

SYLLABUS
ANT 2301 Human Sexuality and Culture (All Sections)
MWF, Period 3, 9:35–10:25 a.m.
Carleton Auditorium

Dr. Clarence C. Gravlee
Office: Turlington B370
Office hours: WF 1:00 – 2:30 p.m., and by appointment
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Course Description and Objectives

This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is its emphasis on both the biological and cultural dimensions of what it means to be human. That perspective enriches our understanding of human sexuality, because it encourages us to examine a wide range of human sexual experiences across cultures and over the evolutionary history of our species. We will apply this broad perspective to consider the genetic, physiological, psychological, social, and cultural dimensions of human sexuality.

By the end of the course, you should be able to:

- Describe the biological and cultural components of human sexuality, as well as the interaction between them
- Examine your own beliefs and assumptions about sexuality
- Think critically about the social and cultural influences on your sexual knowledge, beliefs, and behaviors
- Incorporate scientific knowledge about the range of human sexuality into your opinions about the political and ethical aspects of sexuality
- Analyze the assumptions and evidence that others use when making claims about sexuality
- Identify the biological, behavioral, and sociocultural factors that influence your sexual health
- Talk comfortably about sex and sexuality

Course Materials

Hock, Roger R. 2010. *Human Sexuality*, Second Edition. Upper Saddle River, NJ: Prentice Hall.

Required readings on course website (<http://gravlee.org/sexuality/>)

TurningPoint® ResponseCard® RF remote transmitter (“clicker”) or ResponseWare software for Classroom Response System.

The textbook and clickers should be available at all local textbook stores. Additional required readings are available online through the course website (<http://gravlee.org/sexuality/>). We will use TurningPoint classroom response clickers in

every lecture. If you have a TurningPoint clicker from a previous class, you may use it in this course. Otherwise, clickers are available for purchase at local bookstores or on the TurningPoint website (<http://store.turningtechnologies.com/>, use code: 4ufl). If you have a web-enabled smart phone with data plan, you also have the option to purchase ResponseWare software instead of a standalone clicker. You may purchase a one-year or four-year license for the software from the TurningPoint website.

Course Requirements and Grading

| | Date | Points | Percent |
|-----------------------------------|--------------|------------|------------|
| <i>Exams</i> | | | |
| Exam 1 | October 2 | 60 | 20 |
| Exam 2 | November 6 | 60 | 20 |
| Exam 3 | December 17 | 60 | 20 |
| <i>Writing assignments</i> | | | |
| Reaction paper 1 | September 18 | 15 | 5 |
| Reaction paper 2 | October 9 | 15 | 5 |
| Research paper – first submission | October 19 | 15 | 5 |
| Peer review | Week 10 | 15 | 5 |
| Research paper – final submission | November 20 | 30 | 10 |
| <i>Discussion section</i> | | | |
| Attendance and participation | | 30 | 10 |
| Total | | 300 | 100 |

Letter grades will be assigned based on the total percent of points according to the following scale:

- A = 90 or above
- A- = 87-89
- B+ = 84-86
- B = 80-83
- B- = 77-79
- C+ = 74-76
- C = 70-73
- C- = 67-69
- D+ = 64-66
- D = 60-63
- D- = 57-59
- E = 56 or below

Please note that the University implemented minus grades beginning in Summer 2009. Under the new system, a grade of C- will not qualify for major, minor, Gen Ed, Gordon Rule, or College Basic Distribution credit. Please see the following for more information:

Grades and Grading

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

FAQs about Minus Grades

<http://www.isis.ufl.edu/minusgrades.html>

1. Exams (60%)

There will be three exams with 60 multiple-choice questions each. The exams will cover material from assigned readings, lectures, films, guest speakers, and class discussions. The three exams are noncumulative and equally weighted (20% each toward final course grade).

All exams will be administered on E-Learning. Exams must be taken at the scheduled time; there will be **no makeup exams**. Exceptions will be made only in the case of incapacitating illness or other university-approved absence. In such cases, you must provide Dr. Gravlee with written documentation from an appropriate authority at least 24 hours before the exam. Teaching Assistants (TAs) may not give permission for make-up exams.

2. Reaction papers (10%)

You will be required to write two reaction papers. For each paper, select a reading from the course pack and provide a thoughtful reaction or evaluation of that reading. Examples of appropriate topics to cover in your reaction papers include a critical evaluation of the authors' questions, assumptions, methods, or conclusions; similarities and differences between the selected reading and other assigned readings; a discussion of the broader significance of the authors' argument; your questions about points that are unclear; or your ideas about future studies that would build on the selected reading.

Reaction papers should be 2 pages, double-spaced, in 12-point Times New Roman font with 1-inch margins. You must include your name, your TA's name, your section number and assignment on reaction papers. Reaction papers must be submitted to your TA at the beginning of lecture on the due dates. **No late reaction papers will be accepted**, unless documentation of a university-approved excuse is provided to Dr. Gravlee at least 24 hours before the due date.

Before submitting your reaction papers to TAs, you must upload them to Turnitin.com, a plagiarism detection program, through E-Learning (<http://lss.at.ufl.edu>). Your paper will be considered incomplete and will not be graded if it is not submitted to Turnitin.com before the beginning of lecture on the due date. If there is any evidence of plagiarism, you will receive a grade of zero points for the assignment and be reported to Student Judicial Affairs.

3. Research paper (20%)

You are required to write a research paper. The paper should be 8-10 pages of text, double-spaced, in 12-point Times New Roman font with 1-inch margins. You must include your name, your TA's name, your section number, assignment, and a title on a separate title page. References must be consistently formatted in MLA style and should also be on a separate page. Your paper must cite and incorporate at least six sources from the scholarly literature. Scholarly literature includes peer-reviewed academic journals,

monographs, and edited volumes. Encyclopedias, textbooks, and most websites are not appropriate sources. Your paper will be evaluated based on the quality of the literature review, the quality of analytic effort, and the organization and writing style. Complete details on requirements and grading criteria for the research paper will be distributed in discussion sections and posted on the course web site. You are encouraged to take advantage of the services offered by the Reading & Writing Center, Broward Hall, 392-0791, <http://www.at.ufl.edu/rwcenter/>.

Good writing requires revision and rewriting. To improve your skills in this regard, the research paper involves three assignments:

- a. *First submission of paper (5%)*. You will be required to submit a complete draft of your research paper on **October 19**. This first submission is not merely a rough draft: It should meet all the major requirements of the final paper and reflect your best effort to develop a well-organized argument that is supported by your literature review. The first submission will be graded based on: (i) proper formatting and adherence to instructions, (ii) correct length (8-10 pages), (iii) use of appropriate type and number of scholarly sources, and (iv) clarity of organization. You will receive written and verbal feedback from your peers (see below) using the guidelines that TAs will use to grade your final submission. Due to resource constraints, you will not receive written feedback from your TA on the first submission of your paper, but TAs are available to answer questions and discuss specific aspects of your writing during their office hours.
- b. *Peer review (5%)*. You will work in peer-response groups to provide feedback on one another's developing research papers. The first submission of your paper will be distributed to at least two classmates in your discussion section. You will provide written feedback on one another's papers, using the same criteria that TAs will use to grade your final paper. You will be expected to read the papers carefully and to provide comments that are thoughtful, respectful, and constructive. Your written review of peers' papers is due in discussion section during **Week 10** (October 26–30). Peer review is important to the development of your final research paper. In addition to the direct benefit of receiving feedback on your paper, you will find that the process of reading and thinking critically about others' work will help you analyze and refine your own writing. Your grade for the peer review requirement will be based on (i) your participation in peer-response group activities during discussion section and (ii) the completeness of written feedback you provide on the criteria we provide (content, organization, citations and bibliography, and grammar and style).
- c. *Final, revised paper (10%)*. You are expected to incorporate peer feedback into the revised version of your paper for final submission. Along with the final version of your paper, you must submit a one-page memo that summarizes the feedback you received from your peer-response group and indicates the changes you have made since the first submission. The final version of your paper is due at the beginning of lecture on **November 20**. **No late term papers will be accepted**, unless documentation of a university-approved excuse is provided to Dr. Gravlee

at least 24 hours before the due date. Before submitting your final paper to your TA, you must upload it to Turnitin.com, a plagiarism detection program, through E-Learning (<http://lss.at.ufl.edu>). Your paper will be considered incomplete and will not be graded if it is not submitted to Turnitin.com before lecture on November 20. If there is any evidence of [plagiarism](#), you will receive a grade of zero for the assignment and be reported to Student Judicial Affairs. Complete details and grading criteria for the final research paper will be posted on the course web site and distributed in discussion section.

4. Discussion section (10%)

You are required to attend and participate in the discussion section for which you registered. You must attend discussion sections even if an exam is scheduled for the same day. Only university-approved absences with appropriate documentation will be excused.

5. Course web site

You are responsible for all materials posted on the course web site (<http://gravlee.org/sexuality>), including required readings, announcements, details on assignments, and other supplementary material. Some course materials will require you to log on to University websites (e.g., Course Reserves, E-Learning System). The course web site will provide links to these other resources, when necessary.

The website will also host a blog for the course in order to encourage discussion on relevant news or events around campus, to share thoughts about how the themes of the course relate to current events as well as to share thoughts on the themes themselves, and to stimulate thinking about assigned readings and course material. I strongly encourage you to post comments on the blog to share your point of view or to pose questions that you'd like to raise for discussion with other students, Dr. Gravlee, and the TAs. The easiest way to keep up with the web site is to subscribe to the course RSS feed (by email or using your favorite feed reader) using the links on the course website.

Gordon Rule Credit

You must complete all writing assignments (reaction papers and research paper) and earn a final grade of C or better in the course to obtain Gordon Rule (4000-word) credit. All students are required to complete all writing assignments, even if you have already satisfied the Gordon Rule credit in another course.

Teaching Assistants

Teaching Assistants (TAs) are responsible for discussion sections. They are available to answer questions and to assist with the required writing assignments during their office hours. They grade all course requirements. You must know your TA's correct first name for all exams and print it on the top of all papers or writing assignments you submit. If you have a question about grading, first talk with your TA. TAs' names, office hours, and discussion sections are posted on the course website. TAs may not give permission for make-up exams or late papers.

Classroom Behavior

Classroom disruptions will not be tolerated. If you are talking, reading newspapers, listening to your iPod or other mp3 player, or being disruptive in any other way, you will be asked to leave. If you are asked to leave from discussion section, you will not receive participation points for that day.

You must turn off cell phones or set them to silent mode. If a phone rings or is in use in class, it will be confiscated until the end of class.

Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action. See <http://www.aa.ufl.edu/aa/affact/harass/>. Because this course deals with sensitive subjects, it is essential that each student helps to create an environment of respect and tolerance.

From the University of Florida Honor Code (<http://www.registrar.ufl.edu/catalog/policies/students.html>): “One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning. Another major aspect of university life involves sexual relationships. Sexual attitudes or actions that are intimidating, harassing, coercive or abusive, or that invade the right to privacy of the individual are not acceptable. Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow.”

Academic Honesty and Plagiarism

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else’s published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department’s and the University’s procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university’s Honor Code (available online at <http://www.registrar.ufl.edu/catalog/policies/students.html>).

Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. ***Please make any requests by the second week of class.***

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- (1) University Counseling Center, 301 Peabody Hall, 392-1575, <http://www.counsel.ufl.edu/>; personal and career counseling
- (2) Student Mental Health, Student Health Care Center, 392-1171, <http://www.shcc.ufl.edu/smhc/>; personal counseling
- (3) Center for Sexual Abuse/Assault Recovery Education (CARE), Student Health Care Center, 392-1161, <http://www.shcc.ufl.edu/care/>; sexual abuse and assault counseling
- (4) Career Resource Center, Reitz Union, 392-1601, <http://www.crc.ufl.edu/>; career development assistance and counseling
- (5) Reading & Writing Center, Broward Hall, 392-0791, <http://www.at.ufl.edu/rwcenter/>; writing assistance, study skills, test preparation

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Course Schedule, Readings, and Assignments

| Date | Topics | Assignments |
|--|---|--|
| Week 1 Aug. 24, 26, 28 | Introduction and Overview <ul style="list-style-type: none"> ▪ What is anthropology? ▪ Introduction to sexuality ▪ Strategies for success in this course | Haviland et al. (2005) Tiefer (2004) |
| Week 2 Aug. 31, Sept. 2, 4 | Approaches to Human Sexuality <ul style="list-style-type: none"> ▪ Theory and method in sexuality research ▪ Social science perspectives on sexuality ▪ Sex, natural selection, and human evolution | Hock, Ch. 1 de Waal (1995) |
| Week 3 Sept. 9, 11 <i>No class Sept. 7, Labor Day</i> | Male Sexual Anatomy and Physiology <ul style="list-style-type: none"> ▪ Male sexual and reproductive system ▪ Circumcision ▪ Does size matter? | Hock, Ch. 2 (p. 36-50) Darby (2005) |
| Week 4 Sept. 14, 16, 18 | Female Sexual Anatomy and Physiology <ul style="list-style-type: none"> ▪ Female sexual and reproductive system ▪ Menstruation and menopause: a biocultural perspective | <i>Reaction paper 1 due Sept. 18</i> Hock, Ch. 2 (p. 50-71) Lock (1998) |
| Week 5 Sept. 21, 23, 25 | Gender in Cross-Cultural Perspective <ul style="list-style-type: none"> ▪ Sex versus gender ▪ Development of gender identity ▪ Gender diversity across time and space | Hock, Ch. 10 Nanda (1999) |
| Week 6 Sept. 28, 30 Oct. 2 | Sexual Orientation <ul style="list-style-type: none"> ▪ Categorizing sexual orientation ▪ Nature and nurture ▪ Homophobia and heterosexism | <i>Exam 1, Oct. 2</i> Hock, Ch. 11 Sanders (2005) |
| Week 7 Oct. 5, 7, 9 | Sexuality over the Life Course <ul style="list-style-type: none"> ▪ Sexual development throughout life ▪ Aging and sexuality | <i>Reaction paper 2 due Oct. 9</i> Hock, Ch. 12 Delamater and Karraker (2009) |

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| <p>Week 8 Oct. 12, 14 <i>No class Oct. 16, Homecoming</i></p> | <p>Sexual Arousal, Problems, and Solutions</p> <ul style="list-style-type: none"> ▪ Physiology of sexual arousal ▪ Medicalization and disease mongering | <p>Hock, Ch. 3, 7 Tiefer (2006)</p> |
| <p>Week 9 Oct. 19, 21, 23</p> | <p>Experiencing Sexual Pleasure</p> <ul style="list-style-type: none"> ▪ What is sex? ▪ Solitary sex and sex with others ▪ Paraphilias and “extremes” of sexual behavior | <p><i>First submission of research paper due Oct. 19</i></p> <p>Hock, Ch. 6, 14 Christina (1992)</p> |
| <p>Week 10 Oct. 26, 28, 30</p> | <p>Love, Intimacy, and Marriage</p> <ul style="list-style-type: none"> ▪ What is love? ▪ Mate preference in evolutionary and cross-cultural perspective ▪ Diversity in marriage across time and space | <p><i>Peer review due in section</i></p> <p>Hock, Ch. 4 Gourevitch (1999)</p> |
| <p>Week 11 Nov. 2, 4, 6</p> | <p>Pregnancy, and Birth</p> <ul style="list-style-type: none"> ▪ Fertility in individuals and populations ▪ Pregnancy, birth, and abortion in cross-cultural perspective ▪ Maternal, infant, and child health | <p><i>Exam 2, Nov. 6</i></p> <p>Hock, Ch. 9 Shorto (2008) David & Collins (1991)</p> |
| <p>Week 12 Nov. 9, 13 <i>No class Nov. 11, Veterans Day</i></p> | <p>Contraception and Culture</p> <ul style="list-style-type: none"> ▪ Politics of contraception ▪ Sexuality education and culture ▪ Methods for preventing pregnancy and STIs | <p>Hock, Ch. 5 Rose (2005) Shorto (2006)</p> |
| <p>Week 13 Nov. 16, 18, 20</p> | <p>Sexually Transmitted Infections</p> <ul style="list-style-type: none"> ▪ Bacterial and viral infections ▪ STIs on campus ▪ HPV and the “cervical cancer vaccine” | <p><i>Final, revised research paper due Nov. 20</i></p> <p>Hock, Ch. 8</p> |
| <p>Week 14 Nov. 23, 24 <i>No class Nov. 27, Thanksgiving</i></p> | <p>HIV/AIDS and Global Health</p> <ul style="list-style-type: none"> ▪ Social inequalities and health ▪ Globalization, power, and sex | <p>Parker (2002)</p> |

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| <p>Week 15 Nov. 30, Dec. 2, 4</p> | <p>Power, Coercion, and Sexual Violence</p> <ul style="list-style-type: none"> ▪ Rape and sexual violence in evolutionary and cross-cultural perspective ▪ Sexual violence on campus | <p>Hock, Ch. 13 Ryan and Kanjorski (1998)</p> |
| <p>Week 16 Dec. 7, 9 <i>No class Dec. 12</i></p> | <p>Selling Sex</p> <ul style="list-style-type: none"> ▪ Sexuality in the media and the arts ▪ Pornography ▪ Prostitution, sex work, and power | <p>Hock, Ch. 15 Farmer (2003)</p> |
| <p>December 17</p> | <p>Final Exam</p> | |

Course Readings

- Christina, Greta. "Are We Having Sex Now Or What?" *The Erotic Impulse*. Ed. David Steinberg. New York: Jeffrey P. Tarcher/Penguin, 1992. 24-29.
- Darby, Robert. "The Sorcerer's Apprentice: Why Can'T We Stop Circumcising Boys?" *Contexts* 4.2 (2005): 34-39.
- David, Richard J., and James W. Collins, Jr. "Bad Outcomes in Black Babies: Race Or Racism?" *Ethnicity and Disease* 1.3 (1991): 236-44.
- de Waal, Frans B. M. "Bonobo Sex and Society." *Scientific American* 272.3 (1995): 82-88.
- Delamater, John, and Amelia Karraker. "Sexual Functioning in Older Adults." *Current Psychiatry Reports* 11.1 (2009): 6-11.
- Farmer, Paul. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley and Los Angeles, CA: University of California Press, 2003.
- Gourevitch, Philip. "A Husband for Dil." *The New Yorker* 75.1 (1999): 78-88.
- Haviland, W., H. E. L. Prins et al. *Anthropology: The Human Challenge*. Belmont, CA: Wadsworth Publishing, 2005.
- Lock, Margaret. "Menopause: Lessons From Anthropology." *Psychosomatic Medicine* 60.4 (1998): 410-19.
- Nanda, Serena. *Neither Man Nor Woman: The Hijras of India*. Second ed., Belmont, CA: Wadsworth Publishing, 1999.
- Parker, Richard. "The Global Hiv/Aids Pandemic, Structural Inequalities, and the Politics of International Health." *American Journal of Public Health* 92.3 (2002): 343-47.
- Rose, Susan. "Going Too Far? Sex, Sin and Social Policy." *Social Forces* 84.2 (2005): 1207-32.
- Ryan, Kathryn, and Jeanne Kanjorski. "The Enjoyment of Sexist Humor, Rape Attitudes, and Relationship Aggression in College Students." *Sex Roles* 38.9/10 (1998): 743-56.
- Sanders, Joshunda. "A Down Low Dirty Shame: The New Assault on Black Male Sexuality." *Bitch* 28.Spring (2005): 33-35, 91.
- Shorto, Russell. "Contra-Contraception." *New York Times Magazine* May 7 2006, 48-55, 68, 83.
- — —. "No Babies?" *New York Times Magazine* June 29 2008, sec MM: 34.
- Tiefer, Leonore. "The Kiss." *Sex is Not a Natural Act and Other Essays*. Boulder, CO: Westview Press, 2004. 77-84.

— — —. “Female Sexual Dysfunction: A Case Study of Disease Mongering and Activist Resistance.” *PLoS Medicine* 3.4 (2006): e178.