

BIO 325 - Human Sexuality

DATE	TENATIVE TOPIC	READINGS (CB = Crooks & Baur)
1/7	Introduction to human sexuality	CB - Ch. 1
1/9	What's sex?	CB - Ch. 1
1/11	Basic evolutionary theory	Handout
1/14	Why sex?	Handout
1/16	Why sex?.	Handout
1/18	Sexual anatomy - male	CB - Ch. 5
1/21	Sexual anatomy - male	CB - Ch. 5
1/23	Sexual anatomy - female	CB - Ch. 4
1/25	Sexual anatomy - female	CB - Ch. 4
1/28	Sexual anatomy - female	CB - Ch. 4
1/30	The hormones of sex	R - pp. 254-258
2/1	The hormones of sex	R - pp. 254-258
2/4	EXAM 1 - 100 pts	
2/6	Forming sex cells - male	CB - Ch. 5, Handout
2/8	Forming sex cells - female	CB – Ch. 4, Handout
2/11	The biology of menstruation	CB – Ch. 4,
2/13	What's the function of menstruation?	Other reading(s) may be assigned
2/14	The evolution of concealed ovulation in humans	Other reading(s) may be assigned
2/18	The evolution of concealed ovulation in humans	Other reading(s) may be assigned
2/20	Sexual arousal and response	CB - Ch. 6
2/22	Sexual arousal and response	CB - Ch. 6
2/25	EXAM 2 - 100 pts	
2/27	Sexual intercourse and evolution	---
3/1	Sexual intercourse and evolution	---
3/1	DROP DEADLINE - 5 PM	
3/4,6,8	WINTER BREAK	
3/11	Life history patterns of human sexual behavior	CB - Ch. 13, 14
3/13	Theories of menopause	---
3/15	Theories of menopause	---
3/18	What can some common genetic disorders tell us about human sexuality?	---
3/20	Theories about homosexuality	CB - Ch. 10;
3/22	Theories about homosexuality	CB - Ch. 10;
3/25	EXAM 3 - 100 pts	
3/27	Sexually transmitted diseases	CB - Ch. 17
3/29	Sexually transmitted diseases	CB - Ch. 17
4/1	Basic virology and immunology	video

4/3	The biology of AIDS	CB - pp. 514-537
4/5	The biology of AIDS	CB - pp. 514-537
4/8	Sexual dimorphism and mating systems	Reserve material
4/10	STUDENT SCHOLARSHIP DAY	Reserve material
4/12	Patterns of sperm competition	Reserve material
4/15	Patterns of sperm competition	Reserve material
4/17	Human mate choice	Reserve material
4/19	Human mate choice	Reserve material
4/24	EXAM 4 - 100 pts; 2-3:50 pm; 122 MAN	

Textbook: Crooks, R. and K. Baur. 2002. Our Sexuality, 8th ed.. Benjamin/Cummins Pub., Menlo Park, CA. **REQUIRED.**

Reserve material: Other readings will be periodically put on reserve at the library. You are expected to carefully read the articles and book chapters that are placed on reserve.

Handouts/Lecture outlines: Periodically I will provide you with handouts that will help explain lecture material. Approximately one week before each exam I will make available at the Zumberge Library closed reserve desk outlines of the lecture material that will be covered on the up coming examination. These outlines will be available electronically from the library's web page. Use the handouts and lecture outlines to help you study for exams.

Course Description: Introduction to the biological dimensions of human sexuality from physiological, ecological, and evolutionary perspectives. 3 credits.

Sex is a fundamental property of life on earth. Therefore, we will approach studying human sexuality in the way that a biologist would study the reproductive behavior of any other species. In this course, we will examine the role of sex and sexuality in human life from an evolutionary perspective. Our general method will be to first ask the what and how questions. For example, What is sex? What is the difference in sexual response between males and females? How do hormones influence sexual development? How do sexually transmitted diseases like AIDS affect sexual behavior? Then we will ask the why questions; Why sex? Why two sexes? Why are males and females so different from one another in so many ways?, etc. For the biologist, the why questions are the most important. The greatest evolutionary biologist of the 20th Century, Ernst Mayr, puts it this way, "Questions which begin with "What?" and "How?" are sufficient explanation in the physical sciences. In the biological sciences no explanation is complete until a third kind of question has been asked: "Why?" If we really want to understand human sexuality, a phenomenon that constantly impacts our lives and the lives of those around us, we have to ask the why questions. Sometimes asking the why questions can be hard or uncomfortable and the answers unsettling. However, the only real path to knowledge and understanding is in pursuing the answers to hard questions. That is what we will do in this course; ask and try to answer hard questions about human sexuality. I expect you to read a great deal, and to think hard about what you have read. Be prepared to discuss and scientifically argue about the ideas we present in class

Prerequisites: None.

Course Grades: Your performance in this course will be evaluated by your performance on 4 exams and a journal writing assignment.

Exams. Each exam will consist of one or more of the following: short answer, short essay, and multiple choice questions. Questions will be developed from my lecture notes, textbook readings, and other material that might be assigned during the course. In addition, I also reserve the right to periodically assign throughout the semester short essay questions that will be graded.

Journal writing assignment. Each student is required to keep a journal during this course. The purpose of this assignment is for students to become conscious of (1) how their preconceived notions about human sexuality are often at odds with biological reality and (2) the pervasiveness of the role of sexuality in virtually all aspects of our lives. **Journals will be turned in for evaluation on 25 March and 19 April. Late journal entries will not be accepted.** Each journal entry will consist of responses to the following:

- a. Briefly discuss two topics or pieces of information covered in class that most challenged your preconceived ideas about human sexuality.
- b. Within the context of the topics you have just described, provide two specific examples from outside of this class that indicate how human sexuality influences virtually all aspects of human behavior.

Each journal entry should be typed and include your name and student number

Students who are enrolled in the Gender and Identity theme should use their journal to keep track of their progress through the courses in the theme and makes connections and linkages between the courses taken.

Grade Distribution:

EXAM 1	100 PTS
EXAM 2	100 PTS
EXAM 3	100 PTS
EXAM 4	100 PTS
JOURNAL	50 PTS
TOTAL	450 PTS

Grades will be awarded according to the following guidelines: A = 93-100%; A- = 90-92.9%; B+ = 87-89.9%; B = 83-86.9%; B- = 80-82.9%; C+ = 77-79.9%; C = 73-76.9%, C- = 70-72.9%; D+ = 65-69.9%; D = 60-64.9%; F < 60%. **You must receive 60% (270 pts) to pass the course.**

A withdrawl grade of W can be given only if you formally withdraw from the course before the deadline published in the schedule of classes. **For Winter 2002, the drop deadline is 5:00 p.m. on Friday 1 March at STU.**

An incomplete grade of I will be given only in extenuating circumstances (the GVSU Catalog), and then only when there is an agreed-upon statement as to the work that must be completed and a date for that completion. Note that GVSU procedures automatically convert a grade of I to an F if work is not completed by the end of the next regular semester of classes.

I reserve the right to elevate the grades of students who regularly participate in class discussions. Students that regularly participate in class are more likely to learn things that I do not test for. No one's grade will be lowered for the lack of participation.

Students with special needs: If there is any student in this class who has special needs because of learning or physical disabilities, please contact the Office of Academic Support (OAS), at 895-2490.

The Gender and Identity Theme

This course is part of the General Education Gender and Identity Theme. Following is additional information to assist you in deciding whether you would like to choose this theme to fulfill your general education thematic requirement.

The Theme and its Purpose.

Gender and identity are fundamental aspects of life. This theme explores issues related to gender, individual identity, and sexuality. The general purpose of this theme is to provide students with information and experiences to allow them to grow in their own search for answers to the important life cycle questions of identity, specifically, "who am I, "where do I fit in", and "why am I here". Through the study of gender and identity information related to groups other than themselves (e.g., lesbian, gay, bisexual, transgender, ethnic, groups of other cultures), students will understand and appreciate differences in perceptions of gender identity, thereby illuminating racist, homophobic, prejudiced and bigoted behavior.

The Theme Objectives.

To provide information regarding gender and identity which helps students obtain basic knowledge of issues and controversies related to gender and identity.

To provide a forum for open, constructive discussion of gender and identity issues to grasp various ideas related to gender identity and sexuality and discuss implications of various perspectives.

To gain an understanding and be able to analyze and articulate, in speech and writing, the complexity of gender roles and the importance of the construction of gender in social, political, and economical arenas.

Skills Objectives

All courses in a Thematic Group use teaching methods that help students become more proficient in the following skills:

1. To engage in articulate expression through effective speaking and writing;
2. To think critically and creatively;
3. To locate, evaluate, and use information effectively;
4. To integrate different areas of knowledge and view ideas from multiple perspectives.

The Linkages Between Courses

1. All of the courses explore gender and identity in the following contexts:

- ? *Biological and Social Context:* All courses explore the biological or physiological basis for sexual differentiation, examine how gender intersects with social and political systems, and show how those systems effect gender and identity.
- ? *Historical Context:* All courses have an historical context, examining gender and identity from an evolutionary perspective or within a particular historical era/context.
- ? *Ways of Knowing Context:* All courses explore various theoretical perspectives used to examine gender and identity roles and statuses. On another level, courses in this category also explore ideological bases for gender roles and statuses.

Students in each course of the theme will keep a journal that tracks their progress through the courses and makes connections and linkages between the courses taken.

Web site: A theme web site will facilitate the linkages between the courses of the theme. The web site will contain a schedule of theme course offerings and course syllabi, announce events which can be attended for course credit, and explain possible final projects for the theme.

Cultural Event Attendance: Professors will post cultural events such as plays, speakers, or other events on the theme web site. All theme participants will be required to attend one event for each course taken in the theme.

Final Project: All students will be required to complete a final project which will take into consideration aspects from each of the courses taken in the theme. Possible projects will be listed on the theme web site.

The Theme Courses.

If you select this theme, you must take three courses from three different disciplines. You cannot get theme credit for both CJ/WGS courses.

AAA 352: Black Women's Cultures and Communities

A historical and theoretical analysis of the distinct identities African American women constructed for themselves (and had constructed for them) in response to the forces of patriarchal domination and political colonization. US Diversity Course.

BIO 325: Human Sexuality

Introduction to the biological dimensions of human sexuality from physiological, ecological, and evolutionary perspectives.

CJ/WGS 310: Sexual Orientation, Law and Policy

An examination of legal and policy issues to sexual orientation including topics relating to constitutional law, criminal law, family law, and employment law.

CJ/WGS 320: Crimes Against Women

An in-depth study of crimes committed almost exclusively against women. Such crimes include; sexual harassment, rape, and certain types of murder. The course is taught within the framework of feminist theory and research.

LIB 325: Understanding the Gay Life Cycle

A study of the Gay Life Cycle focuses on issues of identity, relationships, and society. Issues are examined through the use of literature, movies, and guest speakers. Students become aware of similarities and differences between homosexual and heterosexual life-styles.

SOC 375: Perspectives on Masculinities

This course discusses and analyzes Clatterbaugh's social and political perspectives on men and the men's movement. It will engage the student to look critically at conservative, pro-Feminist, men's rights and black men's issues.