

**San José State University**  
**ANTH 140 / BIOL 140 / HS 140**  
**Human Sexuality, Section 8, Fall 2020**

**Course and Contact Information**

|                                  |   |
|----------------------------------|---|
| <b>Instructor:</b>               | Amanda Kadkly                                   |
| <b>Office Location:</b>          | Online  |
| <b>Telephone:</b>                | 408-924-4778 (campus phone)                     |
| <b>Email:</b>                    | amanda.kadkly@sjsu.edu                          |
| <b>Office Hours:</b>             | MW 12:30 – 1:30 PST                             |
| <b>Class Days/Time:</b>          | Online  |
| <b>Classroom:</b>                | N/A   |
| <b>GE/SJSU Studies Category:</b> | Area S: Self, Society, and Equality in the U.S. |

**ANTH / BIOL / HS 140:** Biological and sociocultural facets of human sexuality. Evolution and physiology of sex, reproductive biology/ethics and cross-cultural expression of sexual behavior.

Topics include: 1) the evolution and physiology of sexual reproduction, 2) sex and gender, 3) cross-cultural variations in sex practices, 4) anatomy, pregnancy, and contraception, 5) concepts of love, marriage, and attraction, and 6) the diversity of sexual strategies in humans in comparison to primates, our closest relatives. Through the examination of human sexuality from a biocultural perspective, controversial topics relevant to human sex practices, identity, and sexual health issues are addressed. Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

**Course Description**

I'm Amanda Kadkly, and I am excited to work with you this semester! In this course, we will be diving into various sociocultural, biological, and historical understandings of sexual expression. Specifically, we will address the following questions: 1) How does this content apply to everyday life?, 2) How much do individuals vary in regards to the content being studied?, and 3) What are some of the important biocultural variations that should be noted in regards to the content being studied?

My goal for this course is that you leave it with information you can use for a long time to come. This course will challenge preconceived notions of sexuality, and you will be encouraged to explore the real-world implications of the course material. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage active participation on your part throughout the semester!

Most importantly, I want you to *think* about the content—I don't want you to simply absorb the information you hear from talk-show experts. Knowledge isn't just about retaining information. Knowledge involves having the ability to question – to know what questions to ask and how to ask them. To facilitate this process, the class will engage in reflection exercises and discussions. I hope these experiences will allow you to apply the material we cover to your own life. Welcome to class! ☺

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This course adopts an asynchronous delivery format, and there are no required synchronous meetings in this course. You must have regular access to a computer and to the internet, must have access to Excel or Google Sheets, and must have their one.sjsu, Canvas, and SJSU email accounts set up. If you share a computer or workspace, you should negotiate time and privacy with other users so that you have reliable access to the tools you need. Please check Canvas and your SJSU email account regularly to stay up to date in this course.

### **Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)).

### **Course Goals**

In this course, two sets of learning goals are incorporated, including those determined by university policy for SJSU Studies classes and specific course content.

### **GE/SJSU Studies Learning Outcomes**

Upon successful completion of this course, students will be able to:

LO1: describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

LO2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

LO3: describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

LO4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

### **Course Content Learning Outcomes**

In addition to the above learning outcomes, upon successful completion of this course, students should be able to:

CLO 1: understand the basic biological processes of sex determination, sexuality development, pregnancy, childbirth, contraception and abortion.

CLO 2: understand how sexual belief and practices are embedded in and shaped by social, cultural, and historical influences.

CLO 3: evaluate contemporary studies regarding human sexuality using the theories and methods learned from class.

CLO 4: accept their own sexuality and develop their personal sexual philosophy.

## Required Texts/Readings

*Evolution and Human Sexual Behavior*

ISBN: 978-0674660007

Author(s): Peter Gray and Justin Garcia

Published by: Harvard University Press

*Dr. Tatiana's Sex Advice to All Creation*

ISBN: 978-0805063325

Author(s): Olivia Judson

Published by: Henry Holt and Company

## Selected Readings (provided on Canvas)

*Biology 2e*

*Perspectives: Cultural Anthropology*

*Merck Manual for the Consumer*

## Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus ([University Policy S16-9](#), Course Syllabi <http://www.sjsu.edu/senate/docs/S16-9.pdf>).

Other course structures will have equivalent workload expectations as described in the syllabus. More details can be found in Office of Undergraduate Education's [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.

**Exams:** There are 2 open-book exams that will be taken on Canvas (a midterm and a cumulative final exam). Exam 1 will cover the material from Week 1 – Week 7. Exam 2 is cumulative but will focus on Week 8 – Week 17. If you have any concerns about accommodations, please discuss this with me ahead of time so that accommodations can be made. Please do not make travel plans that will conflict with the exams, and be aware that students must take all exams to pass this course.

Exam questions will test your knowledge of course concepts and material, as well as your ability to apply this knowledge to novel situations and examples. I truly believe in your success as a student, so I will provide study guides and practice questions to help you grasp the material. Please remember, if you have any questions, concerns, or comments, to let me know right away. I welcome any feedback you're willing to offer.

**Writing Requirement:** University policy requires that all SJSU Studies classes involve a substantial writing component of at least 12 pages or 3000 words. The writing component will be divided into discussion board prompts (6 pages of writing) and prompts related to a research assignment examining a topic related to human sexuality (6 pages of writing). Writing is a personal process that is ever evolving. I strongly believe that we all (and by that, I mean myself too) can improve our writing with practice! I encourage you to read and apply the feedback I provide, and if you need help with the writing process, consult with the [Writing Center](#) (<https://www.sjsu.edu/writingcenter/>). This is a resource you have paid for in tuition!

Assignments: This course includes participation in class exercises, polls, and discussions. The discussion board assignments are designed to assess your skills as a critical thinker and to apply the concepts taught in class to research. Becoming a critical thinker will help you in your future career by enabling you to be accurate in your assumptions and predictions. To excel in these tasks, complete course readings, ask questions, and be prepared to contribute.

Research Assignments: To help you become good scientists and proper consumers of research, these assignments will give you firsthand experience in designing and carrying out a research project. You will turn in 4 writing prompts related to your human sexuality research topic, and you will need access to Excel or Google Sheets to complete these assignments. In RA 1, you will choose a topic, research the topic, and choose find 5 peer-reviewed sources to use in your submission. In RA 2, you will complete a sampling exercise and determine which sampling strategy to use in your own research. In RA 3, you will complete a correlation exercise and determine interview/survey questions for your research. In RA 4, you will report on your results. Grammar and mechanics will be considered in grades for these assignments. If you are concerned about your writing, I recommend consulting the Writing Center.

Extra Credit - Zoom Sessions: There are 3 optional Zoom sessions where we will discuss the course material, and you will have the opportunity to engage with the class and ask questions. Extra credit is offered for each attended session.

Online Format: Lectures will be posted on Canvas each week on Mondays. All discussion board posts and assignments will be due on Thursdays by 11:59 pm unless otherwise specified.

### Final Examination or Evaluation

University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

### Grading Information

Grades will be based on the following (each assignment is graded on a scale of 100):

|  |   |      |
|--|---|------|
| Exams (250 points)<br>Exam 1<br>Exam 2       | = | 50%  |
| Assignments/DBs (100 points)                 | = | 20%  |
| Research Assignments (100 points)<br>RAs (4) | = | 30%  |
| Total (500 points)                           |   | 100% |

Grading is as followed:

| A   | B   | C   | D   | F             |
|---|---|---|---|---------------|
| 97% - 100% = A plus<br>93-96% = A<br>90-92% = A minus | 87-89% = B plus<br>83-86% = B<br>80-82% = B minus | 77-79% = C plus<br>73-76% = C<br>70-72% = C minus | 67-69% = D plus<br>63-66% = D<br>60-62% = D minus | Below 60% = F |

More guidelines on grading information and class attendance can be found from the following university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)
- [University Grading System Policy F18-5](http://www.sjsu.edu/senate/docs/F18-5.pdf) (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

### **Make-up Work**

It is important to maintain a system of fairness to students who complete work on-time in this course. Therefore, only students with a valid, *documented* excuse will be able to take an exam late or submit an assignment late. An assignment submitted after the due date will incur a penalty of 20% off the maximum score for every late day (including non-class days and weekends).

### **Classroom Protocol**

Please refer to the following guidelines:

- All students must adhere to [SJSU's Academic Integrity Policies](https://www.sjsu.edu/iss/current-students/integrity/) (<https://www.sjsu.edu/iss/current-students/integrity/>).
- Check Canvas and your SJSU email regularly for announcements and updates.
- Assignments need to be submitted on Canvas. Security threats are a concern, so I do not accept assignments attached in emails.
- Remember that we are all in this together! Please be respectful to others during class discussions (see “netiquette” guidelines on Canvas).
- As mentioned, you all are here to learn how to engage and correspond with one another in a professional, academic environment. Now is a good time to learn about effective communication practices! Refer to the email professionalism guidelines on Canvas, and please note that I respond to emails during business hours (9 am – 5 pm).
- If you have questions about the content, other students may have similar questions and could benefit from this information. I encourage you to make use of the Q/A thread on Canvas.
- With all that said, I enjoy facilitating discussions in an engaging and comfortable environment. This works best when students are prepared, courteous, and respectful! ☺

### **University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources. All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class. See University Policy S12-7 <http://www.sjsu.edu/senate/docs/S12-7.pdf>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting

accommodations must register with the DRC (Disability Resource Center <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **Resources**

Academic Success Center <http://www.sjsu.edu/at/asc/>

Peer Connections website <http://peerconnections.sjsu.edu>

Writing Center website <http://www.sjsu.edu/writingcenter>

Counseling Services website <http://www.sjsu.edu/counseling>

## ANTH/BIOL/HS 140, Fall 2020, Course Schedule

*This schedule is subject to change with fair notice; any changes will be announced and posted to Canvas.*

### Course Schedule

| Week | Date                               | Topics  | Readings, Assignments, and Deadlines   |
|------|------------------------------------|---|--|
| 1    | 8/19 – 8/21                        | <b>Introduction to Human Sexuality</b><br>Course overview, sexuality in evolutionary perspectives, evolution of sex<br><br>Optional Zoom session: 8/20 at 1:30 pm – 2:30 pm PST | <i>EHSB</i> : Ch. 1, 2<br>Syllabus quiz, DB 1  |
| 2    | 8/24 – 8/28                        | <b>Evolutionary Foundations</b><br>Natural selection, forces of evolution, species comparisons  | <i>BIO</i> : Ch. 18  |
| 3    | 8/31 – 9/4                         | <b>Genetics</b><br>Genetic inheritance, genetic disorders, population genetics  | <i>BIO</i> : Ch. 19<br>DB 2, RA 1  |
| 4    | 9/7 – 9/11<br><i>9/7 Labor Day</i> | <b>Costs and Benefits</b><br>Costs and benefits of sexual reproduction, inbreeding and outbreeding  | <i>DT</i> : 167-186, 195-199, 212-234<br>DB 3  |
| 5    | 9/14 – 9/18                        | <b>Sexual Selection</b><br>Reproductive competition, sexual selection and mate choice, desire and attraction  | <i>EHSB</i> : Ch. 3, 4<br>DB 4   |
| 6    | 9/21 – 9/25                        | <b>Sexuality Research Methodologies</b><br>Kinsey, Masters and Johnson, statistics<br><br>Optional Zoom session: 9/22 at 1:30 pm – 2:30 pm PST                                  | Film: <i>Masters and Johnson: The Science of Sex</i>   |
| 7    | 9/28 – 10/2                        | <b>Anatomy</b><br>Sex determination and differentiation, female anatomy, male anatomy   | <i>EHSB</i> : Ch. 5, 7<br><i>DT</i> : 187-195<br>DB 5, RA 2  |
| 8    | 10/5 – 10/9                        | <b>Gender and Orientation</b><br>Gender and sexuality, sexual orientation, cross-cultural perspectives<br><br>Exam 1  | <i>PCA</i> : Gender and sexuality<br><i>DT</i> : 40-42, 50-55, 93-104, 126-137<br>DB 6<br><b>Exam 1</b> opens/dues: 10/8 |
|      |                                    |   |  |

| <b>Week</b> | <b>Date</b>  | <b>Topics</b>  | <b>Readings, Assignments, and Deadlines</b>  |
|-------------|--|--|--|
| 9           | 10/12 – 10/16  | <b>Identity</b><br>Sexual identity, social constructs, inequality  | Canvas: Identity<br>DB 7   |
| 10          | 10/19 – 10/23  | <b>Physiology of Sex</b><br>Sexual response cycle, sexuality over the life-course, arousal and sexual difficulties   | <i>EHSB</i> : Ch. 6, 8<br><i>DT</i> : 33-39, 42-49, 56-59, 72-75, 105-121, 143-151<br>DB 8 |
| 11          | 10/26 – 10/30  | <b>Constructs of Normalcy</b><br>Sex and society, cultural regulations of sexuality, paraphilias   | <i>DT</i> : 152-165<br>DB 9  |
| 12          | 11/2 – 11/6  | <b>Interpreting Sexuality Research</b><br>Research methods, quantitative and qualitative research, ethics  | <i>PCA</i> : Doing Fieldwork<br>RA 3   |
| 13          | 11/9 – 11/13<br><i>11/11<br/>Veteran's Day</i>                   | <b>Fertility</b><br>Fertility, pregnancy and childbirth, contraception   | <i>EHSB</i> : Ch. 9, 10  |
| 14          | 11/16 – 11/20  | <b>Relationships</b><br>Marriage, cross-cultural perspectives, love and relationships  | <i>EHSB</i> : Ch. 11<br><i>PCA</i> : Family and Marriage<br>DB 10                          |
| 15          | 11/23 – 11/27<br><i>11/25 – 11/27<br/>Thanksgiving<br/>Break</i> | <b>Sexually Transmitted Infections</b><br>Sexual health, medicalization, STIs  | <i>MM</i> : STD's<br>RA 4  |
| 16          | 11/30 – 12/4   | <b>Sexual Health</b><br>Sex-positivity, sex markets, power   | <i>EHSB</i> : Ch. 12<br>DB 11  |
| 17          | 12/7   | <b>Concluding the Course</b><br>Exam 2 review<br><br>Optional Zoom session: 12/7 at 1:30 pm – 2:30 pm PST  | DB 12  |
| Final Exams | 12/9 – 12/11   | Exam 2: 12/10 (Thurs) 5:15 pm – 7:30 pm PST<br><a href="https://www.sjsu.edu/classes/final-exam-schedule/index.php">https://www.sjsu.edu/classes/final-exam-schedule/index.php</a> | <b>Exam 2</b> opens/due: 12/10   |