SEX AND HUMAN NATURE:
The Evolutionary Biology of Human Mating and Reproduction

Course Number: ANT 348K
Unique Number: 30595

Cross Listed: WGS 232 (#46020), BIO 337 (#48404)

SAC 4.118
Tuesdays and Thursdays, 9:30 to 10:45 am

Love is the answer, isn't it? But, sex raises a lot of very interesting questions.
Alfred Charles Kinsey, sex researcher

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Office Hours: Mon, 09:00 to 11:00 am and by appointment

Website: Canvas site (https://utexas.instructure.com/courses/1155739)
Check this regularly for announcements, updated class information, reading assignments, posted readings, and supplementary materials

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I. Course Description and Rationale

This class provides an introduction to the SCIENTIFIC study of sexual behavior, mate choice, and reproduction in humans from the perspectives of evolutionary and comparative biology. In this course, we will examine a wide range of genetic, ecological, social, physiological, and behavioral aspects of human and nonhuman primate sexuality. Starting from basic principles of evolutionary theory, we consider a diverse range of basic questions about sex and sexuality: How is sex determined? Why did sexual reproduction evolve? How are males and females different biologically? What determines sexual orientation? We also look at the role of ecology and social life in shaping human mating patterns using a variety of ethnographic and cross-cultural materials. Do men and women differ in their sexual strategies and, if so, how and why? Why do humans marry and form long-term pair-bonds? Why do we experience sexual jealousy? Finally, topics relevant to contemporary human sexuality will be also discussed, including rape, contraception, and the influence of sexually transmitted diseases on human evolution. Throughout, examples will be drawn primarily from traditional and modern human societies as well as from studies of our nonhuman primate relatives.

This course fits into the Department’s broader curriculum in biological anthropology by considering human sexual behavior in the context of comparative primate sexuality and reproduction and in demonstrating how evolutionary approaches can be used to make sense of the sexual behavior, mating patterns, and reproductive biology of the human species. It fits into the general anthropology curriculum in addressing important issues about human gender and sexuality from a combined biological and cultural perspective.

II. Course Aims and Objectives

Aims

The purpose of this course it to give students a solid foundation in evolutionary biology and adaptationist thinking as it is used in the anthropological sciences, with a specific focus on understanding aspects of human sexual anatomy, reproductive biology, sexual behavior, and cultural practices.

Specific Learning Objectives

When you have completed the course, you should be able to:

- Summarize different adaptationist/evolutionary approaches to thinking about human behavioral biology (e.g., evolutionary psychology, human behavioral ecology) and distinguish among such approaches
- Describe the fundamentals of human and mammalian sex determination systems, including the physiological and genetic underpinnings of sexual differentiation
- Describe the physiological and endocrine processes involved in female reproductive cycling and in male spermatogenesis and how these change over the lifespan
- Describe and contrast different hypotheses for the evolution of sexual reproduction
- Discuss how human sexual anatomy, behavior, and mating practices are similar to and differ from those of other primates and other mammals
- Understand the comparative method and how it can be applied to answer evolutionary questions
• Articulate evolutionary hypothesis for a given pattern of human sexual behavior (e.g., mate choice, sexual jealousy) and design and critique tests of that hypotheses using logic and evidence
• Read and critique research from the primary literature on human sexuality, including evaluating the strengths and weaknesses in researchers’ methodologies and interpretations

III. Format and Procedures
The course will be divided into four sections, each of which will involve a combination of lecture material and discussion/recitation during normal class time, both in small groups and as a class as a whole. In addition, students are expected to participate in an online collaborative project (the Sex and Human Nature Forum, see below). The following is an overview of the major topics we will cover in each part of the course:

Part I – Principles of Evolutionary Biology
• Approaches to the scientific study of human sexuality and sexual behavior. Levels of explanation in evolutionary biology (mechanisms, development, evolution, and function). Fundamentals of evolutionary theory. The evolution of sexual reproduction.

Part II – Natural History of Sex: A Comparative Perspective
• Sex determination processes in animals. The role of sex hormones in sexual differentiation. Male and female reproductive anatomy and physiology. The physiology of sexual intercourse. Orgasm and its significance. Human sexuality in comparative perspective.

Part III – The Mating Game: Strategies of Human Mate Choice and Retention
• Sexual selection theory. Evolution and biological basis of sex differences in mating strategies, mate choice and attraction.
• Intrasexual competition, woman’s “extended” sexuality, and sperm competition.
• The sexual contract: Why marry? How many partners? Human marriage and mating systems in cross-cultural perspective.
• Mate guarding, mate retention, and the role of sexual jealousy. Biocultural perspectives on control of sexuality.
• Love and attachment. Sexual orientation: Biological bases and cross-cultural overview.

Part IV – Sex in Our Lives
• Changes across the lifespan in human sexuality. Contraception: history and evolutionary perspective. Sexually transmitted disease and their evolutionary consequences. Sexual coercion: Unwanted attention, harassment, and rape.

More details on the content of each of these sections, along with reading assignments, are provided in the Tentative Course Schedule section below.
Use of Canvas

For this class I will use Canvas – a Web-based course management system with password-protected access at https://utexas.instructure.com/courses/1155739 – to distribute course materials, to communicate with you, to post grades and assignments, and to give you occasional online surveys. You will also be using Canvas to submit some assignments, post to the Sex and Human Nature Forum, and to discuss material with one another.

Behavioral Expectations

Attendance

Inasmuch as students have voluntarily sought admission to the University, I expect you to attend all class meetings, including all lectures and all meetings of associated discussion sessions. Students may be excused for documented medical or personal emergency and will receive reasonable accommodation for the observance of religious holidays (see below). In these cases, they should contact me in advance or, in cases of emergency, as soon as is practicable. Students are responsible for making up any material or assignments they miss.

Classroom Decorum

Please remember that the classroom is a space for free and open inquiry and for the critical evaluation of ideas, and it should be free of personal prejudice. Every student has the right to learn as well as the responsibility not to deprive others of that right, and every student is accountable for his or her actions. Students and instructors alike have an obligation to all members of the class to create an educational atmosphere of mutual trust and respect in which differences of opinion can be subjected to deliberate and reasonable examination without animus. During classroom and online discussions and interactions with one another, please treat your fellow classmates with courtesy, civility and respect.

As a matter of courtesy to me and to your fellow students, I expect you arrive at class on time, prepared and ready to participate. Please do not schedule other engagements during this class time.

Students are reminded that cell phone use is not permitted in class. Please shut off all cellular telephones before class starts and refrain from checking messages and texts during class time. If this becomes an issue, students violating this rule will be asked to leave the class. Students should also refrain from eating in class. You are welcome to bring in water or another non-alcoholic beverage to drink during class.

Except in cases of emergency, I expect you to remain in the classroom for the duration of the lecture or section meeting. If you know that you will need to leave a particular class session early, please let me know beforehand. If it is necessary to leave or enter a room once class has begun, please do so quietly and with as little disruption as possible.

If you have trouble hearing or concentrating on the lecture or media presentation because of distractions around you, quietly ask those responsible for the distraction to stop. If the distraction continues, please let me know. Disruptive classroom behavior may be subject to disciplinary sanction.
Completion of Assignments
Students are expected to submit course work on time and to retain copies of their work until a final grade has been received for the course. Instructors are not obliged to accept late work and may assign a failing or reduced grade to such assignments.

Students who encounter sudden and incapacitating illness or other comparably grave circumstance beyond their control that prevents them from completing an examination or assignment in a course should see me immediately to discuss the situation. Under appropriate circumstances, the student may be granted a temporary mark of Incomplete. To receive an Incomplete, students must have completed all other requirements for the course, including satisfactory attendance, and there must be a strong likelihood they will pass the course when all work is completed.

Religious Holy Days
By University of Texas at Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Student Feedback
During this course I will periodically be asking you to give me feedback on your learning in informal as well as formal ways, including through anonymous surveys about how my teaching strategies are influencing your learning. It is very important for me to know your reaction to what we’re doing in class, so I encourage you to respond to these surveys, ensuring that together we can create an effective environment for teaching and learning.

IV. Instructor Perspective
We are going to cover a LOT of material in this course, much of which may be very new to many of you, especially those without some theoretical background experience in evolutionary biology or psychology. That said, the study of human sexual behavior and reproduction is inherently fascinating, and is a subject area where everyone has some experience and opinion. I strongly encourage you to articulate your thoughts and ideas about the material freely and fully. NONE of the material we will cover is beyond the grasp of any motivated and enthusiastic student willing to put in the effort, and I urge you all to throw yourselves wholeheartedly into this fascinating field. I want you all to feel comfortable enough to pose questions, ask me for clarification, interrupt with ideas and comments, and offer your own opinions or challenges to the material I am presenting. In fact, part of your grade in this class will DEPEND on your willingness to do this both in with one another and with the class, through both in-class and online discussions and posts – so do not be shy! Also, I am constantly tinkering with this course to make it an engaging, up-to-date, and meaningful learning experience, so I look forward to hearing your thoughts throughout the semester on the subjects we cover, materials we use, and format of the class.

Before we begin, you should be aware that in this class we will take a decidedly EVOLUTIONARY perspective on human and nonhuman animal behavior and sexuality, and you will be assessed in part on your ability to grasp, articulate, employ, and evaluate
evolutionary/adaptationist thinking using scientific evidence and logic. If you find yourself resistant to evolutionary thinking arguments for philosophical, religious, or other reasons, then this may not be a class for you.

Finally, I would love to see ALL students learn the material well and receive good grades in this class. So, please come see me in office hours or make an individual appointment with me immediately if you are having any undue difficulty with the material or any problems or concerns you want to discuss.

V. Course Requirements
Course Materials
Texts
I have required that you purchase one book for this course – Evolution and Human Sexual Behavior (Peter B. Gray and Justin R. Garcia, Harvard University Press). Unfortunately, the book was unavailable for the University Co-op to purchase due to the imminent publication of a new paperback version (the press is no longer printing copies of the older hardback version). The University Co-op expects to receive the new paperback version of the book in mid-February, and you should purchase it at that time... but in the meantime, I will post on the secure Canvas site any required readings from that book along with all of the other readings not from this primary course text (see below).

For those of you who are very interested in the topic of human sexuality from an evolutionary perspective, I have suggested a set of additional books below that I recommend as particularly useful. We will be reading select portions of many of these during the course, and you may wish to procure some of them for your personal library:


**Key Readings**
Most of our readings for the semester are either select chapters from either the required text or the books listed above or are taken from the primary literature. All readings from sources other than the required text will be posted as PDF files to the course *Canvas* site and listed on the syllabus so that you can download them for printing and reading. For those with further interest in a topic, I will also post additional, OPTIONAL readings for some classes.

**Lecture Notes and Multimedia Material**
I will not be posting lecture notes or copies of slides shown in class online – in most cases, will need to come to class and take notes to make sense of the slides I show. You are welcome, however, to come and review copies of the slides during office hours. Whenever possible, I will also upload or post links to any multimedia materials that are used in class.

**Grading Procedures**
Grades in this class will be based on the following assignments, which are discussed in more detail below:
• Attendance – 10%
• Participation in Class and Discussion Sex-Tions – 10%
• Participation in the *Sex and Human Nature Forum* – 15%
  o Forum entries: Introductory post by January 28th, plus at least one post every week (15 posts total)
• Quizzes – 3 x 10% each = 30%
• Response/Critique Paper – 15%
• Final Exam – 20%

**Attendance and Participation**
Your attendance and your participation in class constitute a combined 20% of your final grade. Simply put, you MUST attend and contribute to this course in order to get a good grade. I expect you come to class with questions and comments about the days readings and to participate in class discussion. In additional, on several occasions during the semester we will allocate part, or all, of the class period to “nonlecture” activities. These discussion “SEX-TIONS” will be used, for example, for debate about a set of readings or discussion of a contemporary topic in human sexuality. Attendance will be taken during each of the scheduled class discussions and periodically during other class periods throughout the semester. To give yourselves an idea of what I will be looking for in assessing your participation in the class, check out the *Class Participation and Discussion Sex-Tion Rubric*, posted on the *Canvas* site.
**Sex and Human Nature Forum**

Your regular participation in the online *Sex and Human Nature Forum* constitutes another 15% of your grade. I am looking for you to complete an initial forum entry introducing yourself to your classmates and to post relevant links, texts, images, comments, etc. at least once per week over the course of the semester. The forum is hosted within the University of Texas Blog Service. I will periodically review posts and comments to make sure they are relevant (in some way) to the scope of the course and to make sure they conform to the standards for classroom decorum discussed above. I reserve the right to remove any posts, comments, or links to content that I think are not relevant or do not meet these standard. To give yourselves an idea of what I will be looking for regarding assessing your contributions to the class forum, check out the *Forum Participation Rubric*, which will be posted on the Canvas site.

**Response/Critique Paper**

About two-thirds of the way through the semester, I will assign each student a recent article published in the primary literature in the journal *Evolution and Human Behavior* (see the journal website at [http://www.ehbonline.org](http://www.ehbonline.org) for an early overview of the kinds of research published there). In a minimum TWO-PAGE, maximum THREE-PAGE single-spaced paper (10-point font, 1” margins), you will need to summarize the main evolutionary argument or hypothesis being examined in the article and the data the researcher(s) use to do so. Then, using at least two additional reference sources from the primary literature, you will need to discuss/critique the methodology, data analysis, and conclusions of the study. In your critique, you will need to identify what kind of evolutionary approach the researchers following. Your response should also address the following questions: Are the data collected appropriate to address the hypothesis? Why or why not? Are the conclusions or implications the researchers highlight in their discussion appropriate and justified? How could the study be improved or expanded upon? What would make a more convincing study?

The purpose of this assignment is to demonstrate your [1] comprehension of the study being critiqued, [2] your ability to evaluate the researcher(s)’ experimental design and interpretation, [3] your creativity and understanding of evolutionary thinking in designing ways to improve upon or extend the study, and [4] your ability to express yourself clearly and succinctly in writing using appropriate logic, organization, grammar and syntax. To give yourselves an idea of what I will be looking for in grading this assignment, check out the *Paper Critique Rubric*, which will be posted on the Canvas site. This paper is worth 15% of your final grade.

**Quizzes and Final Exam**

There will be three, non-cumulative in-class quizzes (one at the end of each of the first 3 sections of the class) and a cumulative final exam for this course. The quizzes will consist of a combination multiple choice and short answer/definition questions. The final exam will also consist of a combination multiple choice and short answer/definition questions plus some essay questions. The quizzes and exams will both cover material from the lectures and your readings and are designed both to test both your basic knowledge and your critical thinking skills. Quizzes are each worth 10% of your final grade, and the final exam is worth 20%. Since the quizzes are given during class time, no makeup exams will be given except in cases of
emergency with a documented medical excuse or for pre-approved observance of religious holy
days. The final exam will be on May 13th from 2:00-5:00 pm.

Final Grades
Your final grade in this course will be based on the sum of your scores on all assignments. I
will use two different methods to determine grades. First, I will calculate grades on a straight
percentage basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 to 100</td>
</tr>
<tr>
<td>A</td>
<td>93 to &lt;97</td>
</tr>
<tr>
<td>A-</td>
<td>90 to &lt;93</td>
</tr>
<tr>
<td>B+</td>
<td>87 to &lt;90</td>
</tr>
<tr>
<td>B</td>
<td>83 to &lt;87</td>
</tr>
<tr>
<td>B-</td>
<td>80 to &lt;83</td>
</tr>
<tr>
<td>C+</td>
<td>77 to &lt;80</td>
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<tr>
<td>C</td>
<td>73 to &lt;77</td>
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<tr>
<td>C-</td>
<td>70 to &lt;73</td>
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<tr>
<td>D+</td>
<td>67 to &lt;70</td>
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<tr>
<td>D</td>
<td>63 to &lt;67</td>
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<td>F</td>
<td>&lt;63</td>
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</tbody>
</table>

I will also calculate grades based on a curve, where the mean score for the class will mark
the cutoff between a B- and a C+. Your final grade will be the higher of these two.

Important Policies
Make-up quizzes/exams
Make-up quizzes/exams will not be permitted, except in the case of medical emergency (for
which documentation from your physician’s office within 2 days of the exam is required) or for
observance of religious holy days (in which case you must let me know two weeks in advance).

Review of grades
Please review all grades assignments immediately after they are returned. If you feel an error
has been made in how you were graded or if there is anything you do not understand about
why you received a particular grade, you must come to office hours or come see me in an
individual appointment to bring that to my attention within one week of the assignment being
returned. Email is not an acceptable venue for requesting a review of your grade.

Late assignments
Assignments are due at the START of class on due date given. Assignments turned in after the
start of class will be marked down 10% for each day or portion of a day that they are late.

Summary of Key Dates Relevant to the Course

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Official Add/Drop Period</td>
<td>Jan 22nd</td>
</tr>
<tr>
<td>Attendance</td>
<td>Regularly</td>
</tr>
<tr>
<td>Forum Posts</td>
<td>1st by Jan 28th, then regularly</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>Regularly</td>
</tr>
<tr>
<td>QUIZ 1</td>
<td>Feb 4th</td>
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<tr>
<td>SEX-TION 1</td>
<td>Feb 25th</td>
</tr>
<tr>
<td>QUIZ 2</td>
<td>Mar 1st</td>
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<tr>
<td>SEX-TION 2</td>
<td>Mar 24th</td>
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</tbody>
</table>
VI. Tentative Course Schedule

Below is a TENTATIVE schedule of specific lecture topics and assigned readings, which represents my current plans and objectives. As we go through the semester, those plans ARE LIKELY to change somewhat to enhance the class learning opportunity. Such changes are not unusual and should be expected.

Any changes, revisions, or updates to the course schedule below will be posted in a timely fashion on the course Canvas site and noted in class. PDF files of the readings for each class will also be posted on the course Canvas site, and you should check the site regularly for announcements and to be prepared for class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Main Topic(s)</th>
<th>Required Work (to do before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-Jan</td>
<td>TUE</td>
<td>Introduction and mechanics of the course. Initial knowledge and mate choice questionnaire.</td>
<td></td>
</tr>
<tr>
<td>21-Jan</td>
<td>THU</td>
<td>Levels of explanation in evolutionary biology.</td>
<td>EHSB Chapter 1 WSM Preface and Chapter 1</td>
</tr>
<tr>
<td>26-Jan</td>
<td>TUE</td>
<td>Approaches to the scientific study of human sexuality and sexual behavior.</td>
<td>S&amp;N Chapter 1</td>
</tr>
<tr>
<td>28-Jan</td>
<td>THU</td>
<td>Fundamentals of evolutionary theory. Darwin and the logic of natural selection.</td>
<td>WSM Chapter 2</td>
</tr>
<tr>
<td>02-Feb</td>
<td>TUE</td>
<td>Why sex? Asexual vs. sexual reproduction. The evolution of sex.</td>
<td>RQ Chapters 2 and 3 VIDEO: Evolution of Sex</td>
</tr>
<tr>
<td>04-Feb</td>
<td>THU</td>
<td>QUIZ 1</td>
<td></td>
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</table>

PART II: Natural History of Sex: A Comparative Perspective

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Main Topic(s)</th>
<th>Required Work (to do before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-Feb</td>
<td>TUE</td>
<td>Sex determination in animals: Genetic sex, chromosomal sex, sex differences in the brain, sex hormones and sexual differentiation.</td>
<td>EHSB Chapter 4 Going beyond X and Y Sex and Gender Choosing Sex</td>
</tr>
<tr>
<td>11-Feb</td>
<td>THU</td>
<td>Male and female reproductive anatomy and physiology.</td>
<td>EHSB Chapter 7 Angier 1999 Gould 1991 OPTIONAL: SS&amp;TOHMS Chapters 3 and 4</td>
</tr>
<tr>
<td>16-Feb</td>
<td>TUE</td>
<td>The female ovarian cycle. The physiology of sexual intercourse.</td>
<td>EHSB Chapter 10 OPTIONAL: SS&amp;TOHM</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Chapter/Section</td>
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<tr>
<td>18-Feb</td>
<td>THU</td>
<td>Social and ecological influences on male and female sexual behavior</td>
<td>Gangestad et al. 2007, Miller et al. 2007, McGraw 2002</td>
</tr>
<tr>
<td>23-Feb</td>
<td>TUE</td>
<td>Human sexuality in comparative primate perspective.</td>
<td>SS&amp;TOHM Chapter 7, PS Chapter 5</td>
</tr>
<tr>
<td>25-Feb</td>
<td>THU</td>
<td>SEX-TION I ORGASM AND MASTURBATION</td>
<td>EHSB Chapter 8, SS Chapter 9, Baker and Bellis 1993, Joseph et al 2015</td>
</tr>
<tr>
<td>01-Mar</td>
<td>TUE</td>
<td>QUIZ 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PART III: The Mating Game: Strategies of Human Mate Choice and Retention</td>
<td></td>
</tr>
<tr>
<td>03-Mar</td>
<td>THU</td>
<td>Sexual selection theory I: Evolution and biological bases of sex differences in human mating strategies.</td>
<td>WSM Chapter 3</td>
</tr>
<tr>
<td>08-Mar</td>
<td>TUE</td>
<td>Sexual selection theory II: Intersexual mate choice: What men want... What women want...</td>
<td>WSM Chapter 5, Buss 1989</td>
</tr>
<tr>
<td>15-Mar</td>
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<td>SPRING BREAK</td>
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<tr>
<td>17-Mar</td>
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<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>22-Mar</td>
<td>TUE</td>
<td>Human female’s “extended” sexuality</td>
<td>EBHFS Chapter 3</td>
</tr>
<tr>
<td>29-Mar</td>
<td>TUE</td>
<td>Intrasexual competition and the sperm wars</td>
<td>Goetz et al 2008</td>
</tr>
<tr>
<td>07-Apr</td>
<td>THU</td>
<td>SEX-TION III HOMOSEXUALITY IN EVOLUTIONARY PERSPECTIVE</td>
<td>ER Chapter 8, SS Chapter 11, Kirkpatrick 2000</td>
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</tbody>
</table>
## PART IV: Sex in Our Lives

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-Apr</td>
<td>TUE</td>
<td>QUIZ 3</td>
<td>Gooren 2006</td>
</tr>
<tr>
<td>14-Apr</td>
<td>THU</td>
<td>PROBABLE GUEST LECTURE</td>
<td>TBA</td>
</tr>
<tr>
<td>21-Apr</td>
<td>THU</td>
<td>Contraception: How, why, and evolutionary consequences</td>
<td>EHSB Chapter 9 Gladwell 2000 Alvergne and Lummaa 2009</td>
</tr>
<tr>
<td>26-Apr</td>
<td>TUE</td>
<td>Inter-sexual coercion: Unwanted attention, harassment and rape.</td>
<td>Wilson and Daly 2009, Emery Thompson 2009</td>
</tr>
<tr>
<td>28-Apr</td>
<td>THU</td>
<td>The evolutionary biology of love and attachment</td>
<td>EHSB Chapter 3 Fisher 1998 Zeki 2007</td>
</tr>
<tr>
<td>03-Apr</td>
<td>TUE</td>
<td>Sexually transmitted diseases: Physiology, epidemiology, evolution, prevention. The future of human reproduction.</td>
<td>EHSB Chapter 12 WSM Chapter 15</td>
</tr>
<tr>
<td>13-May</td>
<td>FRI</td>
<td>FINAL EXAM 2:00-5:00 PM</td>
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</tbody>
</table>

### Main Text

EHSB = *Evolution and Human Sexual Behavior* (P. Gray and J. Garcia)

### Other Sources

EBHFS = *Evolutionary Biology of Human Female Sexuality* (R. Thornhill and S. Gangestad)
ER = *Evolution’s Rainbow* (J. Roughgarden)
PS = *Primate Sexuality* (A. Dixson)
RQ = *The Red Queen* (Matt Ridley)
S&N = *Sense and Nonsense* (K. Laland and G. Brown)
SS&TOHMS = *Sexual Selection and the Origin of Human Mating Systems* (A. Dixson)
SS = *Sexual Selections* (M. Zuk)
WSM = *Why Sex Matters* (B. Low)
IX. Academic Integrity

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

As a student at The University of Texas, you are expected to maintain the highest integrity in your academic work and to adhere to and abide by the University of Texas Honor Code all times. All work you submit in this course for academic credit must be entirely your own work; you are permitted to collaborate with another student on a graded assignment without the express permission of the instructor.

You are encouraged to study with your fellow students and to discuss information and concepts covered in lecture and the sections with one another. You may also give "consulting" help to or receive "consulting" help from your classmates. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment.

During examinations, you must do your own work. Talking or discussion is not permitted during examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during examinations will result in failure of the exam, and may lead to failure of the course and additional University disciplinary action. During exams, you also may not use notes or other sources to answer exam questions without the instructor’s permission.

Plagiarism consists of presenting ideas and words without acknowledging their source. Whether intentional or inadvertent, plagiarism is another serious offense against academic integrity and will also result in failure on an assignment and possibly failure if the course and additional University disciplinary action. Any of the following acts constitutes a crime of plagiarism:

• Using a phrase, sentence, or passage from another person’s work without quotation marks and attribution of the source.
• Paraphrasing words or ideas from another’s work without attribution.
• Reporting as your own research or knowledge any data or facts gathered or reported by another person.
• Submitting in your own name papers or reports completed by another.
• Submitting your own original work toward requirements in more than one class without the prior permission of the instructors.

Plagiarism and other cases of academic fraud are matters of fact, not intention. It is therefore crucial that you be diligent in assuring the integrity of your work by:

• Using quotation marks to set off words not your own.
• Using proper forms of citation and attribution for source materials.
• Doing your own original work in each class, without collaboration, unless otherwise instructed.
• Not using published sources, the work of others, or material from the web without attribution.
• Asking your professor or preceptor if you have questions about an assignment or the use of sources.

Additional violations of academic integrity include the following:
• Giving your work to another student to submit as his or her own.
• Secreting or destroying library or reference materials.
• Submitting as your own work a paper or results of research that you have purchased from a commercial firm or another person.

Particular emphasis is placed on the use of papers and other materials to be found on the internet, whether purchased or freely available. Be aware that in addition to having access to the same search engines as students, faculty also have at their disposal a number of special websites devoted to detecting plagiarism from the web.

Penalty for violation of The University of Texas Honor Code and for all of the violations of academic integrity discussed above can also be extended to include failure of the course and University disciplinary action.

X. Other University Notices and Policies

Use of Email for Official Correspondence to Students

All students should become familiar with the University's official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/help/utmail/1564.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone) or via the internet at http://www.utexas.edu/diversity/ddce/ssd. Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php.

**Behavior Concerns Advice Line (BCAL)**

If you are worried about someone (e.g., a fellow student) who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

**Q Drop Policy**

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

**Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
SIGNATURE PAGE

Please submit the following to your instructor at the beginning of the next class period.

I have read and understand this syllabus and the policies discussed herein, particularly those regarding Academic Integrity.

I agree to abide by these rules and policies in both letter and spirit.

NAME (print): ___________________________ DATE: ______________________

SIGNATURE: ________________________________

UT EID NUMBER: ___________________________