

**San José State University, Spring 2016
Anthropology 140, Section 1: Human Sexuality**

Contact Information

Instructor:	John Marlovits
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Office Hours:	MW 12pm-1pm
Class Days/Time:	MW 4:30-5:45
Classroom:	Clark Hall 310
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

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.
Kate Bornstein, *Gender Outlaw: On Men, Women, and the Rest of Us*, New York: Vintage.
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

University Policy: SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The requirements for this course include:

- Two Midterm Exams
- Final Exam
- Two Essay Assignments
- Two Media Response Assignments
- Seminar Facilitation

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)

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, including songs, film or television segments, and podcasts or radio programs. You will be responsible for two short writing assignments in response to media segments of your choice from those shown in class. The first media response is due by the seventh week of class, and the second is due by the last week of class; the specific due dates are given on the schedule. You may, however, write them both as early in the term as you would like. (Meets SLO 2-4)

V. Grading Policy

This course is graded on a 650 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+ = 100-97%	A = 96-93%	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		

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) at <http://www.sjsu.edu/senate/docs/S11-3.pdf>.

Extra Credit

Present a sex joke – or some form of folk knowledge -- to the class. Please pre-approve with the professor. Perform an analysis or interrogation of the joke – social, historical, etc. – demonstrating its relevance to the course.

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.

All Writing Assignments MUST Be Turned In

I do not accept electronic papers or papers via email. Emailed papers will not be opened, read, graded, nor will I respond to them via email.

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.

Plagiarism, Cheating, and Academic Dishonesty

This course will follow the protocol in SJSU's [Policy on Academic Integrity](http://www.sjsu.edu/senate/policies/pol_plagarism_acad_integrity/), located at http://www.sjsu.edu/senate/policies/pol_plagarism_acad_integrity/. This policy 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. Please familiarize yourself with the Policy on Academic Integrity

The University has also published an [excellent guide to academic integrity](http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/) that you should study carefully. http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/

Students with Disabilities

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 Accessible Education Center [AEC] to establish a record of their disability.

Other Student Needs

Speakers of English as a second language will be allowed extra time to complete assignments and to take quizzes, tests, and exams. To take advantage of this policy you must let me know *in the first week of class* so that I have time to make appropriate arrangements.

Please let me know in the first week if you have a religious conflict with the class and we will make arrangements for you to make up the missed material.

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.

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. To learn important campus information, view

[University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester’s [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the 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/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/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/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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.

Resources_____

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

Academic Success Center
Services website <http://www.sjsu.edu/counseling>

[Peer Connections webs](#)

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	8/20	Introduction and Syllabus
2	2/1 2/3	Constructing Sex: Science, Religion, and Media 8/24: 1. CB: Chapter 1 and Chapter 2 2. Veronique Mottier, Introduction and Chapter 1 of <i>Sexuality</i> 3. Laura Kipnis, "Dangerous Liaisons: Public and Private," <i>Harpers</i> 8/26 In class: <i>Kinsey</i> [FILM] section
3	2/8 & 2/10	Making the Body Meaningful: Anthropology of Senses and the Body 1. CB: Chapter 3 and Chapter 4 2. Peter Stallybrass and Allon White, "The Maid and the Family Romance" in <i>The Poetics and Politics of Transgression</i> 3. Mottier, Chapter 2
4	2/15 & 2/17	Anatomy, Sexual Physiology, and Meaning 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. 2. CB: chapter 3&4
5	2/22 & 2/24	Gender and Sexual Orientation 1. CB: Chapter 5 and 8 2. Fausto-Sterling, Anne. 2000. "The Five Sexes, Revisited." <i>Sciences</i> .

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>July/August.</p> <p>3. Kate Bornstein, <i>Gender Outlaw: On Men, Women, and the Rest of Us</i></p> <p>In class: <i>Paris is Burning</i> [FILM]</p> <p>First paper due Thursday in class</p>
6	2/29 & 3/2	<p>Gender, Performativity, and Normalcy</p> <p>1. CB: Chapter 9 and 16</p> <p>2. Kate Bornstein, <i>Gender Outlaw</i></p>
7	3/7 & 3/9	<p>Pregnancy and Childbirth</p> <p>1. CB: Chapter 11</p> <p>2. Katha Pollitt, <i>Pro</i> chapters 1-4</p> <p>In class: <i>The Pill</i> [FILM] (the PBS documentary, not the feature film)</p> <p>First Media Response Due</p>
8	3/14 & 3/16	<p>Contraception and Sexually Transmitted Infections</p> <p>1. CB: Chapter 15 and Chapter 10</p> <p>2. Katha Pollitt, <i>Pro</i>, chapter 5-8</p>
9	3/21 & 3/23	<p>Sexual Arousal, Life Trajectories, and Medical Normalization</p> <p>1. CB: Chapter 6 and 14</p> <p>2. Lock, Margaret. "Menopause: Lessons From Anthropology," <i>Psychosomatic Medicine</i> 60.4 (1998): 410-19.</p> <p>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</p> <p>Midterm March 19th</p>
10	<p>3/28 & 3/30</p> <p>Spring Break</p> <p>4/4 & 4/6</p>	<p>Marriage, Love, and Intimacy</p> <p>1. CB: Chapter 7 and 12</p> <p>2. Mottier, Chapter 4, "The State in the Bedroom"</p> <p>In class: <i>United in Anger</i> [FILM]</p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	4/11 & 4/13	<p>The Sexual Revolution and Queer Remaking of Institutions and Trajectories</p> <ol style="list-style-type: none"> 1. Virginia Scarff, "The Long Strange Trip of Pamela Des Barres," from <i>Twenty-Thousand Roads: Women, Movement, and the West</i> 2. Judith Jack Halberstam "Gaga Relations," excerpt from <i>Gaga Feminism</i> 3. Audio: 2012. "Committed: Marriage in America," Backstory Radio Program. July 13. http://backstoryradio.org/shows/committed-marriage-in-america/
12	4/18 & 4/20	<p>Sexual Intimacy: The Personal is the Political</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.
13	4/25 & 4/27	<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>. <p>In Class: <i>The Invisible War</i> [FILM]</p> <p>Paper Two Due Thursday</p>
14	5/2 & 5/4	<p>Sex Markets</p> <ol style="list-style-type: none"> 1. CB: Chapter 18 2. Laura Kipnis, excerpts from <i>Bound and Gagged: Pornography and the Politics of Fantasy in America</i> 3. Beatriz Preciado, excerpts from <i>Pornotopia: An Essay on Playboy's Architecture and Biopolitics</i> 4. Audio: 2013 "Generation Porn," <i>Ideas</i>, a CBC-produced radio program, October 21. http://www.cbc.ca/ideas/episodes/2013/10/21/generation-porn-

Week	Date	Topics, Readings, Assignments, Deadlines
		1/
15	5/9 & 5/11	<p>Health, Sex, and Global Inequalities</p> <p>1. Parker, Richard. 2002. "The Global HIV/AIDS Pandemic, Structural Inequalities, and the Politics of International Health." American Journal of Public Health 92 (3): 343–47.</p> <p>Second Media Response Due</p>
16	5/16	Review
Final Exam	5/19	<p>Thursday May 19, 2:45-5</p> <p>http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html</p>