

**San José State University, Fall 2011**  
**Anth (48191)/Biol (48473)/HS (48480) 140 (1):**  
**Human Sexuality**

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<b>Office Hours:</b>	M: 2-4 pm, and by appointment
<b>Class Days/Time:</b>	MW: 10:30-11:45 am
<b>Classroom:</b>	Dudley Moorehead Hall (DMH) 234
<b>Prerequisites:</b>	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. You must also have completed or be currently enrolled in a 100W course, and courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units.
<b>GE/SJSU Studies Category:</b>	Area S: Self and Society

**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 STD's/STI's, 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 and gender 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.

## **Course Goals and Student Learning Objectives**

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.)

## **GE/SJSU Studies Learning Objectives and Outcomes (LO)**

### **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.

### **SJSU STUDIES AREA S OUTCOMES:**

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

LO1: 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;

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

LO3: describe social actions that have led to greater equality and social justice in the US (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); and

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

## **Required Texts/Readings**

### **Textbook**

Understanding Human Sexuality, (11th ed.) Janet Hyde and John Delamater, McGraw-Hill. (2011). Hardcover ISBN: 978-0-07-338282-1. Copies may be purchased at the campus bookstore and Roberts Books. There are also a few copies of the 11th edition on reserve at the library that may be checked out for 3 days.

### **Other Readings**

1) Anth/Biol/HS 140 Readings J. Karpf (Fall 2011); this required course reader will be sold in class the 4th class meeting on Wed. 9/7 for \$20, 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, the out-of-class paper assignments, map quizzes, and readings.

2) Merriam Webster’s Notebook Atlas. This will be useful for the 2 geography quizzes. Also see: < <http://www.lizardpoint.com/fun/geoquiz/index.html> > for a fun way to learn geography.

## **Classroom Protocol**

### **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.

#### **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/static/soc-summer/integrity.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 10 of this syllabus (the writing guidelines).

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.

#### **IMPORTANT CAVEATS AND NOTES:**

**Cell Phones:** Students - and the instructor - 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 have their phones temporarily confiscated and may be referred to the Judicial Affairs Officer of the University.

**Computer Use:** In this classroom, students will be allowed 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 during the lecture. Students who use their computers for other activities will be warned once; if they persist they will be prohibited from using a computer in class, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. 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 34 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 - like students - can also sometimes run late.

#### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc., which can be found at: <http://info.sjsu.edu/static/soc-fall/soc->

[fall.html](#) Students should be aware of the current deadlines and penalties for adding (9/13/11) and dropping (9/6/11) classes.

## Assignments and Grading Policy

### 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** scantron form for each exam for a total of **three**. You will not need scantron forms for the two geography quizzes. Learning objectives addressed by the three exams and all writing assignments may be found in the course schedule at the end of this greensheet.

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 possibly 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 during 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 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, both 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 (2-4 page) library-based research paper using primary source material, and two will consist of 1-page reflections based on topical events; these latter two will be announced in class and due the following week. All other due dates of papers are indicated in the course schedule at the end of this syllabus. 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 in the course reader 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 and get GE credit.

I will assign topics to you at various points in the course as indicated in the class schedule and in your course reader, generally from the topics below.

- "Burning Issues". What do you consider the most "burning issues" in human sexuality today and why?
- How would you distinguish between liberal vs. conservative attitudes regarding sexuality?
- 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.
- 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 readings and your own experiences (direct or indirect), including in your own microculture.
- 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.
- 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?
- Do gay rights equal civil rights? Does prohibiting same sex marriage enhance or diminish social equality in the U.S.?
- Body/genital modification: Who does what to whom and why?
- 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). Writing assignment point values may be found in the course reader sold in the 5th class session. Also, because of the cross-cultural perspective of this class, there will be two small geography quizzes for a total of 50 points; dates can be found on the class schedule below. 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 **no extra credit**, and a “D” is the lowest passing grade that confers GE credit.

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 Monday, 10/10.

Exam #2 will cover sessions 14 through 22, and is on Monday, 11/14.

The final exam will be minimally cumulative, with an emphasis on the last 7 sessions and related reading, and will be held on Monday, 12/12 from 9:45-noon (the 1st day of finals). For those unable to take the final at its official time, the final exam makeup day is Monday, 12/19. All exams will consist of 5-option 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 clarify 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 is sent before the scheduled time of the exam, and 2) the reason for missing the exam is important, beyond your control and 3) is 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 may 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; see paper instructions below. All assigned work must be completed in order to pass the course.

#### 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 below 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#**, (4186480), as well as the **password** (HumanSex(1). Please also take the plagiarism training which you can find at: <<http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>>
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.

## University Policies

## **Academic integrity**

Students should know that the University's Academic Integrity Policy is located at:

<<http://info.sjsu.edu/web-dbgen/narr/static/soc-summer/integrity.html>>

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website is available at:

<<http://www.sjsu.edu/studentconduct/>>

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

## **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.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. Please see: <<http://www.sjsu.edu/asc/>>

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are

well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. Find all of the Academic Success Services at: <http://www.sjsu.edu/asc/services/>

## Anth/Biol/HS 140(1): Human Sexuality, F'11 Course Schedule

The schedule below is subject to change with fair notice; any changes will be announced at the beginning of class. If you are late to class, it is your responsibility to find out if you missed any important announcements. Please see or contact the instructor.

Key to Readings:

**Ch/pp** = Chapter or pages in main textbook

**R#** = Course Reader (Reading #)

**App.** = Reader appendix #

**LO#** = Area S Learning Objectives addressed by discussion and/or assignment

Week	Date	Topics, Readings, Assignments, Deadlines
1	W: 8/24	1) Introduction and course logistics
2	<b>M: 8/29</b>  W: 8/31	2) American constructions of sex and gender; pp. 2-7, 11-15, 18-21, 398-400, & Chs. 2 & 9 <b>Writing assignment #1</b> (in class) LO #1 & 2  3) American constructions of sex and gender (cont.); Chs. 10 & 12, pp. 507-517
3	M: 9/5 <b>W: 9/7</b>	-- <b>LABOR DAY! CAMPUS <u>CLOSED</u>!</b> (Look for the union label!) 4) Methods of sex research; Ch. 3. LO #1 & 2 <b>Course reader sold IN CLASS: \$20</b> <b>Paper #2</b> (out-of-class) LO# 1 & 2 ): begin writing; due next Wednesday. Begin <b>Paper #3</b> (out-of-class) LO # 1-4; due Wed. 10/5)
4	M: 9/12  <b>W: 9/14</b>	5) History of sex research; Ch. 3, R# 1-6; LO #2 & 3  6) <b>Paper #2 DUE today at beginning of class!</b> History of sex research (continued)
5	M: 9/19  W: 9/21	7) Religious attitudes towards sexuality; Ch. 19  8) Religious attitudes towards sexuality (continued); LO #1 & 2 <b>R: App. 12 for Map Quiz #1 (Old World) at beginning of class next Wednesday, 9/28!</b>
6	<b>M: 9/26</b>  <b>W: 9/28</b>	9) Cross-cultural constructions of sexuality; pp.7-11, 15-18, 281-283, R# 7-10  10) <b>Map Quiz #1 (Old World) at beginning of class today!</b> More on cross-cultural constructions of sexuality; Ch.13 & R# 16 <b>R: App. 13 for Map Quiz #2 (New World) at beginning of class next Wednesday, 10/5! LO #1 &amp; 4</b>

7	<p>M: 10/3</p> <p><b>W: 10/5</b></p>	<p>11) Cross-cultural constructions of sexuality (cont.); Ch.20 &amp; R# 17</p> <p>12) <b>Paper #3 DUE today at beginning of class!</b> Cross-cultural constructions of gender; R#18-19, Ch.11; LO #1, 3, 4 <b>Map Quiz #2 (New World) at beginning of class today!</b> <b>Review session for exam #1:</b> (Time and place TBA)</p>
8	<p><b>M: 10/10</b></p> <p>W: 10/12</p>	<p>13) <b>MIDTERM EXAM #1</b> (Remember to have your T&amp;E form filled out correctly!) <b>LO # 1, 2, 3 &amp; 4</b></p> <p>14) Cross-cultural constructions of gender (continued); R# 20-21, Ch.13; LO #1, 3 &amp; 4; <b>Begin Paper #4</b> (out-of-class, due Mon. 10/24) LO #1-4</p>
9	<p><b>M: 10/17</b></p> <p>W: 10/19</p>	<p>15) Aspects of sex &amp; gender: 3rd genders; Ch. 13; LO #1-4</p> <p>16) Aspects of sex and gender: 3rd &amp; 4th genders vs. U.S. constructions of 2 genders; LO #1-4</p>
10	<p><b>M: 10/24</b></p> <p>W: 10/26</p>	<p><b>17) Paper #4 DUE today at beginning of class!</b> <b>Video:</b> Sexual orientation &amp; 3rd genders continued; LO #1-4</p> <p>18) Biological constructions of sexuality: Male anatomy; Ch. 4; App. 6-9</p>
11	<p>M: 10/31</p> <p>W: 11/2</p>	<p>19) Biological constructions of sexuality: Female anatomy; Ch. 4; App. 10; LO #1 &amp; 2</p> <p>20) Deconstructing the biological construction of sexuality; Ch. 7; LO #1 &amp; 2</p>
12	<p>M: 11/7</p> <p><b>W: 11/9</b></p>	<p>21) The anatomy &amp; physiology of sexual arousal &amp; sexual response; Ch. 8; LO #1-4</p> <p>22) More on the anatomy and physiology of sexual arousal &amp; response; Ch. 14; App. 7 <b>Writing Assignment #5 (in-class);</b> Begin working on Paper #6 due next Wed. 11/16. LO # 1 &amp; 3; <b>Review session for exam #2:</b> Time/place TBA</p>
13	<p><b>M: 11/14</b></p> <p><b>W: 11/16</b></p>	<p>23) <b>MIDTERM EXAM #2</b> (Remember to have your T&amp;E form filled out!) LO # 1-4</p> <p>24) <b>Writing Assignment #6 DUE at beginning of class today!</b> Final thoughts on sexual arousal and response Begin Paper #7 (Library out-of-class; LO #2 &amp; 3) Due: W: 11/30</p>
14	<b>M: 11/21</b>	25) A cross-cultural look at body modification; R#11-15

	W: 11/23	26) A cross-cultural look at male genital modification; pp. 72-75
15	M: 11/28  W: 11/30	27) A cross-cultural look at female genital modification; pp. 66-67  28) <b>Paper #7 DUE at beginning of class today!</b> The genetics and anatomy of sexual differentiation; Ch. 5
16	M: 12/5  W: 12/7	29) Variability in sexual differentiation: Intersexed individuals; App. # 1-5; LO #1-4  30) Reproductive endocrinology, or There is a vas deferens between a testis and a prostate, and stimulate that follicle; Chs. 6 & 7 Light, fat, puberty and industrial society R: App. 11
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***** <b>Final Exam</b>	***** <b>F: 12/9 M: 12/12</b>	<b>Review Session for final exam</b> (Time TBA in Clark 204) <b>Final Exam:</b> DMH 234 from 9:45 to noon. Remember to come to class with your scantron from filled out correctly! <b>LO # 1-4</b>