

San José State University, Spring 2020
Anthropology 140, Section 2, 3, & 6: Human Sexuality

Contact Information

Instructor:	John Marlovits
Office Location:	Clark Hall 463
Telephone:	408-924-5542
Email:	John.marlovits@sjsu.edu
Office Hours:	By appointment
Class Days/Time:	M/W 10:30-11:45 (SECTION 2) M/W 4:30-5:45 (SECTION 3)
Classroom:	https://sjsu.zoom.us/j/95430713352?pwd=cS9BYVBWL0I5eIFXSTRPdVUrTmlnQT09 (section 2 – 10:30 am class) https://sjsu.zoom.us/j/97230878483?pwd=cHZGaUN5MmdCSWN1dU9KZzlhb3J0dz09 (section 3 – 4:30pm class)
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. No Exceptions.
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 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.

Course Format

Technology Intensive, Hybrid, and Online Courses

This course adopts a hybrid online course strategy. It requires that students have access to Zoom, Canvas, and various web-based media platforms. Students will also need to download lockdown browser technology for exams.. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

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-13th Edition*. Belmont, CA: Cengage Learning.

Veronique Mottier, *Sexuality: A Very Short Introduction*, New York: Oxford University Press.

Marie-Eva Carrier-Moisan, William Flynn, and Deborah Santos, *Gringo Love: Stories of Sex Tourism in Brazil*. University of Toronto Press.

Bill Condon, *Kinsey*. Feature film. Available for rental online.

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:

1. Three multiple-choice exams
2. Three 2-page Media Response Assignments
3. Five “research cluster” (group) exegesis papers
4. Participation

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 copies of all assignments via Canvas.

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

1. Multiple-choice exams (10% each, 30% total)

There will be three multiple-choice exams covering course readings and lectures

2. Media Response Papers (3 over semester: 15% each, 45% total)

Students must complete three 2-page media response assignments that discuss or analyze class documentaries in light of course readings and concepts.

3. Bi-Weekly Research Cluster Exegesis Papers (3 over semester: 5% each, 15% total)

Each student must join a research cluster of roughly 5 other students. Each research cluster will be responsible for writing and posting a short 1-2 page (single-spaced) exegesis paper to student bulletin boards.

4. Participation (10%)

Students will also be required to provide a participation grade for themselves and for each member of their research cluster to help determine their participation score. Participation will also be assessed by the quality of research cluster exegesis papers.

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. All assignments must be completed to pass the course.** 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

Students are required to attend and participate during online class meetings.

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 behavior 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 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 2020
Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	Course Introduction
2	8/25 8/27	Kinsey: Sexual Diversity, Sexual Organization, and Social Organization 1. CB: Chapter 1 and Chapter 2 (CB = Crooks and Baur) Thursday: Viewing: <i>Kinsey</i> [FILM]
3	9/1 9/3	The History of Sexuality 1. Mottier, Chapter 1 & 2
4	9/8 9/10	Sexual Anatomy 1. CB: Chapter 3 and Chapter 4 2. Emily Martin, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." <i>Signs</i> 16 (3): 485–501. 3. Study anatomy slides (drawings)
5	9/15 9/17	The Medicalization of Intersex and Transgender Identities 1. CB: Chapter 5 2. Fausto-Sterling, Anne. 2000. "The Five Sexes, Revisited." <i>Sciences</i> . July/August. 3. Telyn Kusalik, "Identity, Schmidentity" in <i>Gender Outlaws: The Next Generation</i> Viewing: <i>Paris is Burning</i> [FILM]
6	9/22 9/24	Gender, Performativity, and Normalcy 1. CB: Chapter 9 (Sexual Orientation) 2. Ester Newton, <i>Mother Camp</i> chapters 1, 2, & 5
7		Review and first multiple choice exam
8	9/29 10/1	Reproduction 1. CB: Chapter 11

		<p>2. Adele Clark and Donna Haraway, excerpts in <i>Making Kin, Not Population</i></p> <p>MEDIA RESPONSE 1 DUE BY FRIDAY AT 11:59PM</p>
9	10/6 10/8	<p>Contraception and Sexually Transmitted Infections</p> <p>Viewing: <i>United in Anger</i> [FILM]</p> <ol style="list-style-type: none"> 1. CB: Chapter 15 (STIs) and Chapter 10 (Contraception) 2. Alexis Shotwell, "Women Don't Get AIDS, They Just Die From It"
10	10/13 10/15	<p>Sexual Arousal, Life Trajectories, and Medical Normalization</p> <ol style="list-style-type: none"> 1. CB: Chapter 14 (Sexual Difficulties) 2. Lock, Margaret. "Menopause: Lessons From Anthropology," <i>Psychosomatic Medicine</i> 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
11	10/20 10/22	<p>Rights, Discrimination, and Sexual Minorities</p> <ol style="list-style-type: none"> 1. CB: Chapter 16 ("Atypical" Sexual Behavior) 2. Viewing <i>The Times of Harvey Milk</i> 3. Raquel (Lucas) Platero Mendez, "A Slacker and Delinquent in Basketball Shoes" in <i>Gender Outlaws</i>
12	10/27 10/29	<p>Review and second multiple choice exam</p>
13	11/3 11/5	<p>Power, Coercion, and Sexual Violence</p> <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>. 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: https://www.nytimes.com/2019/07/10/opinion/judith-butler-gender.html <p>MEDIA RESPONSE #2 DUE FRIDAY BY 11:59 PM</p>
14	11/10 11/12	<p>Sexual Intimacy: Ethics and Otherness</p> <p>Viewing: <i>Circus of Books</i></p>

		<ol style="list-style-type: none"> 1. Mottier, chapter 3, "Virgins or Whores? Feminist Critiques of Sexuality" 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. 4. Lauren Berlant, "An Introduction to Intimacy"
15	11/17 11/19	<p>Sex Work</p> <p>Viewing: <i>Live Nude Girls Unite</i> (available through MLK Jr. Library</p> <ol style="list-style-type: none"> 1. CB: Chapter 18 2. Marie-Eve Carrier-Moisan, William Flynn, and Debora Santos, <i>Gringo Love: Stories of Sex Tourism in Brazil</i>
16	11/24 11/26 no class for Thanksgiving	<p>Sex Work</p> <ol style="list-style-type: none"> 1. Finish <i>Gringo Love</i> 2. Angela Jones, "I get paid to have orgasms"
	12/1 12/3	<p>The Sexual Revolution and Queer Remaking of Gender Ideologies, Institutions, and Life-Trajectories</p> <ol style="list-style-type: none"> 1. Judith Jack Halberstam "Gaga Relations," excerpt from <i>Gaga Feminism</i> <p>Review</p> <p>MEDIA RESPONSE #3 DUE BY FRIDAY AT 11:59 PM RESEARCH CLUSTER PARTICIPATION EVALUATION AND SELF-EVALUATION DUE FRIDAY BY 11:59 PM</p>
Final Exam	12/15 9:45-12 (section 2) 12/10 2:45-5 (section 3)	<p>Tuesday, December 15 945-1200 Section 1</p> <p>Thursday, December 1</p>

