to stop accepting submissions on the date that all 100 points would be taken off due to lateness, which is Nov. 28.

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

- Dr. Mintz will make every effort to be available for a few minutes after class, but there will be times when her schedule will not allow this. It is highly recommended that you attend Dr. Mintz's or the TAs' office hours or make an appointment if you have questions/concerns that cannot be addressed in a brief post-class conversation.
- If you need to talk to the Dr. Mintz before class, wait to approach her until she is done loading the class materials (PPT presentation, i>clicker base, etc.) on the computer.
- Dr. Mintz and Graduate TAs will check email daily (except on weekends and University holidays). However, please allow sufficient time for a response, as some questions require research or thoughtful consideration. Do not send an email right before class and assume it will be read.
- Who To Communicate With About What:
 - For issues with i>clicker quiz or i>clicker participation points, email TA Raiford.
 - For issues regarding excused absences, email Dr. Mintz.
 - For any issue you consider sensitive or personal (e.g., opting out of a class as per the Informed Consent below), email Dr. Mintz.

- For all other issues, always email your assigned Graduate TA first. If she does not know the answer, she will forward your email to Dr. Mintz.
- If you email Dr. Mintz regarding a routine course matter not listed above, her answer will be simply, *“As per the syllabus, email the Graduate TA”*
- Always check the syllabus before emailing the Graduate TA. If the answer can be found in the syllabus, 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 TAs THROUGH CANVAS**; use the email addresses provided on this syllabus. Dr. Mintz and TAs will NOT be checking the Canvas inbox.
- Neither the Graduate TAs, Undergraduate TAs, nor Dr. Mintz ‘friend’ students or accept ‘friend’ requests on social websites. Please do not take this personally.

Students struggling with their grades/work in this course or needing any accommodations are strongly encouraged to talk to 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 for a specific circumstance 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 and making up a quiz, rather than when you return).

CLASS ATMOSPHERE

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

Likewise, I ask that students treat me, the teaching assistants, and one another with respect. You are free to disagree with each other or with 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 is being disrespectful, or something said by someone in class bothers you, please let me know. This is a large course and it is not possible to be aware of all individual concerns or issues. Knowing about problems can help me to prevent issues from continuing to occur.

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

ACADEMIC HONESTY

The University of Florida [Student Honor Code](#) states that “Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code.” This Honor Code further specifies that: “On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* This pledge is therefore implied on all your work associated with this class. The Honor Code specifies 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. Giving another student your i>clicker to respond for you when you are not in class, in order that you may receive participation points or credit for a quiz, is a violation of the UF Honor Code. Likewise, responding for another student using his or her i>clicker so that they can receive participation points or credit for a quiz, is a violation of the UF Honor Code.

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

1. If this is your first offense recorded with the aforementioned office, the penalty is up to 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 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 i>clickers for participation points when not in class. She will continue to report such offenses. It is important that you understand that **all reported offenses result in a permanent record of academic dishonesty which must be reported on graduate/medical/professional school applications.** Please do not jeopardize your future with acts of academic dishonesty.

It is your responsibility to familiarize yourself with the details of this Honor Code and to not engage in behaviors in violation of it. If you have any doubts, ask 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 in a professional and respectful manner is available at <https://gatorevals.aa.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.aa.ufl.edu/public-results/>.
- **SEXUAL HARASSMENT:** Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

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:

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

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

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

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

RE-GRADING POLICY

If you disagree with a grade you received for one of the three written assignments, you can request to have it re-graded. In order to do this, you must first contact whoever graded your original assignment (Graduate TA or Dr. Mintz) in order to understand why you lost points. Then you must email Dr. Mintz (even if she was the original grader) requesting that your assignment be re-graded. If you exercise this option, the second grade will stand, regardless of whether 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

ACCOMMODATIONS FOR DISABILITY

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

STUDENT COMPLAINTS

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

COURSE ASSIGNMENTS CONTRIBUTING TO FINAL GRADE (390 POINTS)

ASSIGNMENT TYPE	ASSIGNMENT	POINTS
TESTS (ON TEXT AND LECTURE)		
	TEST #1 (MULTIPLE CHOICE)	50
	TEST #2 (NON-CUMULATIVE MULTIPLE CHOICE)	50
QUIZZES		
	SYLLABUS QUIZ	10
	QUIZZES ON SUPPLEMENTAL (GREEN) READINGS	35
	POP QUIZZES ON LEHMILLER BOOK	15
SHORT WRITING ASSIGNMENTS		
	DEFINITION OF SEX (60 WORD WRITING ASSIGNMENT DEFINING TERM "SEX"/"HAD SEX")	10
	INTERSEXION FILM REACTION (2 PAGE REACTION TO FILM SEEN BY LINK)	20
PROJECT: CHOOSE ONE		
	BLOG (PSYCHOLOGY TODAY STYLE BLOG ON A COURSE RELEVANT TOPIC)	100
	-OR-	
	UNREALISTIC EXPECTATIONS IN MEDIA (500-800 WORD CRITICAL ANALYSIS PAPER)	100
PARTICIPATION POINTS		
	4 POINTS FOR I>CLICKER RESPONSES, PLUS 2 POINT SURVEY AFTER TEST #1	50
SEX EDUCATION REFLECTION	4 POINTS FOR EACH REFLECTION	50
TOTAL POINTS		390

NOTE: THERE ARE ALSO SOME EXTRA CREDIT OPPORTUNITIES BUILT INTO THE CLASS: SEE DAY BY DAY SCHEDULE THAT STARTS ON PAGE 19. 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 (50 points)

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

Description: Throughout the class, there will be a number of opportunities to participate in class using i>clickers. There will be 50 points allotted to responding to i>clickers: four for each class starting on 8/27 (except on the two test days, 10/15 and 12/3). Additionally, after Test #1, a qualtrics survey will be given for two participation points.

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

As noted above, if you have an excusable absence, email the Instructor so you don't lose participation points (see details and timeframe under "Make-up Work" on pages 6-7 above).

Sex Education Reflection (50 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 (except the two test days), **due the MONDAY following each class at Noon**, upload a no longer than two-page document to Canvas answering the following questions:

After reflecting on the information presented in today's class, please answer the following questions as briefly but as completely as possible:

- 1) Was there any information presented in today's class that made you realize that something was *omitted* from your school-based sex education that you wish was covered and if so, what?**
- 2) Was there any information presented in today's class that made you realize that something presented in your school-based sex education was *inaccurate or false*, and if so, what?**
- 3) What do you believe the impact of this falsehood and/or omission has had on your life in general and 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).**

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, Lehmiller book).

NOTE: If you do not attend class, reflect only on the readings and write: "I was not in class on (insert date)" at the top of the reflection. Because this assignment is graded anonymously, it will not be subject to the same excused absence policy as the participation and quiz points (i.e., we will not be tracking who submits what).

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

Grading Criteria: Full points will be allotted simply for uploading a ***thoughtful and complete*** reply after each class. Please note: This assignment will be graded anonymously.

Also, while these are due the Monday after class, it is advised you complete them sooner (i.e., as soon after class as possible), as you will find it easier to more fully reply/respond, resulting in a more thoughtful and complete response and thus a higher likelihood of receiving all points.

Important Note: While this assignment will be graded in anonymous grading mode in Canvas, any time a student answers NO to Questions #1 or #2, (i.e., signaling they learned nothing new), anonymous mode will be turned off to track who that student was. If a student responds NO to either of these questions 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 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 #3 will NOT result in anonymous mode being turned off.

Quiz on Supplemental (Green) Readings (35 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: Using either i>clickers or written papers (including short answer questions), quizzes on supplemental assigned readings will be given throughout the semester as per the schedule on the syllabus.

Pop Quizzes on Lehmiller Book (15 points)

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

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

As noted above, if you have an excusable absence, email the Instructor so you don't lose quiz points (see details and timeframe under "Make-up Work" on pages 6-7 above).

Tests on Lehmiller Book and Lectures (50 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 multiple-choice tests (33 questions, 1.5 points each), covering readings in the assigned, Lehmiller book and in-class material. Specifically, what is covered by each exam is as follows:

- Test #1 (10/15 in class): Covers Lehmiller Chapters 1 – 7 & lectures/movies/course material from 8/27 – 10/1 (**NOTE:** The lecture on 10/8, which is the day before the test, will be covered on Test #2).
- Test #2 (12/3 in class.): Covers Lehmiller Chapters 8 – 15 and lectures/movies/course material from 10/8, and 10/22 - 11/26.

Very Important:

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

Thus, there will be a great deal of material from the Lehmiller book that will not be covered in class, yet will be on the exams. If you have a question on something in the book that we don't cover in class, email the TAs or Dr. Mintz or make an appointment and ask. You cannot simply come to class and expect to do well on the tests. To do well on the tests, you will need to read the assigned reading in the Lehmiller book. The Canvas Modules tab provides PowerPoint outlines of the chapters to facilitate your learning and studying.

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, obtain the notes from a classmate. The TAs and Dr. Mintz will not take appointments to recap class material.

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

Finally, please note that the Instructor **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 in order to incentivize keeping up with the book on an ongoing basis rather than cramming for the exam. It is highly recommended that you take notes/prepare your own study guide as you read the chapters, and again, there are Power Point slides for each chapter posted online to assist you.

InterseXion Film Reaction (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 8/27. 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 8/27.

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 (i.e., is the definition consistent with class readings and lecture on this topic?). 7 points
 - Please see PPT slide below presented in class on 8/27 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.

Your Definition: 60 Words Consistent with Readings & Lecture Or Section on Why Not	
Consistency: "Right Answer"	Consistency: Address But No right Answer
<ul style="list-style-type: none"> • Not just PVI (2.5 points) <ul style="list-style-type: none"> – A More Inclusive Definition (e.g., if only PVI, this would exclude men having sex with men and women having sex with women) • Consent explicit (2.5 points) <p style="text-align: center;">**Remaining 3/10 points for clarity—see syllabus</p>	<ul style="list-style-type: none"> • What behavioral acts (i.e. type of contact and with who) constitutes "having sex" (.5) <ul style="list-style-type: none"> – Is it contact with more than yourself, or does just yourself count? • What body parts need to be involved to count an act as "having sex" (.5) <ul style="list-style-type: none"> – Limited to Genital? • The intent of the act, including but not limited to the role of pleasure in the definition of having sex (.5) • The role of orgasm in the definition of "having sex" (.5) <ul style="list-style-type: none"> – Is it required or not? • Also feel free to include anything else gleaned from the readings and/or class discussion that is deemed pertinent!

Project (100 points)

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

Unrealistic Expectations of Sex (100 points)

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

Description: Each student will locate one product located in the popular culture that reflects unrealistic and/or inaccurate portrayals of sex. (Important: Products & Papers must relate to unrealistic portrayals of sexual activity, not unrealistic portrayals of women or men in general, etc.). Products can be songs, movie scenes, advertisements, or magazine articles. (If you want to use a full-length book, please check with the Instructor first, since this project cannot be uploaded to Canvas, as per instructions below). Likewise, if you find a product not listed here, contact the Instructor to make sure it is an acceptable product prior to handing in your project). The student will upload his or her product to Canvas (see page 18 below). Please make sure that the Instructor and TAs can clearly view your product. For example, if you find an article or advertisement in a magazine, scan it in and upload it. If you find a song, upload a link to the song, if possible and also type out the lyrics to that song. If you find a movie scene, upload a link to the movie, if possible, and include the name of the movie and a specific description of the scene in the movie (provide scene # if possible).

Then, in 500 – 800 words (not including citations or link to product): (1) briefly introduce your product (e.g., "This project discusses an advertisement for women's perfume found in the September issue of XX magazine. In this

advertisement, the woman is XXX”); (2) describe what specifically you find to be inaccurate and/or unrealistic about this portrayal of sex (there may be one inaccuracy or there may be multiple inaccuracies; be very clear about how many there are and what each is); and (3) discuss how this inaccuracy (or each of the inaccuracies in the case of more than one inaccuracy) could lead to sexual insecurities, problems, or difficulties. This project requires three scholarly citations to back up one’s arguments. A scholarly citation is defined as an article in a professional (not popular press) journal published in the last 10 years, or a book (including a textbook) published by a scientist or psychologist in the last 10 years. Psychology Today blogs do not count as a scholarly citation, nor does citing Dr. Mintz’s lectures. *If you are unsure of if a source counts, check with Dr. Mintz or the Graduate TAs.* One of these citations is required to be in Point (2) above (what is inaccurate) and the other is required to be in Point (3) above (how inaccuracy can lead to problems). The third reference can be in either or both sections. An example of a how such a scholarly citation would read is as follows: “This music video portrays XX. However, in the Lehmiller book, on page XX. Likewise, in an article in the Journal of Sex Research....). The paper must also include a reference list. If you use the Lehmiller book as one of your three citations, you do not need to include this on the reference list.

This project due date is in the schedule below. However, early submissions are encouraged and to reward timeliness and advanced planning (academic skills that can enhance outcomes), five extra credit points will be given for any project turned in before an early deadline also provided in the schedule below.

Grading Criteria:

- Clearly written (no typographical or grammatical errors): 10 points
- Product uploaded in a manner that portrays product clearly: 10 points
Important Note: Check to make sure your product has uploaded accurately before the due date/time. A product that has not been uploaded properly will result in all 10 points being deducted.
- Inaccurate or Unrealistic Portrayal Description:
 - Clarity of analysis (Is it clear to the reader what specifically is unrealistic or inaccurate about the portrayal?): 20
 - Accuracy of analysis (Is the product actually unrealistic or inaccurate, and are citations/evidence provided to support this assertion?): 20
- How this Portrayal Could Lead to Problems:
 - Clarity of analysis (Is it clear to the reader how such unrealistic or inaccurate portrayals could lead to problems, and what these problems might be?): 20
 - Accuracy and thoughtfulness of analysis (Is it clear that the writer has taken time to carefully reflect upon the possible relation between the unrealistic portrayal and sexual insecurities, problems, or difficulties? Are citations/evidence provided to support the analysis?): 20

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

Blog

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

Description: For this assignment, each student will write a 500 – 800 word blog on a topic relevant to the course content. Your final blog should read like a blog that you would find on Psychology Today (PT), in the [Sex Topic Stream](#). The best way to prepare for this project is to read several of the blogs in that topic stream. You should read these blogs for both content and style (e.g., quality of visual images and hyperlinked sources). As is the case with most PT blogs, your final blog should make a clear point (two related points at the most) that will educate readers and/or enhance their sexual knowledge.

At least two **quality resources** (e.g., newspaper articles, scientific studies, accurate media descriptions of scientific studies, blogs by experts in the field, including *Psychology Today* blogs) should be **hyperlinked**. Hyperlinking can be accomplished in Word via the insert function. Do not include a reference list for this project; again, instead hyperlink as described below:

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

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

The following is NOT hyperlinking:

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

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

If you are in doubt about the **quality** of your source, check with the Instructor or one of the Graduate TAs.

Your final blog should also include visually appealing pictures. These pictures may not depict graphic sexual activity or nudity; see the PT blogs for the range of acceptable pictures.

This project due date is in the schedule below. However, early submissions are encouraged and to reward timeliness and advanced planning (academic skills that can enhance outcomes), five extra credit points will be given for any project turned in before an early deadline also provided in the schedule below.

Grading criteria

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

Also, note that 15 points will be taken off for any blog over 800 words. Additionally, 15 points will be taken off for each missing hyperlinked source. 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 in Google the title of a study she published and while several hyperlinks came up, one was to Pub Med:
<http://www.ncbi.nlm.nih.gov/pubmed/22774869>
 - i. Note also, that now that you have this link, you can also search article titles directly in this NIH Pub-Med page.
 - Another option, if you cannot find a useable link for a scientific article, is to download the PDF of that article from the UF Library, place that document in a Google Docs account, and make it public.

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

- Submit to Canvas in the “Assignments” section. **Upload Word Documents Only.**
- 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 seven, 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 2, E-Learning section).

(COLOR-CODED) COURSE SCHEDULE AND REQUIRED MATERIALS: Course schedule is subject to change.

READINGS AND VIDEOS WITH NUDDITY & 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.**
- Additional required readings may be added as the semester progresses. When they are, an announcement will be made in an email sent to the class. These added readings may be the focus of planned quizzes or instead, may be included on the two in-class tests.

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 IN-CLASS TESTS.

ASSIGNMENTS AND TESTS ARE HIGHLIGHTED IN YELLOW.

CLASS TOPICS ARE IN BLACK, BROKEN INTO PART I & PART II WHICH WILL GENERALLY COINCIDE WITH THE BREAK—ALTHOUGH THIS IS SUBJECT TO CHANGE.

Date	Topics & Reading Part I	Topics & Reading Part II	Assignments
8/27	Introduction to Course	<p>Where is the Psychology in this Human Sexuality Class? Lehmiller “Foreplay” and Chapter 1</p> <p>The Importance of Studying Sexuality -If desired, also see “The Health Benefits of Sex” for a 1-point Extra Credit Quiz</p> <p>The Term Sex - PT Blog: Redefining Foreplay (1 point) -Are we having sex yet? (1 Point) [This reading has explicit sexual content & language]</p> <p>Research in Sexuality Lehmiller Chapter 2 (read on own, not covered in class)</p> <p>If time, start movie, Kinsey, with extra credit assignment regarding finishing on own sent via class listserv (and if none shown, extra credit regarding watching in entirety sent)</p>	<p>Register i>clickers by today & bring to class</p> <p>Participation Points (4 points per class) via i>clicker and quizzes by i>clicker begin today!</p> <p>First Reflection (on Today’s Class) Due Monday 9/2 at NOON</p>
9/3	<p>Syllabus Quiz (10 Points)</p> <p>The Term Sex (if not covered on 8/27)</p> <p>Male Sexual Anatomy and Response Lehmiller Chapter 3:</p> <ul style="list-style-type: none"> • Introduction • Section on Male Sexual Anatomy (Including Psychology of Penis covered in second half of class but not Digging Deeper on circumcision on page 58-60 to be covered in subsequent lectures) <p>Lehmiller Chapter 4</p>	<p>Cultural & Media Influences on Sexuality (Body-Image, Sexual Self-Consciousness, Sexual Double Standard & Penis Size Anxiety) Lehmiller Chapter 3:</p> <ul style="list-style-type: none"> • Section on Psychology of Breasts & Vulva • Lehmiller p. 78: Does The Sexual Double Standard Still Exist? Lehmiller Chapter <p>Research in Sexuality Lehmiller Chapter 2 (read on own, continued)</p>	<p>Reflection (on Today’s Class) Due Monday 9/9 at NOON</p>

<p>9/10</p>	<p>Female Sexual Anatomy and Response Lehmiller Chapter 3:</p> <ul style="list-style-type: none"> Section on Female Sexual Anatomy (except for Digging Deeper on Female Genital Cutting on page 70-71) Conclusion <p>-Becoming Cliterate: Let's Look Under the Hood (4 points) [This reading has explicit sexual content & language]</p> <p>In-Class Video: Betty Dodson Celebrating Orgasm and/or OMGYES.com</p>	<p>Female Orgasm: The Pleasure Gap [Warning: due to content, this is a heteronormative topic]</p> <p>Female Orgasm: Controversies and Confusion</p> <ul style="list-style-type: none"> PT Blogs: Orgasms: You Can't Fake it Till You Make It (1 point) 	<p>Definition of Sex Due by Tuesday 9/10 at noon.</p> <p>Remember: late papers are not accepted and thus equal zero points.</p> <p>Reflection (on Today's Class) Due Monday 9/16 at NOON</p> <p>See Upcoming Assignment which requires watching a film on your own. The link for this video can be found in the 10/1 Module. The link will be available Tues. 9/10 by noon, and the assignment is due 10/1.</p>
<p>9/17</p>	<p>Pleasure Gap + Female Orgasm Controversies Continued (as needed)</p> <p>Male Genital Procedures: Circumcision Lehmiller Page 58-60: Digging Deeper: Should Men be Circumcised?</p>	<p>Female Genital Procedures: Pubic Hair Grooming & Cosmetic Genital Surgery</p> <p>3-4 short videos</p> <ul style="list-style-type: none"> -ABC News Coverage of CGS (1 point) -Pubic Hair: Things to Know Before You Shave (1 point) -G-Spot article in Huffington Post (1 point) <p>-If desired, also see Atlantic Article titled "The New Full Frontal" for 2-point Extra Credit Quiz</p> <p>Lehmiller page 70-71: Female Genital Cutting</p> <p><u>As Time:</u> Sex Differences in Sexuality Lehmiller Chapter 5: Section on Just How Different Are Men and Women?</p>	<p>Reflection (on Today's Class) Due Monday 9/23 at NOON</p>

9/24	Sexual Orientation - Brief lecture & Panel Preparation by Dr. Mintz Lehmiller Chapter 6 APA Brochure (2 points) Longest Study Yet... (1 point)	Sexual Orientation, contd. Possible Guest Speaker LBGT Panel	Reflection (on Today's Class) Due Monday 9/30 at NOON
10/1	Rethinking the Sex & Gender Dichotomy Lehmiller Chapter 5 First Transgender Miss USA Contestant (1 point) APA Brochure (2 points) Watch InterseXion (68 minutes) on Link Provided In-Class video: Trans (93 minutes)	Rethinking the Sex & Gender Dichotomy, contd. Prepare for & Meet with Producer of Trans (5:15 p.m.)	Intersexion Reaction Paper (20 points) due Tuesday 10/1 at noon. Remember: late papers are not accepted and thus equal zero points. Reflection (on Today's Class) Due Monday 10/7 at NOON
10/8	Sexuality and Disability -Sexuality & Disability: The Missing Discourse on Pleasure (2 points)	Contraception, STIs & Safe Sex Guest Speaker: Kathleen Green, MD (OB-GYN) (Note: Dr. Green will also answer general medical questions regarding women's health). Lehmiller Chapter 11: <ul style="list-style-type: none"> • Introduction • Section on Contraception • Section on Abortion Lehmiller Chapter 12 -APA Summary on Mental Health and Abortion (2 points) -Summary of Recent Study (1 point)	Reflection (on Today's Class) Due Monday 10/14 at NOON Extra Credit Assignment: Watch "The Sessions" & take online quiz anytime from 10/8 - 11/19 at noon
10/15	Test #1: Covers all Lectures EXCEPT 10/8 and Lehmiller Chapters 1 through 7 (complete chapters). Important Note: Lehmiller Chpt. 7 to be covered on test although not in lecture. BRING #2 PENCIL & UF ID Survey Sent After Exam (Worth 2 Participation Points)		

10/22	<p>Pregnancy, Miscarriage and Infertility Lehmiller, Chapter 11:</p> <ul style="list-style-type: none"> Section on Pregnancy <p>Sex Education: Focus on Parents & “The Talk” Lehmiller Chapter 11:</p> <ul style="list-style-type: none"> Section on Sex Education <p>-New York Times Article on Children’s Masturbation (1 point)</p>	<p>Adult Sexual Behaviors (Focus on Masturbation & Anal Sex) Lehmiller Chapter 9 (except section on Sexual Fantasy)</p> <p>College Student Sexuality (Focus on Friends with Benefits & Hook up Sex) Lehmiller Chapter 8:</p> <ul style="list-style-type: none"> Section on Singlehood & Casual Relationships <p>-Sexual Hook Up Culture (4 points) -If Desired, also see “The Sex Recession” for a 2-point Extra Credit Quiz</p>	<p>Reflection (on Today’s Class) Due Monday 10/28 at NOON</p>
10/29	<p>Sexual Issues and Problems and their Treatment Lehmiller Chapter 13 - Sex Therapy for the 21st Century (2 points)</p>	<p>Sexual Issues and Problems and their Treatment Lehmiller Chapter 13 -CNN Article: Is Sex Addiction Real or Not? (2 points)</p>	<p>Reflection (on Today’s Class) Due Monday 11/4 at NOON</p> <p>Turning in Blog or Unrealistic Expectations Project by 10/29 at noon earns 5 Extra Credit Points</p>
11/5	<p>Pornography Lehmiller Chapter 15:</p> <ul style="list-style-type: none"> Section on The Sexual Market Place <p>-Lehmiller Blog on Pornography’s Effects (1 Points)</p> <p>Rape Fantasies (as time) Lehmiller Chapter 9 Section on Sexual Fantasies -Psychology Today blog on Rape Fantasies (1 point)</p>	<p>BDSM & Other “Kink” Lecture followed by panel Q&A Lehmiller Chapter 8 Section on Varieties of Loving and Committed Relationships</p>	<p>Reflection (on Today’s Class) Due Monday 11/11 at NOON</p>
11/12	<p>Sexual Victimization: In Class Lecture Lehmiller Chapter 15:</p> <ul style="list-style-type: none"> Introduction through The Sexual Market Place <p>-The Sexual Effects of Sexual Abuse (1) -Healing the Sexual Wounds of Sexual Abuse (1)</p>	<p>Sexual Victimization: STRIVE Presentation on Rape Culture & Consent</p>	<p>Reflection (on Today’s Class) Due Monday 11/18 at NOON</p> <p>Project due Tuesday 11/12 at noon</p>

11/19	<p>Love and Relationships: Focus on Communication and Sexual Communication Lehmiller Chapter 8:</p> <ul style="list-style-type: none"> • Introduction • Section on Love & Committed Relationships • Section on Why Do Some Relationships Succeed While Others Fail <p>-Sexpectations (1 points) In Class Video: Making Marriage Work</p>	<p>A Quick Survey of Topics Not Covered Lehmiller Chapter 10</p>	<p>Reflection (on Today's Class) Due Monday 11/26 at NOON</p>
11/26	<p>No Class Lehmiller Chapter 14</p>	<p>No Class Lehmiller Chapter 14</p>	<p>Watch Lecture on Parahillias by Greg Neiy Meyer provided on canvas and read Lehmiller's Chapter 14 during break (Both will be on Test #2)</p> <p>Note: Final Sex Ed Reflection on this online lecture due Monday 12/2</p>
12/3	<p>Test #2 (4:00 – 5:00) BRING #2 PENCIL Covers class material from 10/8 and all Lectures after Test #1 & Lehmiller Chapters 8 – 15</p>		

STATEMENT OF INFORMED CONSENT FOR *PSYCHOLOGY OF HUMAN SEXUALITY*

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

1. **Language:** Students in this class are likely to be exposed to a wide range of sexual words and language. Some class lectures may specifically examine and analyze slang words used in our culture for sexual anatomy and sexual acts. However, except where other language may be educationally relevant, socially appropriate technical language that is sexual, but non-obscene, will be used by the instructor and encouraged.
2. **Topics Covered:** This course will cover a broad range of topics related to sexuality. While it is hoped that all the topics will be interesting and informative for enrolled students, there is certainly the chance that some students will find some topics surprising, disturbing, or at odds with their personal or religious values. The purpose of this class is to present current psychological knowledge, research, and practice regarding such topics. As such, your task as a student in this class is to learn about the present state of psychological knowledge and research on sexuality-related topics, rather than to engage in moral debate about sexuality-related topics. For example, when covering the topic of abortion, scientific studies of the mental well-being of women who have undergone abortions will be presented; the focus will not be a moral or religious debate about abortion. Also, it should be noted that presentation of a particular topic or its inclusion in the textbook does not imply advocacy. For example, inclusion of the topic of necrophilia does not imply that your instructor or the authors of the text are supporting coitus with a corpse. Students should not assume that covering a topic in a course implies advocacy related to this topic.
3. **Use of Explicit Images and Films:** In this class, you will be exposed to images related to human sexuality, including images of genitalia and people engaging in sexual and health behaviors such as testicular and breast exams, masturbation, and both heterosexual and homosexual partnered sexual activity. Some of these images are contained in required readings, such as the class textbook (*The Psychology of Human Sexuality*). Additionally, such images are contained in educational and documentary films used in class (e.g., documentary on Alfred Kinsey; documentary on pornography; documentary of sexual imagery in music videos). Exams will cover such materials.

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

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

4. **Personal Questions Using i>clickers:** Throughout the class, we will utilize i>clickers for quizzes and participation points. For participation points, sometimes, the questions asked will be knowledge or content questions (e.g., “Which is the correct name for the female sex organ?”) and in these cases, the instructor will record who responded in order to assign associated participation points. When using i>clickers in this way, your actual answers do not matter; only whether or not you responded is what is counted for participation points. Another way that we will use the i>clickers

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

5. 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 sex education—as well as the impact of your past sex education 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 i>clicker Responses In Writings and Publications*

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

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

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

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

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

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

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

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

Whom to contact if you have questions:

Dr. Laurie Mintz
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 *Sex Education Self-Reflection* Assignment

As you know, after each class you will be completing a *Sex Education Self-Reflection*. 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 education, and the impact of this prior sex education 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 our sex education system 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% reported that they had not learned about sexual communication in their school-based sex education*”). 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 Sex Education Reflection***” or “***I do not want my responses from this week used in the data from the Sex Education Reflection.***”

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 our sex education system. 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 sex education 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

(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