

## **Human Sexuality & Culture**

ANT 2301

University of Florida, Department of Anthropology

Summer B, 2013

100 Carleton Auditorium

MTWRF 9:30 - 10:45

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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 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. 2012. *Human Sexuality*, Third Edition. Upper Saddle River, NJ: Prentice Hall.

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

i>clicker classroom response system (i>clicker+, i<clicker2, or i>clicker GO will work for the course).

The textbook and clickers are available at local textbook stores. Additional required readings are available online through e-Learning (<http://lss.at.ufl.edu/>). They are located in the folder titled “Resources”. We will use i>clicker classroom response clickers in every lecture as a way to

keep attendance and promote active learning. If you have an i>clicker from a previous class, you may use it in this course. Otherwise, clickers are available for purchase at local bookstores or on the i>clicker website (<http://www1.iclicker.com>). Alternatively, if you have a web enabled smart device or laptop you may purchase the subscription-based i>clicker GO software for laptops or smart (iOS and Android) devices. For more information about i>clicker GO, please visit the i>clicker website.

You are required to purchase an iClicker remote for in-class participation. iClicker is a response system that allows you to respond to questions posed during class, and you will be graded on that feedback and/or participation. Each clicker has a unique serial number on the back of the remote.. In order to receive credit for your votes, you will need to register your iClicker remote online within the first week of class. Go to <http://www.iclicker.com/registration>. Complete the fields with your first name, last name, student ID, and remote ID. Your student ID should be your Gatorlink ID (i.e. the name you use before the “@ufl.edu” in your UF email address and that you use to sign in to ISIS). The remote ID is the series of numbers and sometimes letters found on the bottom of the back of your iClicker remote (on the sticker with the bar code). The iClicker response system will be used every day in class, and you are responsible for bringing your remote daily. Forgetting to bring your iClicker and thus not being able to respond to in-class questions will result in detrimental effects on your attendance and participation grade.

It is important that all students keep their receipts for their iClickers. No allowances are made if a student’s clicker malfunctions on a class day. Students are encouraged to take their clicker back to the place where they purchased it immediately if the clicker has technical problems, and have it replaced at the vendor. Students may also contact iClicker directly by phone.

Students may borrow the clicker of a student who is NOT enrolled in this class for the duration of the semester, but must let the instructor know immediately so that she can synchronize that clicker to the student.

### **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.

### **Course Website and E-Learning**

You are responsible for all materials posted on E-Learning (Sakai) at <http://lss.at.ufl.edu>, including required readings, announcements, details on assignments, and other supplementary material. If you are not familiar with E-Learning or have trouble using the site, please see the technical support available at [https://lss.at.ufl.edu/help/Student\\_Faq](https://lss.at.ufl.edu/help/Student_Faq).

This course also promotes active learning through the use of the course Twitter feed to encourage discussion of relevant news or events around campus, to share thoughts about how the themes of the course relate to current events, and to stimulate thinking about assigned readings and course material. When making course related posts to Twitter use the hashtag #ant2301. I

strongly encourage you to post comments on Twitter to share your point of view or to pose questions that you'd like to raise for discussion with other students. Through the use of Twitter, we will be able to address relevant questions and comments directly in lecture to create a more active learning environment.

### Course Requirements and Grading

	Date	Points	Percent
<i>Exams</i>			
Exam 1	July 11	100	25
Exam 2	July 25	100	25
Exam 3	August 8	100	25
<i>In-Class Participation</i>			
Attendance and participation		40	10
Ethnographic Activities		60	15
<b>Total</b>		<b>400</b>	<b>100</b>

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

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

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

#### FAQs about Minus Grades

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

### 1. Exams (75%)

There will be three exams with each consisting of 75 multiple-choice questions. Each exam will cover material from assigned readings, lectures, films, activities, and classroom discussion that fall within the designated timeframe. The three exams are noncumulative and equally weighted (25% each toward final course grade).

The exams will be administered on E-Learning. On the scheduled day of the exam, students will have 90 minutes to complete the 75 question exam; each question is worth 1 point towards the total exam score. Students will have from 8:30am until 5pm on the scheduled day to log onto the E-Learning system to take the exam. There will be no lecture on the day of exams.

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 the instructor 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. In-Class Participation (25%)**

*Attendance:* You are required to attend and participate in the in-class discussions and activities over the course of the semester. Only university-approved absences with appropriate documentation will be excused. Attendance will be monitored through the i>clicker response system and you will be counted absent if you arrive more than 10 minutes late. Attendance points are worth 10% (40 points) of your final grade.

*Ethnographic Activities:* Ethnographic activities are an opportunity to apply in-class knowledge to real world situations. Over the course of the semester there will be a total of 6 ethnographic activities that account for 15% (60 pts.) of the final grade. Each ethnographic activity is worth 2.5% (10 pts.) of the final grade. During activities, students will be placed into small teams. Each team is required to complete a list of ethnographic tasks that relate to the course topic for that week. The goals of each activity will be explained in class. At the end of the designated time provided for the activity, each group is expected to submit a summary of their results to the instructor. All ethnographic activities will take place during class time and students must be in attendance to receive credit for the assignments. Only students providing university approved absences with appropriate documentation can make-up missed activities.

## **Policy on Make-Up Work and Bonus Points**

You are responsible for completing all time sensitive requirements by the posted due dates. The course has been designed so that you have ample time for each assignment, so there will be no extensions or make-up opportunities except in documented cases of incapacitating illness, death of a family member, religious holiday, or other university-approved excuse. In such cases, you must contact the instructor at least 24 hours in advance of the deadline, when possible, and provide written documentation from a relevant authority. Teaching Assistants may not grant extensions or make-up opportunities.

University policy stipulates that opportunities for bonus points must be provided to the entire class, if they are to be used. Thus, the instructor will not provide opportunities for bonus points to individual students, and TAs are not allowed to provide them at all, so please do not ask.

## **Policy on Grade Disputes**

If you dispute the grade you receive for an assignment, you may request to have it re-graded by the instructor. You must first meet with your TA to discuss the grade you received so that you understand the rationale for the grade. Then, if you still wish to dispute the grade, you may email instructor to request that your assignment be re-graded. If you request re-grading, the second grade will stand, regardless of whether it is higher or lower than the original grade. You may request re-grading up to one week after an assignment has been returned; we will not consider re-grading requests after this time.

## Email Communication

Please do not use the E-Learning mail system to communicate with the instructor or TA. Instead, please email them directly at the addresses provided above.

The E-Learning email may be used by classroom coordinators to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.

## 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.

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.

From the University of Florida Student Conduct Code (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#conduct>): “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.”

## Medical Excuse Notes

If you experience an illness that prevents you from attending class or completing required work, you must provide an excuse note from a health care provider. The Student Health Care Center (SHCC) provides excuse notes only if they are involved in your care for three or more days, or in limited cases of severe illness or injury. Under other circumstances, SHCC will provide a Verification of Visit form to document that you were seen, but ***this form is not considered an excuse note***. For more information, please see <http://shcc.ufl.edu/forms-records/excuse-notes/>.

## 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.dso.ufl.edu/sccr/honorcodes/honorcode.php>).

### **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 & Wellness Center, 301 Peabody Hall, 392-1575, <http://www.counsel.ufl.edu/>; personal and career counseling
- (2) Sexual Health, Student Health Care Center, 392-1171, <http://shcc.ufl.edu/services/primary-care/sexual-health/>
- (3) GatorWell Health Promotion Services, Sexual Health, <http://gatorwell.ufsa.ufl.edu/Sexual-Health.aspx>
- (4) University Police Department Office of Victim Services, 51 Museum Road, 392-5648, <http://www.police.ufl.edu/victim-services/>
- (5) Career Resource Center, Reitz Union, 392-1601, <http://www.crc.ufl.edu/>; career development assistance and counseling
- (6) 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

<b>Date</b>	<b>Theme</b>	<b>Assignments</b>
<b>Week 1.1:</b> Jun. 30, Jul. 1	<b>Introduction and Overview/Approaches to Human Sexuality</b> <i>Reading Focus:</i> Anthropological approaches to human sexuality	Hock, Ch. 1 Haviland et al. (2005) Tiefer (2004)
<b>Week 1.2:</b> Jul. 2, Jul. 3 <i>No class Jul. 4 for The Fourth of July</i>	<b>Male Sexual Anatomy and Physiology</b> <i>Reading Focus:</i> Male circumcision from a cross-cultural perspective	Hock, Ch. 2 (p. 34-49) Zoske (1998)
<b>Week 2.1:</b> Jul. 7, Jul. 8	<b>Female Sexual Anatomy and Physiology</b> <i>Reading Focus:</i> Menopause as a cultural construct	Hock, Ch. 2 (p. 49-71) Lock (1998)
<b>Week 2.2:</b> Jul. 9- Jul. 11	<b>Sexuality over the Life Course</b> <i>Reading Focus:</i> Sexuality in late adulthood	Hock, Ch. 12 Moore (2010) Frankowski and Clark (2009)  <b><i>Exam 1: July 11</i></b>
<b>Week 3.1:</b> Jul. 14, Jul. 15	<b>Sex and Gender in Cross-Cultural Perspective</b> <i>Reading Focus:</i> Rethinking how we classify sex and gender	Hock, Ch. 10 Fausto-Sterling (2000)
<b>Week 3.2:</b> Jul. 16- Jul. 18	<b>Sexual Orientation</b> <i>Reading Focus:</i> Implications of cultural pressure on sexual orientation	Hock, Ch. 11 Fredriksen-Goldsen (2013) McGarrity and Huebner (2013)
<b>Week 4.1:</b> Jul. 21, Jul. 22	<b>Sexual Arousal, Problems, and Solutions</b> <i>Reading Focus:</i> Effects of disease mongering	Hock, Ch. 3, 7 Moynihan (2003)  Tiefer (2006)  Perry (2009)

<b>Week 4.2:</b> Jul. 23- Jul. 25	<b>Experiencing Sexual Pleasure</b> <i>Reading Focus:</i> What counts as ‘normal’ sex?	Hock, Ch. 6, 14 Monteiro Pascoal et al. (2014) Fedoroff et al. (2013)  <b><i>Exam 2: July 25</i></b>
<b>Week 5.1:</b> Jul. 28, Jul. 29	<b>Love, Intimacy, Marriage, Pregnancy, and Birth</b> <i>Reading Focus:</i> Cross-cultural perspectives of marriage	Hock, Ch. 4 Widmer and Newcomb (1998) Hock, Ch. 9
<b>Week 5.2:</b> Jul. 30- Aug. 1	<b>STIs, Contraception, and Culture</b> <i>Reading Focus:</i> Anthropological approaches to STIs	Hock, Ch. 5, 8 Santos (2012) Farmer (2003) Parker (2002)
<b>Week 6.1:</b> Aug. 4, Aug. 5	<b>Power, Coercion, and Sexual Violence</b> <i>Reading Focus:</i> Sexual violence in the college scene	Hock, Ch. 13 Bernat et al. (1998) Ryan and Kanjorski (1998)
<b>Week 6.2:</b> Aug. 6- Aug. 8	<b>Selling Sex</b> <i>Reading Focus:</i> Marketing sex as a cultural construct	Hock, Ch. 15 Attwood (2009) Chu (2013)  <b><i>Exam 3: August 8</i></b>



## Course Readings

- Attwood, F. "'Depththroatfucker' and 'Discerning Adonis': Men and Cybersex." *International Journal of Cultural Studies* 12.3 (2009): 279–294.
- Bernat, Jeffrey A., Karen S. Calhoun, and Stephanie Stolp. "Sexually Aggressive Men's Responses to a Date Rape Analogue: Alcohol as a Disinhibiting Cue." *Journal of Sex Research* 35.4 (1998): 341-348.
- Chu, Donna. "The Production of Erotica: Photobooks of Teenage Models in Hong Kong." *Journal of Sex Research* 50.7 (2013): 653-663.
- 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.
- Fausto-Sterling, Anne. "The Five Sexes, Revisted." *The Sciences* 40.4 (2000): 19–23.
- Fedoroff, J. Paul, Lisha Di Gioacchino, and Lisa Murphy. "Problems with Paraphilia in the DSM-5." *Current Psychiatry Report* 15.363 (2013): 1-6.
- Frankowski, Ann Christine and Leanne J. Clark. "Sexuality and Intimacy in Assisted Living: Residents' Perspectives and Experiences." *Sexuality Research and Social Policy* 6.4 (2009): 25-37.
- Fredriksen-Goldsen, Karen I. et al. "The Physical and Mental Health of Lesbian, Gay Male, and Bisexual (LGB) Older Adults: The Role of Key Health Indicators and Risk and Protective Factors." *The Gerontologist* 53.4 (2012): 664-675.
- 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.
- McGarrity, Larissa A. and David M. Huebner. "Is Being Out about Sexual Orientation Uniformly Healthy?: The Moderating Role of Socioeconomic Status in a Prospective Study of Gay and Bisexual Men." *Annals of Behavioral Medicine* 47 (2014): 28-38.
- Monteiro Pascoal, Patrícia, Isabel de Santa Bárbara Narciso, and Nuno Monteiro Pereira. "What is Sexual Satisfaction?: Thematic Analysis of Lay People's Definitions." *Journal of Sex Research* 51.1 (2014): 22-30.
- 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.
- Moynihan, Ray. "The Making of a Disease: Female Sexual Dysfunction." *British Medical Journal* 326.4 (2003): 45-47.

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.

Perry, Susan. "Female Sexual Dysfunction: Is It Real—Or a Case of Disease-Mongering?" *MinnPost* November 23, 2009.

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.

Santos, K A. "Teenage Pregnancy Contextualized: Understanding Reproductive Intentions in a Brazilian Shantytown." *Cadernos de Saúde Pública* 28.4 (2012): 655–664.

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.

Widmer, Eric D., Judith Treas, and Robert Newcomb. Attitudes toward Nonmarital Sex in 24 Countries." *Journal of Sex Research* 35.4 (1998): 349-358.

Zoske, Joseph. "Male Circumcision: A Gender Perspective." *Journal of Men's Studies* 6.2 (1998): 189-208.