

# HUMAN SEXUALITY

Instructor: Dr. Sandra Cate  
Office Location: Clark 463  
Telephone: 408-924-5714  
Email: [scate@ix.netcom.com](mailto:scate@ix.netcom.com)  
Office Hours: TR 1430-1630  
Class Time/Location: Section 8: F 1000-1245, WSQ 004

## Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the complete syllabus, assignment handouts, and study guides may be found on [Sandra Cate's web page](http://www.sjsu.edu/people/sandra.cate/courses) at <http://www.sjsu.edu/people/sandra.cate/courses>. You are responsible for regularly checking with the messaging system through MySJSU and for providing a current e-mail address on MySJSU.

## Course Description

This course examines human sexuality from an interdisciplinary perspective. We will view sexuality as a biological capacity fundamentally embedded in, shaped by, and experienced in cultural, social and historical contexts. Sexuality links to systems of equality and inequality. Class exposure to cross-cultural, anthropological perspectives and materials will provide a framework for more detailed examination of contemporary American sexuality and sexuality-related issues.

## Prerequisites

Human Sexuality fulfills area S (Self, Society and Equality in the U.S.) requirements for Upper Division General Education. For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other distinct academic units. In order to enroll, you must have passed the Writing Skills Test (WST), completed Core General Education, and have completed or be registered in 100W). [See [University Catalog](#)].

## Area S Learning Objectives and Activities for this Course

In Area S courses, students will 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.

After successfully completing the course, students shall be able to:

- Learning Objective 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 (Portfolio assignments, class lectures, movies, lectures)

- Learning Objective 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S (class lectures, movies, Portfolio assignment #5)
- Learning Objective 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). (Class lectures, movies)
- Learning Objective 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (Class group work, lecture, movies).

### Topics and Course Learning Objectives include:

After successfully completing this course, students will understand:

- **Basic Concepts.** Social, cultural, and historical contexts of the scientific study of sexuality; the regulation of sexuality as a form of social control; the biological bases of sexual response and reproductive capacity, and cultural variation in the understanding of sexuality and reproduction.
- **Methodological Tools.** Alternative methodological approaches to the study of sexuality; survey of cultural variation in sexual beliefs and behaviors at San Jose State University.
- **Applications.** Contemporary social movements in the U.S. for sexual-social justice and equality; commercialization of sexuality; sexual coercion; sexually transmitted diseases; sexuality in the future.
- **Self-awareness.** Feel more comfortable with the subject of human sexuality, including communicating with others more directly about sexual matters and acting responsibly in sexual matters.

### Goals of the Anthropology Department:

#### Knowledge

- Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
- Awareness of human diversity and the ways humans have categorized diversity.
- Knowledge of the significant findings of cultural anthropology.
- Comprehension of migration, colonialism, and economic integration as significant phenomena shaping global society.

#### Skills

- Ability to access various forms of anthropological data and literature.
- Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- Knowledge of the research methods of cultural anthropology.
- Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

#### Professional Values

- Knowledge of political and ethical implications of social research.

### Required Texts/Readings

Crooks, R. and K. Baur, *Our Sexuality*, 10th Edition

*Readings in Human Sexuality*: Articles available on [course website](#), password is “safesex.” If you use a Apple computer and can open only the first page of a PDF, visit this website: <http://support.apple.com/kb/HT2506>.

## Writing Activities

Students will engage in a variety of writing activities to demonstrate their mastery of content and which also assess basic analytic skills. You will summarize and analyze what you have read, compare and contrast different cultures within and outside the United States, relate what you have learned to issues of equality in American culture, explore your own responses to the ideas and information you encounter in and out of this class, and reflect upon issues of sexuality in your own life. Some essays will be in-class (approximately 600 words); the remainder of the writing requirement consists of a portfolio of short papers, totalling 2500 words. One assignment will require library research. All assignments will receive feedback regarding correctness, clarity, and conciseness as well as content. Comments will help you improve subsequent assignments. The first installment is due midway through the semester the second a few weeks later.

Late papers will be accepted without penalty **ONLY WITH PERMISSION**. Without permission, you lose 2 points for each class day the paper is late. **All assigned writing must be completed in order to pass the course.**

## Plagiarism

Plagiarism occurs when you use the words of another author – a phrase, sentence, or paragraph -- without giving credit to that author with quotation marks and a citation. This practice misrepresents your writing. SJSU policy forbids plagiarism. It will be punished. If found plagiarizing, you **WILL** receive a zero for your assignment and I **WILL** report you. Please read the [Statement on Academic Integrity](#) and consult me if you have questions on this issue.

## Grading

Class participation/in-class essays	50	A+= 294-300	C+ = 234-239
Midterm #1	50	A = 279-293	C = 219-233
Midterm #2	50	A- = 270-278	C- = 210-218
Final Exam	50	B+ = 264-269	D+ = 204-209
Essay Portfolio (5 x 600 words, 20pts)	<u>100</u>	B = 249-263	D = 180-203
	300 total points	B- = 240-248	D- = 180-189

[Participation points based on attendance, class discussion, participations in group work, and in-class writing.]

## Disability Accommodations

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 DRC to establish a record of their disability.

## Classroom Protocol

I understand that multi-tasking is essential to getting through life. **BUT NOT THROUGH THIS CLASS.** You need to be **FULLY PRESENT** to be successful. Therefore, please do not text, do not surf the web, do not go on Facebook, e-mail or anything else besides taking notes during class. If you are distracting me or others, you will have to put your computer away. No computer note-taking during films, of which there are many. If you must arrive late or leave early, please do not slam the door.

## Helpful Hints

There is a LOT of material covered in this course. Don't get overwhelmed. You will not be expected to master all the readings. A major goal is to expose you to the range of topics and alternative perspectives on human

sexuality.

- Use exam review sheets to guide your reading and studying for exams.
- Use textbook chapter headings, outlines and summaries. Pay attention to definitions in page margins.
- To digest articles in the course reader, look for key points and themes, and how they illustrate major class themes, rather than focusing on detail. Take brief summary notes on these articles for future reference.
- Attend class, be on time, keep up with assigned readings and assigned writing.
- If you have questions on readings, ask in class – probably others have similar or the same questions
- Take notes in class, review notes regularly. Use lecture outlines and video guides (class website).
- Find at least one study partner.
- DON'T BE AFRAID TO ASK QUESTIONS AND REQUEST HELP!!! I am available after class, in office hours, by e-mail....

## Course Schedule

**Readings: CB=Crooks & Baur Textbook; WS= Readings Posted on Class Website. Readings are to be finished for the day they are listed.**

### COURSE INTRODUCTION: ANTHROPOLOGY AND SEXUALITY

**Jan. 28** CB: Chapter 1 (Perspectives on Sexuality)

### LEARNING ABOUT SEX: FOLK VIEWS, EDUCATION & SCIENCE

**Feb. 4** CB: Chapter 2 (Sex Research: Methods and Problems)

WS: Talbot-“Red Sex, Blue Sex”

Video and Discussion: *The Education of Shelby Knox*

### MALE & FEMALE ANATOMY

**Feb. 11** CB: Chapter 3 (Female Sexual Anatomy and Physiology), pp. 49-54, 57-59  
Chapter 4 (Male Sexual Anatomy and Physiology), pp. 88-109  
Video and Discussion: *Breasts* (excerpts), *Private Dicks* (excerpts)

### CULTURE AND SEXUALITY IN THE UNITED STATES

**Feb. 18** Ethics, Religion & Sexuality  
Video: *Marital Sex* (38 min)  
CB: Chapter 12 (Sexuality During Childhood and Adolescence)

**Feb. 18** CB: Chapter 13 (Sexuality and the Adult Years)  
The U.S. sex-gender system: competing models

**Feb. 25** CB: Chapter 8 (Sexual Behaviors)  
Video & Discussion: *Hip Hop: Beyond Beats and Rhymes* (61 min.)

### MIDTERM EXAM #1

### CROSS-CULTURAL VIEWS OF SEXUALITY

**Mar. 4** WS: Weiner-“Youth and Sexuality”, Messenger-“Sex and Repression in an Irish Folk Community”  
Video: *Cricket: The Trobriand Way* (excerpt)

### PHYSIOLOGY OF SEXUAL AROUSAL & RESPONSE

**Mar. 4** CB: Chapter 6 (Sexual Arousal and Response)  
Chapter 7 (Love and Communication in Intimate Relationships)

## **SEX & GENDER IN THE UNITED STATES**

**Mar. 11** CB: Chapter 5 (Gender Issues)  
WS: Lorber-“Believing is Seeing: Biology as Ideology”, Rosin-“A Boy’s Life”

**Mar. 11** Video: *The Times of Harvey Milk*

**Mar. 18** CB: Chapter 9 (Sexual Orientations)  
Guest speakers: SJSU LGBT Resource Center

**Mar. 25** Video: *You Don’t Know Dick*

## **MARCH 28 - APRIL 1 SPRING BREAK!**

## **CROSS-CULTURAL SEX/GENDER SYSTEMS**

**Apr. 8** WS: Meigs, “Blood Kin and Food Kin”; Nanda, “The Hijras in Cross Cultural Perspective”  
Video: *Sunflowers*

**DUE APRIL 8: WRITING PORTFOLIO, INSTALLMENT #1 (3 topics)**

## **BODY MODIFICATION, RITE-OF-PASSAGE RITUALS**

**Apr. 15** CB: “Female Genital Cutting: Torture or Tradition?” p. 55  
WS: Shweder, “What about Genital Mutilation?”  
Slides: Body Modification  
Video and Discussion: *Three Maasai Women Have Their Say*; excerpts - *Moulaade*

## **SEXUALLY TRANSMITTED INFECTIONS [STDs/STIs]**

**Apr. 22** **MIDTERM EXAM #2**  
CB: Chapter 15 (Sexually Transmitted Infections)

## **REPRODUCTION AND SEXUAL DIFFERENTIATION**

**Apr. 29** CB: Chapter 4 (Female Sexual Anatomy and Physiology), pp. 59-77, Chapter 11 (Conceiving Children)  
WS: Martin-“The Egg and the Sperm...”  
Video: *Life’s Greatest Miracle*

**Apr. 29** Discussion: Intersexed Individuals  
CB: Chapter 5 (10<sup>th</sup> ed. Chapter 3) section “Gender Identity as a Biological Process”  
WS: Weil, “What If It’s (Sort of) a Boy and (Sort of) a Girl?”

## **CROSS-CULTURAL POLITICS OF REPRODUCTION**

**May 6** CB: Chapter 10 (Contraception)  
CB: Chapter 11 (Conceiving Children: Process and Choice)  
WS: Hitt, “Pro-Life Nation”  
Video: *Thunder, Not Yet Rain*

## **SEX, COERCION & VIOLENCE,**

**May 13** CB: Chapter 17 (Sexual Coercion)  
**WRITING PORTFOLIO INSTALLMENT #2 DUE (1 topic, Library Assignment)**

## **COMMERCIALIZATION OF SEX**

**May 13** CB: Chapter 18 (Sex for Sale)  
WS: Dalby-“Geisha and Anthropology”  
Video: *Live Nude Girls Unite!*

**FINAL EXAMINATION: Friday, May 20, 1715-1930, regular classroom**