

San José State University, Fall 2015
Anthropology 140, Section 8: Human Sexuality

Contact Information

Instructor:	John Marlovits
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Office Hours:	Monday/Wednesday 12-1:00
Class Days/Time:	Monday/Wednesday 1:30-2:45
Classroom:	Clark Hall 310
Prerequisites:	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.
GE/SJSU Studies Category:	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

Robert L. Crooks and Karla Baur, *Our Sexuality, 11th Edition*. Belmont, CA: Cengage Learning.
Kate Bornstein, *Gender Outlaw: On Men, Women, and the Rest of Us*, New York: Vintage.
Katha Pollitt, *Pro: Reclaiming Abortion Rights*, London: Picador.

The textbooks 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.

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 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
- Two Essay 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: 300 points total

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.

Topical Writing Assignments: 200 points total

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. Due dates are listed on the schedule.

Media Response Assignments: 50 points total

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. 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 650 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 650 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

Present a sex joke – or some form of folk knowledge -- to the class. Please pre-approve with the professor. Perform an analysis or interrogation of the joke – social, historical, etc. – demonstrating its relevance to the course.

Late Work

Late assignments disrupt the class. **No late papers will be accepted. All late papers will receive an F (a zero) grade.** 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

I do not accept electronic papers or papers via email. Emailed papers will not be opened, read, graded, nor will I respond to them via email.

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

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_plagiarism_acad_integrity/), located at http://www.sjsu.edu/senate/policies/pol_plagiarism_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](http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/) that you should study carefully. 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 (see below). I will not respond to emails that request information that can be 1) found in the syllabus; 2) about missed lectures; 3) information presented in lecture; 4) questions concerning grades because this is not legal information for me to reveal over email; 5) extensive questions that should be addressed during office hours; 6) electronic papers; 7) paper drafts (drafts must be addressed during office hours).

- 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.

Departmental Goals_____

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies_____

Here are some of the basic university policies that students must follow.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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/

[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>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated. [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S072.pdf)<http://www.sjsu.edu/senate/docs/S072.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_199703.pdf) http://www.sjsu.edu/president/docs/directives/PD_199703.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>
[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>
[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>
[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

Anthropology 140: Human Sexuality, Fall 2015

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.

Broad topics:

Week 1-4: Shame and Constructions of Western Sexuality and the Body

Week 5-7: Beyond Binary Gender

Week 8-9: Medicalization

Week 10-12: Normativity, Intimacy, and the Personal

Week 13-16: Power, Coercion, and Inequality

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	Introduction and Syllabus
2	8/24 – 8/26	Constructing Sex: Science, Religion, and Media 8/24: <ol style="list-style-type: none">1. CB: Chapter 1 and Chapter 22. Michel Foucault, “<i>Scientia Sexualis</i>” excerpt from <i>The History of Sexuality, Volume 1</i>3. Laura Kipnis, “Dangerous Liaisons: Public and Private,” <i>Harpers</i> 8/26 In class: <i>Kinsey</i> [FILM] section
3	8/31- Sept 2	Making the Body Meaningful: Anthropology of Senses and the Body <ol style="list-style-type: none">1. CB: Chapter 3 and Chapter 42. Peter Stallybrass and Allon White, “The Maid and the Family Romance” in <i>The Poetics and Politics of Transgression</i>3. Katha Pollitt, <i>Pro</i>, chapter 1&2
4	No class 9/7 9/9	Anatomy, Sexual Physiology, and Meaning <ol style="list-style-type: none">1. 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): 485–501.2. CB: chapter 3&4
5	9/14 – 9/16	Gender and Sexual Orientation

Week	Date	Topics, Readings, Assignments, Deadlines
		<ol style="list-style-type: none"> 1. CB: Chapter 5 and 8 2. Fausto-Sterling, Anne. 2000. "The Five Sexes, Revisited." Sciences. July/August. 3. Kate Bornstein, <i>Gender Outlaw: On Men, Women, and the Rest of Us</i> <p>In class: <i>Paris is Burning</i> [FILM]</p> <p>First paper due Thursday in class</p>
6	9/21 – 9/23	<p>Gender, Performativity, and Normalcy</p> <ol style="list-style-type: none"> 1. CB: Chapter 9 and 16 2. Kate Bornstein, <i>Gender Outlaw</i>
7	9/28 – 9/30	<p>Pregnancy and Childbirth</p> <ol style="list-style-type: none"> 1. CB: Chapter 11 2. Katha Pollitt, <i>Pro</i> chapters 1-4 <p>In class: <i>The Pill</i> [FILM] (the PBS documentary, not the feature film)</p> <p>Paper 2 due Thursday First Media Response Due</p>
8	10/5 – 10/7	<p>Contraception and Sexually Transmitted Infections</p> <ol style="list-style-type: none"> 1. CB: Chapter 15 and Chapter 10 2. Katha Pollitt, <i>Pro</i>, chapter 5-8
9	10/12 – 10/14	<p>Sexual Arousal, Life Trajectories, and Medical Normalization</p> <ol style="list-style-type: none"> 1. CB: Chapter 6 and 14 2. Lock, Margaret. "Menopause: Lessons From Anthropology," Psychosomatic Medicine 60.4 (1998): 410-19. 3. 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 <p>Midterm March 19th</p>
10	10/19 – 10/21	<p>Marriage, Love, and Intimacy</p> <ol style="list-style-type: none"> 1. CB: Chapter 7 and 12

Week	Date	Topics, Readings, Assignments, Deadlines
		In class: <i>United in Anger</i> [FILM]
11	10/26 – 10/28	The Sexual Revolution and Queer Remaking of Institutions and Trajectories <ol style="list-style-type: none"> 1. Virginia Scarff, “The Long Strange Trip of Pamela Des Barres,” from <i>Twenty-Thousand Roads: Women, Movement, and the West</i> 2. Judith Jack Halberstam “Gaga Relations,” excerpt from <i>Gaga Feminism</i> 3. Audio: 2012. “Committed: Marriage in America,” Backstory Radio Program. July 13. http://backstoryradio.org/shows/committed-marriage-in-america/
12	11/2 -11/4	Sexual Intimacy: The Personal is the Political <ol style="list-style-type: none"> 1. 1. Lauren Berlant, “Intimacy: A Special Issue” <i>Critical Inquiry</i> 24 (1998) 2. Adam Phillips, “Sex Mad,” from <i>On Balance</i> 3. Esther Newton and Shirley Walton. “The Misunderstanding: Toward a More Precise Sexual Vocabulary,” in <i>Margaret Mead Made Me Gay</i>. Durham, NC: Duke University Press, p. 167-175.
13	11/9 no class 11/11	Power, Coercion, and Sexual Violence <ol style="list-style-type: none"> 1. CB: Chapter 17 2. Sanday, Peggy Reeves. 1996. “Rape-Prone Versus Rape-Free Campus Cultures.” <i>Violence Against Women</i> 2(2): 191-208. http://www.sas.upenn.edu/~psanday/rapea.html 3. Davis, Angela. “Rape, Racism, and the Myth of the Black Rapist,” in <i>Women, Race, Class</i>. <p>In Class: <i>The Invisible War</i> [FILM]</p> Paper Three Due Thursday
14	11/16 – 11/18	Sex Markets <ol style="list-style-type: none"> 1. CB: Chapter 18 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. 3. Laura Kipnis, excerpts from <i>Bound and Gagged: Pornography and the Politics of Fantasy in America</i> 4. Audio: 2013 “Generation Porn,” <i>Ideas</i>, a CBC-produced radio

Week	Date	Topics, Readings, Assignments, Deadlines
		program, October 21. http://www.cbc.ca/ideas/episodes/2013/10/21/generation-porn-1/
15	11/23 – 11/25	Health, Sex, and Global Inequalities <ol style="list-style-type: none"> 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. Paper Four Due Thursday Second Media Response Due
16	11/30-12/2	
Final Exam	12/7	http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html