

# School of Social Sciences/Department of Anthropology Anth/Bio/HS 140-Fall 2014

## Contact Information

<b>Instructor:</b>	Quincy Dalton McCrary
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<b>Office Hours:</b>	4.50-5.50 T/Thu
<b>Class Days/Time:</b>	Monday 6.00-8.45
<b>Classroom:</b>	Clark Hall 204
<b>Prerequisites:</b>	100W
<b>GE/SJSU Studies Category:</b>	Area S: Self, Society and Equality in the U.S.

## Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/quincy.mccrary>. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn any updates.

## Course Description

This course examines human sexuality from an anthropological 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, in particular patriarchy. Students will be exposed to cross-cultural, anthropological perspectives that provide the framework for a more detailed examination of contemporary American sexuality and sexuality-related issues. I also hope to increase your awareness of feminist/gendered perspectives about social problems related to gender and sexuality that cross-cut cultural boundaries. In many patriarchal societies, symbols derived from women frequently have negative connotations. For instance, menstrual blood may be regarded as supernaturally dangerous, especially to men. In societies that lack pronounced gender stratification, feminine symbolism often has a more positive connotation. For instance, origin stories may rely on metaphors of childbirth, and women's ability to bear children may be a source of symbolism in which the feminine is the source of life and fertility.

**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.

## Course Goals and Learning Objectives

### Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- CLO #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 (Class discussions, movies, portfolio topics: The New Virginity Movement, Friends with Benefits, Sex on the Downlow, Gay Marriage, Sex and Religion, Gender Double Standard, Construction of American Masculinity,
- CLO #2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (Class discussions, movies, portfolio topics: Female Masturbation, Marriage and Sex, Gender Assignment, Abortion from a Male's Perspective, Gender Double-Standard, Construction of American Masculinity, Library Assignment.)
- CLO #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 discussions, movies, portfolio assignment Sex and Social Action, Gay Marriage, Gender Double-Standard)
- CLO #4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. (In-class group work: Sex & Culture; movie responses: *Milk*, *You Don't Know Dick*, *Guardians of the Flute*)

### 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**

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Crooks, R. and K. Baur, *Our Sexuality*, 12th Edition.

### **Readings in Human Sexuality:**

Articles available on course website. Be sure you have the latest version of Adobe Reader. For other problems, visit the IT Help Desk, ground floor, Clark Hall.

## **Course Requirements and Assignments**

Readings are to be done before the class with which they are associated. You are responsible for familiarizing yourselves with all of the assigned material. You will also be expected to integrate these materials (along with lecture, discussion, and video) into your writing assignments.

### **Class Participation (30 points, 10% of total grade)**

Attending class and participating in class discussions will contribute significantly to your success in this course. It is expected that students come to class prepared to respond to questions and make substantive contributions to class discussions and small group activities related to the assigned readings and films.

## **Video Response Questions (20 points, 7% of total grade)**

We will view a number of films related to the course material throughout the semester. Students are responsible for the information provided in these films and questions regarding the films students will complete in-class response questions for each video. In order to receive the full 20 points, all video response questions must be submitted one day after the session when the video is shown.

## **Writing Assignments (100 points total, 33% of total grade)**

Students will complete four writing assignments (worth 25 points each) submitted throughout the semester. Each assignment will be typed, double-spaced, 12-point font and no less than 1000 words in length (including only the body of the text, excluding any headings and bibliographic references). Due dates are indicated in the course schedule below. Additional information on assignment requirements and topics is provided on the separate writing assignment document. There will be a penalty for written work handed in late if the reason is not important, beyond your control, and verifiable by a reliable source. No writing assignments will be accepted after the last day of class. In order to pass this class, each student must complete a minimum of three of the four writing assignments. If you do not complete at least three writing assignments, you will fail the course regardless of your exam grades.

## **Exams (150 points total, 50% of total grade)**

There will be three multiple-choice exams in this course. Exam #1 will be on in class on (see schedule) and will cover material from week one through week six of the semester. The second exam will be in class on April 14th and will cover material from week one through week 12 of the semester, with an emphasis on material covered in weeks seven through 12. The final exam will be on (see schedule) and will cover material from the entire semester, with an emphasis on material from week 13 through week 16. The final exam may include a short essay in addition to the multiple-choice questions.

**Exam make-up policy:** Make-up exams will not be given unless 1) a phone message is left at 000-000-0000 and an email is sent to quincy.mccrary@sjsu.edu before the scheduled time of the exam; 2) the reason for requesting a make-up exam is important, beyond your control; and verifiable by a reliable source. There will only be one make-up time for each exam, and it may be different from the original exam.

## **Grading Policy**

Grades will be calculated as follows:

Class Participation	30 points
Video Response Questions	20 points
Writing Assignment #1	25 points
Writing Assignment #2	25 points
Writing Assignment #3	25 points

Writing Assignment #4	25 points
Midterm Exam #1	50 points
Midterm Exam #2	50 points
Final Exam	50 points
	<b>Total 300 points</b>

A+	294-300	C+	234-239
A	279-293	C	219-233
A-	270-278	C-	210-218
B+	264-269	D+	204-209
B	249-263	D	180-203
B	249-263	D	180-203
B-	240-248	D-	180-189

### **Workload – 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 (for this 3-unit course, 9 hours per week including class time) for preparation, reading course assignments, studying, writing and instruction.

### **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 viewed and 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 four 4 to 5 page papers. 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. **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.

### **Classroom Recording**

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's oral

permission to make audio recordings in this class, which will be valid for the semester. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

### **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. 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. Computer note-taking is allowed during films, of which there are many, but I watch the films from the back of the classroom so...

If you must arrive late or leave early, please do so as quietly and respectfully as possible.

### **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 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

Week	Date	Topics, Readings, Assignments, Deadlines
1		<b>COURSE INTRODUCTION: ANTHROPOLOGY AND SEXUALITY</b> <b>Week One</b> CB: Chapter 1 (Perspectives on Sexuality)
2		<b>LEARNING ABOUT SEX: FOLK VIEWS, EDUCATION &amp; SCIENCE</b> <b>Week Two</b> Family and Folklore Ethics, Religion & Sexuality Video: <i>Marital Sex</i> (38 min) <a href="#">SJSU IRC Room 112</a> XD1187 WS: Schulz – “Sex Critic Susie Bright on Being Wrong”
3		<b>Week Three</b> Sex Education in School Video and Discussion: <i>The Education of Shelby Knox</i> NOT IN LIBRARY COLLECTION WS: Talbot-“Red Sex, Blue Sex”, Abraham-“Teaching Good Sex” Sexology CB: Chapter 2 (Sex Research: Methods and Problems)
4		<b>MALE &amp; FEMALE ANATOMY</b> <b>Week Four</b> CB: Chapter 3 (Female Sexual Anatomy and Physiology), pp. 49-54, 57-59 Chapter 4 (Male Sexual Anatomy and Physiology), pp. 88-109 Discussion
5		<b>PHYSIOLOGY OF SEXUAL AROUSAL &amp; RESPONSE</b> <b>Week Five</b> CB: Chapter 6 (Sexual Arousal and Response) <b>CULTURE AND SEXUALITY</b> The U.S. sex-gender system: competing models <b>WRITING ASSIGNMENT #1 DUE AT 6:00PM</b>
6		<b>Week Six</b> Video & Discussion: <i>Hip Hop: Beyond Beats and Rhymes</i> (61 min.) <a href="#">SJSU IRC Room 112</a> XD0703 <b>MIDTERM EXAM #1</b>
7		<b>Week Seven</b> Cross-cultural attitudes towards sex WS: Weiner-“Youth and Sexuality”, Messenger-“Sex and Repression in an Irish Folk Community” Video: <i>Cricket: The Trobriand Way</i> <a href="#">SJSU IRC Room 112</a> XB1300A Video: <i>Guardians of the Flute</i> <a href="#">SJSU IRC Room 112</a> XS1443
8		<b>SEX &amp; GENDER</b> <b>Week Eight</b> CB: Chapter 5 (Gender Issues) WS: Lorber-“Believing is Seeing: Biology as Ideology”, Rosin-“A Boy’s Life” Video: <i>The Times of Harvey Milk</i> <a href="#">SJSU IRC Room 112</a> XD1582 <b>WRITING ASSIGNMENT #2 DUE AT 6:00PM</b>

Week	Date	Topics, Readings, Assignments, Deadlines
9		<b>Week Nine</b> CB: Chapter 9 (Sexual Orientations) Guest speakers: SJSU Alumni and UCSF LGBT Librarian Eric Peterson Video: <i>You Don't Know Dick</i> <a href="#">SJSU IRC Room 112</a> XS1691
10		<b>CROSS-CULTURAL CONSTRUCTIONS OF SEX &amp; GENDER 10/28</b> <b>Week Ten</b> WS: Nanda, "The Hijras in Cross Cultural Perspective" Video: <i>Tales of the Waria</i> <a href="#">SJSU IRC Room 112</a> XD1583
11		<b>BODY MODIFICATION, RITE-OF-PASSAGE RITUALS</b> <b>Week Eleven</b> CB: "Female Genital Cutting: Torture or Tradition?" WS: Shweder, "What about Genital Mutilation?" Video and Discussion: <i>Three Maasai Women Have Their Say</i> <a href="#">SJSU IRC Room 112</a> XD0264
12		<b>Week Twelve</b> Sex, Coercion, and Violence CB: Chapter 17 (Sexual Coercion) <b>MIDTERM EXAM #2</b>
13		<b>SEX AND RELATIONSHIPS</b> Relationships: Sex and Love CB: Chapter 7 (Love and Communication in Intimate Relationships), Commercialization of Sex: Sex Work CB: Chapter 18 (Sex for Sale) WS: Brennan-"Love Work in Sex Work (and After): Performing at Love" Video: <i>Live Nude Girls Unite!</i> NOT IN LIBRARY COLLECTION <b>WRITING ASSIGNMENT #3 DUE AT 6:00PM</b>
14		<b>SEXUALLY TRANSMITTED INFECTIONS [STDs/STIs]</b> <b>Week Fourteen</b> CB: Chapter 15 (Sexually Transmitted Infections)
15		<b>REPRODUCTION: A NATURAL PROCESS?</b> <b>Week Fifteen</b> CB: Chapter 4 (Female Sexual Anatomy and Physiology), pp. 59-77, Chapter 11 (Conceiving Children) WS: Martin-"The Egg and the Sperm..." Video: <i>Life's Greatest Miracle</i> <a href="#">SJSU IRC Room 112</a> XS2465 Discussion: Intersexed Individuals WS: Weil, "What If It's (Sort of) a Boy and (Sort of) a Girl?"
16		<b>CROSS-CULTURAL POLITICS OF REPRODUCTION</b> <b>Week Sixteen</b> CB: Chapter 10 (Contraception) CB: Chapter 11 (Conceiving Children: Process and Choice) WS: Hitt, "Pro-Life Nation"; News Article: Tavernise, "Broaching Birth Control with Afghan Mullahs" Video: <i>Not Yet Rain</i> NOT IN LIBRARY COLLECTION

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>WRITING ASSIGNMENT #4 DUE AT 6:00PM</b>
Final Exam		Venue and Time

## 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.

### Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

**Catalog Policies** <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/>

### 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>

### 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/S07-2.pdf>

**Student Conduct and Ethical Development website** <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\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

**Accessible Education Center** <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>