

San José State University
ANTH 140 / BIOL 140 / PH 140
Human Sexuality, Section 4, Fall 2022

Course and Contact Information

Instructor:	Amanda Kadkly
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Office Hours:	M 1:30 – 2:30 pm (drop-in)
Class Days/Time:	MW 12:00 – 1:15 pm
Classroom:	Clark 202
GE/SJSU Studies Category:	Area S: Self, Society, and Equality in the U.S.

ANTH / BIOL / PH 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 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. Human sexuality is a multifaceted topic. Many topics we discuss might be embarrassing or might conflict with religious or spiritual beliefs. However, sexuality is an integral component of our lives and our identities, and I hope to increase your understanding of the various influences on sexual feelings, beliefs, and behaviors. Welcome to class! 😊

Course Format

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](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) at <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 \(https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php\)](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php).

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

Textbook

Human Sexuality, 4th edition (3rd edition is also fine)

Author(s): Roger Hock

ISBN: 978-0134003566

Evolution and Sexuality

Author: Amanda Kadkly

Reading slides on the course website: <https://akanthro.wordpress.com/>

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/>.

SJSU Studies 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 several assignments throughout the course. 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! If you need help with the writing process, consult with the [Writing Center](#) (<https://www.sjsu.edu/writingcenter/>).

Exams: There are 2 in-class exams (Exam 2 is cumulative). Make-up exams will only be given for unforeseen circumstances (illness, family emergency), and only if the legitimacy of the emergency is **adequately documented** AND the student contacts me **within 24 hours** of the exam date. If you have any concerns about disability accommodations, please discuss this with me ahead of time so that accommodations can be made. Students must complete both 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. Drop-in office hours are available. This is a great opportunity to get feedback and assistance with the course.

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."

Case Studies: In these assignments, students will examine real cases or apply course knowledge to problem-solving exercises. Written responses need to be appropriate for an academic setting (complete sentences, proper grammar, etc.). They should reflect upper-level college-level writing, and they should be specific to the concepts discussed in class. Your responses should demonstrate that you are knowledgeable about the course material.

In-Class Activities: I strongly believe in student-centered active learning, so we will have various class exercises, discussions, video clips, and class polls that will provide opportunities to engage with the concepts in a hands-on environment. These activities are designed to assess your skills as a critical thinker and to apply the concepts taught in class. 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 the course readings, ask questions, and be prepared to contribute. Some of the activities submitted during class will be graded.

If you miss an in-class activity, you can complete an extended assignment to replace it (details will be provided on Canvas). It must be completed and submitted on Canvas within 7 days of the in-class activity that was missed.

Due to the nature of a sexuality course, there will be discussions of highly sensitive and sometimes unpredictable topics in class. Explicit content that portrays nudity and sexual behavior will be used in lectures, and a wide range of subject matter may be depicted. If you know in advance that there is a topic that will be difficult for you, you should let me know ahead of time. If you have any concerns about taking a sexuality course due to personal circumstances, I recommend speaking with an academic advisor. Although students are encouraged to reflect on their own beliefs and experiences, there will be no obligation to self-disclose personal sexual behavior.

Other Info: All assignments will be due on Sundays by 11:59 pm unless otherwise specified. Keep in mind that I will only respond to emails during business hours (M-F). I make requests of students (accountability with assignments, coming to class on time, etc.), but you can expect certain things of me as well (well-prepared lectures, fostering a classroom environment of respect through my role as the instructor). I consider my students adults, so I will not be strictly grading for attendance, though I do keep records of attendance for statistical purposes. I understand that situations come up and you may need to miss class. Reach out to a classmate to get any information you missed. This is a class that I like to have fun with, so if you come across any interesting articles, current events, or memes you are more than welcome to send them to me!

Grading Information

To pass this course, students must receive a grade of C or higher.

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

Exams EX x 2 (200 pts)	=	40%
Case Studies CS x 14 (250 pts)	=	50%
In-Class Activities (50 pts)	=	10%
Total (500 pts)	=	100%

Grading is as followed:

A	B	C	D	F
97% - 100% = A plus 92-96% = A 90-91% = A minus	87-89% = B plus 82-86% = B 80-81% = B minus	77-79% = C plus 72-76% = C 70-71% = C minus	67-69% = D plus 62-66% = D 60-61% = 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>)

Grading Policies

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. If you are experiencing a difficult circumstance, reach out to me *before* the exam or assignment is due.

Sensitive topics may come up in class. If you have any specific concerns, I encourage you to seek accommodations and/or discuss your situation with your academic advisor. Requests for extensive assignment extensions due to emergency situations must be formally submitted in writing. A plan to get back on track must be approved before an extension will be granted (if the extension request meets the requirements).

When turning in assignments/exams on Canvas, it is your responsibility to make sure you uploaded the correct document, and that it is a working file that I can access. Be sure to check your submission on Canvas.

Any grade disputes or concerns should be addressed **within 7 days** of receiving the grade for the assignment. Grade curves already get factored into the final grade, so there are no additional extra credit opportunities or grade boosts after Exam 2 is graded. Final grades do get rounded up (for example, an 89.5% is rounded up to an A-).

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/). Any form of cheating, plagiarism, unauthorized assistance, or academic dishonesty will not be tolerated, and a formal investigation will be pursued if this behavior is found. It is the student's responsibility to understand and comply with all academic integrity protocols. Every assignment will be individually evaluated for adhering to academic integrity standards. Some common examples of academic dishonesty include (but are not limited to):

- Posting or sharing any course materials (readings, assignment questions, study guides, exams), including on Chegg, Course Hero, Quizlet, Discord servers, text messages, emails, GroupMe chats
- Uploading or sharing materials to check your work in an exam or assignment, even after submitting it
- Copying phrases or using wording that is too similar to any other source of writing (includes peer-reviewed sources, websites, videos, textbooks, lecture slides, other assignments, and other students' work)
- Submitting a previous assignment from a different class, or reusing written content from another assignment
- Using AI writing generators, text spinners, translators, and paraphrasing websites to change the wording of another source
- Lying about excused absences to receive an academic advantage
- Requesting a grade boost or additional extra credit to receive an academic advantage
- Fabrication (altering experimental data or citing sources that you did not use in your work)
- Acting in any way that is intended to deceive an instructor
- Allowing other students to use your work when collaboration is not allowed, even if you do not intend to use theirs
- Helping others commit academic dishonesty

Classroom Protocol

I enjoy facilitating discussions in an engaging and comfortable environment! 😊 This works best when students are prepared, courteous, and open-minded. It is important to maintain a structured classroom environment

where students can learn with without distractions, so please keep this in mind when reading through these guidelines:

- It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to SJSU's Schedule for dates and deadlines for registration.
- Check Canvas and your SJSU email regularly. You should aim to check Canvas and email at least every few days during the week. I will not send reminder emails about assignments. Keep track of all due dates in the syllabus and on Canvas.
- Assignments need to be submitted on Canvas. Cybersecurity threats are a concern, so I do not accept assignments attached in emails.
- In the Subject Line of an email, always include the class and section number. Refer to the email professionalism guidelines on Canvas, and note that I respond to emails/Canvas messages during business hours (9 am – 5 pm) within 24-48 hours.
- Be respectful and courteous to others in this class. The classroom should be a comfortable learning environment where ideas can be shared and discussed. Be positive and constructive when making contributions.
- Being respectful also includes respecting everyone's time. Please do not show up late because it is quite distracting.
- I strongly recommend handwritten notes, but if you must use a laptop, use it for note-taking only.
- If you have questions about the content, other students may have similar questions and could benefit from this information. I encourage you to speak up and not feel embarrassed to ask questions! Questions about grades and assignments, however, should be addressed in office hours.
- Office hours are drop-in and will be held within the scheduled time slot. Please note that when you join Zoom, you will be placed in a waiting room, and I will meet with students one at a time.

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>). 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. 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 / PH 140 / Human Sexuality, Fall 2022, 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	8/22 – 8/26	Introduction to Human Sexuality Course overview, sexuality in evolutionary perspectives	Reading: (ES) Evolutionary Perspectives CS 1
2	8/29 – 9/2	Biological Complexities Species comparisons, genetic complexities, intersex	Reading: (ES) Biological Complexities CS 2
3	9/5 – 9/9 9/5 Labor Day	Anatomy Sex determination and differentiation, anatomy	Reading: (HS) Ch. 2 CS 3
4	9/12 – 9/16	Anatomy Cont.; Evolutionary Interpretations Anatomy continued, sexual selection and mate choice, attraction	Reading: (ES) Sexual Selection CS 4
5	9/19 – 9/23	Sex and Gender Gender identity, cultural norms, gender roles	Reading: (HS) Ch. 10 CS 5
6	9/26 – 9/30	Sexual Orientation Sociocultural constructs of sexuality, variation	Reading: (HS) Ch. 11 CS 6
7	10/3 – 10/7	Sexuality Research Historical views, research methods, influences on sexuality	Reading: (ES) Research CS 7
8	10/10 – 10/14	Physiology of Sex Exam 1, sexual response, mating systems	Reading: (ES) Sexual Responses Exam 1: 10/10 (in class)
9	10/17 – 10/21	Sexuality Over the Life-course Puberty, life stages, aging, sexual difficulties	Reading: (HS) Ch. 12 CS 8
10	10/24 – 10/28	Constructs of Normalcy Sex and society, cultural regulations of sexuality, paraphilias	Reading: (ES) Paraphilias CS 9
11	10/31 – 11/4	Relationships Intimacy, relationships, marriage	Reading: (HS) Ch. 4 CS 10

Week	Date	Topics	Readings, Assignments, and Deadlines
12	11/7 – 11/11	Fertility Pregnancy and childbirth	Reading: <i>(ES)</i> Fertility CS 11
13	11/14 – 11/18	Contraception Birth control methods, STIs	Reading: <i>(ES)</i> Sexual Health CS 12
14	11/21 – 11/22 11/23 – 11/25 <i>Thanksgiving Break</i>	Sexual Problems and Solutions STIs continued, sexual health, medicalization	Reading: <i>(HS)</i> Ch. 7
15	11/28 – 12/2	Power and Commercialization Violence, power, sex markets	Reading: <i>(HS)</i> Ch. 15 CS 13
16	12/5 – 12/6	Sex Positivity Contemporary issues in human sexuality	Reading: <i>(ES)</i> Sex Positivity CS 14
Final Exam	12/14	Final exam day – Exam 2 https://www.sjsu.edu/classes/final-exam-schedule/index.php	Exam 2: 12/14 at 9:45 am – 12:00 pm (in class)