

# **San José State University, Spring 2014**

## **Anth (27355) / HS (29140) 140 (1): Human Sexuality**

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<b>Office Hours:</b>	M: 1 pm - 2 pm, and by appointment
<b>Class Days/Time:</b>	MW: 10:30-11:45 am
<b>Classroom:</b>	Clark Hall 204
<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. It is University policy that courses to meet Area R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units. This policy has been suspended beginning Fall 2012 until further notice, and students are permitted to take two or three R, S, or V courses from the same department. However, we encourage you to continue taking R, S, and V courses from different departments in order to broaden your education.
<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.

**Credit hours (Policy: S12-7)**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 3 hours per unit per week, with one of the hours used for instruction in class and two hours for reading, preparation, and studying. Other course structures will have equivalent workload expectations as described in the syllabus. This means that in order to do well and derive the maximum amount of learning from this class, there is the expectation that you will devote 9 hours/week - on average - for just this class. 15 units/semester = 45 hours/week just on class and studying, which makes holding down a full-time job as a fulltime student impossible if you actually take 5 university-level classes. This class is taught as an upper-division, university-level class.

**Course Goals:**

1. It is my hope and expectation that by the time you finish this course you will understand why U.S. attitudes about sexuality are what they are, and be able to trace many of these attitudes from their particular Christian sources. Furthermore, you should gain a greater understanding of the pre-Christian ideas and historical realities that helped shape Christian attitudes towards sexuality and better understand the source of the double standard regarding attitudes towards sexuality in the U.S., and
- 2) Acquire a deeper understanding of the sexual anatomy of both sexes, and in particular the anatomy underlying sexual response, and
- 3) Develop a cross-cultural perspective that allows you to view cultural differences as interesting and warranting explanation, rather than viewing differences through the lens of ethnocentrism, and
- 4) Be more knowledgeable about and comfortable with your own sexuality

**Course Content Learning Outcomes (CCLOs):**

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. Understand and be able to explain 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 able to compare U.S. constructions of sex and gender 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.

#### **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, (12th ed.) Janet Hyde and John Delamater, McGraw-Hill. (2014). Hardcover ISBN: 9780078035395. Copies may be purchased at the campus bookstore. There are also a few copies of the 11th edition on reserve at the library that may be checked out for 3 days at a time.

## Other Readings

1) Anth/HS 140 Readings J. Karpf (Spring 2014); this required course reader will be sold in class the 5th class meeting on Mon. 2/10 for \$25, 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) Any world atlas, online or hard copy will be useful for the 2 geography quizzes. Also see: <http://lizardpoint.com/geography/> or <http://www.ilike2learn.com/> for a fun way to learn geography.

## Classroom Protocol

- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class. Although no formal role will be taken, informal attendance records will be monitored.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. All students - and your instructor - will turn off cell phones or put them on vibrate mode as soon as they enter class, and will put them away. You may use your cell phone or iPad cameras at the end of class to take photos of diagrams. Computers may be used only for note taking—please refrain from emailing, chatting, or looking at websites while in class. Text messaging during class is disruptive and not only disrespectful, but insulting. It also prevents you from concentrating on the lecture. If you must attend to a phone message or call, then please leave the room.
- Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and from instructor toward students. Personal attacks on individuals holding non-conventional/controversial ideas will not be tolerated.

## IMPORTANT CAVEATS AND NOTES:

**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 36 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.

Classroom Recording (Policy S12-7) Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not

been given any rights to reproduce or distribute the material.

NOTE: I permit all students to voice-record - but not video - my lectures. You are also encouraged to use your camera phones to snap photos of any board work or slides, but may not upload or otherwise distribute.

## **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, plus one more for a survey assignment, for a total of **four**. 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 14, and is on Monday, 3/17/14.

Exam #2 will cover sessions 14 through 21, and is on Monday, 4/21/14. The final exam will be minimally cumulative, with an emphasis on the last 6 sessions and related reading, and will be held on Thursday, 5/15 from **9:45-12:00 pm** (Note the time difference!). 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 or text (to my cell) 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 PAPERS:

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 140 or HS 140
  - Paper #X (where X = a whole number between 1 and 7). 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. The rest of the paper should be double-spaced or 1-and-a-half-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.
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 all pages at the bottom center of each page.
9. No margin should be larger than 1"; that means all margins: left, right, top, bottom.
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 a standard font, and do not use any font larger than 12 point or smaller than 9 point.
13. Set your tabs for not less than 2 and not more than 4 spaces 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 refer to the author's writing, do so in your own words, and identify the author by their last name only. NO QUOTES and no citations!
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 use 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 going to:  
<<http://www.turnitin.com>>and setting up a student account. You will need the **class ID#**, (7542681), as well as the **password** (HumanSex). Please also take the plagiarism training which you can find at:< <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>>
17. Proofread your paper. Points will be taken off for sloppy writing: word use, sentence structure, grammar, punctuation, and spelling. Especially if English is not your first language, it may be useful to have your paper proofread by a native English speaker who writes well or at the Writing Center in Clark Hall, or the Learning Resource 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.

## Departmental Goals

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Learn about the goals of the anthropology department and how it can benefit your education.

**Goals**    <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

### **Credit Hours**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## **University Policies** \_\_\_\_\_

Here are some of the basic university policies that students must follow.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

**Catalog Policies**        <http://info.sjsu.edu/static/catalog/policies.html>.

**Add/drop deadlines**    [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

**Late Drop Policy**        <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

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>

### **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

**University Academic Integrity Policy S07-2**    <http://www.sjsu.edu/senate/docs/S07-2.pdf>

**Student Conduct and Ethical Development website**    <http://www.sjsu.edu/studentconduct/>

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

Here are guidelines to request any course adaptations or accommodations you might need.

**Presidential Directive 97-03**    [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

**Accessible Education Center**    <http://www.sjsu.edu/aec>

## **Resources** \_\_\_\_\_

The university provides resources that can help you succeed academically. Just look here.

**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/HS 140(1): Human Sexuality, S'14 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

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	M: 1/27  W: 1/29	1) Introduction and course logistics  2) American constructions of sex and gender; pp. 2-7, 11-15, 18-21, 398-400, & Chs. 2 & 9 <b>Paper #1</b> (in class) LO #1 & 2
2	M: 2/3  W: 2/5	3) American constructions of sex and gender (cont.); Chs. 10 & 12, pp. 507-517 <b>DROP DEADLINE: Tuesday 2/4!</b>  4) Methods of sex research; Ch. 3. LO #1 & 2; Remember to bring \$25 on Monday for the course reader sale!
3	M: 2/10  W: 2/12	5) <b>Course reader sold IN CLASS: \$25</b> History of sex research; Ch. 3, R# 1-6; LO #2 & 3 Instructions for <b>Paper #2</b> (out-of-class) LO# 1 & 2. Begin writing; <u>due next Monday, 9/16.</u> <b>ADD DEADLINE: Tuesday, 2/11!</b>  6) History of sex research (continued) & the Sexual Revolution. Instructions for <b>Paper #3</b> (out-of-class) LO # 1-4; due Wed. 3/19) [Video/DVD on reserve: The Sexual Revolution]
4	M: 2/17  W: 2/19	<b>Paper #2 DUE today at beginning of class!</b> 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 Monday, 2/24!</b>
5	M: 2/24	9) <b>Map Quiz #1 (Old World) at beginning of class today!</b> Cross-cultural constructions of sexuality; pp. 7-11, 15-18, 281-283, R# 7-10 [Poll class on Review Session for Midterm #1: W: 3/12 (5-

	W: 2/26	7) or Sat: 3/15?]  10) More on cross-cultural constructions of sexuality; Ch.13 & R# 16
6	M: 3/3  W: 3/5	11) Cross-cultural constructions of sexuality (cont.); Ch. 20 & R# 17  12) Cross-cultural constructions of sex: endocrinology of puberty and reasons for declining age in U.S.: Ch. 5; LO #1, 3 & 4; <b>R: App. 13 for Map Quiz #2 (New World) at beginning of class next Monday, 3/10! LO #1 &amp; 4</b>
7	M: 3/10  W: 3/12	13) <b>Map Quiz #2 (New World) at beginning of class today!</b> Light, fat, puberty and industrial society: decreased sperm count & increased breast CA in industrial societies. R: App. 11; LO #1-4  14) Cross-cultural constructions of gender; R#18-21, Chs. 11 & 13; LO #1, 3, 4
8	M: 3/17  <b>W: 3/19</b>	15) <b>MIDTERM EXAM #1</b> (Remember to have your T&E form filled out correctly!) LO # 1-4 (Remember to bring T&E form 4/8!)  16) <b>Paper #3 DUE today at beginning of class!</b> Aspects of sex & gender: 3rd genders; Ch. 13; LO #1-4; <b>Video/DVD on reserve: Paradise Bent; LO #1-4</b>
9	<b>M: 3/24</b>  W: 3/26	No classes this week due to Spring Break (Have fun, but be careful out there:)  See above
10	M: 3/31  <b>W: 4/2</b>	No class: Campus closed for MLK Day!  17) <b>Paper #4 today at beginning of class; bring T&amp;E 0200 form!</b> Aspects of sex and gender: 3rd & 4th genders vs. U.S. constructions of 2 genders; LO #1-4
11	M: 4/7  <b>W: 4/9</b>	18) Biological constructions of sexuality: Male anatomy; Ch. 4; App. 6-9. <b>[Poll class re: Midterm 2 review: W: 4/16 or R: 4/17?]</b>  19) Biological constructions of sexuality: Female anatomy; Ch. 4; App. 10; LO #1 & 2 <b>Paper #5 (in-class)</b>
12	M: 4/14  W: 4/16	20) Deconstructing the biological constructions of sexuality; Ch. 7; LO #1 & 2  21) The anatomy & physiology of sexual arousal & sexual response; Ch. 8; LO #1-4

13	<b>M: 4/21</b>  W: 4/23	22) <b>MIDTERM #2</b> (Remember: T&E form filled out! LO #1-4  23) The anatomy & physiology of sexual arousal & sexual response, continued; Ch. 8; LO #1-4. Begin working on Paper #6 due next Mon. 4/28. LO# 1 & 3
14	<b>M: 4/28</b>  W: 4/30	24) <b>Paper #6 DUE at beginning of class today!</b> More on the anatomy and physiology of sexual arousal & response; Ch. 14; App. 7 Begin Paper #7 (Library out-of-class; LO #2 & 3) Due: M: 12/10  25) Final thoughts on sexual arousal and response
15	M: 5/5  W: 5/7	26) A cross-cultural look at body modification; R#11-15  27) A cross-cultural look at male genital modification; pp. 72-75
16	M: 12/12	28) A cross-cultural look at female genital modification; pp. 66-67 <b>Last Class: Final Exam Study Guide passed out!</b> Paper #7 DUE
-	-	TOPICS YOU WILL GET PRIMARILY FROM THE READING: •Conception & pregnancy, contraception & abortion: Ch. 6 & 7, R# 22-24; LO #1-4 •Coercive sex: rape and date rape; Ch. 15; R#25 •Commercial sex/Prostitution; Ch. 16; R#26; LO # 1-4 •Sexually transmitted diseases, incl. H.I.V. and A.I.D.S.; Ch. 18 ***** <b>Rev.</b> ***** <b>W: 5/14</b> ***** <b>Final</b> ***** <b>Exam</b> <b>R: 5/15</b> <b>Review Session for final exam</b> (10:30-12:30 pm in Clark 204) <b>(Dead Day: no classes or final exams allowed)</b> ***** <b>Final Exam:</b> In our classroom from <b>9:45 to 12:00 pm</b> . Remember to come to class with your scantron from filled out correctly! <b>LO # 1-4</b>