

**San José State University, Spring 2019**  
**Anthropology 140, Section 2 & 3: Human Sexuality**

**Contact Information**

<b>Instructor:</b>	John Marlovits
<b>Office Location:</b>	Clark Hall 463
<b>Telephone:</b>	408-924-5542
<b>Email:</b>	John.marlovits@sjsu.edu
<b>Office Hours:</b>	M/W 12-1 pm
<b>Class Days/Time:</b>	M/W 12:00-1:15 (SECTION 2) M/W 4:30-5:45 (SECTION 3)
<b>Classroom:</b>	Clark Hall 204 (section 2) WSQ 004 (section 3)
<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. No Exceptions.
<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 a dense site of cultural shaping, social reproduction, power, and control. The course will discuss 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.  
Esther Newton, *Mother Camp: Female Impersonators in America*, University of Chicago Press  
Monique Mottier, *Sexuality: A Very Short Introduction*, New York: Oxford University Press.

The textbooks will be available at the University bookstore, and they are 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**

The requirements for this course include:

- Two Midterm Exams
- Final Exam
- Two Essay Assignments
- Two Media Response Assignments
- Classroom Participation Grade

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. (Meets SLO 1-5)

University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

### **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 two essay assignments and two media response assignments (see below). Due dates are listed on the schedule.

Essay assignment #1 will address the methodologies of anthropological, sexological, and scientific approaches to human sexuality, as well as the cultural biases that are often implicit in popular ideas of sexuality. Essay assignment #2 will address discrimination and the politics of gender and sexuality diversity in the US and abroad. (Meets SLO 2-5)

### **Media Response Assignments: 50 points total**

This class includes weekly media segments. You will be responsible for two short writing assignments in response to media segments of your choice from those shown in class. (Meets SLO 2-4)

### **Classroom Participation Grade: 100 points**

Each student will be required to join a Seminar Group – a small group that will convene for in-class discussions. Groups will facilitate conversation with the class regarding reading during their assigned day/week. Seminar facilitation consists of a student summary of the main ideas, concepts, insights, and implications raised in course readings. After summarizing the big ideas in course reading, seminar facilitation groups should have pre-prepared questions to ask both the instructor and classmates. Students will be graded based on participation, preparedness, and engagement with course material. (Meets SLO 1-5)

### **V. Grading Policy**

This course is graded on a 600 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 plus = 100-97%	A = 96-93%	A minus = 92-90%
B plus = 89-87%	B = 86-83%	B minus = 82-80%
C plus = 79-77%	C = 76-73%	C minus = 72-70%
D plus = 69-67%	D = 66-63%	D minus = 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>.

### 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.

### 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

Laptop computers, tablets, smartphones, etc. are not permitted during the lecture or film portions of this class unless you have a note from the Disability Resource Center justifying a need. You should write lecture notes by hand, or else make audio recordings of lectures and transcribe them after class meetings. Cell phones must be turned off during class to avoid disruption and out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited. Any student who allows a cell phone to ring during class, or who texts messages will be given a formal warning by the instructor. A second infraction of this rule will be promptly reported to the Office of Student Conduct with a recommendation that the student be immediately expelled from the course. Students should be

aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of electronic devices in classroom settings.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

### **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 a report to the Office of Student Conduct.

### **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.

### **Determination of Grades**

Grades will be determined be determined on the basis of points. See descriptions above for point breakdown of individual assignments.

There will be no extra credit.

**LATE PAPERS WILL NOT BE ACCEPTED AND WILL RECEIVE A GRADE OF ZERO. A DOCTOR'S NOTE WILL BE REQUIRED FOR LATE PAPERS TO BE CONSIDERED.**

**PLAGIARISM WILL RESULT IN AN AUTOMATIC "F" GRADE FOR THE ENTIRE COURSE. NO EXCEPTIONS.**

**Students must complete ALL assignments in order to pass the class.**

**Students MUST attend their designated final exam. No exceptions.**

### **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## 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	8/21	<b>Constructing Sex: Science, Religion, and Media</b> 8/30: 1. CB: Chapter 1 and Chapter 2 2. Veronique Mottier, Introduction and Chapter 1 of <i>Sexuality</i>
2	8/26 8/28	<b>The History of Sexuality</b>  1. CB: Chapter 3 and Chapter 4 2. Mottier, Chapter 2
3	9/2 9/4	<b>Labor Day – Campus close</b>  <b>Kinsey</b>  Viewing: <i>Kinsey</i> [FILM]
4	9/9 9/11	<b>Tues: Semiotics of the Body: Anatomy, Sexual Physiology, and Meaning</b>  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.  <b>Wed: Sexual Anatomy</b>



Week	Date	Topics, Readings, Assignments, Deadlines
		CB chapters 3, 4, 6, & 8
5	9/16 9/18	<b>Are Sex and Gender the Same Thing?</b> <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> <li>3. Esther Newton, <i>Mother Camp: Female Impersonators in America</i> chapter 1 &amp; 2</li> </ol>
6	9/23 9/25	<b>Gender, Performativity, and Normalcy</b> <ol style="list-style-type: none"> <li>1. CB: Chapter 9 (Sexual Orientation)</li> <li>2. Newton chapters 3 &amp; 4</li> </ol> <b>First paper due Wednesday</b>  Th: In class: <i>Paris is Burning</i> [FILM]
7	9/30 10/2	<b>Pregnancy and Childbirth</b> <ol style="list-style-type: none"> <li>1. CB: Chapter 11</li> <li>2. Newton chapter 5 &amp; 6</li> </ol> TH: In class: <i>The Pill</i> [FILM] (the PBS documentary, not the feature film)
8	10/7 10/9	<b>Contraception and Sexually Transmitted Infections</b> <ol style="list-style-type: none"> <li>1. CB: Chapter 15 (STIs) and Chapter 10 (Contraception)</li> <li>2. Mottier, Chapter 4, "The State in the Bedroom"</li> </ol> In class: <i>United in Anger</i> [FILM]  <b>10/9 First Media Response Due</b>

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/14 10/16	<b>Sexual Arousal, Life Trajectories, and Medical Normalization</b> <ol style="list-style-type: none"> <li>1. CB: Chapter 14 (Sexual Difficulties)</li> <li>2. Lock, Margaret. "Menopause: Lessons From Anthropology," <i>Psychosomatic Medicine</i> 60.4 (1998): 410-19.</li> <li>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</li> <li>4. Alexander Edmonds, "Surgery for Life: Aging, Sexual Fitness, and Self-Management in Brazil" <i>Anthropology and Aging Quarterly</i> 2014</li> </ol> <b>Wed: Midterm #1</b>
10	10/21 10/23	<b>Rights, Discrimination, and Sexual Minorities</b> <ol style="list-style-type: none"> <li>1. CB: Chapter 16 (Atypical Sexual Behavior)</li> <li>2. Viewing <i>The Times of Harvey Milk</i></li> </ol>
11	10/28 10/30	<b>The Sexual Revolution and Queer Remaking of Institutions and Trajectories</b> <ol style="list-style-type: none"> <li>1. Judith Jack Halberstam "Gaga Relations," excerpt from <i>Gaga Feminism</i></li> <li>2. Laura Kipnis, "Envy" in <i>The Female Thing</i></li> </ol>
12	11/4 11/6	<b>Sexual Intimacy: Ethics and Otherness</b> <ol style="list-style-type: none"> <li>1. Mottier, chapter 3, "Virgins or Whores? Feminist Critiques of Sexuality"</li> <li>2. Adam Phillips, "Sex Mad," from <i>On Balance</i></li> <li>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.</li> </ol> <b>Wed: MEDIA RESPONSE 2 DUE</b>
13	11/11	<b>Veterans Day – Campus Close</b>

Week	Date	Topics, Readings, Assignments, Deadlines
	11/13	<b>Intimacy, Communication, Confusion</b>  CB Chapter 7 (Love and Communication)  Phillips, and Newton continued
14	11/18 11/20	<b>Power, Coercion, and Sexual Violence</b>  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. <a href="http://www.sas.upenn.edu/~psanday/rapea.html">http://www.sas.upenn.edu/~psanday/rapea.html</a> 3. Davis, Angela. "Rape, Racism, and the Myth of the Black Rapist," in <i>Women, Race, Class</i> . 4. George Yancy and Judith Butler, "Judith Butler: When Killing Women isn't a Crime," <i>New York Times</i> July 10, 2019, available here: <a href="https://www.nytimes.com/2019/07/10/opinion/judith-butler-gender.html">https://www.nytimes.com/2019/07/10/opinion/judith-butler-gender.html</a>
15	11/25 No class 11/27	<b>Sex Work</b>  1. CB: Chapter 18 2. Angela Jones, "'I get paid to have orgasms': Adult Webcam Models' Negotiation of Pleasure and Danger" in <i>Signs: Journal of Women in Culture and Society</i> , 2016  Viewing: <i>Live Nude Girls Unite</i> (available through MLK Jr. Library)
16	12/2 12/4	<b>Sex Work</b> 1. Lorna Normal Bracewell, "Beyond Barnard: Liberalism, Anti-pornography Feminism, and the Sex Wars" in <i>Signs</i> 2016  <b>Wed: Paper 2 due</b>
16	12/9	<b>Review</b>
Final Exam	12/12	<b>Section 2: Monday December 16<sup>th</sup>, 9:45-12:00</b> <b>Section 3: Monday May 16<sup>th</sup>, 2:45-5:00</b>

