

ANTHROPOLOGY 140 (47946)/ BIOLOGY 140 (48706)
HEALTH SCIENCE 140 (48712)
HUMAN SEXUALITY (Sec. 1)

PREREQUISITES:

This course satisfies SJSU Studies (formerly Advanced GE) category S. In order to enroll, you must have **completed** the Core GE requirements (including English 1B), be of upper division standing (60 units), and absolutely, **positively**, passed the Writing Skills Test. If you are a new student at SJSU this semester or if your continuous enrollment in CCC and/or SJSU began in Fall 2005, you must also have completed or be currently enrolled in a 100W course, and you must take SJSU Studies courses in Areas R, S, and V in three different SJSU departments.

COURSE DESCRIPTION:

Human Sexuality is an upper division course which examines the biological and sociocultural aspects of human sexuality from an interdisciplinary perspective, as a human biological capacity fundamentally embedded in, shaped by, and experienced in specific sociocultural and historical contexts, with linkages to systems of equality and inequality. Cross-cultural, anthropological perspectives and materials will provide you a framework for a more detailed examination of contemporary patterns of sexuality in the U.S.

The particular focus of this course will be the consideration of human sexuality in a **biosocial** perspective, which means that we will derive insights from both a biological and a cross-cultural lens, including how sexuality in the U.S. is deeply intertwined with systems of social inequality. **Topics** will include the following basic concepts: the social, cultural and historical contexts of the scientific study of sexuality; alternative disciplinary and methodological approaches to the study of sexuality; a survey of cross-cultural and intra-American cultural variation in sexual beliefs and practices, including the major religious traditions; the anatomy and physiology of human sexual response, conception, pregnancy, development and variants of sexual differentiation from biological and cultural perspectives; sexual regulation as social control, including the use of sexuality to "reproduce" systems of social inequality; contemporary American movements for sexual-social justice and equality (e.g. gender, sex roles, sexual orientation, reproductive rights); commercialization of sex; sexual coercion; sexual health issues, including stds, as well as cross-cultural variations in the understanding of each of these that result in the existing culturally variable patterns of human sexual and reproductive behavior. Topics will also include a variety of methodological approaches to the study of sexuality, including surveys of cultural variation in sexual beliefs and behaviors at San Jose State, as a means of providing students with methodological tools. In addition, there is a focus on applications, including sexuality and power in the contemporary U.S., nonconsensual sex, the commercialization of sexuality, the medicalization of sexuality, cultural and legal discrimination based on sexual/reproductive characteristics, legal restrictions on sexual and reproductive behaviors, the social regulation of sexuality as a form of social control, contemporary social movements in the U.S. for sexual social justice and equality, and the ongoing history of efforts to enhance equality and social justice in the area of sexual expressions and reproductive behaviors.

While not unusually difficult, the course does require careful attention to lectures, discussions, class activities, and readings. On the one hand, you will be expected to be able to identify and describe the functions of the parts of the body involved in sex and reproduction. In order to do so, you must have a basic grasp of how modern biology approaches the description of organic systems. On the other hand, you will be asked to adopt an anthropological point of view in order to understand sexual attitudes and behaviors amongst groups of people, both in the U.S. and elsewhere in the world, whose ways of life are

fundamentally different from your own. It is hoped that you will come away from the class with a better understanding of the human body, as well as a better understanding of the variety of sexual expressions that are part of the human experience as well as the particular patterns that are part of American culture. You will be better able to see your particular place in these patterns, and it is hoped that you will use your knowledge to act responsibly and with a concern for social justice, as you live in your life in this complex, culturally diverse, and profoundly interconnected world.

SJSU STUDIES OBJECTIVES.

Integrated Knowledge of an Educated Person: SJSU Studies courses are intended to help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. An educated person can apply concepts and foundations learned in one area to other areas as part of a lifelong learning process. SJSU Studies courses are intended to help students to live and work intelligently, responsibly, and cooperatively in a multicultural society and to develop abilities to address complex issues and problems using disciplined analytic skills and creative techniques.

SJSU STUDIES AREA S OBJECTIVES.

Self, Society, and Equality in the US: Students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the US, its institutions, and its cultures.

After successfully completing an Area S course, students will be able to describe how identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality; describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the US; describe social actions which have led to greater equality and social justice in the US; and recognize and appreciate constructive interactions among people from different cultural, racial, and ethnic groups within in the US.

COURSE OBJECTIVES & LEARNING GOALS: Students satisfactorily completing this course will:

1. Understand and be able to provide examples of how sexuality is embedded in and shaped by social, cultural, and historical influences.
2. better understand the ongoing history of the powerful American cultural themes of competition, dominance, control, and violence--in a social system stratified by ethnicity, race and class--and how these themes shape and are shaped by inequalities of gender and sexual orientation, expressed both in individual attitudes and behaviors, and in social discrimination and conflict.
3. Understand and be able to describe connections between sexuality, systems of social inequality, and movements for social justice in the U.S.
4. Be familiar with various sexual research methodologies and their strengths and weaknesses, and appreciate the value of systematic, empirical research on sexuality generally, and in the context of the pursuit of greater social justice and equality in the U.S.
5. know the difference between biologically defined sex and culturally defined gender, and be familiar with some of the cross-cultural variation in defining gender, especially with reference to gender-appropriate sexual and reproductive behaviors;

6. Have a basic knowledge of the anatomy and physiology of sexual response and of the reproductive systems, and be able to understand and contrast biological, anthropological, sociological, psychological, religious, and historical perspectives on human sexuality.
7. Be knowledgeable about major contemporary sexual and reproductive health issues and the complex interrelationships among biological, cultural, social, and historical factors that affect health promotion and maintenance, and disease control and prevention.
8. Develop a cross-cultural perspective on human sexuality, and gain an understanding of and respect for cultural variations in how people deal with sexuality, including the diversity of cultural traditions in the U.S. and in the Greater S.F. Bay Area (including San Jose).
9. be able to analyze these cultural variations in order to clarify similarities and differences, including identifying fundamental cultural differences that form the basis for cultural misunderstanding and potential individual and social conflict.
10. better understand the U.S. as a culturally diverse society, and the expression of this diversity in the varying patterns in the development of individual gender identity and sexual orientation, within the context of cultural influences from family and community and from the institutions of the larger society.
11. Feel more comfortable thinking about and talking about the subject of human sexuality, including being able to communicate more effectively with others about sexual matters.

DEPARTMENT OF ANTHROPOLOGY OBJECTIVES.

The Department of Anthropology seeks to enhance student knowledge and skills in a number of areas. Each course offered by the department fulfills one or more of the following ten objectives:

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity with the important issues in each subdiscipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history.
5. Comprehension of migration, colonialism, and economic integration as significant phenomena shaping contemporary global society.
6. Ability to access various forms of anthropological data and literature.
7. Awareness of the importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the subdisciplines of anthropology, and the ability to apply appropriate research methods in at least one subdiscipline.

9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

10. Knowledge of political and ethical implications of social research

CLASS MEETS:

MW: 10:30-11:45 pm in WSQ 04

OFFICE HOURS, PHONE AND EMAIL:

M: 3-6 pm **and by appointment in CL 404J**. You may also leave messages for me in my mailbox in CL 469 (the Anthro Dept) or at my office in CL 404J (**924-5721**), or by email: (Jonathan.Karpf@sjsu.edu). The departmental FAX is 924-5348. Students are **encouraged** to attend office hours; if you are unable to attend, please let me know and we can try to arrange alternative times and days.

TEXTBOOKS:

•Our Sexuality, (10th ed.) Robert Crooks and Karla Baur (2008). Due to a problem at the publisher, this text will not be available at the Spartan Bookstore or at Roberts Bookstore until later the first week of class. I will be distributing in class the first day the first 3 chapters free of charge. The 10th edition is required; please do not use an earlier edition. A special loose leaf version of the 10th edition will also be available at lower cost, and there are nine copies of the 10th edition on Reserve at the library that may be checked out for 3 days..

•Anthro/Biol/HS 140 Readings J. Karpf (2008); this **required** course reader will be sold in class the 5th class meeting on **Wed. 9/10** for \$18, tax included. Afterwards, it will be available for purchase **at Maple Press** (San Carlos St. between 10th and 11th St.). **NOTE:** It is important to purchase the reader as soon as it is available in class, as it includes both “practice” exams, all of the out-of-class paper assignments, map quizzes, and readings.

•Merriam Webster's Notebook Atlas. You will need this for the 2 geography quizzes.

COURSE REQUIREMENTS AND GRADING:

A substantial portion of your grade will be based on your performance on three exams that test your grasp of the basic anatomy and physiology of sex and of reproduction, your understanding of basic information about differing cultural patterns of sexual attitudes and behavior, in the U.S. and cross-culturally, and the ways in which gender and sexuality both reflect and are shaped by systems of inequality. All exam questions will be multiple choice; you will need a T&E 0200 form for each exam for a total of **three**. You will **not** need scantron forms for the two geography quizzes.

While not unusually difficult, the major exams require careful preparation. You will be exposed to a fair amount of specialized vocabulary, as well as to cultural ideas that are unfamiliar and/or objectionable to you; both of these activities require time and effort. You are expected to be actively engaged in class, take notes, and to do the reading on time, so that you can follow the development of ideas and information, and so that you can ask questions and make comments in class discussions. You will also be able to bring questions to the instructor's office hours in a timely fashion (that is, not only at the last minute). Tape recording of class sessions is strongly **encouraged**, and you are welcome to place recorders on my desk.

Participation in in-class activities, simulations, and discussions: In addition to lectures, students will participate in a number of class-learning activities throughout the semester. These will include such things as: 1) small group discussion on lecture and reading topics; 2) small group discussions about data from

class surveys; 3) small group role-playing activities on sexuality-related topics; 4) interactive group activities and simulations; 5) small group discussions exploring cultural differences in sexuality; 6) brief written reflections on possible guest speakers, films, contemporary sexual issues, panelists, sometimes as preludes to class discussion; 7) small group discussions exploring students own attitudes and experiences.

These will occur at various points throughout the semester, and most are indicated on the course outline. Some of these activities will also provide the basis for graded class writing activities on which you will receive instructor feedback.

All SJSU Studies courses must contain a substantial writing component (minimum 3000 words or at least 12 pages of written work). In this course, students will engage in a variety of writing assignments, in and out of class. These assignments will include practice in summarizing written work, oral presentations and small group discussions; evaluating and integrating information from varied sources; integrating alternative disciplinary conceptual frameworks and applying them to issues of sexuality in a culturally diverse and stratified nation; and reflecting upon how individual beliefs and behaviors mirror and are shaped by society, history, and culture. These writing activities will also assess basic analytic skills and demonstrate student mastery of course content, themes, and perspectives. At least one of your out-of-class assignments will be a short (3-4 page) library-based research paper using primary source material. In all of these assignments, you will have a chance to explore your own responses to the ideas and information you encounter in the class, as well as to deepen your understanding through discussion, reflection, analysis, and research. **The writing assignments will be worth 10 points/page, and will be evaluated for their clarity, correctness, and conciseness, with feedback on your initial writing assignments designed to help you improve on subsequent ones.** Detailed instructions will be given for each written assignment, although general instructions for out-of-class papers are included in a following section. **Note: There will be a penalty for unexcused late papers, and all assigned work must be completed in order to pass the course.**

I will assign topics to you at various points in the course, generally from the topics below.

- "Burning Issues". What do you consider the most "burning issues" in human sexuality today and why?
- What constitutes sex? Reflect on the conditions that must be met before you would consider a behavior "sexual behavior".
- Learning about sex. Reflect on how you learned about sexuality as a child and compare your experiences with those of Americans who were socialized in different decades, as well as with those living in small scale societies (Course Reader).
- Is human sexual attraction "natural"? Discuss based on your own experiences and class material.
- Sexuality and social inequality. Discuss examples of traditional American sexual regulations and attitudes which reflect broader types of social inequality in the United States.
- Does a gender double-standard of sexuality still exist? Discuss, based on your own experiences (direct or indirect), including in your own microculture.
- Albatross. What is the "lesson to be learned" from the Albatross videotape?
- Ways of studying human sexuality. Discuss advantages and disadvantages of ethnographic vs. non-ethnographic methods for studying sexuality using concrete examples from class and readings.
- The Sambia and the Americans. How do Sambia beliefs both differ from and resemble American

attitudes about sexuality and gender.

- Miracle of Life: Discuss ways in which the film "Miracle of Life" displays American cultural conceptions of gender, sexuality and reproduction.
- Textbook analysis: Discuss ways in which your textbook subtly embodies American cultural conceptions of gender, sexuality and reproduction.
- Choosing a mate: Compare your "mate selection criteria" with those of your parents. Reflect on any differences.
- The language of sex. Using concrete examples of words and phrases , discuss how the language used to describe sexuality expresses cultural attitudes about sexuality and the body.
- The language of sex. Using concrete examples of words and phrases , discuss how common American ways of talking about sexuality can reflect and reinforce social inequality.
- American sexual stereotypes. Analyze American stereotypes of straight males and women. What underlying themes are revealed in these stereotypes?
- American sexual stereotypes. Analyze American stereotypes of gay males and lesbian women. What underlying themes are revealed in these stereotypes?
- Homophobia. Do you think men are more homophobic than women and if so, why?
- Dreamworlds. Summarize the key points the narrator is trying to make in this video.
- Music videos today. Do the images of women and sexuality described in Dreamworlds apply to current music videos? Watch a popular music video and then discuss in terms of that video.
- Rape stereotypes. Discuss ways in which myths about rape and rapists reflect gender, racial and class stereotypes.
- Sexual stereotypes in the Media. Watch a popular prime-time television show and analyze the subtle "stories being told" about sexuality and about male and female roles.
- Cultural barriers to safer sex. Discuss your "personal" barriers [real, imagined] to practicing safer sex and how they reflect broader American cultural themes about sexuality and social equality and inequality.
- Class survey results. Analyze and reflect upon in-class survey results on [topics to be specified].
- Compare our class results to similar data reported in our textbook
- How do in-class survey results reflect and reinforce broader themes in class and in readings.
- Advertisements. Do popular images of sexuality in advertisements reflect and reinforce social inequality? Discuss, giving examples.
- Prostitution. Discuss linkages between prostitution (the "sex trade") and social inequality.
- Identify and discuss at least one linkage between sexual laws/practice and the maintenance of some form of social inequality (e.g. gender, ethnic-racial, class, sexual orientation).

To summarize, your final semester grade in this course will be based on the following:

- Geography quizzes: 2 X 25 pts. = 50 (9.5%)
- Midterm exams: 2 X 100 pts. = 200 (38.5%)
- Class activities & writing assignments: 12 pgs X 10 pts/pg. = 120 (23.1%)
- Final exam: 1 X 150 pts. = 150 (28.9%)
- TOTAL POINTS: 520 (100%)**

There are a total of **520 possible points**: the two midterms are worth 100 points each, the final exam is worth 150 points, and each page of the 12 pages of required written work is worth 10 points (120 total). Also, because of the cross-cultural perspective of this class, there will be two small geography quizzes for

a total of 50 points. **Grading** will be based on percent mastery, with 88-100% = A, 78-87% = B, 65-77% = C, 50-64% = D, and lower than 50% = F. However, should the performance of the class fall below these arbitrary grade cutoffs, then students will be ranked according to the total points accrued and the course grade will be assigned according to a normal distribution with the average performance given a middle "C" and the grade ranges determined by the standard deviation. Therefore, only A's and B's will be awarded if no class member receives less than 78% of the total points, and students will not be competing with each other. However, even if no one receives 88% of the total possible points, the highest ~8-15% will still receive A's. Plus grades are given to those within 1% point of a major grade change, while minus grades are only given to students bumped up to a higher grade based on improvement on the final exam.

There will be optional review sessions before each exam. Students are encouraged to form study groups to prepare for exams, and to discuss topics of interest in greater depth.

EXAMS:

Exam #1 will cover sessions 1 through 12, and is on **Wednesday, 10/8**.

Exam #2 will cover sessions 12 through 19, and is on **Monday, 11/3**.

The final exam will be minimally cumulative, with an emphasis on the last 11 sessions and related reading, and will be held on **Thursday, 12/18** from **9:45-noon**. For those unable to take the final at its official time, the final exam makeup day is Friday, 12/19. All exams will consist of multiple choice questions, and will be administered using Scantron form **T & E 0200** and a #2 pencil, although the final may also include a short essay. Please purchase **3** T&E 0200 forms at the beginning of the semester, and do not fold, spindle or mutilate them! **Note: there will be no electronic devices (i.e., cell phones, pagers, palm pilots or other handhelds) or dictionaries allowed during exams**; I will, however, be more than happy to answer questions during the exams, including basic English translations, especially (but not exclusively) for non-native speakers of English.

MAKE-UP POLICY:

Make-up exams will **not** be given unless 1) a phone message is left at 924-5721 and an email sent before the scheduled time of the exam, and 2) the reason for missing the exam is **important, beyond your control and verifiable by a reliable source**. In the case of illness, an official note from a physician or nurse-practitioner is required. There will only be **one** make-up exam given, and it will be different than the original exam. If you are going to hand written work in late, you must also notify the instructor before the due date of the written assignment. There will be a penalty for written work handed in late if the reason is not important, beyond your control and verifiable by a reliable source. All assigned work must be completed in order to pass the course.

ATTENDANCE & PARTICIPATION:

After the first few weeks, roll will not be called. Dropping the course is **your** responsibility, and I will not do it for you should you vanish during the semester. Attendance is both necessary and expected, and it is exceedingly unlikely that you will get anything out of the class - including a passing grade - should you miss many lectures. Class will begin on time and tardiness should be avoided, although you are strongly encouraged to attend lecture even if quite late: if unavoidable, then come in quietly. Don't just blow off the class if you're late; 10 minutes of class is better than nothing. If you miss a class, it is **your** responsibility to find out what you missed. This is an upper division course, and will probably not be a *trivial* course for most of you, but it should be an **interesting** one. If you ever feel lost, confused or bewildered with any details or concepts in this course, please let me know. While I will not lower the course standards, I am more than happy to spend as much time as it takes to help you meet them. And please feel free to speak up in class.

IMPORTANT CAVEATS AND NOTES:

Cell Phones: Students will turn their cell phones off or put them on vibrate mode before they enter class, and they will put them away. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use: In the classroom, faculty allow students to use computers **only** for class-related activities. These include activities such as taking notes on the lecture underway, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

Classroom behavior: Expectations about classroom behavior; see Academic Senate Policy S90-5 <<http://www2.sjsu.edu/senate/s90-5.htm>> on Student Rights and Responsibilities.

Finally, in the 31 years that I have been teaching at the university level, I have cancelled class a total of **2** times. Therefore, if you come to class and see a door sign indicating that class is cancelled, you should **assume it is a hoax** and wait outside the class for a minimum of 15 minutes before leaving. This 15 minute rule is a general rule for **all** classes, as professors can also run late.

Campus policy in compliance with the **Americans with Disabilities Act**: "If you need course adaptations or accommodations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability."

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://info.sjsu.edu/home/schedules.html>

SJSU ACADEMIC INTEGRITY POLICY:

Academic integrity statement (from Office of Judicial Affairs): "Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity

Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct & Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam [**NB: this is expressly allowed in all of Prof. Karpf's classes**]. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to **failing this course** and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

CHEATING:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM:

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the **ideas**, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by instructors.

POLICY ON CHEATING AND PLAGIARISM:

Please familiarize yourself with the Policy on Academic Integrity included above and in the online course schedule (<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-360.html>). In this class there are severe penalties for cheating (on exams) and for plagiarism (i.e., copying directly or close to directly someone else's words and representing them as your own). Plagiarism is cheating. There will be a zero tolerance for cheating in any form, with an immediate "F" in the course and an academic dishonesty report made to the Dean of Undergraduate Studies. Receiving two such reports is grounds for suspension or expulsion from the university. Please refer to **item 15** on page 12 (the writing guidelines).

DROP POLICY AND THE "W" SYMBOL (action by the university president, 8/3/98)

1. The consequences of dropping a course are to be determined by the following schedule:
 - Drop Deadline: Last day to drop a class without a "W" grade. **(Friday, 9/5)**
 - Add Deadline: Last day to add a class, make grading changes, submit academic renewals and instructor drops. **(Friday, 9/12)**
2. After Friday, 9/5, a student may withdraw from class only for "serious and compelling reasons" which shall be defined as circumstances and genuine emergencies beyond the student's control.
3. These circumstances must be documented with such evidence as death certificates (or equivalent) of immediate family members, letters from employers, or notes from doctors. Failure, or anticipated failure, or non-attendance, is not a valid reason for withdrawing from a course.
4. The Vice President for Student Affairs shall develop a list of acceptable circumstances and guidelines for certification of said circumstances, petition forms to be issued to all colleges (which shall include space to state the reasons for the proposed withdrawal, and the current grade the student is earning), and appropriate sanctions for those submitting fraudulent certification.
5. The President shall appoint one individual (in accordance with Executive Order 268) to administer course and university withdrawals. This individual will be responsible for distributing and receiving petitions, verifying certification, and approving withdrawal from the University.
6. In the case of course withdrawals, students must first obtain the faculty member's signature. This signature indicates that the student has been advised of his/her options regarding the course. Students will be advised about the possible negative impact of the "W" on their transcript and where appropriate, be encouraged to consult with the Student Resource Center. If a faculty member does not sign the petition, the matter will be resolved by the President's appointee. The President's appointee will verify the certification that the student uses to indicate "serious and compelling" reasons for needing to withdraw before signing the petition.
7. When a "W" appears on a student's transcript, the transcript will contain a notice that withdrawals at San Jose State University are given only for circumstances beyond the student's control, and not for any other reason, including academic performance. The "W" will remain uncounted in the student's GPA, as before.
8. The option of the Incomplete remains, as before.

9. Nothing in the above prevents an instructor from dropping a student who has neither attended class nor contacted the instructor by the "Instructor Drop" deadline which is Census Day.
10. A "U" (as of F'02, a "WU") remains appropriate to assign when a student, who is enrolled on Census Day, does not successfully petition for a "W" but fails to complete course requirements, and those assignments which were completed were insufficient to make normal evaluation of academic performance possible.

GUIDELINES FOR ALL OUT-OF-CLASS WRITING ASSIGNMENTS:

1. Do **not** put any sort of cover or title page on your papers.
 2. **Staple** the pages together in the upper left-hand corner. **Note:** a paper clip is not a staple...
 3. In the upper **right-hand** corner of the **first** page **only**, please provide the following info:
 - **Your name** (first name **first**, last name **last**)
 - **Human Sexuality (1) Note:** do **not** indicate Anth, Bio, or HS 140
 - **Paper #X** (where X = a whole number between 1 and 10). Your first out-of-class paper will be paper #2, and so on.
 - **The due date**
 4. This **4 line** block of information should be single-spaced and as close to the upper right margin of the first page as possible. The rest of the paper should be **double-spaced**.
 5. Nothing else should appear at the top of the paper; **no** title, **not** my name: **nothing**.
 6. Skip **one** line only (i.e. a double space) and begin the body of your paper. The first sentence of the first paragraph should indicate the topic of the writing assignment.
 7. Do **not** worry about formal paper construction, i.e., an introductory paragraph, a formal concluding paragraph or whatever; simply **address the questions asked**.
 8. For papers longer than a single page, **number** your pages at the bottom middle of each page.
 9. No **margin** should be larger than 1"; that means **all** margins: left, right, bottom (and the top of all pages other than the first page).
 10. If the assignment is for 3 pages, this means 3 **complete** pages; not 2 and 1/2, not 2 and 3/4, but 3 full pages. Points will be deducted for short assignments. It is probably to your advantage to go a few sentences over the minimum if you aren't certain about length.
 11. **Left justify only**. Do **not** justify the right margin; leave it ragged.
 12. Use "standard" fonts, and do not use any font larger than 12 point or smaller than 9 point.
 13. Use **5-space indentations** for new paragraphs; do **not** use line-breaks between paragraphs.
 14. **DO NOT QUOTE!** All of the writing should be in your own words. If you need to summarize the content of another person's writing, identify your source and paraphrase. This is good practice; if you can paraphrase accurately, then you understand what the person is saying. **NO QUOTES!**
 15. **DO NOT PLAGIARIZE!** There are SEVERE penalties for plagiarism (i.e., copying directly or close to directly someone else's words and representing them as your own). Plagiarism is cheating. Cheating at the university is grounds for: receiving an F for the assignment, receiving an F in the course, and/or suspension or expulsion from the university. So do not use direct quotes and **do not plagiarize**; instead, respond in your own words. If there is any hint of plagiarism (including two students turning in substantially similar papers) you will receive an F in the course and will be reported to the Office of Judicial Affairs.
- NOTE: I utilize 4 different plagiarism software programs, including 3 which search the net.** Please familiarize yourself with the Policy on Academic Integrity (see p. 11 above for the URL). Do not make me fail you...
16. We will be using Turnitin.com this semester. Begin by surfing to <http://www.turnitin.com> and setting up a student account. You will need the **class ID#**, which for Anth 140(1) is: **2319284**. Please also take the plagiarism training which you can find at: http://www.turnitin.com/research_site/e_home.html.
 17. **Proof-read** your paper. Points will be taken off for sloppy grammar, syntax and spelling. Especially if English is not your first language, it may be useful to have your paper proof read by a native English speaker who writes well, or at the Learning Center in Student Services.
 18. Points will be taken off for not following instructions.
 19. Points will be taken off for late papers that are unexcused; 1/2 of the points if turned in within 2 days of the due date. Any later will fail to earn points but will count towards the GE minimum.

COURSE OUTLINE

Session	Date	Topic	Text
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Ch/pp=textbook

R#= reader #

App.=appendix #

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|---|----|-------|--|--------------------------------------|
| 1 | M | 8/25 | Introduction and course logistics | |
| 2. | W | 8/27 | American constructions of sex and gender
Writing assignment #1 (in class) pp. 45-47 | pp. 1-24 |
| 3. | M | 9/1 | LABOR DAY (CAMPUS CLOSED) HONOR LABOR! LOOK FOR THE UNION LABEL! | |
| -- | W | 9/3 | American constructions of sex and gender (continued) | pp. 66-76 |
| -- | F | 9/5 | LAST DAY TO DROP A CLASS! | |
| 4. | M | 9/8 | Methods of sex research | pp. 27-44. |
| 5. | W | 9/10 | History of sex research
Course reader sold IN CLASS!: \$18 R# 1-6
Writing assignment #2 (out-of-class): begin | R: App.12 |
| -- | F | 9/12 | LAST DAY TO <u>ADD</u> A CLASS OR CHANGE GRADE OPTIONS! | |
| 6. | M | 9/15 | Religious attitudes towards sexuality | pp. 10-12
pp. 70-71
pp. 217-18 |
| 7. | W | 9/17 | Religious attitudes towards sexuality (continued)
Map Quiz #1 (Old World) R: App.13 | pp. 263-266 |
| 8. | M | 9/22 | Cross-cultural constructions of sexuality
Paper. #2 DUE; Begin Paper #3 Ch. 12 | R# 7-10 |
| 9. | W. | 9/24 | More on cross-cultural constructions of sexuality
Map Quiz #2 (New World) Ch. 13 | R# 16 |
| 10. | M | 9/29 | Cross-cultural constructions of sexuality (continued) | R# 17 |
| 11. | W. | 10/1 | Cross-cultural constructions of gender | R#18-19 |
| 12. | M | 10/6 | Cross-cultural constructions of gender (continued)
Paper #3 DUE; REVIEW SESSION FOR EXAM #1: (Time and place TBA) | R# 20-21 |
| 13. | W | 10/8 | MIDTERM EXAM #1 (<u>Remember to have your T&E form filled out correctly!</u>) | |
| 14. | M | 10/13 | VIDEO: Cross-cultural constructions of gender
Begin Paper #7 (out-of-class) NOTE: <u>incorrect</u> due date in reader! | pp. 57-58 |
| 15. | W | 10/15 | Aspects of sex and gender: Sexual orientation | Ch. 9 |
| Session Date Topic Text | | | | |
| 16 | M | 10/20 | Sexual orientation (continued)
Paper #7 DUE | pp. 61 -66 |
| 17. | W | 10/22 | Biological constructions of sexuality: Male anatomy
Begin paper #6 | Ch. 5; App. 6-9 |
| 18 | M | 10/27 | Biological constructions of sexuality: Female anatomy
Paper #6 DUE | Ch. 4; App. 10 |

19. **W 10/29** Deconstructing the biological construction of sexuality Ch. 7
Paper #4 (In class)
REVIEW SESSION FOR EXAM #2: (Time/Place TBA)
20. **M 11/3 MIDTERM EXAM #2** (Remember to have your T&E form filled out!)
21. W 11/5 The anatomy & physiology of sexual arousal & sexual response Ch. 6 & 8
22. M 11/10 More on the anatomy and physiology of sexual arousal & response Ch. 14; App. 7
23. **W 11/12** A cross-cultural look at body modification R#11-15
Paper #5 (In class); **Begin Paper #8 (Library out-of-class)**
24. M 11/17 A cross-cultural look at male genital modification pp. 82-83
25. W 11/19 A cross-cultural look at female genital modification pp. 112-113
26. M 11/24 The genetics and anatomy of sexual differentiation pp. 47-53
27. **W. 11/26** Variability in sexual differentiation: Intersexed individuals pp. 53-61
Paper #8 DUE App. 1-5
28. M 12/1 Reproductive endocrinology, or There is a vas deferens between Ch. 5
a testis and a prostate...
29. W 12/3 Reproductive endocrinology, or Stimulate that follicle Ch. 4
30. M 12/8 Light, fat, puberty and industrial society R: App. 11
31. W 12/10 Conception & pregnancy, contraception & abortion Ch. 10 & 11
R# 22-24
- TOPICS YOU WILL GET PRIMARILY FROM THE READING: Coercive sex: rape and date rape Ch. 17; R#25
Commercial sex/Prostitution Ch. 18; R#26
Sexually transmitted diseases, incl. H.I.V. and A.I.D.S. Ch. 15
- **R 12/11 Review Session for Final Exam** (Time/Place TBA)
R 12/18 FINAL EXAMINATION (9:45-NOON) NOTE TIME!