

# **Sociology/Psychology 160**

## **Human Sexuality**

### **Discussion Section Syllabus**

<b>Instructor</b>	<b>Office</b>	<b>Phone</b>	<b>Office Hours</b>	<b>Email</b>
<b>Cabell Gathman</b>	7110 Sewell	262-3569	Wed 1:30-2:30; Thu 1:00-2:00	cabell.soc160@gmail.com
<b>Victoria Healey-Etten</b>	7110 Sewell	262-3569	Mon 10:00-11:00; Tue 11:00-12:00	vicki.soc160@gmail.com
<b>Vansa Shewakramani</b>	7110 Sewell	262-3569	Tue 3:00-4:00; Fri 10:00-11:00	vansa.soc160@gmail.com
<b>Leanna Trunzo</b>	7110 Sewell	262-3569	Tue 10:00-11:00;  Thu 11:30-12:30	leanna.soc160@gmail.com

### **Purpose of Section**

We aim to critically engage students with course-related material through group discussions, activities, and written assignments. Discussion sections are a significant component of the course and are **separate from lecture**. Sections are loosely coordinated with lecture topics and are intended to help you understand and work with the material in the class but **not** to simply review materials covered in lecture or the textbook. Sections will not be used as review sessions for exams. Of course, you are encouraged to bring any

questions you have about lecture or the readings to contribute to our discussions.

## ***Discussion Etiquette***

You will be asked to discuss and debate ideas with your classmates in section so that all can learn from the process. Rarely is there one correct answer to anything we discuss. We will be discussing some controversial, potentially upsetting topics. I expect you to respect me and your classmates during our discussions. I want *everyone* to feel safe expressing their ideas in discussion. It *is* possible to voice your opinion/position without offending and alienating other people in your section. I want to stress that this is not a class where we all need to agree at the end of the day. In fact, disagreement is the best way to learn because it is a sign of critical thinking and disagreement pushes people to think further about their position. I believe that the classroom should be a comfortable environment that encourages the participation of everyone. I fully expect you to agree and disagree about ideas and theories. However, I will not tolerate personal attacks or blatant sexist, racist, homophobic, or antagonistic language in the classroom.

So what makes a good discussion? We'll talk about this in general at our first section meeting. In terms of this course, you will be learning a set of social science ideas about sexuality. As your instructor, I will facilitate discussion of those ideas during our section meetings. While I expect your "opinions" will be part of the discussion, your challenge will be to consider the data and think critically using a sociological framework. That involves, in part, understanding how our everyday interactions and our positions as people of a certain race/ethnicity, religion, class, gender, sexual orientation, able-bodiedness, size, etc., affect our outcomes in life and our opinions.

## ***What You Can Expect From Me***

- I will be here to help you.
- I will learn from you. I will learn from my mistakes. And I will take seriously all input you may have regarding how I can better help you.
- I will try to make section as interesting and exciting as I can. I welcome your input regarding how it can be improved.
- I will treat you all with respect and will work to create a classroom environment that is welcoming to all, honoring the fact that we are diverse with respect to race and ethnicity, gender, social class, sexual orientation, age, ability/disability, country of origin, and religion.

## ***What I Expect From You***

- You will do the readings for section, attend section, and be involved in section discussions to the best of your ability.
- You will learn from and teach each other. In the process, you will be patient with and respectful of each other, recognizing everyone's unique strengths.
- You will be respectful of me by not engaging in activities or conversations that do not pertain to class activities.
- You will tell me how I can help you to learn the material.
- You will let me know if you need help or do not understand something.

## ***Email Etiquette***

Refer to UW-Madison's email etiquette guide: <http://www.doit.wisc.edu/news/story.asp?filename=791>

Email is a great resource, but it can easily become unmanageable if some simple email etiquette is not followed. Please refrain from email questions that are answered on the syllabus, questions that really could wait until "tomorrow" when I see you in lecture or section, and questions that I *know* you could get the answer to yourself. Feel free to email me when you have quick questions to which you cannot find the answer yourself. However, if your question requires a lengthy and complicated response, I would really prefer we talk in person. I can almost always talk for a few minutes right after lecture. You can also stop in during office hours or make an appointment to meet with me. **Please note: If you have questions about**

the exams or papers, you must email me no later than 24 hours before the exam is to be given or the paper is due. I do not answer any last minute emails regarding exams or papers!

## ***Section Attendance***

You are expected to attend your section meetings. The only way to make up the points for a missed section is to attend another one of your TA's sections during the same week as the absence. Please notify your TA as soon as possible if you need to attend another section because of an unavoidable absence.

## ***Weekly Section Questions***

Each week, you are expected to write and bring a minimum of one question that pertains to the previous week's readings. You must write your question on a 3x5 index card. This weekly activity will contribute to your section grade and it will be used to facilitate different activities each week.

## ***Readings***

You are expected to have read and be prepared to discuss the assigned articles/chapters in the textbook listed on the syllabus.

**Each week in section you will be responsible for the readings assigned through the previous Friday. For example, sections meeting the week of September 17<sup>th</sup>, will focus on the readings for the week of September 10<sup>th</sup>.**

## ***Assignments***

There will be 2 assignments, worth 50 points each, over the course of the semester. You will receive a detailed assignment sheet for each. **You should complete a draft of your first paper one week before the due date, which will be peer-reviewed during section.** LATE PAPER SCORES WILL BE AUTOMATICALLY REDUCED 5 POINTS FOR EACH DAY THEY ARE LATE. No papers will be accepted more than 4 days after they are due (unless a verifiable emergency exists and prior arrangements have been made).

## ***Due Dates***

Assignment 1: Monday October 22<sup>nd</sup> at the beginning of lecture (**draft due week of October 15<sup>th</sup>**)  
Assignment 2: The week of December 3<sup>rd</sup> in the section

## ***Grading***

Section Attendance 30  
Assignment #1 50  
Assignment #2 50  
Exam 1 60  
Exam 2 60  
Final Exam 100  
TOTAL POINTS 350

## ***Re-grading Procedure***

I generally do not like to re-grade assignments, and even if I do, 99% of the time the grade does not change. I take great care when grading an assignment and I will provide you with grading criteria before each assignment is due. If I return an assignment to you and you are unsatisfied with your grade, please read my comments and review the grading criteria before you ask me about re-grading. **I will not review papers until 24 hours after I have returned the assignment.** I feel that this gives you a chance to cool down and

read my comments as well as review the grading criteria. If you are still unsatisfied, you can submit a one page single-spaced request for a formal re-grade. In your written request you should explain why your paper needs to be re-graded. It should be evident that you have carefully read my comments and the grading criteria. I will read your request and then we will set up an appointment to discuss your paper. You have one week after the 24 hour period to adequately contest a grade. Keep in mind though, re-grading does not always guarantee a change in the positive direction.

## ***Extra Credit Movie Nights***

You may earn extra credit points by coming to movie night and participating in a short discussion afterwards. You can earn up to 10 points (5 per movie, 2 movies maximum but feel free to attend all 4). **IMPORTANT NOTE:** Only students registered for Soc./Psych. 160 may attend movie nights. **No one will be admitted without a student ID.** Some of these films have explicit sexual content. Please feel free to talk to me if you have concerns about viewing this material so I can help you make choices about the movies.

- **You MUST bring your response pad and student ID to movie nights!**
- **Movies will be shown from 7:00 – 9:30 PM, location to be announced in lecture.**
- **Movie Dates:**
  - Monday September 10 – *Kinsey*
  - Tuesday October 9 – *Education of Shelby Knox (PBS)*
  - Wednesday October 24 – *Boys Don't Cry*
  - Thursday November 29 – *American Porn (PBS)*

## ***Evaluations***

TAs are not formally evaluated by the Department of Sociology until the end of the semester. Because I believe your feedback is vital to the success of section, and I would like to learn how I can best be of help to you, I will also ask you to give me a mid-semester evaluation. Additionally, PLEASE feel free to give me any feedback at any point during the semester. You may leave an anonymous note in my mailbox in the Sociology main office (what is the room number?) if necessary. You should also feel free to contact Professor DeLamater at any point during the semester if you feel you cannot contact your TA.

## ***Accommodations***

The policy of the Board of Regents of the UW System is to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation, or the benefits of, any program or activity operated in the UW System. Each qualified person shall receive reasonable accommodations needed to ensure access to educational opportunities, programs and activities in the most integrated setting appropriate. Please inform me within the first two weeks of class if you have needs that may require special accommodations. For more information about accommodations for students with disabilities, please contact the McBurney Disability Resource Center at 263-2742.

Also, if you feel there is anything I should be made aware of, please feel free to talk to me.

## ***Religious Observance***

If you anticipate missing any class sessions this semester because of a religious observance, please inform me within the first two weeks of class.

## ***Athletes***

If you anticipate missing any class sessions this semester because of your athletic schedule, please inform me within the first two weeks of class.

## **Plagiarism**

I feel it is only fair to warn you in the beginning about my personal policy regarding plagiarism. It will *not* be tolerated. I will not only report any incident to Professor DeLamater, but to the Chair of the Sociology Department as well as the Office of the Dean of Students. I will recommend that you receive a failing grade for the course.

A formal letter will be sent to the Dean's office and it will be kept on file during your academic career here at UW-Madison. This letter does not result in any sort of permanent file nor does it appear on your official transcript. The file will be discarded when you leave/graduate from the UW. This file is set up primarily to establish a record of behavior so that in the unfortunate situation where a student has been caught more than once, it will be much easier for the university to take and justify their action.

It will get detected. It is truly not worth it. Ignorance of the rules is NOT an excuse.

### **Plagiarism and Academic Misconduct (Adapted from Jeremy Freese and Sandy Levitsky)**

Section 14.03 of the University of Wisconsin System Administrative Code Defines academic misconduct as "an act in which a student: (a) seeks to claim credit for the work or efforts of another without authorization or citation; (b) uses unauthorized materials or fabricated data in any academic exercise; (c) forges or falsifies academic documents or records; (d) intentionally impedes or damages the academic work of others; (e) engages in conduct aimed at making false representation of a student's academic performance; (f) assists other students in any of these acts." If you have any questions about what constitutes academic misconduct generally, you must consult <http://www.wisc.edu/students/amsum.htm> before proceeding in this course.

In this class, it will also be considered academic misconduct if you use work that you have produced for another class without first clearing it with your TA. This also includes work you are doing in other classes this semester.

You are expected to be familiar with these guidelines before you submit any written work or take any exams in this course; put another way, lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. Charges of plagiarism or academic misconduct may result in oral or written reprimands, a lower or failing grade on the assignment, a lower or failing grade for the course, suspension, and in some cases expulsion from the university.

Plagiarism is a serious issue for all authors, whether writing at the undergraduate or professional level. In January of 2002, two very well respected and popular historians, Stephen Ambrose and Doris Kearns Goodwin, were both publicly accused of "borrowing" other researchers' work without citation. Both historians used phrases, sentences, and in some cases whole passages from other books, but never used quotation marks or attributed the work to the other authors. On the back of this page are examples from the four books.

Sometimes you may want to paraphrase another author. Perhaps that is what Doris Kearns Goodwin and Stephen Ambrose were trying to do. This can be tricky, especially because after you have read the same piece of writing a few times, the words tend to seem natural or even as if they came from your own mind. Be careful. A paraphrase is a restatement of another author's text, argument or explanation. A paraphrase is about the same length as the original passage, but does not include any of the same words as the original passage. Nor should it have the same sentence structure. Following the author's sentence structure, even if you use different words, is plagiarism. Cite your source, even if you do not use a direct quotation from the source.

These are examples of what NOT to do! The first is the original text; the second is what another author wrote without citations after reading it.

**Thomas Childers, *Wings of Morning*, p. 63:**

"Up, up, up, groping through the clouds for what seemed like an eternity... No amount of practice could

have prepared them for what they encountered. B-24s, glittering like mice, were popping up out of the clouds all over the sky.”

**Stephen Ambrose, *The Wild Blue*, p. 164:**

“Up, up, up he went, until he got above the clouds. No amount of practice could have prepared the pilot and crew for what they encountered – B-24s, glittering like mice, were popping up out of the clouds over here, over there, everywhere.

**Thomas Childers, *Wings of Morning*, p.11:**

“Howard struggled to master the internal electronics of the radio, building generators, studying vacuum tubes and amplifiers, transformers and transmitters. He disassembled the sets, examined the intricate ganglia of tubes and wires, and reassembled them blindfolded.”

**Stephen Ambrose, *The Wild Blue*, p. 64:**

“He mastered the internal electronics of the radio, built generators, studied vacuum tubes and amplifiers, transformers and transmitters. He learned to disassemble a set, then reassemble it blindfolded.”

**Hank Searls, *The Lost Prince*, p. 101:**

“Joe had shivered on benches from West Point on the Hudson to Dartmouth in the mountains of New Hampshire.”

**Doris Kearns Goodwin, *The Fitzgeralds and the Kennedys*, p. 507:**

“shivering on benches from West Point on the Hudson to Dartmouth in the mountains of New Hampshire.”

**Hank Searls, *The Lost Prince*, p. 105:**

“He turned helplessly to his old classmate Campbell, then fought his way blindly through hysterical fans to the field to comfort his son.”

**Doris Kearns Goodwin, *The Fitzgeralds and the Kennedys*, p. 507:**

“He turned helplessly to Tommy Campbell, then fought his way through the hysterical fans to provide solace to his son.”