

San José State University
ANTH 140 Section 7 (50641), Fall 2020
Human Sexuality

Course and Contact Information

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| Instructor: | Dr. Jay Ou |
| Office Location: | Zoom Online |
| Telephone: | 510 7301146 |
| Email: | sungjay.ou@sjsu.edu |
| Office Hours: | W2-3pm or by Appt. |
| Class Days/Time: | TTH 1330-1445 Synchronous Online |
| Classroom: | Zoom Online |
| Prerequisites: | Passed Writing Skills Test (WST); Completed or currently enrolled in 100W; Upper division standing (60 units); Core General Education Completed. |

GE/SJSU Studies Category: S

Technology Intensive Online Course

This course adopts an online classroom delivery format. A computer with internet connectivity and Canvas is required for students to participate in class activities and submit assignments. 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. All course material developed by the instructor is the intellectual property of the instructor and is to be used for private, study purposes only, and cannot be shared publicly or uploaded without the instructor's approval (see University policy S12-7).

Canvas and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, and grades can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) or [Canvas](#) to learn of any updates.

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

Area S Learning Outcomes

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.

Course 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.

Required Texts/Readings

Robert L. Crooks and Karla Baur, *Our Sexuality*, 13th Edition. Belmont, CA: Cengage Learning.
Veronique Mottier, *Sexuality: A Very Short Introduction*, New York: Oxford University Press.

ALL ADDITIONAL READINGS AVAILABLE ON CANVAS

Assignments and Grading Policy

20% Group Presentation
20% Two Essay Assignments
20% Two Media Response Assignments
20% Midterm Exam
20% Final Exam

Group Presentation

Each student will be in a group that will submit a minimum 1000 word essay (approximately 4 pages double spaced) that should summarize and critique the week's themes and readings. This will be submitted on the Tuesday of their assigned week. Based on this prepared essay, each group will lead online class discussion on the Thursday of their assigned week. Groups will be graded based on participation, preparedness, and engagement with course material. (Meets SLO 1-5)

Essay Assignments:

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. Minimum 500 words (approximately 2 pages double spaced) each. (Meets SLO 2-5)

Media Response Assignments:

Writing assignments in response to two media segments of your choice. Minimum 500 words (approximately 2 pages double spaced) each. (Meets SLO 2-4)

Midterm and Final Exams:

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. (Meets SLO 1-5)

Grading Policy

Course grades will be assigned as follows:

| Grade | Points | Percentage |
|---------|-------------|------------|
| A plus | 960 to 1000 | 96 to 100% |
| A | 930 to 959 | 93 to 95% |
| A minus | 900 to 929 | 90 to 92% |
| B plus | 860 to 899 | 86 to 89 % |
| B | 830 to 829 | 83 to 85% |
| B minus | 800 to 829 | 80 to 82% |
| C plus | 760 to 799 | 76 to 79% |
| C | 730 to 759 | 73 to 75% |
| C minus | 700 to 729 | 70 to 72% |
| D plus | 660 to 699 | 66 to 69% |
| D | 630 to 659 | 63 to 65% |
| D minus | 600 to 629 | 60 to 62% |

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. The instructor will return materials submitted for grade within 10 days. I am happy to discuss student grades during office hours, but I will not do so by phone or email or in class.

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------------------------|---|
| 1 | 8/20 | Course Introduction |
| 2 | 8/25,27 | Kinsey: Sexual Diversity, Sexual Organization, and Social Organization Reading: CB 1-2 Film: <i>Kinsey</i> |
| 3 | 9/1,3 | The History of Sexuality Reading: Mottier 1-2 |
| 4 | 9/8,10 | Sexual Anatomy Reading: CB 3-4 |
| 5 | 9/15,17 | Sex/Gender Reading: CB 5 |
| 6 | 9/22,24 | Sexual Orientations Reading: CB 8-9 Film: <i>Paris is Burning</i> Due 9/24: Essay Assignment 1 |
| 7 | 9/29,10/ 1 | Pregnancy and Childbirth Reading: CB 11 Film: <i>The Pill</i> (PBS documentary) |
| 8 | 10/6,8 | Sexuality During Childhood Reading: CB 12 Due 10/8: Media Response 1 |
| 9 | 10/13,15 | Sex and Life Trajectories Reading: CB Chapter 13-14 Due 10/15: Midterm #1 |
| 10 | 10/20,22 | Contraception and Sexually Transmitted Infections Reading: CB 10, 15 Mottier 4 Film: <i>United in Anger</i> |
| 11 | 10/27,29 | Rights, Discrimination, and Sexual Minorities Reading: CB 16 Film: <i>The Times of Harvey Milk</i> |
| 12 | 11/3,5 | The Sexual Revolution and Queer Remaking of Institutions and Trajectories Reading: Laura Kipnis, "Envy" in <i>The Female Thing</i> |
| 13 | 11/10,12 | Sexual Intimacy: Ethics and Otherness Reading: Mottier 3 Due 11/12: Media Response 2 |
| 14 | 11/17,19 | Power, Coercion, and Sexual Violence Reading: CB 17 Davis, Angela. "Rape, Racism, and the Myth of the Black Rapist," in <i>Women, Race, Class</i> . |
| 15 | 11/24 11/26 Holiday | Sex Work Reading: CB 18 Film: <i>Live Nude Girls Unite</i> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------------|--------|--|
| 16 | 12/1,3 | Course Review Due 12/3: Essay Assignment 2 |
| Final Exam | 12/9 | Online 1215-1430 |

Classroom Protocol

1. Check Canvas and SJSU email regularly for updates or changes to schedule.
2. All correspondence will be conducted via canvas and canvas message. Include proper subject headings (course number and section, full name, topic) and standard business letter format.
3. Late assignments and exams will not be accepted unless accompanied by documented proof of medical emergency.
4. Grades will only be discussed during office hours and not during class times.

University Policies

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 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, 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

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/late-drops/policy/) is available at <http://www.sjsu.edu/aars/policies/late-drops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- | “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. 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.”
 - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- | “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.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/student-conduct/) is available at <http://www.sjsu.edu/student-conduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.