

Soc/Psych 160: Human Sexuality—Social and Psychological Issues Fall 2013 Discussion Section Syllabus

TA	Office	Office Hours	Email
Alexis Dennis	8120 Social Sci	W 10:00am - 12:00pm	

Purpose of Section: In sections we aim to critically engage with the specific issues and topics discussed in the course through group discussion, activities, readings, and writing assignments. These sections are separate from lecture, intended to clarify and deepen your understanding of topics and questions raised throughout the course. However, they **will not be used as review sessions**. You are encouraged to apply what you learn in this course to your life!

Attendance: Attendance at sections is mandatory; points for this portion of the course can only be earned by attending and *actively participating* in section. The only way to make-up the points for a missed section is to attend another of your TA's sections during the same week as the absence. If you must miss section, please contact your TA beforehand.

Participation: This includes actively contributing in class discussions, respecting the views of others, and coming prepared with assigned work. In the spirit of C. Wright Mills' "sociological imagination" we encourage discussion that emphasizes the connections among history, social structure, and personal experience in ways that critically engage with topics of love, intimacy, and sexuality.

Discussions will focus on lecture, readings and relevant events. We encourage you to critique readings and dissect the debates and data within them. We have found that students often generalize based on their own personal experiences, particularly in courses that address sexuality, gender, race, and social dynamics. Personal experiences can be used to illustrate theoretical points, however please keep in mind that relying too heavily on personal experience distracts us from the task at hand and may make others uncomfortable.

Discussion and section etiquette:

1. There is a zero-tolerance policy for laptops in section.
2. Turn off electronic devices; phones that disrupt class will be confiscated.
3. Do not pack up or prepare to leave before section is over.
4. Be respectful of the opinions and life experiences of your classmates.

The classroom should be a comfortable and safe environment that encourages participation and active engagement. With this goal in mind, we can and should discuss ideas and theories. Provocative ideas and thoughtful questions are acceptable and encouraged. However, personal attacks, insults, and blatant sexist, racist, homophobic, or antagonistic language and behavior will not be tolerated. **Critique arguments, not people.**

Contacting TAs and office hours: TAs are available during our office hours. **Students must email TAs in advance with the time and date they will be attending office hours. Include a brief description of what you would like to accomplish during the meeting.** This will ensure that we have an available time-period to focus on your questions. If your questions are about course material, please come prepared with written questions, as well as relevant readings or notes.

***Note:** If you have question about an assignment grade or exam you **must** submit your questions in writing via email 24 hours before our scheduled meeting.

Email: We will do our best to reply to emails promptly, but expect about a 24-hour turnaround time. **We will disregard questions that are clearly answered in either the lecture or section syllabus**, so please check those before emailing your TA. **It is totally inappropriate to contact TAs via phone or social media;** please only use the email addresses provided.

Readings: You are expected to have read the assigned chapters/articles **before section**. This means you should be ready to engage with and discuss the readings. Failure to participate in section may be taken as an indication that you are not fully prepared.

Papers: There will 2 written assignments each worth 50 points. You will receive detailed instructions for each of the papers. Late assignments will be down-graded one letter grade for each day late (for example: A to AB). No papers will be accepted more than 4 days after they are due unless prior arrangements are made. Due dates will be:

- **Paper 1: Due Week of October 15th in lecture on Friday**
- **Paper 2: Due week of November 19th in lecture on Friday**

Grading for Section:

- Attendance: 13
- Participation: 13
- Papers: 100
- Section Total: 126

Movies: We will be screening 4 movies throughout the semester with short discussions afterwards; these movies provide the opportunity to more deeply engage with the class material. **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 talk to one of us if you have concerns about this type of material. We can help you choose which movies to watch.

Kinsey	Mon, Sept 9	7:00pm	5206 Social Science
Education of Shelby Knox	Tues, Oct 9	7:00pm	TBA
Transamerica	Wed, Oct 23	7:00pm	TBA
American Porn	Thurs, Nov 7	7:00pm	TBA

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

You are expected to be familiar with these guidelines before you submit any written work or take any exams in this course. Lack of familiarity with these rules does not constitute an excuse. 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.

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, consult <http://www.wisc.edu/students/amsum.htm> before proceeding in this course.

In this class, it will 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.

Plagiarism is a serious issue for all authors, whether writing at the undergraduate or professional level. In January of 2002, two well respected 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 this page are examples from the four books.

Sometimes you may want to paraphrase another author. 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. 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 or 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.”