

IDS 2935: Sexual Controversies

UF Quest 2: <https://ufl.instructure.com/courses/497405/assignments/syllabus>

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

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

Details: M,W 6 (12:50pm-1:40pm) FAB 105
Sections:
R6 (12:50-1:40pm) TUR 2346
R7 (1:55pm-2:45pm) MCCB 3124
R8 (3-3:50pm) MAT 0005

Instructor: Dr. Stephanie Bogart
Office: B137 Turlington Hall
sbogart@ufl.edu – prefer *Canvas communications*
Office Hours: T 11:30am-1:30pm and W 9:30-11:30am, Zoom only on F 9-11am
Office Hours Instructions: Use [Microsoft Bookings](#) to make an appointment. Zoom or in-person available.

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.

TA: Karla Ganley - preferred contact through *Canvas communications*.
Office Hours: TBD

Course Description:

Course Essential Question: What are the main controversies surrounding human sexuality and how do these intersect with a person, society, culture, and government?

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 debates and innovate new ways to distribute knowledge to the public.

Course Delivery:

This class will be in-person on campus. 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.

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Required Books:

Sexual Citizens: Sex, Power, and Assault on Campus, by Hirsch and Khan, 2021, 0393541339

- On reserve at library

The Savvy Ally: A Guide for Becoming a Skilled LGBTQ+ Advocate, by Jeannie Gainsburg, 2020, 1538136775

- On electronic reserve with library:

<https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=6141011>

Sex Work, Health, and Human Rights: Global Inequities, Challenges, and Opportunities for Action, by Goldenberg, Thomas, Forbes, & Baral, 2021, 3030641732

- On electronic reserve with library: <https://directory.doabooks.org/handle/20.500.12854/69799>

Strange Bedfellows: Adventures in the Science, History, and Surprising Secrets of STDs, by Ina Park, 2021, 1250206642

- On reserve at library (*Pending acquisition*)

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

- On reserve at library

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 (16:51min)

[Juniper Fitzgerald](#) (2019) Why we need to stop stigmatizing mothers who do sex work (9:38min)

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

[Juno Mac](#) (2016) The laws that sex workers really want (17:41min)

[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 (17:04min)

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

[Samy Nour Younes](#) (2019) A short history of trans people's long fight for equality (6:14min)

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 Planned Parenthood will help enlighten the students to issues and needs in our community with respect to minoritized groups.

SCHEDULE (*Subject to revision*)

Module	Topic/Activity	Reading/Video (V)	Assignment
Module 1 1/8-12	M: Syllabus and introductions W: Intro to major themes and project R Discussions: Introductions		F: Background Survey Due
Module 2 1/15-19 M: MLK Jr.	W: Ethics, methods, and training Discussions: Ethics activity and research	^a APA website ^a UF IRB website	W: Topic Preference Due
Module 3 1/22-26	M: Introduce sexual identities W: Introduce STIs Discussions: Video and Group work	<i>TSA: 1-4</i> <i>SB:1-4</i> V: Karissa Sanbonmatsu	F: Topic and Mission approval
Module 4 1/29-2/2	M: Introduce sex work W: Introduce sexual violence Discussions: Video and Group work	<i>SWHH 1-3, 5</i> <i>SC: 1-3, 5</i> V: Valerie Scott	F: student resources due
Module 5 2/5-9	M: Team-based learning activity W: Group work Disc.: Student-led discussions (groups 1-2)	<i>SWHH 4,8</i> student articles*	
Module 6 2/12-16	M: PP visit (confirmed) W: STI disparities and prevention Disc.: Student-led discussions (groups 3-4)	<i>SB: 5,6,9,10</i> student articles*	Group eval 1 F: Report on Resources Due
Module 7 2/19-23	M: Research methods overview, surveys W: Team-based learning activity Discussions: Video and Group work	<i>M: TSA:5-8</i> V: Arik Hartmann	F: Methods & survey questions
Module 8 2/26-3/1	M: Social Justice in sexual identities W: Guest lecture (tentative) Discussions: Video and Group work	<i>TSA: 9-11</i> V: Samy Nour Younes	
Module 9 3/4-8	M: Sexual violence prevention W: Guest Title IX office (tentative) Discussions: Video and group work	<i>SC: 6,7,8</i> V: Tarana Burke	Group eval 2 F: STI Reflection journal due
3/11-15	Spring Break		
Module 10 3/18-22	M: Critical Thinking Essays (no class) W: Sexual Identity equity Discussions: Video and group work	<i>TSA: 12,13</i> V: David Fleischer	<i>M: Critical Thinking Due</i> F: Sexual Identities Reflection journal due
Module 11 3/25-3/29	M: Video W: Policies & Future of sex trade Discussions: Video and reflection	<i>SWHH 7,10,13</i> V: Juno Mac V: Juniper Fitzgerald	F: Sex commerce Reflection journal due
Module 12 4/1-5	M: Project data analysis W: SV framework & Group work Discussions: Video and reflection	<i>SC: 9, Conclusion</i> V: Ione Wells	Group eval 3 F: sexual violence Reflection journal due
Module 13 4/8-12	M: Group work W: Group work Discussions: Presentations		W: Presentations due
Module 14 4/15-19	M: Review and CT prep W: synthesis and group work Discussions: Presentations		F: Data and Synthesis Due
Module 15 4/22-24	M: individual work and evals W: Critical Thinking Essays <i>NO DISCUSSIONS</i>		<i>W: Critical Thinking Due</i> W: Individual effort and evals Due

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

SC: Sexual Citizens; TSA: The Savvy Ally; SWHH: Sex Work, Health, and Human Rights; SB: Strange Bedfellows

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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 = 25%
 - Student-led discussion (Resource gathering) (10 points)
 - Topic and Mission Approval (10 pts)
 - Methods and survey questions (15pts)
 - Data and Synthesis (20pts)
 - Presentation (30pts)
 - FeedbackFruits group evals (x3)
 - Final Individual effort and participation (10pts)
- Individual reports = 25%
 - Report on Resource Gathering (15pts)
 - Reflection journals (four at 10pts each, 40pts total)
- Lecture Attendance and TBL participation = 10%
 - Lecture Attendance (1 point per class) – Allowed two unexcused absences
 - Team Based Learning activities (10 points each)
 - Quizzes (variable points)
 - TBL group assessment (FeedbackFruits)
- Discussion = 20%
 - Discussion Attendance (1 point per class) – Allowed one unexcused absence
 - Discussion Participation (2 points per discussion)
- Critical Thinking Essays (exams) = 20% (each 10%)

**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 one of the assigned topics in a group setting.

- gender and sexual identities
- sexually transmitted infections (STIs) and/or HIV
- sexual violence (assault, abuse, harassment)
- commercial sex trade
- Group roles to be rotated every other week:
 - ALL roles will work on EVERY assignment, distributing work as equally as possible.

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- Facilitator: Moderates team discussion, keeps the group on task, and distributes work.
- Recorder: Takes notes summarizing team discussions and decisions and keeps all necessary records.
- Reporter: Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions.
- Timekeeper: Keeps the group aware of time constraints and deadlines and makes sure meetings start on time. Facilitates organizing schedules and setting meeting times.
- Sharer: Ensures all team members have access to any materials gathered or collaborative assignments and sets deadlines to have these provided to the rest of the group.
- Wildcard: Assumes the role of any missing member and fills in wherever needed.
- **Student-led discussion (Resource gathering):** your group will find two published (primary or secondary) *peer-reviewed* resources for the guided discussion questions. 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 how the resources answer the questions – all individuals in group must talk. 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?
- **Topic and Mission Approval** (<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). Note: You may be asked to revise and resubmit.
 - Advances SLOs 1, 6
- **Methods and survey questions** (3-5 pages): construct the main empirical questions and hypotheses and describe the methods on how you will carry out the study with proposed survey questions. NOTE: Revisions are expected over a few rounds of editing.
 - Advances SLOs 1
- **Data and 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
- **FeedbackFruits and Individual and peer effort and participation:** Every group member will fill out a assessments indicating what contributions they made to the group and rate their effort and the group dynamic. FeedbackFruits will be used throughout term to keep members aware of their contributions and keep all on task. Final assessments will see each member will also fill out an anonymous review to score other group member's participation.
 - Advances SLO 7

Individual reports

- **Report on Resource Gathering** (3–4-page report): Students will answer 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.

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- Advances SLOs 1-7
- **Reflection journals** (four at 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

Lecture Attendance and TBL Participation:

- Attendance will be taken every lecture period and is worth 1 point per class. Late penalties may be incurred for tardiness of over 10min. Students are allowed two unexcused absences.
- Team Based Learning activities will be used in lecture to encourage critical thinking, assessment of learning, and promoting a peer learning environment.
 - Activities will be due by the end of class.
 - Pre-activity quizzes will test student individual learning from the assigned resource
 - TBL groups will have peer assessments due at the end of the activities.

Discussion:

- Attendance will be recorded for every discussion and is worth 1 point per class. Late penalties may be incurred for tardiness of over 10min. Students are allowed one unexcused absences that does not fall on presentation days
- 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
 - 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

NOTE: Each student in the group will be graded individually on their individual effort and participation (10pts). Presentation grades will vary by student based on verbal and non-verbal scores (out of 8 points), but the scores for project content will remain the same throughout the group unless an issue arises about someone's effort. All other components of the project will be graded similarly among group members unless a group speaks with the professor about lack of effort. This will be assessed on a case-by-case basis and dependent on whether the majority of the group takes issue.

Project Surveys: This course intends to fall under [46.104(d)(2)] as “exempt human subjects research,” including “educational tests, surveys, interviews or observations of public behavior”; further details on this exemption are found here: (<http://irb.ufl.edu/irb02/forms-templates-guidelines/irbrev.html>).

COURSE POLICIES

Assignment Extensions: Extensions on assignments will not be scheduled unless demonstrated illness, health, emergency, or major scheduling conflict with proof provided to the Instructor/TA. An email/canvas conversation, following university procedures, is expected so that arrangements can be made with all parties (instructor, TA, and student) in agreement. It is the student's responsibility to contact the instructor and TA and inform them of the emergency or circumstance. *E-mails/Canvas communications are strongly encouraged.*

- **Late assignments/quizzes/exams without an excuse will be reduced 5% per day late.**
- **All unexcused late work will not be accepted a week after the due date without agreement with the instructor.**
- **Religious Holidays:** A student should inform the faculty member of the religious observances of their faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity.
- *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 who require accommodations for learning barriers should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible (go to <https://disability.ufl.edu/students/accommodations/accommodation-letters/>). Ideally, student accommodation should be communicated to the Instructor **before the end of the first month of the term**, but can be at any time of the term if circumstances arise.

Online Materials and Communication:

- **You are responsible for materials posted on E-Learning (Canvas)** for this class at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material.
 - Canvas technical support available at <https://elearning.ufl.edu/student-help-faqs/>.
- The instructor uses email to make general class announcements or to contact you directly about your work. **You are responsible for checking your official UF email regularly.** There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.

Critical Thinking Objective

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the

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University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Course Evaluations – GatorEvals

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 instructor in this class.

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/>

Gender Equity Statement

The University of Florida is committed to providing a safe, productive learning environment free of sex-based discrimination and misconduct. Sex-based discrimination, sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature), and relationship violence are antithetical to the university’s mission and values, violate university policies, and may also violate federal and state law. If you or someone you know has experienced sex-based discrimination, sexual violence, and/or harassment by any member of the university community, please visit www.titleix.ufl.edu to access information about university support and resources. If you would like to make a report please contact UF’s Title IX Coordinator at (352) 275-1242 or by e-mail at inform@titleix.ufl.edu. Additionally, reports can be made through the [Online Portal](#)

RESOURCES

Campus Resources

Students experiencing personal problems that are interfering with their academic performance are encouraged to contact Student Affairs, DRC, and/or the Counseling and Wellness Center

- UF Student Affairs: <https://ufsa.ufl.edu/> or <https://care.dso.ufl.edu/>
- Disability Resource Center (DRC): www.dso.ufl.edu/drc/
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
 - ANTHROPOLOGY’S Library Page: <http://guides.uflib.ufl.edu/c.php?g=963561&p=6959964%5C>
 - **Ginessa Mahar** (anthropology Librarian): gjmahar@ufl.edu, office: Library West rm.500
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers or presentations. <http://writing.ufl.edu/writing-studio/>

GENED AND QUEST

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:

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- 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:
 - 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
 - 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.
 - Analyzing social and cultural influences on the individual sexual knowledge and behaviors and those affecting societies, politics, and ethical standards.
 - Examining how controversial sexuality topics have changed by history, key themes, principles, terminology.
 - 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)

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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

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