

SYLLABUS FALL 2015
ANT 2301 Human Sexuality and Culture (all sections)
MWF, Period 3, 9:35-10:25 am
Carleton Auditorium

Primary Instructor: Dr. Alyson Young
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Course Description and Objectives

This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is the 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 their interaction
- 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*, 4th edition. Upper Saddle River, NJ: Prentice Hall. (Students may also use Hock, 3rd Ed.)
- i>Clicker remote transmitter ("clicker") available at local textbook stores and the i>clicker website.

A copy of the text is also available on course reserve at Library West.

Course Website and E-Learning

You are responsible for all materials posted on E-Learning 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.

Email Communication

Please do not use the E-Learning mail system to communicate with Dr. Young or the TAs. Instead, please email them directly at the addresses provided above. Dr. Young and the TAs may use email 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.

i>clicker

We use i>clicker classroom response clickers for extra credit from lectures. If you have an i>clicker from a previous class, you may use it in this course. Remotes are also available for purchase at local bookstores and from the i>clicker website (<http://www1.i>clicker.com/purchase-response-devices>). Both i>clicker models (i>clicker+ / i>clicker2) will work for this course. It is important that all students keep their receipts for their i>clickers. 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 i>clicker directly by phone.

Registering the i>clicker

Each clicker has a unique serial number on the back of the remote. In order to make your responses count, you will need to register your i>clicker remote online within the first week of class. Go to <http://www1.iclicker.com/register-clicker/>. 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 the i>clicker remote (on the sticker with the bar code). The i>clicker response system will be used every day in class and discussion section, and you are responsible for bringing your remote daily. Forgetting to bring your i>clicker and thus not being able to respond to in-class questions will result in detrimental effects on your attendance and participation grade in discussion section.

TEACHING ASSISTANTS

The TA office is Turlington B328. Students may visit the office hours of any TA to get their questions answered.)

TA Name	Email	Sections	Office Hours
Josh Crosby (Head TA)	jacrosby@ufl.edu	268, 274	Tues. (9:35 am-12:35 pm)
Choeeta Chakrabarti	choeeta@ufl.edu	266, 267, 289	Mon./Fri. (11:00 am-12:30 pm)
Petra Cunningham-Smith	pcunninghamsmith@ufl.edu	273, 276, 287	Weds. (8:30-9:20 am) Thurs. (9:35-11:30 am)
Hailey Duecker	hduecker@ufl.edu	270, 285, 288	Mon. (1:55-4:55 pm)
Jandy Gu	jandyagu@ufl.edu	269, 271, 272	Thurs. (1:55-4:55 pm)
Kristen Hall	kristenhall@ufl.edu	278, 282, 284	Thurs. (10:40 am-1:40 pm)
Mallory Messersmith	mkmesser@ufl.edu	264, 265, 277,	Tues. (11:45 am-1:40 pm) Weds. (12:50-1:40 pm)
Doug Monroe	dmonroe@ufl.edu	5734, 5736, 5741	Fri. (10:40 am-1:40 pm)
Erik Timmons	jeto1@ufl.edu	281, 283, 290	Weds. (3:00-4:55 pm) Thurs. (3:00-4:00 pm)

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 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.

Give all excuses and DRC accommodation requests to Dr. Young, not to the TAs.

COURSE REQUIREMENTS & GRADING

Assignment	Date	Points
<i>Exams</i>		
Midterm	Oct. 14	55
Final Exam	Dec. 17	55
<i>Ethnographic Research Project</i>		
Research report 1	Sept. 18	15
Research report 2	Oct. 9	15
Research paper—first submission	Oct. 23	15
Peer review	Week 10	15
Research paper—final submission	Nov. 20	30
<i>Syllabus Quiz</i>	Sept. 2	10
<i>Weekly Reading Quizzes</i>		10
<i>Discussion participation</i>		30
Total		250

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

A = 93 or above; 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; E = 59 or below

Gordon Rule Writing Credit (Writing Requirement 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) writing credit. All students are required to complete all writing assignments, even if you have already satisfied the Gordon Rule credit in another course.

Please note that Gordon Rule credit and final course grades are calculated separately. To receive writing credit, students must earn a grade of C (2.0) or higher both in the course and on writing assignments (i.e., the ethnographic research project). Therefore, it is possible to pass the class and not receive Gordon Rule credit. Students should review their degree audits after receiving their grades to verify receipt of credit for the writing component. For further information, please see:

<https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx>.

GRADE COMPONENTS**1. Exams (110 pts.)**

There will be two exams with 55 multiple-choice questions each. The exams will cover material from assigned readings, lectures, films, guest speakers, and class discussions. The two exams are noncumulative and equally weighted.

All exams will be administered on E-Learning. On the scheduled day, exams will be available on E-Learning between 8:30 a.m. and 4:30 p.m., and you will have 60 minutes to complete the exam. There will be no lecture on the day of exams, but students are required to attend discussion section 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 Dr. Young 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. *Ethnographic research project (90 pts.)*

You are required to conduct an original ethnographic research project. Ethnography is the systematic description and interpretation of culture, typically based on long-term participation in and observation of a people's way of life. It is the defining strategic method of cultural anthropology and is also used in other social sciences. Ethnography typically involves many types of data collection. In this assignment, we will focus on in-depth ethnographic interviews.

The project involves identifying a research problem, doing background literature research, conducting interviews, and writing up your results. Details about the project are available in a separate document on E-learning (see the Resources folder). Briefly, you will be writing about the project in three phases, including two research reports of 2-3 pages each and a final research paper of 8-10 pages.

In-depth ethnographic interviews are open-ended conversations designed to gather information about day-to-day life and how people see and experience the world. The purpose of ethnography is distinct from survey research, and questionnaires with closed-ended questions will not provide you with the kind of data you need for the project. All interviews must be conducted as face-to-face conversations with a set of open-ended interview questions that you develop. Interviews conducted via the Internet, telephone, messenger services, or other media do not fulfill the requirements of the assignment and will result in a low grade. See E-Learning for full details about the assignment, and talk to your TA if you have questions about requirements or expectations.

The ethnographic research project involves four components:

a. *Research reports*

You will be required to submit two interim research reports, each of which contributes five percent toward your final grade. The first research report is due on **Sept. 18** and focuses on the research problem and the approach you will take in the project. The second is due on **Oct. 9** and provides an opportunity for you to reflect on the research process. Both reports must be 2-3 pages, double-spaced, with one-inch margins and 12-point Times New Roman font.

On the due date (or before), you must upload an electronic version of the research report (in .doc or .docx format) to E-Learning (<http://lss.at.ufl.edu>), where it will be run through Turnitin, a plagiarism detection program. If there is any evidence of plagiarism, you will receive a grade of zero for the assignment and be reported to Student Judicial Affairs. No hard copy submission is necessary. **Research reports will lose five percent for each day they are late.** A research report is considered late if it is not submitted electronically by 5:00 p.m. on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade for the assignment by five percent.

b. *First submission of paper*

You will be required to submit a complete draft of your research paper on **Oct. 23**. 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 ethnographic research. 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.

On the due date (or before), you must send the first submission of your paper by email to your TA and assigned peer-review group members. No hard copy submission is necessary, nor are you required to submit the paper to E-learning/Turnitin. However, if there is any suspicion of academic misconduct, your paper will be run through Turnitin by the instructor or your TA, and if there is evidence for misconduct, you will receive a grade of zero for the assignment and be reported to Student Judicial Affairs. **The first submission of your paper will lose five percent for each day it is late.** The submission is considered late if it is not uploaded to e-Learning and sent by email by 5:00 p.m. on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade by five percent.

- c. *Peer review* 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** (Oct. 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).

- d. *Final, revised paper*

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 by 5:00 p.m. on **Nov. 20. No late research papers will be accepted**, unless documentation of a university-approved excuse is provided to Dr. Young at least 24 hours before the due date.

You must submit your paper by uploading it to E-Learning (<http://lss.at.ufl.edu>), where it will be run through Turnitin, a plagiarism detection program. Your paper will be considered incomplete and will not be graded if it is not submitted to E-Learning by 5:00 p.m. on the due date. 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.

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 works cited 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 interview data, the logic of interpretation and argumentation, 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, 302 Tigert Hall, 846-1138, <http://www.at.ufl.edu/rwcenter/>.

3. Discussion participation (30 pts.)

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. You will be counted absent from discussion section if: (1) you don't come to class, (2) you arrive more than 10 minutes late, or (3) you do not actively participate in discussion activities.

EXTRA CREDIT: Due to Homecoming and Veteran's Day (Nov. 6, Nov. 11), some discussion sections will not meet as usual in Weeks 11 and 12. Therefore, **students who attend discussion section in Weeks 11 & 12 will receive bonus points** (equal to one week of required discussion section) toward their final grade. Students whose discussion section normally meets on a holiday should attend another discussion section and alert the TA to your presence. Students whose discussion section is not affected by the holiday should attend the section for which you are registered to receive bonus points.

4. Syllabus and reading quizzes (20 pts)

The syllabus quiz will be open from 8:30-4:30 Wednesday, Sept. 2 on E-Learning. You will have 60 minutes to complete the quiz. The quiz covers all the material on this syllabus. There will be 12 online reading quizzes. They will be open each Wednesday from 8:30-4:30 pm, starting week 3. The quizzes will cover reading for that week (so, Quiz 1 covers all the reading material for week 3, Quiz 2 covers all the reading material for week 4, etc.) We will drop the two lowest scores.

COURSE POLICIES

You are responsible for knowing and abiding by all course policies and procedures.

Student Conduct

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." 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/. Because this course deals with sensitive subjects, it is essential that each student help to create an environment of respect and tolerance.

Unless authorized by a documented case of disability from the Disability Resource Center, please do not make any unauthorized recordings of lecture, videos, or section discussion. See the student code of conduct: (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

Classroom Behavior and Electronic Devices

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 (not vibrate). If a phone rings or is in use in class, it will be confiscated until the end of class.

Absences

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors. If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however. The department will notify you if you have been dropped from a course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

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/>. Give all excuse notes ASAP to Dr. Young, rather than to the TAs.

Religious Holidays

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who

believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Illness Policy

If you are absent from classes or examinations because of illness you should contact your instructors. You should contact your college by the deadline to drop a course for medical reasons. You can petition the [Dean of Students Office](#) to drop a course for medical reasons. The university's policy regarding [medical excuse](#) from classes is maintained by the Student Health Care Center.

Twelve-Day Rule

Students who participate in athletic or extracurricular activities are permitted to be absent 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled.) Instructors must be flexible when scheduling exams or other class assignments. The 12-day rule applies to individual students participating on athletic or scholastic teams. Consequently, a group's schedule that requires absence of more than 12 days should be adjusted so that no student is absent from campus more than 12 scholastic days. If you previously have been warned about absences or unsatisfactory work you should not incur additional absences, even if you have not been absent 12 scholastic days. It is your responsibility to maintain satisfactory academic performance and attendance.

Policy on Make-Up Work and Bonus Points

You are responsible for completing all writing assignments 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 Dr. Young 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 also stipulates that opportunities for bonus points must be provided to the entire class, if they are to be used. Thus, Dr. Young 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 Dr. Young. 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 Dr. Young 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 regarding requests after this time. The final paper is not eligible for re-grading.

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/process/student-conduct-honor-code/>).

ACCOMMODATION & SUPPORT SERVICES***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:

- University Counseling & Wellness Center, 301 Peabody Hall, 392-1575, <http://www.counsel.ufl.edu/>; personal and career counseling
- Sexual Health, Student Health Care Center, 392-1171, <http://shcc.ufl.edu/services/primary-care/sexual-health/>
- GatorWell Health Promotion Services, Sexual Health, <http://gatorwell.ufsa.ufl.edu/Sexual-Health.aspx>
- University Police Department Office of Victim Services, 51 Museum Road, 392-5648, <http://www.police.ufl.edu/victim-services/>
- Career Resource Center, Reitz Union, 392-1601, <http://www.crc.ufl.edu/>; career development assistance and counseling
- Reading & Writing Center, Broward Hall, 392-0791, <http://www.at.ufl.edu/rwcenter/>; writing assistance, study skills, test preparation

COURSE SCHEDULE	Topic	Readings/Assignments
Week 1 (Aug 24-28) <i>No discussion sections this week</i>	Introduction and overview	Haviland et al. (2005) Tiefer (2004)
Week 2 (Aug 31-Sept. 4)	Understanding human sexuality	Syllabus Quiz (Wednesday, Sept. 2) Hock: Ch 1 de Waal (1995) Sterk (2000)
Week 3 (Sept 7-11) <i>No lecture Sept. 7</i>	Male sexual anatomy & physiology	Hock, Ch. 2 (p. 34-49) Castro-Vazquez (2013) <i>Reading Quiz 1</i>
Week 4 (Sept. 14-18)	Female sexual anatomy & physiology	Research Report 1 (Friday, Sept. 18) Hock, Ch. 2 (p. 49-71) Lock (1998) <i>Reading Quiz 2</i>
Week 5 (Sept 21-25)	Sex & Gender in Cross-Cultural Perspective	Hock, Ch. 10 Fausto-Sterling (2000) <i>Reading Quiz 3</i>
Week 6 (Sept 28-Oct 2)	Sexual orientation	Hock, Ch. 11 Jaspal (2012) <i>Reading Quiz 4</i>
Week 7 (Oct 5-9)	Sexuality over the life course	Research Report 2 (Friday, Oct. 9) Hock, Ch. 12 Moore (2010) <i>Reading Quiz 5</i>
Week 8 (Oct. 12-16) <i>No lecture Oct. 14</i>	Sexual Arousal, Problems & Solutions	MIDTERM (Wednesday, Oct. 14) Hock, Ch. 3, 7 Tiefer (2006)
Week 9 (Oct 19-23)	Experiencing Sexual Pleasure	Research paper-first submission (Friday, Oct. 23) Hock, Ch. 6, 14 Christina (1992) <i>Reading Quiz 6</i>
Week 10 (Oct 26-30)	Love, Intimacy & Marriage	Peer review (due in discussion sections) Hock, Ch. 4 Nanda (1992) <i>Reading Quiz 7</i>
Week 11 (Nov 2-6) <i>No lecture/discussion Nov. 6</i>	Pregnancy & Birth	Bonus Points for Section Attendance Hock, Ch. 9 Martin (1991) <i>Reading Quiz 8</i>
Week 12 (Nov 9-13) <i>No lecture/discussion Nov. 11</i>	Contraception & Culture	Bonus Points for Section Attendance Hock, Ch. 5 Santos (2012) <i>Reading Quiz 9</i>

Week 13 (Nov. 16-20)	Sexually Transmitted Infections & HIV	<i>Final research paper (Friday, Nov. 20)</i> Hock, Ch. 8 Farmer (2003) Parker (2002) <i>Reading Quiz 10</i>
Week 14 (Nov. 23-27)	<i>THANKSGIVING--No classes this week</i>	
Week 15 (Nov. 30-Dec 4)	Power, coercion & sexual violence	Hock, Ch. 13 Bernat et al. (1998) Ryan and Kanjorski (1998) <i>(Reading Quiz 11)</i>
Week 16 (Dec. 7-9)	Selling Sex	Hock, Ch. 15 Attwood (2009) Padilla et al. (2008) <i>(Reading Quiz 12)</i>
FINAL EXAM: Dec. 17 (available from 8:30 am to 4 pm)		

COURSE READINGS

- Attwood, F. "'Deepthroatfucker' 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.
- 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.
- de Waal, Frans B. M. "Bonobo Sex and Society." *Scientific American* 272.3 (1995): 82-88.
- 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.
- Jaspal, Rusi. "'I Never Faced Up to Being Gay': Sexual, Religious and Ethnic Identities Among British Indian and British Pakistani Gay Men." *Culture, Health & Sexuality* 14.7 (2012): 767–780.
- 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.
- 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.
- Padilla, Mark et al. "Stigma, Social Inequality, and HIV Risk Disclosure Among Dominican Male Sex Workers." *Social Science & Medicine* 67.3 (2008): 380–388.
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