Welcome to Human Sexuality!

On May 16, 2005, the Academic Senate passed University Policy S05-14, “Policy Recommendation Greensheets”. This policy spells out what must be printed in every instructor’s Greensheet as of Spring Semester, 2006. You can read it for yourself at http://www2.sjsu.edu/senate/S05-14.htm. The result is a rather long Greensheet!

This document contains some of San Jose State University policies for all courses on campus, some of the Anthropology Department’s Policies, some G.E. Guidelines for Area S courses, and my own policies for my specific section of Human Sexuality.

You are expected to read this entire Greensheet, because it is like a contract between you and your instructor. If you enroll, or stay enrolled, in this course, you are agreeing to abide by all of the terms of this agreement, and by all of the rules of San Jose State University. SJSU holds you responsible for knowing all of the rules.

COURSE INFORMATION.

UNIVERSITY: San Jose State University

SEMESTER: Spring, 2006

SECTIONS: Sections 8 and 9; multiple codes for each section, because of cross-listing in four departments. Section 8 is MW, 8:00 - 9:15; meets in DH-351. Section 9 is 2:30 – 3:45 TTh; meets in DH 250.

INSTRUCTOR: Victoria Johnson

MY OFFICE: Duncan Hall 451

OFFICE HOURS: My regular office hours for Spring, 2006 will be MW 9:30 - 11:15 and by arrangement (unless these need to be changed, in which case I will announce the new office hours in class).

OFFICE PHONE: (408) 924-4869

BIOLOGY DEPT: Office: DH 254. Biology Department phone: 924-4902

CONTACTING THE INSTRUCTOR:

Mail: I have a mailbox in the Biology Office, Duncan Hall 254. You have access to it through the Biology Office personnel during the hours in which the Biology Office is open. Their hours vary slightly, but are only Monday through Friday (not weekends), and they are closed for a lunch hour.

Direct Contact: My Voice Mail number is (408) 924-4869. I answer the phone during office hours unless I am involved with a student when the call comes in. I go through my “phone backlog” during my office hours. You do not need to phone me to report emergencies and other absences. A phone call will not affect your grade in any way. I do not use e-mail for students, simply because I have literally hundreds of students each semester. I do not have a Human Sexuality web site. This is not set up or intended to be a “distance learning” course.

Preferred Method of Communication: I prefer directly talking to students, rather than trying to sort things out over the telephone or by mail. Please feel free to come to my office hours to discuss any problems you may be having, or to receive help with the material.
Grade Checks and Official Business: All grade checks, confirmation of grades, add codes, drop forms, reports of incorrect scores or unrecorded grades, requests for INC’s, clearing of INC’s, and all other clerical work relating to grades and registration must be dealt with during my office hours.

COURSE DESCRIPTION:
“This course examines human sexuality from an interdisciplinary perspective, as a biological capacity fundamentally embedded in, shaped by, and experienced in a cultural, social, and historical context, with linkages to systems of equality and inequality. Exposure to cross-cultural, anthropological perspectives and materials will provide a framework for a more detailed examination of contemporary American sexuality and sexually-related issues.”

DEPARTMENT OF ANTHROPOLOGY OBJECTIVES:
The Department of Anthropology is the home department for this cross-listed general education course. The Department of Anthropology seeks to enhance student knowledge and skills in the following areas:

Knowledge:
1. Understanding culture as a distinguishing phenomenon of human life and the relationships of biology and cultural process in human behavior and evolution.
2. Awareness of the diverse past and present cultures in which humans have lived.
3. Knowledge of the significant findings of archeology, cultural anthropology, physical anthropology, and linguistics and familiarity with the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history.
5. Comprehension of multiculturalism as a significant phenomenon shaping global society.

Skills:
6. Familiarity with the forms of anthropological data and literature, and working knowledge of how to access such information.
7. Awareness of the importance and value of anthropological knowledge in contemporary society and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

Delivery:
10. Awareness and utilization of departmental resources, such as advisement, services of department office, student organizations, and access to laboratories.

This course is particularly relevant to Objectives 1, 2, 5, 7, and 8.

HUMAN SEXUALITY COURSE OBJECTIVES:
Students satisfactorily completing this course will:
1. Understand and be able to provide examples of how sexuality is embedded in and shaped by historical, cultural, and societal influences.
2. Understand and be able to provide examples of linkages between sexuality, systems of social inequality, and movements for social, justice in the United States and elsewhere.
3. Have a fundamental knowledge of sexual anatomy, physiology, and the reproductive system, and be able to contrast biological, cultural, sociological, psychological, developmental, and historical perspectives on human sexuality.

4. Be knowledgeable about major contemporary sexually-related health issues and the complex interrelationships between biological, social, historical, and cultural factors that affect their prevention and control.

5. Develop a cross-cultural perspective on human sexuality, and gain an understanding of, and respect for, cultural variations in how humans deal with sexuality, including the diversity of cultural traditions in the United States and the San Francisco/San Jose area.

6. Be familiar with various sexual research methodologies and their strengths and weaknesses, and appreciate the value of systematic, empirical research on sexuality, generally, and for pursuing social justice and equality in the United States.

7. Feel more comfortable with the subject of human sexuality, including communicating with others more directly about sexual matters.

COURSE CONTENT FOR HUMAN SEXUALITY:

Topics covered include:

The historical and cultural 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 the sexual beliefs and practices, including the major religious traditions; sexual anatomy, physiology, and the reproductive system, 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, sexual orientation, reproductive rights); commercialization of sex; sexual coercion; sexual health issues, including STD’s, in a biological-social context; sexuality in the future.

COURSE PREREQUISITES:

This course satisfies Advanced G.E. requirements in category S. In order to enroll, you must have completed the Core G.E. requirements, passed the Writing Skills Test, and have upper division standing (junior or senior). [See University Catalog.]

COURSE REQUIREMENTS:


ADDITIONAL READING ASSIGNMENTS:

Many additional required articles will be handed out in class during the semester.

SCAN-TRON 882: You will need approximately 5-6 Scan-tron 882 forms for taking exams and in-class surveys. They are available in the Bookstore. Please purchase them now.

COURSE REQUIREMENTS: E.G. PAPERS, PROJECTS, EXAMS, QUIZZES, HOMEWORK, LABORATORY WORK, FIELDWORK, PARTICIPATION, ETC

Examinations: 75% of your course grade (300 points):

There will be two midterms, and one final exam that assess mastery of all class activities. Each is worth 100 points. The tests will use primarily objective, multiple choice questions, using a Scan-tron 882 form, with requires the use of a #2 pencil. Test questions are often very specific, requiring detailed knowledge in addition to broad, general concepts.

EXAMS ARE DIRECTLY BASED UPON WHAT IS COVERED OR SPECIFICALLY ASSIGNED IN CLASS. The topics covered in class will include a lot of material that does
not occur in the text, and your exams will reflect this. Exams will cover lectures, reading of textbook and assigned articles, films and videos, guest speakers and panelists, and the results of class discussions and class surveys. You can create your own “review sheet” by keeping track of what material was covered, and which topics were stressed in class. For your convenience, a review sheet of questions will be given out prior to each test.

**NOTE:** Make-up exams will only be given for sufficient reason (documented medical or legal problems, not scheduling difficulties), and they will be essay or oral exams. All make-ups must be done during my regularly scheduled office hours. Make-up exams must start at the beginning of my office hour. You do not need to contact me in advance. Just come to my office. You do need to take the make-up within two weeks. After that time, you will be given a zero for that test. (If you are out ill for over two weeks, you have missed a significant part of the class, which would mean taking an INC.) Missing the final also means getting an INC for the course.

**SJSU Finals Policy:** “It should be noted that the Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.” These “officially scheduled times” are NOT during any regular class period. They are different times, and even days, which is awkward for your work or childcare schedules. Try to plan well in advance for all of your finals.

**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 discussions 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 guest speakers, films, contemporary sexual issues, panelists, sometimes as preludes to class discussion; and 7) small group discussions exploring students’ own attitudes and experiences.

These will occur at various points throughout the semester. Some of these activities will provide the basis for class writing activities and will be included in your class writing Portfolio (see below).

**Writing Activities (at least 3000 words): 25% of your course grade (100 points):**
The minimum writing requirement for this course is 3,000 words in a language and style appropriate to the discipline. Students will engage in a variety of writing activities which require demonstration of mastery of content, but which also assess basic analytical skills. In this writing, you will be asked to summarize and analyze what you have read, to compare and contrast different cultures within and outside the United States, to relate what you have learned to issues of equality in American culture, to explore your own responses to the ideas and information you encounter in and out of this class, and to reflect upon issues of sexuality in your own life. Some of the written work will be done in class; much of it will be assignments done outside of class on topics assigned in class, and usually based upon material currently being covered in class. At least one assignment, probably several, will require some library research. Some of these assignments will be very open to personal interpretation and opinion. All assignments will receive feedback regarding correctness, clarity, and conciseness, as well as content. Comments will help you improve subsequent assignments. While some writing will be done and collected in class (therefore hand-written), and writing activities will be carried out at various points throughout the semester, most writing assignments will be submitted and receive feedback as part of a “Portfolio” of student writing. This portfolio will be submitted in two installments: For the MW section, the first one will be due on Wednesday, March 15th, and the second will be due on Monday, May 15th. For the TTh section, the first one will be due on Thursday, March 16th, and the second will be due on Tuesday, May 16th.
**NOTE: Late Penalties and Turning in Papers:** Some assignments are due the day they are given. There is a one class “grace period” for turning in the Portfolio with no late penalty. The late penalty of –10 points applies to Portfolios submitted up to two weeks late. After two weeks, the Portfolio will receive a maximum of half-credit. “Excused absences” do not affect this late penalty schedule. If you know you are going to be out of town, you can always turn the Portfolio in early. If you are ill, or have personal problems, you still have the standard one class grace period. Beyond that, all you lose is a few points! The last day to turn in very late Portfolios is the last day of class; Portfolios received during finals will be held and used to clear the INC next semester.

**ATTENDANCE AND PARTICIPATION**

Regular attendance is EXPECTED and essential for your own success and the success of the class! **Attendance** is not graded (as per University policy), but **participation** in class is a part of your grade, since it will be reflected in the written assignments you will be eligible to turn in with your portfolio (see below) and in the objective exam questions that are based upon in-class experiences. Signing-up for this class is a commitment to being here on the hours and days the class meets, including the final period. If you have scheduling conflicts, you should not sign-up for this class. Also note that each class begins on time, which is critical for organizing group activities. Although attendance is not graded, it is both necessary and expected, for attaining the objectives of this class. Students are asked to participate actively in class, and you cannot do this if you are absent. Any assignments that are based upon participation cannot be “made-up”. There can be no “excused absence” involved, since you are not being penalized for being absent, but for not participating.

**DROPS:**

University policy only permits drops for clear and compelling reasons. Low grades are NOT a legitimate reason to drop any course. Dropping a class is your responsibility; I do not drop people. Failure to drop yourself will result in a U, unauthorized withdrawal, on your records. SJSU holds you responsible for knowing the rules, and the deadlines. There is long period during which you can drop any course without giving a reason. It is the late, and especially the very late drops, which require many signatures and the documentation of hardship.

**GRADING FOR THE COURSE:**

*Learning factual content is the main goal; grades are only important because they reflect how much you have learned. The measure of your success in any class is what you remember a year after the class is over, and what you can take from the class and use in your life. You will be graded based upon your total numerical score, from two midterms at 100 points each; one final at 100 points; and the portfolio of all writing assignments at 100 points. You must submit all of the required writing assignments in order to receive a grade; missing required assignments will mean an INC. I do not offer extra credit or negotiate for grades! I do not “curve” the grades. I feel that it is important to treat everyone fairly and equally. The same rules, policies, and standards apply to everyone. Please do not ask for special favors.*

**TOTAL POSSIBLE POINTS = 400**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97% - 100%</td>
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<tr>
<td>A</td>
<td>93% - 96%</td>
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<tr>
<td>A-</td>
<td>90% - 92%</td>
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<tr>
<td>D+</td>
<td>67% - 69%</td>
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<tr>
<td>D</td>
<td>63% - 66%</td>
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<tr>
<td>D-</td>
<td>60% - 62%</td>
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<tr>
<td>B+</td>
<td>87% - 89%</td>
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<tr>
<td>B</td>
<td>83% - 86%</td>
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<tr>
<td>B-</td>
<td>80% - 82%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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You can check your course grade at any time by calculating your current total percentage of possible points to date.

**GENERAL SJSU GRADING STANDARDS FOR WRITING ASSIGNMENTS**
An “A” paper will:
1. Have a good amount of solid scientific content, such facts, data, and specific examples.
2. Be completely correct: Have no factual errors, misconceptions, or misinterpretations.
3. Show clarity. Be “easy to read”, so the reader can understand what is being said.
4. Be concise. Every word will be meaningful. Have no “extra filler material” added.
5. Use proper English. Have no grammatical errors.
6. Have all words spelled correctly. (Use the spell checker, but also edit your paper).

A “B” paper will:
1. Have much solid scientific content, such as facts, data, and specific examples.
2. Be mostly correct: Have one or two factual errors, misconceptions, or misinterpretations.
3. Show a lot of clarity. Be “easy to read”, so the reader can understand what is being said.
4. Be concise. Most words will be meaningful. Have little “extra filler material” added.
5. Use mostly proper English. Have one or two grammatical errors.
6. Have most words spelled correctly. (Use the spell checker, but also edit your paper).

A “C” paper will:
1. Have some solid scientific content, such facts, data, and specific examples.
2. Be somewhat correct: Have some factual errors, misconceptions, or misinterpretations.
3. Show some clarity. Be “readable”, so the reader can understand what is being said.
4. Be less concise. Many words will be meaningful. Have some “extra filler material” added.
5. Use mostly proper English. Have three to five grammatical errors.
6. Have most words spelled correctly. (Use the spell checker, but also edit your paper).

A “D” paper will:
1. Have little solid scientific content, such facts, data, and specific examples.
2. Be mostly incorrect: Have many factual errors, misconceptions, or misinterpretations.
3. Show little clarity. Be “difficult to read”, so the reader has trouble understanding what is being said.
4. Be less concise. Some words will be meaningful. Have some “extra filler material” added.
5. Use some proper English. Have more than five grammatical errors.
6. Have many words spelled correctly. (Use the spell checker, but also edit your paper).

An “F” paper will:
1. Have no solid scientific content, such facts, data, and specific examples.
2. Be completely incorrect: Have lots of factual errors, misconceptions, or misinterpretations.
3. Show no clarity. Be so “hard to read” that the reader cannot understand what is being said.
4. Be less concise. Few words will be meaningful. Have much “extra filler material” added.
5. Use improper English. Have more than ten grammatical errors.
6. Have few words spelled correctly. (Use the spell checker, but also edit your paper).

COURSE TOPICS AND RELATED READINGS

Read (skim) entire chapters; specific pages to emphasize will be given in class.
Expect to receive many additional articles as required reading throughout the semester.
This is an approximate schedule and may have to be modified slightly as circumstances warrant.

“Subject to change with fair notice.”

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Related Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Alternative Perspectives On Sexuality</td>
<td>Material in chapters 1, 2, 3, 21</td>
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<tr>
<td>2</td>
<td>Anatomy, Physiology, and Culture I</td>
<td>Material in chapters 4, 5, 11, 14</td>
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<tr>
<td>3</td>
<td>Anatomy, Physiology, and Culture II</td>
<td>Material in chapters 4, 5, 11, 14</td>
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<tr>
<td>4</td>
<td>Culture and Sexuality</td>
<td>Material in chapters 4, 5, 11, 14</td>
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<td>Catch-up and Exam I</td>
<td>Readings weeks 1 to 5</td>
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<td>5</td>
<td>Sexual Orientation</td>
<td>Material in chapters 14, 15, 21</td>
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<tr>
<td>6</td>
<td>Evolutionary Perspectives</td>
<td>Material in chapter 2, 13</td>
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<td>7</td>
<td>Anatomy and Physiology of Sexual Response</td>
<td>Material in chapters 9, 10, 12, 19</td>
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<td>8</td>
<td>Social Control of Sexuality</td>
<td>Material in chapters 11, 12, 13, 22</td>
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<tr>
<td>9</td>
<td>Catch-up and Exam II</td>
<td>Readings weeks 6 to 10</td>
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<td>10</td>
<td>Commercialization of Sex</td>
<td>Material in chapters 16, 18, 22</td>
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<td>11</td>
<td>The Politics of Reproduction</td>
<td>Material in chapters 8, 21, 23</td>
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<tr>
<td>12</td>
<td>Cultural/Social Barriers to Safer Sex; STD’s Reproduction: A Natural Process?</td>
<td>Material in chapters 10, 20, 23</td>
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<tr>
<td>13</td>
<td>Sexual Coercion</td>
<td>Material in chapters 17, 22</td>
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<tr>
<td>14</td>
<td>Catch-up and Final</td>
<td>Readings weeks 11 to 16</td>
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**INFORMATION ON CLASS WRITING REQUIREMENT AND SUBMISSION OF WRITING PORTFOLIO**

**OVERVIEW.** All Advanced General Education courses must contain a substantial writing component (minimum 3000 words). In this course, students will engage in a variety of writing assignments, in and out of class. These assignments will include practice in summarizing written work, oral presentations, and small group discussions; evaluating and integrating information from varied sources; integrating alternative disciplinary conceptual frameworks and applying them to issues of sexuality in a culturally diverse and stratified nation; and reflecting upon how individual beliefs and behaviors mirror and are shaped by society, history, and culture. These writing activities will also assess basic analytical skills and demonstrate student mastery of course content, themes, and perspectives.

Most of the writing activities will be based on and derived from learning activities occurring in class (small group discussions, films, guest speakers, simulations, lectures, class surveys etc.); some will be based on course readings. One assignment will require library research (see below). Specific writing topics will be assigned in class throughout the semester, generally in conjunction with particular topics or as activities occur in class. Although most writing topics will be instructor-designated, students have some flexibility in what they submit for their writing portfolio.

**THE WRITING PORTFOLIO.** In addition to in-class writing, all students will submit, for assessment and feedback, a Writing Portfolio of writing assignments totaling approximately 3000 words or about 10 pages of writing. Each individual writing assignment in the Portfolio will begin on a separate page and be at least one full, typed page in length (approx. 300) words.

Individual Portfolio Entries will come from:

- Writing Activities Assigned by the Instructor. Minimum 5 topics not including Library Assignment.
- One library-based assignment assigned by the Instructor.
- Additional Pages: I will specify in class how the remaining page requirements are to be filled.

**Instructor-Assigned Writing Portfolio Topics.** Required: Minimum of five.
The following list is used by all instructors of Human Sexuality sections. Each instructor selects some of these topics. I will assign your essay topics to you at various points in the course, generally from the topics below. You will not be writing on all of these topics.

- “Burning Issues”. What do you consider the most “burning issues” in human sexuality today and why?
- Describe examples of material, social, and mental cultural products associated with “Valentine’s Day”.
- Learning About Sex. Reflect on how you learned about sexuality as a child and compare your experiences with those of the San, or any other specific culture.
- Compare how you have learned about sexuality with how you have learned about war [recent and past wars].
- Is human sexual attraction “natural”? Discuss based upon your own experiences and class material.
- Sexuality and Social Inequality. Discuss examples of traditional American sexual regulations and attitudes which reflect broader types of social inequality in the United States.
- Does a Gender Double-Standard of Sexuality Still Exist? Discuss, based on your own experiences (direct or indirect), including in your own microculture.
- Ways of Studying Human Sexuality. Discuss advantages and disadvantages of ethnographic vs. non-ethnographic methods of studying sexuality using concrete examples from class and readings.
- The Sambia and the Americans. How do Sambian beliefs both differ from and resemble American attitudes about sexuality and gender?
- Miracle of Life: Discuss ways in which the film “Miracle of Life” displays American cultural conceptions of gender, sexuality, and reproduction.
- Textbook Analysis: Discuss ways in which your textbook subtly embodies American cultural conceptions of gender, sexuality, and reproduction.
- Choosing a mate: Compare your “mate selection criteria” with those of your parents. Reflect on any differences.
- Guest Panel Reaction Paper. Reflect on the LGBTA panel presentation and discussion, including one or two things you found particularly interesting, thought-provoking, or valuable.
- Guest Speaker Reaction Paper. Reflect on the guest speaker’s presentation and discussion, including one or two things you found particularly interesting, thought-provoking, or valuable.
- 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 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?
- Music Videos Today. What images of men, women, and sexuality are shown, and what effect does this have on social equality/social inequality?
- 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 [topic 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 preference).

• My Course Evaluation. Discuss how this course has contributed to your feelings more comfortable about your own sexuality and to understanding the wide range of culture; beliefs about sexuality that exist in the United States and the in the World.

• My Course Evaluation. Discuss how this course has helped you see and understand linkages between sexuality and social equality/social inequality.

**Library Assignment:**

Advanced General Education classes require students do at least one assignment involving library research. For this class, students are to use library resources to examine how the treatment of human sexuality has changed over time in the United States. The specific assignment follows.

Go to the library, find and examine a human sexuality book or journal or magazine article published before 1970, preferably before 1960. For example, you could find a human sexuality textbook for college biology students, or medical students, or professionals (Gynecologists, marriage counselors). Or a book/article written for the general public, such as on “sexual diseases”’, “pre-marital or extra-marital sex”, on contraception, rape, on “healthy sexuality”, or “masturbation”, on “interracial dating”. You could look at old journal articles, such as in the Journal of the American Medical Association or the Journal of Human Sexuality, or at the Kinsey Report or the original Masters-Johnson study. The farther you go back, historically, the more interesting it will probably be (e.g. a 1910 book or article on masturbation or birth control or female “virginity” or divorce laws). You’ve a lot of choices, so you should have no difficulty finding something appropriate.

Your Portfolio Assignment Write-up should be two pages long (approximately 600 words) and should address each item below:

• Tell me where and how you got your book/article, including your “search strategies”.

• Give the full reference/citation. For books, cite author, title, publisher, publication date; for articles, include also the journal name, volume, page numbers for the article. Attach a Xerox of the title or 1st page of your book or journal article.

• Describe the article/book you chose: what was covered in the article, the author’s background and credentials, the probable audience, the general perspective of the article, and what kind o supporting data, if any, was provided.

• Comment on ways in which your selection “reflects its age”- i.e. reflects sexuality attitudes, approaches, popular and scientific understandings, laws, behaviors, societal conditionings,
etc. which are different from those you have learned about in class (lecture, text, and other readings, films, panels, etc.).

**Remaining Portfolio Entries or Additional Pages on Assigned Entries: TBA**

**ADDITIONAL WRITING PORTFOLIO INFORMATION**

**Portfolio “Entries”.** Each individual Portfolio entry should be treated like a separate “essay” or “mini-paper” on a topic. Each entry should begin on a separate page and begin with the “title” of the essay, generally the specific topic or question assigned in class.

Writing style, however, can be informal, using first person, and content will generally include personal and subjective experiences and views. In fact, many Portfolio assignments are designed as vehicles for you to reflect upon and analyze your own personal experiences and views related to human sexuality.

All Portfolio entries must still be well-organized, focusing on and developing an explicit topic or theme, with some analytical or reflective content. Each entry must also be carefully edited for mechanical errors (e.g. typos, spelling, punctuation, word choice, etc.). Journal entries not meeting upper division writing standards will be returned ungraded and without credit!

**Length.** You will need an equivalent of 10 full pages of Portfolio entries. One full page is approximately 300 words; therefore you will be submitting approximately 3000 words of written material. Each Portfolio entry will be at least one full page.

**Portfolio Submission Procedures:**

Portfolios will be collected twice during the semester, in two “installments”,

- **Installment One**, consisting of at least four Portfolio Assignments, and about five full pages of writing, will be due approximately half-way through the semester. You will receive feedback on this installment and will use that feedback to improve your second set of Portfolio assignments. **For the MW section, Installment One will be due on Wednesday, March 15th, 2006. For the TTh section, Installment One will be due on Thursday, March 16th, 2006.**

- **Installment Two**, along with the original of Installment One, will be submitted later in the semester. Installment Two will contain the remaining Portfolio Assignments, including the Library assignment, with at least 5 full pages of written material. **For the MW section, Installment Two will be due on Monday, May 15th, 2006. For the TTh section, Installment Two will be due on Tuesday, May 16th, 2006.**

All Portfolios should be stapled together firmly, with a cover page that includes your name, date, social security number, and the Section you are enrolled in. Students should keep an electronic or hard copy of their Portfolios for their own records and as a back-up.

**Criteria for Evaluating Writing Portfolios.** Students can receive up to 100 points (25% of your grade) on Portfolio Assignments [50 points each Installment]. Students will receive feedback on content mastery, basic analytic skills, and writing. On content, you will be evaluated primarily on the seriousness and care with which you approach the writing assignments. This means, most importantly, submitting all required Portfolio entries and doing what the assignment asks you to do. It also means submitting well-organized, well-written, and well-edited Portfolio entries. You will not be graded on how elegantly you express your ideas **as long as your writing meets upper division writing standards re: organization and basic mechanics.**

If you follow instructions, and complete all portfolio assignments, you should receive full or nearly full credit on the Portfolio (i.e. 100 points). Total points will be reduced for: off-topic, inappropriate, or incomplete entries; problems with basic writing mechanics and sloppy editing; incomplete Portfolios; and late submissions.
CITING SOURCES AND AVOIDING PLAGIARISM. Portfolio writing assignments will consist of your own analyses, views, experiences, and reflections on class discussions, activities, lectures, and assigned readings. (This means that if you were absent, and did not participate in some of these activities, you are not eligible to write about them based on “getting notes” from someone else.) If you need to reference a course reading or material from the textbook, however, you should simply cite the author and, if necessary, the page number (e.g. for quotes, figures).

Should you wish to include material from other published sources, you should cite the full reference, even if you are not directly quoting from the article. If you quote directly from the article [i.e. use the author’s wording rather than your own], you absolutely must use quotation marks, you must cite the full reference, and you must include the page number. The is both a legal and ethical requirement. be especially careful not to paraphrase nearly verbatim from an article or string together fragments of virtual quotes. This can constitute plagiarism... which is a violation of University Policy. It can lead to an F in the course or even dismissal from the University.

A word about websites! Information obtained from a website is not exempt from the normal rules reading plagiarism and citation. Also, please note that simply listing the name (URL) of the website is NOT a citation. You must discover the name of a responsible individual author or organization (e.g. Planned Parenthood) to attribute the information to. Reputable websites with reliable information will be clear about the name of the author(s).

Please note: Unless you indicate otherwise (through referencing, crediting the source of information or ideas or experiences), I will assume that any Portfolio writing you submit is your own work, both in terms of the content and ideas, and in terms of the specific words or phrases in which these ideas are expressed.

ADDITIONAL GENERAL EDUCATION GUIDELINES, AS OF FALL 2005

REQUIRED STATEMENT. “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic areas.”

UNIVERSITY, COLLEGE, OR DEPARTMENT POLICY INFORMATION

a) ACADEMIC INTEGRITY

A new SJSU Policy makes it mandatory for an instructor to submit a written report of anyone caught violating SJSU’s amended Academic Integrity Policy, S04-12. Formerly, a teacher could just penalize the student; now it is an official matter. This policy will make it very easy to identify the students who habitually cheat and/or plagiarize.

Academic Integrity Statement from the Office of Judicial Affairs: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at (include url here.).”

What is “Academic Integrity”? Simply put, it is cheating. SJSU does not tolerate cheating in any form, including plagiarism. All of the following would be considered to be violations of SJSU rules; all of the following could result in you getting a zero for an assignment, an F for the course, or expelled from the school.

Dishonest Behavior:

1. Bringing notes into an exam (unless the instructor specifically permits this).
2. Talking to another student during the exam.
3. Looking at another student’s paper during an exam.
4. Allowing another student to look at your paper during an exam.
5. Leaving the room during the exam without notifying the instructor (we are well aware that some students leave “crib cards” in the bathrooms).

6. Plagiarism: Claiming that another person’s work is your work. If you quote another’s work, you must use quotation marks and completely cite your reference. You must always do your own work, and write in your own words. Never just copy somebody else. This includes purchasing papers from other students or off the Internet. (Easy to verify this!!)

7. Working with others (collaborating) to complete your individual assignment.

8. Submitting the same paper to more than one class.

9. Erasing or otherwise changing answers after a graded test is returned.

10. Altering an instructor’s grade records.

11. Stealing exams and making them available for others.

12. Taking an exam for another person.


14. Bribing, threatening, or pressuring the instructor to change the grade.

**Multiple Class Usage Clause:** “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.”

THE FULL (?) TEXT OF THE POLICY:

1.0 DEFINITIONS OF ACADEMIC DISHONESTY

1.1 CHEATING

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

1.1.1 Copying, in part or in whole, from another’s test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;

1.1.2 Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;

1.1.3 Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;

1.1.4 Using or consulting, prior to, or during an examination, sources of materials not authorized by the instructor;

1.1.5 Altering or interfering with the grading process;

1.1.6 Sitting for an examination by a surrogate, or as a surrogate;

1.1.7 Any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

1.2 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/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to:

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

3.0 EVALUATION AND REPORTING

When a faculty member suspects and has supporting evidence to substantiate that the behavior of a student or students fall(s) within one or both of the above sets of definitions, it is the faculty member’s responsibility to take the following steps:

3.1 Any classroom confrontation should be discreet. Faculty members should not discuss specific charges of cheating, plagiarism, or any other violations involving specific individuals in the classroom before other members of the class.

3.2 Communicate with the student concerning the alleged infraction; arrange for a conference to present documentation. Advise the student of the allegations and make them aware of the supporting evidence and the probable consequences. As a result of this conference, if the faculty member believes that the student’s response is insufficient to offset the charge of violating the Academic Integrity Policy, the instructor will inform the student of the sanctions to be assessed or recommended in accordance with section 3.0.

All notes and/or discussions between the student and the faculty member will be kept confidential except as may be relevant in subsequent disciplinary proceedings or any subsequent legal actions.

3.3 Report the alleged infraction and the academic action taken to the Office of Judicial Affairs on the reporting form for violations to the Academic Integrity Policy. A copy of the supporting documentation must be attached to the reporting form.

3.4 The instructor may impose the recommended penalty and make the report called for in section 3.3 without a conference with the student when a student fails to attend a scheduled conference to discuss the alleged dishonesty, or when the apparent dishonesty is detected only near the end of the semester and the faculty makes a good-faith effort to contact the student but is unable to do so. In either case, the student’s right to appeal is preserved.

b) DISABILITIES

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

Reasonable Accommodations: All reasonable accommodations will be made for disabled students in Human Sexuality. It is your responsibility to do the paperwork to qualify with DRC for disabled status, and to inform me of your special needs. I will do whatever I can to help you succeed in my class. Please let me know, so that I can help to arrange a note-taker, or special test accommodations.

Unreasonable Accommodations: I consider the use of a dictionary during an exam to be an unreasonable accommodation for my tests, since knowing and being able to use the vocabulary is so much a part of what is being tested.

Learning Problems? If you have some specific problems in learning, or in taking tests in a regular classroom, it is possible that you have a learning disability. You may request an evaluation from the DRC. There may be a reason why you are having trouble, and there may be help available for your problem.

ADDITIONAL ITEMS RECOMMENDED FOR CONSIDERATION

Behavior in Class:
Student Rights and Responsibilities: The new Greensheet policies advise adding this new section. For SJSU policies on student behavior in class, see Academic Senate Policy S90-5 on Student Rights and Responsibilities.

Consideration of Fellow Students: Some of my students have complained about their classmates, who were making it hard for them to learn. For instance, some students have talked throughout my lectures, in spite of my asking them to stop. This makes it difficult for the students who want to hear me. I hope that by putting all of the following in writing, that none of these issues will cause problems in class, and that everyone can enjoy a fruitful learning experience.

Unacceptable Behavior:

1. Any disruptive behavior that detracts from the learning environment.
2. Walking around during lecture (including coming in late or leaving early). If you enter any classroom late, come in through the back door. Do NOT walk in front of any teacher who is lecturing to the class.
3. Talking (visiting with others) during lecture.
4. Sleeping in class. This includes lectures, labs, and videos.
5. Not “making progress” in class (not doing the assigned work; not taking any notes).
6. Cell phone disruptions (ringing or audible conversations in the classroom).
7. Using laptop computers for playing games, or any other use except taking notes.
8. Making verbal or physical threats to the teacher or fellow students.
9. Smoking too close to doorways (exact limits may vary). Smoking is prohibited inside the buildings and classrooms, but it is still permitted on campus. If you smoke, please try to keep it to yourself! Don’t force others to walk through your smoke.