

IDS 2935: Sexual Controversies

UF Quest 2

General Education: Social and Behavioral Sciences (S) and Diversity (D)

A minimum grade of C is required for general education credit.

Details: T 5-6 (11:45am-1:40pm)
R 5 (11:45am-12:35pm)

Instructors: Dr. Stephanie Bogart
Office: B137 Turlington Hall
Email: sbogart@ufl.edu
Office hours will ONLY be held virtually
Zoom Office Hours: Wednesdays 9-10:30am, 1-2:30pm, or by appointment
MUST EMAIL if want meeting.
Zoom Meeting ID for all Office hours:
<https://ufl.zoom.us/j/9553695242>
Meeting ID: 955 369 5242, Password: chimp

This course will examine controversies surrounding sexuality that are relevant in the US's political environment and will challenge students to self-reflect on their own intellectual, personal, and professional development that will guide their future.

Course Description:

Sexuality invokes many emotions in people which is why it is often the center of societal debates and politics, but views are often based on myths, stereotypes, and poor or fake research/media. Human personality is intrinsically linked with many aspects of sexuality from experiences, beliefs, identity, relationships, and societal pressures, but often people make decisions and judgements based on incomplete information. So how does sexuality influence a person, society, culture, and government? Most of the major societal controversies revolve around sexism/genderism, sexual violence, sex trade, and sexually transmitted infections (STIs). Generally, the people most affected are marginalized due to societal pressures and myths including poverty, access to health care, racial or ethnic minorities, and individuals that are non-heterosexual or non-gender conforming. This course examines these sexual controversies using a multi-disciplined approach garnered from anthropology, psychology, biology, and sociology. Major themes include identity, health, violence, and sexual commerce. Students will explore these themes through reflection and evaluation on their personal beliefs and behaviors, analysis of cultural, political, and judicial influences, and develop innovative ideas to disseminating relevant information to bust myths and stereotypes that limit society. How might we impact the current methods moving forward in resolving issues and offering better resources to those caught in the crossfire? The goal of this course is for engagement with people from all sides of the debates and innovate new means for correct knowledge to be distributed to the public.

Course Delivery (Synchronous Online):

There will be a mixture of synchronous zoom lecture/discussions with asynchronous recorded lectures. The schedule reflects which days Zoom meetings occur during class period (generally once a week). There is required readings and videos due before we come together for discussion in zoom. Lectures introduce the core knowledge to each theme of the course to lay foundation for future discussions and research. Discussions introduce qualitative and quantitative analyses and more experiential learning discussing real-life situations. Group activities will be doing active field research and will challenge students to discover and synthesize information outside of the classroom. These surveys will then be used to inform the development of innovative ideas to disseminating relevant information to campus and ultimately the public. To get hands-on engagement with people who are immersed in these sexual issues and suffering from inequality

and ignorance, guest speakers will be organized, which includes a representative(s) from a local LGBT+ group, Planned Parenthood, sex worker organization (SWOPbehindbars), and UF STRIVE.

See descriptions and SLOs at end of document

Required Books:

A Guide to Gender: The Social Justice Advocate's Handbook by Sam Killermann (2nd Ed, 2017) Impetus Books ISBN 978-0989760243 (312pps)

Sexual Violence on Campus: Power-Conscious Approaches to Awareness, Prevention, and Response (Great Debates in Higher Education) by Christina Linder (2018), Emerald Publishing Limited 978-1787432291 (184 pages)

Sex, Lies & Statistics: The truth about sex work the mainstream press, politicians, and Julie Bindel don't want you to read by Brooke Magnanti (2017) ISBN 978-1549503146 (157 pages)

Assigned Journal Articles (provided through Canvas):

Anderson E.A., Eastman-Mueller H.P., Henderson S., Even S. (2016) Man up Monday: An integrated public health approach to increase sexually transmitted infection awareness and testing among male students at a Midwest university. *Journal of American College Health* 64(2): 147-151. <https://doi.org/10.1080/07448481.2015.1062768>

Collado A., Johnson P.S., Loya J.M., Johnson M.W., Yi R. (2017) Discounting of condom-protected sex as a measure of high risk for sexually transmitted infection among college students. *Archives of Sexual Behavior* 46:2187-2195. DOI 10.1007/s10508-016-0836-x

Jaramillo N., Bui E.R., Elder J.P., Corliss H.L. (2017) Associations between sex education and contraceptive use among heterosexually active, adolescent males in the United States. *Journal of Adolescent Health* 60: 534-540. <http://dx.doi.org/10.1016/j.jadohealth.2016.11.025>

van Schuylenbergh J., Motmans J. Coene G. (2018) Transgender and non-binary persons and sexual risk: A critical review of 10 years of research from a feminist intersectional perspective. *Critical Societal Policy* 38(1): 121-142. DOI: 10.1177/0261018317732478

Assigned Videos (provided through Canvas):

[Tarana Burke](#) (2018) Me Too is a movement, not a moment (16:15min)

[David Fleischer](#) (2016) How to fight prejudice through policy conversations (16:51)

[Arik Hartmann](#) (2016) Our treatment of HIV has advanced. Why hasn't the stigma changed (17min)

[Brook Magnanti](#) (2014) OxfordUnion discussion (27:50min)

[Karissa Sanbonmatsu](#) (2018) The biology of gender, from DNA to the brain (12:53min)

[Valerie Scott](#) (2015) Someone you love could be a sex worker (TEDxToronto) (17:04min)

[lone Wells](#) (2016) How we talk about sexual assault online (14:10min)

Guest lectures: Quest 2 courses include experiential learning components, engaging students with a UF or community resource. This course will have visits from services/people related to course topics. These active components will help students become familiar with campus or community resources and the experiences of people immersed in the issues. For example, meeting with the local LGBT+ group will help enlighten the students to their issues and their needs.

SCHEDULE (Subject to revision)

Module	Topic and Activity	Reading/ Video	Assignment
1 1/11-15	T: ZOOM Syllabus and introductions, major themes		
	Become familiar with class layout and expectations		
2 1/18-22 <i>M: Holiday</i>	<i>Training regarding ethical responsibilities of conducting surveys with human subjects.</i>		
	Recorded Lecture: Ethics from APA, AMA, SSSS methods and training	^a APA website	
	R: ZOOM IRB methods and training, Overview of research components	^a UF IRB website & resources	Topic selection
3 1/25-29	<i>Introduction to topics surrounding STIs and the people affected by them, particularly those of different cultural or societal backgrounds. An introduction into gender identity and sexual orientation will provide the basis for the topic moving forward.</i>		
	T: ZOOM introduce gender & sexual orientation	GG 11,13,17-20 (~37pp.) TED Talk: Karissa Sanbonmatsu	<i>participation graded</i>
	R: ZOOM introduce STIs	Collado et al. 2017 & van Schuylenbergh et al. 2018	<i>participation graded</i> F: Mission Statement due
4 2/1-5	<i>Introduces what is sexual violence and who is affected, particularly who is most at risk. Describe sex work and the factors that influence those going into this work, particularly poverty and social standing.</i>		
	T: ZOOM introduce sex work	SLS chap 1-4 (~57pp) TED Talk: Valerie Scott	<i>participation graded</i>
	R: ZOOM introduce sexual violence	SVC chap 2 (~20pp)	<i>participation graded</i> F: resources for Q1 due
5 2/8-12	<i>Question 1 of the student-led discussions and resource gathering will be due</i>		
	T: ZOOM Student-led discussions (Q1)	student articles*	<i>participation graded</i>
	Work on Reports		F: Report on Resource gathering Due
6 2/15-19	<i>More in-depth look at preventive programs and available resources regarding STIs. Also will examine who has access to these resources, examining diversity.</i>		
	T: ZOOM Planned Parenthood representative visit	Anderson et al. 2016	<i>participation graded</i>
	Recorded lecture: STI Prevention programs		F: resources for Q2 due
7 2/22-26	<i>Question 2 of the student-led discussions and resource gathering will be due</i>		
	T: ZOOM Student-led discussions (Q2)	student articles*	<i>participation graded</i>
	Work on Reports		F: Report on Resource gathering Due
8 3/1-4	<i>In-depth information on gender identity and sexual orientation and the social stigmas and policies that affect people. This delves into diversity issues related to society, gender, and political laws.</i>		
	T: ZOOM LGBT+ group visit (<i>TENTATIVE</i>)	GG 3,4,6,7,23 (~31pp.)	<i>participation graded</i>
	Social Justice in gender and orientation		
9 3/8-12	<i>Development and review of expectations and methods development. An in-depth look at sexual violence policies and resources and a look at those affected.</i>		

	T: ZOOM STRIVE visit and response and prevention	SVC 3-4 (~49pp) TED talk: Tarana Burke	<i>participation graded</i>
	Research methods overview, development of survey and methods		F: Methods and survey questions due
10 3/15-19	<i>What are the available STI treatments and who has access to them?</i>		
	T: ZOOM STI treatments and future	Jaramillo et al. 2017 & TED talk: Arik Hartmann	<i>participation graded</i> M: Critical Thinking Due
	Work on reflection journal and start collecting data once survey is approved		F: STI Reflection journal due
11 3/22-26	<i>What are the different policies that affect sex workers and how do they impact their safety? This will examine policies across the world and in various cultures.</i>		
	T: ZOOM Sex workers organization (SWOPbehindbars) visitor(s) (<i>TENTATIVE</i>)	SLS 5-7 (~69pp) Video: Brook Magnanti	<i>participation graded</i>
	Recorded lecture: Policies & Future of sex trade?		F: Sex work Reflection journal due
12 3/29-4/2	<i>Overview on how to analyze data. In-depth discussion on gender equity and the policies affecting individuals marginalized in society.</i>		
	T: ZOOM data analysis overview and Gender equity	GG 24-26, 32-33 (~31pp.) TED Talk: David Fleischer	<i>participation graded</i>
	Recorded lecture: Gender equity Work on reflection journal and project data analysis		F: gender/orientation Reflection journal due
13 4/5-9	<i>Research check-in and presentation expectations. How do we address sexual violence to decrease the occurrence and provide resources for those affected?</i>		
	T: ZOOM SV framework, Presentation overview, groups meet with professor (check-in)	SVC 1 & 5 (~50pp) TED talk: Ione Wells	<i>participation graded</i>
	Work on reflection journal and project data analysis		F: sexual violence Reflection journal due
14 4/12-16	<i>Review of material, synthesis, and presentations start.</i>		
	T: ZOOM development of Synthesis, Quest Ambassadors, course evaluations, & future		
	Work on Presentations		F: Synthesis Due
15 4/19-21	T: ZOOM Presentations		M: Presentations due
<i>Critical Thinking Due April 27th 11:59pm</i>			

Green = project elements; Purple = Individual reports; Blue = Critical thinking essays

^aWebsites: <https://www.apa.org/research/responsible/human/>, <http://irb.ufl.edu/irb02.html>

GG = A Guide to Gender – note: “chapters” are very short and part of a larger section

SVC = Sexual Violence on Campus, SLS = Sex, Lies & Statistics,

*Student selected articles – Articles selected by students to discuss for ‘Resource gathering’ assignment

Grading: Letter grades assigned based on total percent of points according to normal grade scale system. A = 93.0 or above; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 63-66.9; D- = 60-62.9; E = <59.9 A minimum grade of C is required for general education credit. See UF's Grading policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Project = 30%

Student-led discussion (Resource gathering) (each 10 points, 20 pts total)

Mission Statement (10 pts)

Methods and survey questions (10pts)

Synthesis (20pts)

Presentation (30pts)

Individual reports = 30%

Report on Resource Gathering (10pts each, 20 points total)

Reflection journals (four at 10pts each, 40pts total)

Class participation = 10%

Attendance (1 point per class) – Allowed one unexcused absences (not during resource gathering and presentation weeks)

Discussion participation of readings/videos (2 points per discussion, 11 discussions)

Student-led discussion participation (2 pts for each topic discussion x 6)

Critical Thinking Essays (exams) = 30% (each 15%)

*Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Assignment Descriptions

NOTE - All writing should be 12pt font, 1" margins, and double-spaced and follow APA writing style and citation and reference formatting (<https://www.apastyle.org/>). Font should be a standard font (e.g. Times New Roman).

On the due date (or before), you must upload an electronic version of various components (in Microsoft Office format - .doc/.ppt) to the Canvas course page (<https://elearning.ufl.edu/>), where it will be run through Turnitin. *If there is any evidence of plagiarism, you forfeit credit towards the writing requirement, receive a grade of zero for the assignment, and be reported to Student Judicial Affairs.*

Assignments will lose five percentage points for each day they are late (including weekends and holidays). An assignment is considered late if it is not submitted electronically **by 11:59 p.m.** on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade for the assignment by five percent. **No submissions will be accepted after a week from the deadline without arranged accommodation with Dr. Bogart.**

Project: Students will work on an one of the assigned topics in a group setting.

- gender identity and sexual orientation inequality
- sexually transmitted infections (STIs)
- sexual violence (assault, abuse, harassment)
- commercial sex trade
- **Student-led discussion (Resource gathering):** your group will find two published (primary or secondary) peer-reviewed resources for each guided discussion question (questions will

be discussed on two different days). The resources will be provided to the rest of the class in advance of the set discussion. Each group will lead a class discussion over the two readings – individuals in group must each have a turn. Grades will be based on the resources chosen, discussion leadership, and answering the question. (instructions/rubric will be provided)

- Advances SLOs 1, 2, 3, 4, 5, 6
 1. Who are affected and how? What resources are available to those affected?
 2. What are the current societal and governmental views and policies?
- **Mission Statement** (<1 page): A *clear, concise, and useful* description of the aims for the project. Describe the purpose of the study and what you aim to achieve in a paragraph (no longer than half a page).
 - Advances SLOs 1, 6
- **Methods and survey questions** (1-3 pages): construct the main empirical questions and hypotheses and describe the methods on how you will carry out the study with proposed survey questions.
 - Advances SLOs 1
- **Synthesis** (~3-5 pages): Write up the results of the study and analyze the data. Graphs and tables are needed to represent the data. Write synthesis discussion of what the results represent and how they relate to other similar studies that have been published.
 - Advances SLOs 2, 3, 4, 5, 6
- **Presentation** (10-15 min): Students will present to the class their findings and will recommend a method for informing peers/public and possible services to aid in the topic's discourse on campus and in Gainesville.
 - Advances SLOs 2, 3, 4, 5, 6, 7

Individual reports

- **Report on Resource Gathering** (two 1-2 page reports): Students must write 1-2 pages answering each of the guided questions from '*Student-led discussions (Resource gathering)*' using **four peer-reviewed** resources (can include the two used for discussion). Students must reflect on what they learned to help inform their research.
 - Advances SLOs 1-7
- **Reflection journals** (four at 1-2 pages each): Students will write a reflection on each major theme using the class materials (books and articles), videos, and class visits.
 - Advances SLOs 2-4, 6, 7

Class participation:

- Participation credit will be recorded as follows
 - 0.5pts for listening and following along, but did not participate in discussion
 - 1pt – prepared and asked or answered a thoughtful question
 - 2pts – contributed in multiple ways to the discussion
- Students will be graded on their class participation discussing an assigned reading
 - Advances SLOs 1, 3, 4, 6
- Students will be graded on their participation during student-led discussions from '*Resource gathering*' assignments. Students will only be graded on their participation in the discussions from their non-assigned topics.

- Advances SLOs 1, 3, 4, 6

Critical Thinking Essay questions (exams):

- Due during midterm and final exam time periods. There will be 2-4 essay questions that students will have to complete, each about a page answer in length. The questions will combine elements previously discussed that promote a thoughtful interpretation of the content, readings, and discussions but in a situation not previously discussed. Students will need to draw on resources, books, experiences, and visits to answer questions.
 - Advances SLOs 1, 2, 3, 4, 6, 7

Extra Credit Opportunities:

- EC opportunities will be offered

Make-up and Late Work: Make-up/late assignments will not be scheduled unless demonstrated illness, serious emergency, or major scheduling conflict with proof provided to the Instructor. An official letter, following university procedures, is expected prior to the due date so that a make-up can be arranged. It is the student's responsibility to contact the instructor and inform them of the emergency either before the class or within a 24-hour period following the missed class. E-mails are strongly encouraged.

Late assignments without an excuse will be reduced 5% per day late.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Ideally, student accommodation should be communicated to the Instructor before the end of the first month of the term).**

Course Evaluations

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/>.

Student Conduct and Academic Honesty and Integrity

Cheating, copying other's work, plagiarism, and other acts of academic misconduct are unethical. UF and the instructor consider these to be serious offenses.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have

neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors.

Harassment and Discrimination

“Harassment” is defined as conduct that (1) is of any type (written, oral, graphic, or physical), (2) is directed towards or against a person because of their personal status (i.e., race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others), and that (3) unreasonably interferes with the individual’s work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening.

“Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels that his/her rights have been violated may speak to the instructor who will direct the complaint through the proper university channels, or the student may directly file a complaint with UF Department of Human Resources.

“The University of Florida has zero tolerance for sexual discrimination, sexual harassment, sexual assault, dating violence, domestic abuse or stalking.” <https://titleix.ufl.edu/>

Counseling and Wellness Center

Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center:

<https://counseling.ufl.edu/about/location-hours-contact/> : 24/7 access 352-392-1575

Quest 2 and Gen Ed Descriptions and Student Learning Outcomes (SLOs)

- Quest 2 Description: Quest 2 courses provide an opportunity for students to engage in thought-provoking Gen Ed coursework that builds on and expands their Quest 1 experience with the Arts and Humanities. If courses in Quest 1 ask “What does it mean?,” those in Quest 2 ask “**What can we do?**” Thus, rather than offer introductory/survey courses to specific fields, Quest 2 courses invite students to encounter **important real-world issues that cut across disciplines** and introduce **scientific methods and discourse** for students to become familiar with the ways that data, methods, and tools from diverse fields can be brought to bear on pressing questions facing human societies and/or the planet today. To approach these questions, Quest 2 courses foreground **active learning opportunities** and help students **develop concrete skills in communication and critical thinking**. Students are expected to *create arguments, draw on evidence, and articulate ideas* according to the norms of the fields of study covered in the course, and they are assessed accordingly. In addition, Quest 2 seeks to inspire students to **engage** with Social and/or Biophysical Sciences directly: the best classes invite participation in experiential learning activities at relevant sites around the UF campus and in the greater Gainesville community.

Quest 2 SLOs:

- Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. (Content)

- Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. (Critical Thinking)
- Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges (Communication)
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)
- Social and Behavioral Sciences (S) Description: Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.
Social and Behavioral Sciences SLOs:
 - Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes (Content).
 - Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions (Critical Thinking).
 - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).
- Diversity (D) Description: In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.
- Diversity SLOs:
 - Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
 - Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze

and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

- This course accomplishes the General Education Objectives through:
 1. Employing the scientific method to research a specific sexual controversy, such as gender identity and sexual orientation, Sexually Transmitted Infections (STIs), sexual violence, or the sex trade, to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior
 2. Critical thinking about how sexuality is characterized by society and culture in the United States, while also interpreting the social inequalities regarding gender, sexual orientation, sex work, abuse, having STIs, race, and economic issues.
 3. Analyzing social and cultural influences on the individual sexual knowledge and behaviors and those affecting societies, politics, and ethical standards.
 4. Examining how controversial sexuality topics have changed by history, key themes, principles, terminology.
 5. Compare different policies and education in the realm of gender identity and sexual orientation, Sexually Transmitted Infections (STIs), sexual violence, or the sex trade to implement ethical standards or methods.
- Student Learning Outcomes Reflecting the curricular structures of Quest 2 and these Gen Ed designations, after taking **Sexual Controversies** students will be able to:
 1. Identify, describe, and explain the methodologies and theory used to collect sexuality data from multiple disciplines to extrapolate the social, cultural, and diversity influences, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content SLOs for Q2, and Gen Ed S and D).
 2. Critically analyze quantitative or qualitative data collected from sexual surveys regarding gender and sexual inequality, sexual violence, commercial sex trade, and sexually transmitted infections to inform current discourse, policies, societal injustices, and individual decisions (Critical Thinking SLOs for Q2 and Gen Ed S).
 3. Evaluate how social inequalities are constructed surrounding sexuality issues and affect the opportunities and constraints of different groups in the United States (Critical Thinking SLOs for Gen Ed D).
 4. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of gender identity, sexual orientation, sexual violence, commercial sex trade, and STIs in an increasingly diverse U.S. society (Critical Thinking SLOs for Gen Ed D).
 5. Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices regarding sexuality issues plaguing the United States today (Communication SLOs for Q2 and Gen Ed S).
 6. Communicate knowledge, thoughts and reasoning clearly and effectively regarding issues surrounding sexuality (Communication SLOs for Gen Ed S)

7. Connect course content with critical reflection on their intellectual, personal, and professional development regarding sexuality and its intersections with the social environment at UF and beyond (Connection SLO for Q2).

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