

## **Human Sexuality & Culture**

ANT 2301

University of Florida, Department of Anthropology

Summer B, 2018

100 Carleton Auditorium

MTWRF Period 2 (9:30-10:45 am)

### **Instructor: Choeta Chakrabarti**

Email: choeta@ufl.edu

Office: B328 Turlington Hall

Office Hours: **TBD**

By appointment

### **Grader: Jordan Traff**

Email: jtraff@ufl.edu

Office: B328 Turlington Hall

Office Hours: **TBD**

By appointment

### **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 holistic perspective to 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 and knowledgeably about sex and sexuality

### **Course Materials**

Hock, Roger R. 2015. *Human Sexuality*, Fourth Edition. Upper Saddle River, NJ: Prentice Hall.

Additional Required Readings are posted on E-Learning (<http://lss.at.ufl.edu/>).

## Course Schedule

Date	Theme	Reading	Other
July 2, 3 <i>No class</i> <i>Wednesday,</i> <i>July 4 in</i> <i>observance of</i> <i>Independence</i> <i>Day</i>	<p style="text-align: center;"><b>The Talk</b></p> <p><u>Introduction and Overview</u></p> <ul style="list-style-type: none"> <li>• Intro to syllabus</li> <li>• How to do well in this course</li> <li>• Why anthropology?</li> </ul>	<ul style="list-style-type: none"> <li>• Haviland et al. (2005)</li> </ul>	
July 5	<p style="text-align: center;"><b>Foreplay</b></p> <p><u>How do they study human sexuality?</u></p>	<ul style="list-style-type: none"> <li>• Hock, Ch. 1</li> <li>• Tiefer (2004)Hock, Ch. 1</li> </ul>	<b>Syllabus Quiz: Online</b>
July 6, 9, 10, 11	<p style="text-align: center;"><b>Going Down</b></p> <p><u>Male Sexual Anatomy and Physiology</u></p> <ul style="list-style-type: none"> <li>• Male sexual and reproductive system</li> <li>• Circumcision</li> <li>• Does size matter?</li> </ul>	<ul style="list-style-type: none"> <li>• Hock, Ch. 2 (p. 34-49)</li> <li>• Castro-Vazquez (2013)</li> </ul>	
	<p><u>Female Sexual Anatomy and Physiology</u></p> <ul style="list-style-type: none"> <li>• Female sexual and reproductive system</li> <li>• Menstruation and menopause: a bio-cultural perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Hock, Ch. 2 (p. 49-71)</li> <li>• Lock (1998)</li> <li>• Monahan (2007)</li> </ul>	
July 12, 13	<p style="text-align: center;"><b>Getting it Right</b></p> <p><u>Sex and Gender in Cross-Cultural Perspective</u></p> <ul style="list-style-type: none"> <li>• Sex versus gender</li> <li>• Development of gender identity</li> </ul>	<ul style="list-style-type: none"> <li>• Hock, Ch. 10</li> <li>• Fausto-Sterling (2000)</li> </ul>	
July 16, 17	<p style="text-align: center;"><b>The Way I Like It</b></p> <p><u>Sexual Orientation</u></p> <ul style="list-style-type: none"> <li>• Categorizing sexual orientation</li> <li>• Nature and nurture</li> <li>• Homophobia and heterosexism</li> </ul>	<ul style="list-style-type: none"> <li>• Hock, Ch. 11</li> </ul>	
July 18, 19, 20	<p style="text-align: center;"><b>Making it Last</b></p> <p><u>Sexuality over the Life Course</u></p>	<ul style="list-style-type: none"> <li>• Hock, Ch. 12</li> <li>• Moore (2010)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Sexual development throughout life</li> <li>• Aging and sexuality</li> </ul>		
July 23, 24	<p><b>Interruption</b> <u>Sexual Arousal, Problems, and Solutions</u></p> <ul style="list-style-type: none"> <li>• Physiology of sexual arousal</li> <li>• Medicalization and disease mongering</li> </ul>	<ul style="list-style-type: none"> <li>• Hock, Ch. 3, 7</li> <li>• Tiefer (2006)</li> </ul>	<b>Exam 1, July 24: Online</b>
July 25, 26, 27	<p><b>Riding Solo</b> <u>Experiencing Sexual Pleasure</u></p> <ul style="list-style-type: none"> <li>▪ What is sex?</li> <li>▪ Solitary sex and sex with others</li> <li>▪ Paraphilia and “extremes” of sexual behavior</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hock, Ch. 6, 14</li> <li>▪ Christina (1992)</li> </ul>	
July 30, 31	<p><b>Pillow Talk</b> <u>Love, Intimacy, and Marriage</u></p> <ul style="list-style-type: none"> <li>• What is love?</li> <li>• Mate preference in evolutionary and cross-cultural perspectives</li> <li>• Diversity in marriage across time and space</li> </ul>	<ul style="list-style-type: none"> <li>• Hock, Ch. 4</li> <li>• Nanda (1992)</li> </ul>	
August 1 and 2	<p><b>Expectations</b> <u>Pregnancy, and Birth</u></p> <ul style="list-style-type: none"> <li>• Fertility in individuals and populations</li> <li>• Pregnancy, birth, and abortion in cross-cultural perspectives</li> <li>• Maternal, infant, and child health</li> </ul>	<ul style="list-style-type: none"> <li>• Hock, Ch. 9</li> <li>• Martin (1991)</li> </ul>	
August 3, 6	<p><b>Dirty Talk</b> <u>Power, Coercion, and Sexual Violence</u></p> <ul style="list-style-type: none"> <li>• Rape and sexual violence in evolutionary and cross-cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Hock, Ch. 13</li> <li>• Ryan and Kanjorski (1998)</li> </ul>	

	<p>perspective</p> <ul style="list-style-type: none"> <li>Sexual violence on campus</li> </ul>		
August 7	<p><b>Complications</b> <u>Selling Sex</u></p> <ul style="list-style-type: none"> <li>Sexuality in the media and the arts</li> <li>Pornography</li> <li>Prostitution, sex work, and power</li> </ul>	<ul style="list-style-type: none"> <li>Hock, Ch. 15</li> <li>Sterk (2000)</li> </ul>	
August 8	<p><b>Making it Safe</b> <u>STIs, Contraception, and Culture</u></p> <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Sexuality education and culture</li> <li>Preventing pregnancy and STIs</li> </ul>	<ul style="list-style-type: none"> <li>Hock, Ch. 5, 8</li> </ul>	
August 9	<p><b>Getting Serious</b> <u>HIV/AIDS and Global Health</u></p> <ul style="list-style-type: none"> <li>Social inequalities and health</li> <li>Globalization, power, and sex</li> </ul>	<ul style="list-style-type: none"> <li>Parker (2002)</li> </ul>	
August 10	NO CLASS		<b>Exam 2: Online</b>

### Course Requirements and Grading

	Date	Points	Percentage
<i>Quizzes and Exams</i>			
Syllabus Quiz	July 5	15	5.4%
Exam 1	July 24	100	35.7%
Exam 2	August 10	100	35.7%
<i>In-Class Participation</i>			
6 Activities	N/A	60	21.6%
<b>Total</b>		<b>275</b>	
Extra Credit		TBD	TBD

#### **Grading Scale:**

**A:** 93 - 100

**A-:** 90 - 92

**B+:** 87 - 89  
**B:** 83 - 86  
**B-:** 80 - 82  
**C+:** 77 - 79  
**C:** 73 - 76  
**C-:** 70 - 72  
**D+:** 67 - 69  
**D:** 63 - 66  
**D-:** 60 - 62  
**F:** 59 and below

**Course Format:**

This course is primarily lecture-based, but relevant questions, discussions and participation among students are highly encouraged. Lectures will include information from the textbook and readings, as well as outside sources, including online materials and films. All readings are required and are to be read BEFORE CLASS to best understand lectures and to be able to participate meaningfully.

**Quizzes and Exams:**

There will be a syllabus quiz with 10-15 multiple-choice questions and two exams with 50 multiple-choice questions each. The quiz will cover material in the syllabus; exams will cover material from assigned readings, lectures, films, guest speakers, and class discussions. The exams are noncumulative and equally weighted. Both quizzes and exams will be online, from 8:30-11:59 pm. You will have 30 mins for the syllabus quiz and an hour for the exams. Your time starts once you start the exam. You will not be able to pause and come back to it later. The exam will turn off at 11:59 no matter when you start it so please plan accordingly.

**In-Class Activities:**

There will be six unscheduled in-class activities, which will be graded. Missing class on the day of an activity will cost you points.

**Extra Credit:**

There will be extra credit opportunities at some point during the course. Detailed instructions will be provided in class and on canvas

**Attendance Policy:**

Attendance will not be taken but is expected. Absence in class will directly affect your grade, since power point presentations will not be posted online. Additionally, quizzes and exams will contain questions that pertain directly to lectures and discussions in class. Absence due to a sickness will be excused with a doctor's note. If you have some other valid reason to miss class, please contact the instructor well before class by email to arrange for make-up work. Requests for make-up work after class absences will not be accepted. This is non-negotiable. Any student who misses more than three classes must communicate to the instructor the reasons for these

absences. If for any reason you stop attending class, without notifying your instructor, you will receive an “E” grade on your permanent record. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Harassment and Discrimination:**

“Harassment” is defined as conduct that (1) is of any type (written, oral, graphic, or physical) (2) is directed towards or against a person because of their personal status (i.e. race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others) and that (3) unreasonably interferes with the individual’s work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. “Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels their rights have been violated are asked to confront the offending party, should that not resolve the issue, or the student is uncomfortable with confronting the offending party they may file a complaint with UF Department of Human Resources.

**Cell phones, computers, touch pads and other smart devices:**

College students are adults and capable of making informed decisions. Use of cell phones, computers and touch pads will not be actively policed. However, students are asked to please be respectful their fellow students in the course as well as the instructor, who will not appreciate continued distractions. 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. 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.ufsa.ufl.edu/faculty\\_staff/fees\\_resources\\_policies/sexual\\_harassment/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/). Because this course deals with sensitive subjects, it is essential that each student helps to create an environment of respect and tolerance.

**Course evaluations:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**Academic Honesty:**

All students are expected to do their own work without unauthorized assistance. Any student found cheating, will be given a grade of zero on the assignment. Violations will lead to the Department's and the University's procedures for dealing with academic dishonesty. UF students are bound by the Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignments." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

For questions about what constitutes academic misconduct please consult the UF Honor Code as well as the UF Policies on Academic Honesty. These are available online at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Here are three websites that explain plagiarism and I encourage you to look at all of them

- <http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html>

- <http://www.dso.ufl.edu/sccr/procedures/honorviolations.php>

- A 30 minute video, titled 'Citing Sources and Avoiding Plagiarism', at the bottom of the webpage - <https://teachingcenter.ufl.edu/video.html>

### **Accommodation for Students with Disabilities**

If you require accommodation due to a disability, please make an appointment during my office hours so that we may discuss your needs. Students with disabilities requesting classroom accommodation must first register with the Disability Resource Office (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. The Disability Resource office is located in 001 Reid Hall. Further information can be found at [www.dso.ufl.edu/drp](http://www.dso.ufl.edu/drp). UF Counseling Services: Resources are available on campus for students having personal or goal oriented problems 1. University Counseling Center, 301 Peabody Hall, 392-1575 2. Student Mental Health, Student Health Care Center, 391-1171 (personal counseling) 3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161 4. Career Resource Center, Reitz Union, 392-1601 **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 and Wellness Center](http://www.counseling.ufl.edu/cwc/Default.aspx), 3190 Radio Road, 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>, personal and career counseling
2. [Sexual Assault Recovery Services \(SARS\)](#), Student Health Care Center, 392-1161, sexual counseling
3. University Police Department, 392-1111 or 911 for emergencies
4. Student Mental Health, Student Health Care Center, 392-1171, personal counseling
5. [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling
6. [Reading & Writing Center](#), Broward Hall, 392-0791, writing assistance, study skills, test preparation

### **24-hour Grade Dispute Policy**

Students who wish to discuss grades on assignments and exams should contact the instructor within 24 hours of posting to arrange a meeting time. Please do not wait until the end of the semester to question grades or request special consideration. Twenty-four hours after posting, all grades are final.

### **Late Assignment Policy:**

Assignments that are turned in late receive no credit or will not be evaluated unless there has been a documented emergency. Similarly, missing an exam deadline will result in a failing grade for that exam unless there has been a documented emergency. Documented emergencies include emergency (not routine) hospitalizations of the student (certified by attending physician), deaths in the immediate family or love (parents, siblings, spouses, children, or a lover; certified by a mortician), or disabling accidents/diseases involving the student near the time of the due date (certified by police). No more than one such exception will be made.

### **Student Conduct**

All students must comply with the Student Conduct Code which can be found at <http://www.dso.ufl.edu/studentguide/studentconductcode.php>. Any behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program will not be tolerated. Please turn off cell phones and all other electronic devices before class. Laptops may only be used to take notes. Disruptive students will be asked to leave.

### **Course Readings**

Castro-Vazquez, G. "The 'Beauty' of Male Circumcision in Japan: Gender, Sexuality and Embodiment in a Medical Practice." *Sociology* 47 (2013): in press.

Christina, Greta. "Are We Having Sex Now Or What?" *The Erotic Impulse*. Ed. David Steinberg. New York: Jeffrey P. Tarcher/Penguin, 1992. 24-29.

Fausto-Sterling, Anne. "The Five Sexes, Revisted." *The Sciences* 40.4 (2000): 19-23.



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.

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.

Martin, Emily. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16.3 (1991): 485-501.

Monahan, Kathleen. "Cultural Beliefs, Human Rights Violations, and Female Genital Cutting". *Journal of Immigrant & Refugee Studies*, (2007): 5(3)21-35

Moore, Katrina L. "Sexuality and Sense of Self in Later Life: Japanese Men's and Women's Reflections on Sex and Aging." *Journal of Cross-Cultural Gerontology* 25.2 (2010): 149-163.

Nanda, Serena. "Arranging a Marriage in India". In *The Naked Anthropologist: Tales from Around the World*. Philip R. DeVita, ed. Belmont, CA: Wadsworth, 1992.

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.

Ryan, Kathryn M. and Jeanne Kanjorski. "The Enjoyment of Sexist Humor, Rape Attitudes, and Relationship Aggression in College Students." *Sex Roles* 38.9/10 (1998): 743-756.

Sterk, Claire. *Tricking and Tripping: Prostitution in the Era of AIDS*. Sun City, AZ: Social Change Press, 2000.

Tiefer, Leonore. "Am I Normal? The Question of Sex." In *Sex is Not a Natural Act and Other Essays*. Boulder, CO: Westview Press, 2004. 9-16.

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