

# **San José State University, Fall 2014**

## **Anthropology 140, Section 02: Human Sexuality**

### **Contact Information**

<b>Instructor:</b>	John Marlovits
<b>Office Location:</b>	CL 465
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<b>Office Hours:</b>	Monday/Wednesday 2-3
<b>Class Days/Time:</b>	Monday/Wednesday 3-4:15
<b>Classroom:</b>	Clark Hall 310
<b>Prerequisites:</b>	Students must have passed the Writing Skills Test (WST), have completed or be currently enrolled in 100W, have upper division standing (60 units), and have completed Core General Education.
<b>GE/SJSU Studies Category:</b>	Area S: Self, Society and Equality in the U.S.

### **I. Course Description**

Sexuality is a fundamental aspect of human life, and this course will examine human sexuality as

Biological and sociocultural facets of human sexuality. Evolution and physiology of sex, reproductive biology/ethics and cross-cultural expression of sexual behavior. Prerequisite: Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required.

Human Sexuality fulfills area S (Self, Society and Equality in the U.S.) requirements for Upper Division General Education. In S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures.

### **II. Course Goals and Learning Objectives**

This course has two sets of learning outcomes, including those determined by university policy for SJSU Studies classes and those tailored for the specific course content.

### **Course Learning Outcomes (CLO) for Area S**

According to University policy, after successfully completing the course, students shall be able to:

1. Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

This will be accomplished through readings, lectures and in-class activities, and writing assignments that focus on the role of sexuality in identity and social inequality cross culturally. Relevant topics include: history of sexual orientation cross-culturally, HIV and global health, contraception access, gender and sex differentiations cross-culturally.

2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

This will be accomplished through course readings, lectures and in-class activities, and writing assignments that study American religious attitudes toward sex, the gay rights movement, the role of sexuality in racism, commercialism and sex, and sexual violence on American campuses.

3. Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

This will be accomplished through course readings, lectures, films and audio, and writing assignments that focus on the history of social movements fighting sexual diversity and gender discrimination, the history of marriage and race in the US, and shifts in treatment of sexual extremes.

4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

This will be accomplished through course readings, in-class activities, and films that focus on social movements, medical institutions, social tolerance across differences, and the ethics of research methods.

University Policy: Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.

### **Specific Learning Outcomes for Anthropology 140**

In addition to the above learning outcomes, after the successful completion of the course, students shall be able to:

1. Describe sexual response, sexual differentiation, and reproduction as biological and cultural processes. Understanding the cultural aspect of sexuality includes being able to describe different conceptions of sexual acts, roles, and identities in the United States and elsewhere.
2. Identify assumptions about human sexuality in popular culture and correct inaccurate assumptions or myths about human sexuality.
3. Describe and evaluate the strengths and weaknesses of various methodological approaches for studying human sexuality.
4. Recognize and appreciate tolerance in interactions between people with different sexual identities, practices, mores, and preferences.
5. Communicate about sexual matters with precision and ease. Identify ethical and responsible actions in situations related to sexual matters.

### **III. Required Texts/Readings**

#### **Textbook**

Crooks, Robert L. and Karla Baur, *Our Sexuality, 11th Edition*. Belmont, CA: Cengage Learning.

The textbook will be available at the University bookstore, and it is also available through online vendors. I suggest that you use the edition available at the bookstore and listed above, though there are not major differences between editions. Please note that it is not the newest edition, but it is the edition used in past classes at SJSU and should therefore be available more cheaply.

#### **Additional Readings**

Additional Readings: Every week there is one required reading that is not found in the textbook. These can be downloaded from a website address TBA.

#### **Audio Visual Materials**

Almost every week there is a required media piece that you must listen to or watch before the class meeting. The links for these are in the class schedule, below. The goal of these pieces is to widen your understanding of the topic without requiring more reading; students are responsible for audio and visual content and these are also the focus of specific media response assignments.

### **IV. Course Requirements and Assignments**

University Policy: SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student
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workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The requirements for this course include:

- Two Midterm Exams
- Final Exam
- Weekly In-class Assessments
- Four Short Writing Assignments
- Two Media Response Assignments

The exam dates and assignment due dates may be found on the course schedule, below. All dates are subject to change with fair notice.

You will need a T&E 0200 scantron form for each exam, plus one more for a survey assignment, for a total of four.

**Midterm Exams and Final Exams: 150 points total, 50% of total grade**

The exams are designed to test and encourage basic knowledge acquisition, including fundamental ideas, key terms, basic historical events, and important biological models. Exams consist of multiple choice and true/false questions; the final exam only may include essay questions. Exams are cumulative, but they will emphasize the most recent course material.

**Weekly In-Class Assessments: 30 points total, 10% of total grade**

Our class meets once per week. During each class meeting there will be some form of graded assessment activity. These will vary in format and, in general, the format will not be announced ahead of time. Sometimes these in-class assessment activities will involve quizzes on the assigned reading or the previous week's lecture, other times they will involve group collaboration or participation activities, such as a class survey. There are no make-up options for these assessments.

**Topical Writing Assignments: 100 points total, 33% of total grade**

University policy requires that all SJSU Studies classes involve a substantial writing component of at least 12 pages or 3000 words. In this class, this writing requirement will be broken up across four short writing assignments of 800-1000 words each. See the separate worksheet called "Topical Writing Assignments" for detailed instructions. Due dates are listed on the schedule.

**Media Response Assignments: 20 points total, 7% of total grade**

This class includes weekly media segments, including songs, film or television segments, and podcasts or radio programs. You will be responsible for two short writing assignments in response to media segments of your choice from those shown in class. Specific instructions for these responses are to be found on the separate worksheet called "Media Response Writing Assignment." The first media response is due by the seventh week of class, and the second is due by the last week of class; the specific due dates are

given on the schedule. You may, however, write them both as early in the term as you would like.

## V. Grading Policy

This course is graded on a 300 point scale. To determine your final percentage, I will divide your earned points on exams, assessments, and assignments (and extra credit) by the possible total 300 points. Final letter grades for this class will be assigned according to the following scale:

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

University Policy: A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement. To see full text, review [University Policy S11-3](http://www.sjsu.edu/senate/docs/S11-3.pdf) at <http://www.sjsu.edu/senate/docs/S11-3.pdf>.

### Extra Credit

There are several opportunities for extra credit in this class. There will be one extra credit question on each midterm exam and an extra credit essay question on the final exam. Also, each student has the opportunity to do ONE additional activity or assignment (worth 10 possible points) for extra credit from the following options:

1. Present to the class a popular song, advertisement, or other audio-visual media form that demonstrates or illustrates a concept or idea that we have discussed in class. The presentation must include the basic context (who, what, where, when, why, and how) of the media itself, as well as an analysis of how it fits into our class. 5 minute presentation *in addition* to the media; must be pre-approved and scheduled.
2. Write an additional (but longer) Media Response Writing Assignment from one of the class media presentations. 2 pages; must be pre-approved.
3. Share your thing with us! Are you a singer, dancer, artist, programmer, gamer? Do you have an expertise that most people don't? Many of our activities, hobbies, and specialties are infused with sexuality in unexpected ways. If you have some expertise that you are willing to share with the class, talk to the instructor. Must be pre-approved and scheduled.

Please note: just because you hand something in or present it does not mean that it will earn extra credit points. The writing must merit the time I spend reading it.

## **Late Work**

Due dates are given on the course schedule, below. Late assignments disrupt the class. Each late assignment will lose 25% of its possible grade per day late unless accompanied by a doctor's note or other evidence justifying the delay. Requests for exceptions must be in advance and will not be considered unless they are accompanied by a doctor's note or other verifiable evidence of an emergency.

## **All Writing Assignments MUST Be Turned In**

All four "Short Writing Assignments" must be turned in to pass the class. Even if an assignment is so late as to result in zero points, all writing assignments must be turned in or the final grade will be an F.

## **Plagiarism and Cheating**

Work that is found to be plagiarized or the result of cheating will receive a zero, and will be reported to the Office of Student Conduct. Plagiarism and cheating include:

- Copying answers from someone else's exam
- Referring to notes or class materials during a closed-book exam
- Collaborating on assignments or assessments specified as independent work
- Using text written by other people without proper attribution
- Copying and pasting text from Wikipedia or other website without quoting and attributing it
- Having someone else write your assignments or take your exams

## **VI. Classroom Protocol**

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes. [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html)  
<http://info.sjsu.edu/static/catalog/policies.html>. [Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/)  
[http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)  
[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Expectations of Students**

Everyone enrolled in this course deserves an equal opportunity to learn. The way for this to happen – for all students to get equal instructor attention, for example – is for all students to fulfill their responsibilities in the class. These responsibilities are: to attend class, to prepare for class, to participate during class, to listen to others respectfully and allow others the space and time to participate, and to complete his/her own work.

Students who disrupt class or prevent others from learning will be asked to leave. Disruptive use of mobile phones or other electronic devices will result in their confiscation for the remainder of class.

**Plagiarism, Cheating, and Academic Dishonesty**

This course will follow the protocol in SJSU's [Policy on Academic Integrity](http://www.sjsu.edu/senate/policies/pol_plagarism_acad_integrity/), located at [http://www.sjsu.edu/senate/policies/pol\\_plagarism\\_acad\\_integrity/](http://www.sjsu.edu/senate/policies/pol_plagarism_acad_integrity/). This policy requires you to be honest in all your academic course work. Faculty members are required to

report all infractions to the office of Student Conduct and Ethical Development. Please familiarize yourself with the Policy on Academic Integrity

The University has also published an [excellent guide to academic integrity](#) that you should study carefully.

[http://www.sjsu.edu/studentconduct/Students/Student\\_Academic\\_Integrity\\_Process/](http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/)

### **Students with Disabilities**

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 requesting accommodations must register with Accessible Education Center [AEC] to establish a record of their disability.

### **Other Student Needs**

Speakers of English as a second language will be allowed extra time to complete assignments and to take quizzes, tests, and exams. To take advantage of this policy you must let me know *in the first week of class* so that I have time to make appropriate arrangements.

Please let me know in the first week if you have a religious conflict with the class and we will make arrangements for you to make up the missed material.

### **Email and Email Etiquette**

I will do my best to respond to emails once daily during the week and once on weekends. However, I will only respond to polite emails that conform to a professional format.

- In the “Subject” line of the email, please write “Anth 140:” followed by a brief description of the email’s subject.
- In the “Message” portion of the email, please open with “Dear Dr. Marlovits/Professor Marlovits.”
- Adopt professional word choice, capitalization, and punctuation.
- Close with your name and email address.



## Anthropology 140: Human Sexuality, Fall 2014

### Course Schedule

The following schedule is subject to change. Changes to reading schedule will be discussed in class. Any changes to assignment deadlines or exam dates will be confirmed by email.

Important university dates for Fall 2014:

Aug 25: first day of instruction

Sep. 5: last day to drop a class without a “W”

Sep. 12: last day to add a class or change grade options

Nov 11: No class for Veterans Day

Nov 18: last day to withdraw

Dec 10: last day of fall term

CB = Crooks and Baur textbook, *Our Sexuality*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 25/27	<b>Introduction and Syllabus</b> Introduction Sexuality triangle: biology, society, individual Key concepts for studying human sexuality Popular understanding of sex in the United States
2	Sep 3 No class 9/1	<b>Constructions of Sex and Sexuality: Science, Religion, Media</b> History of Sexology Research methods in contemporary sex studies Religious understandings of sexuality Sex and Popular Mass Media  1. CB: Chapter 1 and Chapter 2 2. Kelly, Patty. On fieldwork in a Mexican Brothel. 3. Jaspal, Rusi. “‘I Never Faced Up to Being Gay’: Sexual, Religious and Ethnic Identities Among British Indian and British Pakistani Gay Men.” <i>Culture, Health &amp; Sexuality</i> 14.7 (2012): 767–780.  In class: <i>Kinsey</i> [FILM] section
3	Sep 8/10	<b>Anatomy and Sexual Physiology</b> Female anatomy and reproductive systems

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Menstruation  Male anatomy and reproductive systems  Circumcision, debate 1  Sexual health and self-care</p>
		<ol style="list-style-type: none"> <li>1. CB: Chapter 3 and Chapter 4</li> <li>2. Martin, Emily. 1991. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." <i>Signs</i> 16 (3): 485–501.</li> <li>3. Audio:  <a href="http://www.npr.org/2011/07/25/138620685/circumcision-age-old-rite-faces-modern-concerns">http://www.npr.org/2011/07/25/138620685/circumcision-age-old-rite-faces-modern-concerns</a></li> </ol>
4	Sep 15/17	<p><b>Due: Writing Assignment #1</b></p> <p><b>Sexual Differentiation and Culture</b></p> <p>Cultural variations of gender and sex  Biology of sexual differentiation  Body modifications cross-culturally  Circumcision, debate 2</p> <ol style="list-style-type: none"> <li>1. CB: Chapter 5</li> <li>2. Fausto-Sterling, Anne. 2000. "The Five Sexes, Revisited." <i>Sciences</i>. July/August.</li> </ol> <p>In class: <i>Tales of the Waria</i> [FILM]</p>

5	Sep 22/24	<p><b>Sexual Behaviors and Sexual Orientation</b></p> <p>What is sex?  What constitutes sexual orientation?  Nature/nurture  Homophobia and heteronormativity  Ritual homosexuality</p> <ol style="list-style-type: none"> <li>1. CB: Chapter 8 and Chapter 9</li> <li>2. France, David. 2007. "The Science of Gaydar." New York Magazine. <a href="http://nymag.com/news/features/33520/">http://nymag.com/news/features/33520/</a></li> <li>3. Audio: This American Life. "81 Words."  <a href="http://www.thisamericanlife.org/radio-">http://www.thisamericanlife.org/radio-</a></li> </ol>
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Week	Date	Topics, Readings, Assignments, Deadlines
		<p>archives/episode/204/81-words.</p> <p>Recommended: Newton, Esther and Shirley Walton. "The</p>
		<p>Misunderstanding: Toward a More Precise Sexual Vocabulary," in <i>Margaret Mead Made Me Gay</i>. Durham, NC: Duke University Press, p. 167-175.</p> <p>In Class: <i>God Loves Uganda</i> [FILM]</p>
6	Sep 29/Oct 1	<p><b>Midterm Exam #1</b></p> <p><b>Sexuality Over the Life Course</b></p> <p>Physiological Changes Cross-culturally  Childhood and Adolescence (Puberty)  Sex education in the United States  Aging and Sexuality</p> <ol style="list-style-type: none"> <li>1. CB: Chapter 12 and Chapter 13</li> <li>2. Lock, Margaret. "Menopause: Lessons From Anthropology," <i>Psychosomatic Medicine</i> 60.4 (1998): 410-19.</li> <li>3. Audio: Crenshaw, Wes. 2012. "Casual or Committed?" <i>Up to Date</i>. October 16. <a href="http://kcur.org/post/teenage-sexuality-casual-or-committed">http://kcur.org/post/teenage-sexuality-casual-or-committed</a></li> </ol>
7	Oct 6/8	<p><b>Due: Last day to turn in Media Response #1</b></p> <p><b>Pregnancy and Childbirth</b></p> <p>Fertility in historical perspective  Pregnancy, childbearing, and abortion cross-culturally  Maternal and infant health</p> <ol style="list-style-type: none"> <li>1. CB: Chapter 11</li> <li>2. Audio: 2011. "23 Weeks and 6 Days." Radiolab. Season 11, Episode 6. MP3. 59 minutes.  <a href="http://www.radiolab.org/story/288733-23-weeks-6-days/">http://www.radiolab.org/story/288733-23-weeks-6-days/</a></li> </ol>

8	Oct 13/15	<b>Due: Writing Assignment #2</b> <b>Contraception and Sexually Transmitted Infections</b> History of contraception methods STIs and treatments
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Week	Date	Topics, Readings, Assignments, Deadlines
		<p>What is “safe sex”?</p> <ol style="list-style-type: none"> <li>1. CB: Chapter 15 and Chapter 10</li> <li>2. Murphy, Tim. 2014 “Sex Without Fear.” <i>New York Magazine</i>. July 13. <a href="http://nymag.com/news/features/truvada-hiv-2014-7/#print">http://nymag.com/news/features/truvada-hiv-2014-7/#print</a></li> </ol>
		<p><i>Magazine</i>. July 13. <a href="http://nymag.com/news/features/truvada-hiv-2014-7/#print">http://nymag.com/news/features/truvada-hiv-2014-7/#print</a></p> <p>In class: <i>The Pill</i> [FILM] (the PBS documentary, not the feature film)</p>
9	Oct 20/22	<p><b>Sexual Arousal and Response</b></p> <p>Biology of arousal and response  Medicalization of sexual dysfunction  Cultural construction of desire</p> <ol style="list-style-type: none"> <li>1. CB: Chapter 6</li> <li>2. Wentzell, Emily. “Generational Differences in Mexican Men’s Ideas of Generationally Appropriate Sex and Viagra Use.” <i>Men and Masculinities</i> 14(4): 392-407.</li> </ol>

10	Oct 27/29	<p><b>Midterm Exam #2</b></p> <p><b>Sexual Desire and Social Boundaries</b></p> <p>What is sex, revisited Paraphilias and their psychiatric definitions The ethics of desire</p> <ol style="list-style-type: none"> <li>1. CB: Chapter 16</li> <li>2. Christina, Greta. "Are We Having Sex Now Or What?" <i>The Erotic Impulse</i>. Ed. David Steinberg. New York: Jeffrey P. Tarcher/Penguin, 1992. 24-29.</li> <li>3. Audio: Malone, Luke. 2014. "Act Two: Help Wanted." <i>This American Life</i>, Episode 522. April 11. <a href="http://www.thisamericanlife.org/radio-archives/episode/522/tarred-and-feathered?act=2">http://www.thisamericanlife.org/radio-archives/episode/522/tarred-and-feathered?act=2</a></li> <li>4. Audio (The following audio contains explicit content only intended for adults. If you are uncomfortable with the content for whatever reason, do not listen.): Savage, Dan. 2013. "Episode 339 (Free Micro Episode)." <i>Lovecast A Podcast</i>, season 15. April 23. Listen from</li> </ol>
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Week	Date	Topics, Readings, Assignments, Deadlines
11	Nov 3/5	<b>Marriage, Love, and Intimacy</b> Marriage and intimacy cross-culturally Sex and communication <ol style="list-style-type: none"> <li>1. CB: Chapter 7</li> <li>2. Nanda, Serena. "Arranging a Marriage in India".</li> <li>3. Audio: 2012. "Committed: Marriage in America," Backstory Radio Program. July 13.  <a href="http://backstoryradio.org/shows/committed-marriage-in-america/">http://backstoryradio.org/shows/committed-marriage-in-america/</a></li> </ol>
12	<b>No class on Nov 11</b>  Nov 10/12	<b>Due: Writing Assignment #3</b> <b>Power, Coercion, and Sexual Violence</b> Defining and explaining rape Patriarchy, racism, and the role of power in culture Intimate partner violence <ol style="list-style-type: none"> <li>1. CB: Chapter 17</li> <li>2. Sanday, Peggy Reeves. 1996. "Rape-Prone Versus Rape-Free Campus Cultures." <i>Violence Against Women</i> 2(2): 191-208.  <a href="http://www.sas.upenn.edu/~psanday/rapea.html">http://www.sas.upenn.edu/~psanday/rapea.html</a></li> <li>3. Davis, Angela. "Rape, Racism, and the Myth of the Black Rapist," in <i>Women, Race, Class</i>.</li> </ol> In Class: <i>The Invisible War</i> [FILM]
13	Nov 17/19	<b>Sex Markets</b> Sex Work Pornography Sexiness in Media and Advertising <ol style="list-style-type: none"> <li>1. CB: Chapter 18</li> <li>2. Kelly, Patty. 2008. "Sellers and Buyers," in <i>Lydia's Open Door: Inside Mexico's Most Modern Brothel</i>. Berkeley: University of California Press, p. 151-183.</li> <li>3. Audio: 2013 "Generation Porn," <i>Ideas</i>, a CBC-produced radio program, October 21.</li> </ol>



Week	Date	Topics, Readings, Assignments, Deadlines
		<a href="http://www.cbc.ca/ideas/episodes/2013/10/21/generation-porn-1/">http://www.cbc.ca/ideas/episodes/2013/10/21/generation-porn-1/</a>
14	Nov 24/26	<b>Due: Writing Assignment #4</b> <b>Due: Last Day to turn in Media Response #2</b> <b>Health, Sex, and Global Inequalities</b> Sex and economic development Inequality and health  1. Parker, Richard. 2002. "The Global HIV/AIDS Pandemic, Structural Inequalities, and the Politics of International Health." American Journal of Public Health 92 (3): 343–47.
15	Dec 1/3	Course review and final exam preparation
16	Dec 8/10	Review
Final Exam	Friday class	Tuesday, December 18 at 12:15-2:30  <a href="http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html">Final Exam Schedule</a> , <a href="http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html">http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html</a>