

**San José State University, Department of Anthropology**  
**Anth/Bio/HS 140, Section 1**  
**Human Sexuality, Spring, 2015**

**Contact Information**

<b>Instructor:</b>	Dr. Sandra Cate
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<b>Office Hours:</b>	MoWe: 12:30-1:30 p.m., We: 2:45-3:30 p.m.
<b>Class Days/Time:</b>	Section 1: MoWe, 10:30-11:45 a.m.
<b>Classroom:</b>	Clark 310
<b>Prerequisites:</b>	Completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. You must also have completed the Core GE requirements, passed the Writing Skills Test, and have upper division standing (junior or senior).
<b>GE/SJSU Studies Category:</b>	Human Sexuality fulfills area S (Self, Society and Equality in the U.S.) requirements for Upper Division General Education.

**Course Documents and Communication**

You can find course materials such as the syllabus, major assignment handouts, lecture outlines, study guides and grades on **Canvas** ([sjsu.instructure.com](http://sjsu.instructure.com)), the learning management system at SJSU. I will communicate with you about assignments and updates through your e-mail address there, so please make certain Canvas has a working e-mail address for you and that you check your e-mail regularly.

**Course Description**

This course examines human sexuality from an interdisciplinary and cross-cultural 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 and global sexuality and sexuality-related issues.

## GE Learning Outcomes (GELO)

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

- GELO #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, writing assignments)
- GELO #2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. (Class discussions, movies, writing assignments).
- GELO #3: describe social actions that 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, writing assignments).
- GELO #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; LGBT class visit; *Times of Harvey Milk*, class exercise on grid of sexual high/low anxiety and restrictions/permissiveness).

## Anth/Bio/HS 140 Learning Outcomes

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 (exams, writing assignments)
- Methodological Tools. Alternative methodological approaches to the study of sexuality; survey of cultural variation in sexual beliefs and behaviors at San Jose State University (exams, in-class survey).
- 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 (exams, writing assignments).
- 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 (*in-class participation, writing assignments*)

## Required Texts/Readings

Crooks, R. and K. Baur, *Our Sexuality*, 12th Edition. For rental and e-book options, see <http://www.cengagebrain.com/shop/isbn/0495811793?cid=D2S>.

Articles available on Canvas. For problems accessing these articles, visit the IT Help Desk, ground floor, Clark. I can't help you via e-mail. Articles are password-protected; password given in class.

## Course Assignments and Grading Policy

### Reading Quizzes

Please note that you will take weekly quizzes on Canvas on the readings, to better prepare you for the class discussions. These quizzes are 5 questions each, are easy if you have done the reading, are timed at 20 minutes each, and must be completed by the beginning of class. To take a quiz, click on the Canvas link for that day's quiz. You'll take 11 quizzes, but only 10 will count.

### 140 Essays

The writing requirement consists of **five 3-page papers**, chosen from the "Essay Topics" prompt posted on Canvas. The first installment is early in the semester, the second towards the end of the semester. **All assigned writing must be completed in order to pass the course.**

The essay topics ask to you 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. Only the Sex and Social Equality/Inequality assignment requires library research. All assignments will receive feedback regarding correctness, clarity, and conciseness as well as content.

### Evaluation

Reading Quizzes (10 x 5)	50
Midterm	50
Final Exam	50
140 Essays (5 x 25 points)	125
Class participation	<u>25</u>
Total possible points	300

A+ = 100-98%	A = 97-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

### Classroom Protocol

I understand that multi-tasking may be 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 anywhere else during class. If you are distracting me or others, I will call you out (by name), you will have to put your computer away, or I will confiscate your cellphone. No computer note-taking during videos, of which there are many.

Please do not leave the class unless you have a **REAL** emergency.

## Helpful Hints for Success in this Course

- Attend class, be on time, keep up with assigned readings and assigned writing.
- Download discussion outlines in advance, fill in bullet points with definitions, examples, etc.
- Take notes in class, review notes regularly. Use video guides (class website)
- 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 on Canvas, look for key points and themes and how they illustrate major class themes, rather than focusing on details. Take brief summary notes on these articles for future reference.
- If you have questions or criticisms of readings, please speak up in class – probably others have similar or the same questions or critiques
- 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....

## Anth/Bio/HS 140 Human Sexuality Course Schedule, Spring 2015 (subject to change with fair notice)

**Readings: CB=Crooks & Baur Textbook; Canvas = link or article provided**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 26, 28	1/26: Anthropology & Sexuality  1/28: Family and Folklore Readings: CB, Chapter 1 (Perspectives on Sexuality)
2	Feb. 2, 4	2/2: Learning About Sex I: Ethics, Religion & Sexuality Reading: Wilcox and Robinson, Chapter 4, “Assessing the Christian Right” in Onward Christian Soldiers: The Religious Right in American Politics (SJSU e-book) <b>Reading Quiz #1 (Canvas, by class time)</b>  2/4: Learning About Sex II: Sex Education in School Readings: Abraham, “Teaching Good Sex” (Canvas) Video: The Education of Shelby Knox
3	Feb. 9, 11	2/9: Learning About Sex III: Sexology Readings: CB, Chapter 2 (Sex Research: Methods and Problems) Exercise: “What’s in a Word?”

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>2/11: Sexual Anatomy  Readings: CB, Chapter 3 (Female Sexual Anatomy and Physiology), pp. 49-55, 57-59; Chapter 4 (Male Sexual Anatomy and Physiology), pp. 88-109  <b>DUE: Essay #1 (Choose from list, see Canvas)</b></p>
4	Feb. 16, 18	<p>2/16: Sexual Anatomy, continued  Video and Discussion: Breasts (excerpt), Private Dicks (excerpt)</p> <p>2/18: Sexual Response  Reading: CB: Chapter 6 (Sexual Arousal and Response); Emily Wentzell, "Generational Differences in Mexican Men's Ideas of Generationally Appropriate Sex and Viagra Use."  <b>Reading Quiz #2 (Canvas, by class time)</b></p>
5	Feb. 23, 25	<p>2/23: The U.S. sex-gender system: competing models  Readings: Talbot, "Red Sex, Blue Sex"; Mahay, Laumann &amp; Michaels "Race, Gender &amp; Class in Sexual Scripts" (Canvas)  <b>Reading Quiz #3 (Canvas, by class time)</b></p> <p>2/25: Cross-cultural attitudes towards sex  Readings: Weiner, "Youth and Sexuality"; Messenger, "Sex and Repression in an Irish Folk Community"; Sections 1 and 2 of "Ireland" in International Encyclopedia of Sexuality (Canvas)  Video: <i>Cricket: The Trobriand Way</i> (excerpt)</p>
6	Mar. 2, 4	<p>3/2: Video: <i>Guardians of the Flute</i>  <b>Reading Quiz #4 (Canvas, by class time)</b></p> <p>3/4: Constructing Gender  CB: Chapter 5 (Gender Issues), pp. 110-119, 128-144; Padawer, "What's Wrong With a Boy Who Wears a Dress?" (Canvas)</p>
P	Mar. 9, 11	<p>3/9: Video: <i>Tough Guise 2</i>  <b>Reading Quiz #5 (Canvas, by class time)</b></p> <p>3/11: Gender &amp; Sexuality in the U.S.  Readings: CB: Chapter 9 (Sexual Orientations)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	Mar. 16, 18	3/16: Video: <i>God Loves Uganda</i>  <b>3/18: MIDTERM</b>
9	Mar. 23-27	<b>SPRING BREAK!!!</b>
10	Mar. 30, Apr. 1	3/30: Panel from SJSU's LGBT Resource Center  4/1: Body Modification and Rites of Passage Readings: CB: "Female Genital Cutting: Torture or Tradition?" (pp. 55-56) Hasting Center: "The Campaign against 'Female Genital Mutilation': True to the Facts?" (Canvas); Cooper: "Designer vagina' boom..." (Canvas) Slides: Body Modification Video: Three Maasai Women Have Their Say <b>Reading Quiz #6 (Canvas, by class time)</b>
11	Apr. 6, 8	4/6: Cross-cultural Sex, Gender, and Sexual Identity Readings: Nanda, "Introduction," "Hijra and Sadhin: Neither Man nor Woman in India" (Canvas) <b>Reading Quiz #7 (Canvas, by class time)</b> 4/8: Video: <i>Tales of the Waria</i>
12	Apr. 13, 15	4/13: Biology and Technologies of Birth Readings: CB: Review Chapter 4 (Female Sexual Anatomy and Physiology), pp. 59-77, Chapter 11 (Conceiving Children) Video: <i>Life's Greatest Miracle on your own</i> <a href="http://video.pbs.org/video/1841157252">http://video.pbs.org/video/1841157252</a> <b>DUE Essays #2 &amp; #3 (Choose from list, see Canvas)</b>  4/15: Debating the ethnics of ART's – in class exercise
13	Apr. 20, 22	4/20: Intersexed Individuals Readings: CB, Chapter 5 (Gender Issues), pp. 119-128; Weil, "What If It's (Sort of) a Boy and (Sort of) a Girl?" (Canvas) <b>Reading Quiz #8 (Canvas, by class time)</b>  4/22: Contraception: Biology and Culture Readings: CB: Chapter 10 (Contraception)

Week	Date	Topics, Readings, Assignments, Deadlines
14	Apr. 27, 29	<p>4/27: Forced Sterilization &amp; Abortion  Readings: Hitt, "Pro-Life Nation" (Canvas); Tavernise, "Broaching Birth Control with Afghan Mullahs" (Canvas)  Video: <i>Not Yet Rain</i>  <b>Reading Quiz #9 (Canvas, by class time)</b></p> <p>4/29: Relationships, Sex, and Love  Readings: CB: Chapter 7 (Love and Communication in Intimate Relationships)</p>
15	May 4, 6	<p>5/4: Sexually Transmitted Infections  Readings: CB: Chapter 15 (Sexually Transmitted Infections); Tim Murphy, "Sex Without Fear."</p> <p>5/6: Sex, Coercion, and Violence  Readings: CB: Chapter 17 (Sexual Coercion); Peggy Reeves Sanday, "Rape Prone Versus Rape Free Campus Cultures."  <b>Reading Quiz #10 (Canvas, by class time)</b>  Video: <i>The Invisible War</i> (excerpt)  <b>DUE : Essays #4 (Sex and Social Equality/Inequality) and #5 (Topic of Choice)</b></p>
16	May 11, 13	<p>5/11: Commercializing Sex  Readings: CB, Chapter 18 (Sex for Sale); Brennan, "Love Work in Sex Work (and After): Performing at Love" (Canvas)  <b>Reading Quiz #11 (Canvas, by class time)</b></p> <p>5/13: Video, <i>Live Nude Girls Unite!</i></p>
Final Exam		Tuesday, May 19, 9:45-12:00, Clark 310

## **Departmental Goals**

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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**

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Here are some of the basic university policies that students must follow.

### **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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/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**

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

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The university provides resources that can help you succeed academically. Just look here.

Academic Success Center <http://www.sjsu.edu/at/asc/>

Peer Connections website <http://peerconnections.sjsu.edu> Writing

Center website <http://www.sjsu.edu/writingcenter>

Counseling Services website <http://www.sjsu.edu/counseling>