

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: MW 10:45 a.m. – 12:00 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

Carroll, Janell L. 2007. *Sexuality Now: Embracing Diversity*, Second Edition. Belmont, CA: Thomson Wadsworth.

Course Pack: ANT 2301: Human Sexuality and Culture (printed or online).

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

Required materials are available at Orange and Blue Textbooks (301 NW 13th Street). Course pack readings will be freely available on the course web site (see below). If you prefer to have a printed course pack, you may purchase one from Orange and Blue Textbooks. 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 OBT and other local bookstores, including the UF Bookstore at the Reitz Union.

Course Requirements and Grading

	Date	Points	Percent
<i>Exams</i>			
Exam 1	October 3	60	20
Exam 2	November 7	60	20
Exam 3	December 18	60	20
<i>Writing assignments</i>			
Reaction paper 1	September 19	15	5
Reaction paper 2	October 10	15	5
Research paper – first submission	October 27	15	5
Peer review	Week 11	15	5
Research paper – final submission	November 24	30	10
<i>Discussion section</i>			
Attendance and participation		30	10
Total		300	100

Final grades will be A (90-100), B+ (87-89), B (80- 86), C+ (77-79), C (70-76), D+ (67-69), D (60-66), E (<60).

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 3 pages, double-spaced, in 12-point Times New Roman font with 1-inch margins. You must include your TA's name and your section number 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 10-12 pages, double-spaced, in 12-point Times New Roman font with 1-inch margins. References must be consistently formatted in MLA style. 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 via E-Learning on **October 27**. 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 (10-12 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. You will not receive written feedback on the *content* of your first submission, but TAs will be available to answer questions and discuss specific aspects of your writing during office hours.
- b. *Peer review (5%)*. During **Week 11**, 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 electronically 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. 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.

- c. *Final, revised paper* (10%). You will be graded on how well you 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 made since the first submission. The final version of your paper is due at the beginning of lecture on **November 21. 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 21. 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 discussed in discussion section.

4. Discussion section (10%)

You are required to attend and actively 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 [link](#) 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 (6000-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 and your section number and print them 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, texting on your cell phone, 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. 25, 27, 29	Introduction and Overview <ul style="list-style-type: none"> ▪ What is anthropology? ▪ Introduction to sexuality ▪ Strategies for success in this course 	Carroll, Ch. 1 Haviland et al. (2005)
Week 2 Sept. 3, 5 <i>Sept. 1, Labor Day (no class)</i>	Sex and Human Evolution <ul style="list-style-type: none"> ▪ Theory and method in sexuality research ▪ Sex, natural selection, and human evolution 	Carroll, Ch. 2 Diamond (1997) de Waal (1995)
Week 3 Sept. 8, 10, 12	Gender in Cross-Cultural Perspective <ul style="list-style-type: none"> ▪ Gender and gender role development ▪ Gender diversity across time and space 	Carroll, Ch. 3 Nanda (1999)
Week 4 Sept. 15, 17, 19	Female Sexual Anatomy and Physiology <ul style="list-style-type: none"> ▪ Female sexual and reproductive system ▪ Puberty, menstruation, and menopause ▪ Female sexual and reproductive health 	<i>Reaction paper 1 due Sept. 19</i> Carroll, Ch. 4 Lock (1998)
Week 5 Sept. 22, 24, 26	Male Sexual Anatomy and Physiology <ul style="list-style-type: none"> ▪ Male sexual and reproductive system ▪ Male sexual and reproductive health ▪ Circumcision 	Carroll, Ch. 5 Darby (2005)
Week 6 Sept. 29, Oct. 1, 3	Sexual Expression <ul style="list-style-type: none"> ▪ Are we having sex now? ▪ Sexual arousal and response ▪ Solitary sex and sex with others 	<i>Exam 1, Oct. 3</i> Carroll, Ch. 10 Christina (1992)
Week 7 Oct. 6, 8, 10	Varieties and Challenges of Sexual Expression <ul style="list-style-type: none"> ▪ Physiology and cultural construction of sexual disorders ▪ Variation and deviation 	<i>Reaction paper 2 due Oct. 10</i> Carroll, Ch. 14, 16 Tiefer (2006)
Week 8 Oct. 13, 15, 17	Love and Marriage <ul style="list-style-type: none"> ▪ What is love? ▪ Mate preference in evolutionary and cross-cultural perspective ▪ Diversity in marriage across time and space 	Carroll, Ch. 7, 9

<p>Week 9 Oct. 20, 22, 24</p>	<p>Sexual Orientation</p> <ul style="list-style-type: none"> ▪ Categorizing sexual orientation ▪ Nature and nurture ▪ Homophobia and heterosexism 	<p>Carroll, Ch. 11 Sanders (2005)</p>
<p>Week 10 Oct. 27, 29, 31</p>	<p>Conception, Pregnancy, and Birth</p> <ul style="list-style-type: none"> ▪ Fertility in individuals and populations ▪ Pregnancy and birth in evolutionary and cross-cultural perspective ▪ Maternal, infant, and child health 	<p><i>First submission of research paper due October 27</i></p> <p>Carroll, Ch. 12 David & Collins (1991)</p>
<p>Week 11 Nov. 3, 5, 7</p>	<p>Contraception and Abortion</p> <ul style="list-style-type: none"> ▪ Contraception and culture ▪ Abortion, women’s rights, and health 	<p><i>Peer review due in section Exam 2, Nov. 7</i></p> <p>Carroll, Ch. 13 Shorto (2006)</p>
<p>Week 12 Nov. 10, 12, 14</p>	<p>Childhood and Adolescent Sexuality</p> <ul style="list-style-type: none"> ▪ Sexuality over the life course ▪ Sexuality education 	<p>Carroll, Ch. 8 Rose (2005)</p>
<p>Week 13 Nov. 17, 19, 21</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>Carroll, Ch. 15</p>
<p>Week 14 Nov. 24, 26 Nov. 28, No Class, Thanksgiving</p>	<p>HIV/AIDS and Global Health</p> <ul style="list-style-type: none"> ▪ Social inequalities and health ▪ Globalization, power, and sex 	<p><i>Final, revised research paper due Nov. 24</i></p> <p>Parker (2002)</p>
<p>Week 15 Dec. 1, 3, 5</p>	<p>Power, Coercion, and Sexual Violence</p> <ul style="list-style-type: none"> ▪ Rape and sexual violence in evolutionary and cross-cultural perspective ▪ Rape on campus ▪ Sexual abuse and harassment 	<p>Carroll, Ch. 17 Abramovitz (2001); Dating Violence; Dating Bill of Rights and Responsibilities; Myths about Abuse</p>

Week 16 Dec. 8, 10 <i>No class Dec. 12</i>	Selling Sex <ul style="list-style-type: none">▪ Sexuality in the media and the arts▪ Pornography▪ Prostitution, sex work, and power	Carroll, Ch. 18 Farmer (2003)
December 18	Final Exam, 10:00 a.m. – 12:00 noon	

Course Reader

- Abramovitz, Melissa. "The Knockout Punch of Date Rape Drugs," *Current Health* 2 27.7 (2001): 18-23.
- 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.
- Diamond, Jared. *Why is Sex Fun?: The Evolution of Human Sexuality*. Basic Books, 1997. 1-13.
- 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. 29-50.
- Haviland, W., H. E. L. Prins et al. *Anthropology: The Human Challenge*. Belmont, CA: Wadsworth Publishing, 2005. 4-18.
- 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. 198-201.
- 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.
- 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.
- Tiefer, Leonore. "Female Sexual Dysfunction: A Case Study of Disease Mongering and Activist Resistance," *PLoS Medicine* 3.4 (2006): e178.