

SYLLABUS

THE ANTHROPOLOGY OF SEX (ADO)

Tuesdays and Thursdays 11 AM – 12:15 PM
ANT 261.01 Spring 2014
Dr. Douglas A. Feldman
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Course Description:

This course discusses human sexuality from the perspective of different cultures throughout the world. It focuses upon the cultural geography of sexual practices, the evolution of human sexuality, sex techniques, physical types, physical attractiveness, clothing and modesty, marriage and incest, same-sex desire and behavior, the gay and lesbian community, the sadomasochism community, the transgendered community, global gender diversity, sex work, global population growth and heterosexual reproduction, pornography, drugs, alcohol and sex, legal issues of sexual behavior, stigma and sex, multipartnering behavior, polygyny and monogamy, and the social dimensions of sexually transmitted infections.

Student Learning Objectives:

1. Learn about the basics of the anthropology of sex, with a focus of cultural diversity among indigenous cultures.
2. Learn about transgendered traditions throughout the world.
3. Learn about the gay and lesbian community.
4. Learn about the evolution of human sexuality.
5. Learn about human sexuality in different life phases: childhood, adolescence, adulthood, and senior years.
6. Learn about the risks of having sex: unwanted pregnancies, STIs, and HIV/AIDS.
7. Learn about the cultures of sex workers.
8. Learn about alternative forms of human sexuality.
9. Learn about demographic growth in the 21st century.
10. Learn about anthropological kinship patterns.

Required Texts:

Anne Bolin and Patricia Whelehan (2009) *Human Sexuality: Biological, Psychological, and Cultural Perspectives*. New York: Routledge. [B&W]

Ellen Lewin and William L. Leap (eds.) (2009). *Out in the Public: Reinventing Lesbian/Gay Anthropology in a Globalizing World*. Malden, MA: Wiley-Blackwell. [L&L]

Serena Nanda (2000). *Gender Diversity: Crosscultural Variations*. Prospect Heights, IL: Waveland Press. [N]

Course Topics:

Human Sexuality: Biological, psychological, and cultural approaches. The evolutionary history of human sexuality. Fertility, conception, and sexual differentiation. Pregnancy and childbirth as a bio-cultural experience. Early childhood sexuality. Puberty and adolescence. Human sexual response. Birth control. Life course issues related to gender identity, gender roles, and aging. Sexual orientations, behaviors, and lifestyles. HIV/AIDS. Globalization and sexuality – the meaning and issues of sex work.

Out in Public: My date with Phil Donahue: A queer intellectual in TV-land; Changes and challenges: Ethnography, "homosexuality," and HIV prevention work in Guadalajara; Who's gay? What's gay?: Dilemmas of identity among gay fathers; Back and forth to the land: Negotiating rural and urban sexuality among the Radical Faeries; Rumsfeld!: Consensual BDSM and "somasochistic" torture at Abu Ghraib; Professional baseball, urban restructuring and (changing) gay geographies in Washington, DC; Life lube: Discursive spheres of sexuality, science, and AIDS; Man marries man in Nigeria?; LGBT rights in the European Union: A queer affair?;

Gender Diversity: Multiple genders among North American Indians. Hijra and Sadhin: Neither man nor woman in India. Men and not-men: Sexuality and gender in Brazil. Liminal gender roles in Polynesia. Transgendered males in Thailand and the Philippines. Sex/gendered diversity in Euro-American cultures. Variations on a theme.

Reading Schedule:

January 28:	Introduction and welcome. Review of syllabus.
January 30:	The basics of anthropology.
February 4:	B&W: Chapter 1. Discussion.
February 6:	B&W: Chapter 2.
February 11:	Group discussion.
February 13:	B&W: Chapter 3.
February 14:	Valentine's Day!
February 18:	B&W: Chapter 7.
February 20:	B&W: Chapter 8.
February 25:	B&W: Chapter 9.
February 27:	B&W: Chapter 10.
March 4:	B&W: Chapter 11.
March 6:	B&W: Chapter 12. Review for midterm.

March 11:	Midterm exam.
March 13:	B&W: Chapter 13
March 18:	Spring break, no class.
March 20:	Spring break, no class.
March 25:	B&W: Chapter 14.
March 27:	Group discussion.
April 1:	B&W: Chapter 15.
April 3:	Group discussion.
April 8:	B&W: Chapters 16 and 17.
April 9:	Scholar's Day.
April 10:	L&L: Chapters 1 and 2. N: Introduction and Chapter 1.
April 15:	Video.
April 17:	L&L: Chapters 5 and 8. N: Chapter 2.
April 22:	L&L: Chapter 10 and 11. N: Chapters 3 and 4.
April 24:	L&L: Chapters 14 and 15. N: Chapters 5 and 6.
April 29:	L&L: Chapter 16. N: Chapter 7. Discussion.
May 1:	Selected class presentations.
May 6:	Selected class presentations.
May 8:	Final thoughts and review for final exam.
May 13:	Final exam week. Papers due on or before today.

Course Requirements and Grade

Research Paper and class presentation:	26%
Midterm exam:	22%
Final Exam:	22%
Two in-class pop (surprise) quizzes	10%
Class participation:	20%
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TOTAL:	100%

Students will prepare an original research paper that is at least 9 pages, plus title page and references cited pages, on a topic pre-approved by the professor relating to the social, cultural, economic, and/or political aspects of the anthropology of sex. See attached guidelines for doing your paper. Several optional extra credit projects will be available during the semester. Each extra credit project is worth either 0.10 or 0.20 added to your final grade; a maximum of 0.40 in extra credit may be obtained for the semester.

Class participation includes constructive participation in which the student demonstrates having read the assigned readings and has thought deeply about the content. Students are expected to spend at least six hours per week preparing for the class sessions. The professor may call upon students to discuss the assigned readings. The midterm and final exams will be essay questions. The final exam is not cumulative. The exams are not open book, and study sheets are not given out beforehand. There will be two

unannounced “pop” quizzes, which are short essays, where the student will summarize all or part of the assigned readings for that day.

Disability Statement:

Students with documented disabilities may be entitled to specific accommodations. The College at Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course professor detailing any approved accommodations. The student is responsible for providing the course professor with an official letter. The faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Attendance Policy:

Attendance will be taken at the beginning of each session. It is important that you not be late for class. Students who have five unexcused absences will receive a lowered final grade (e.g., B = B-). Each additional unexcused absence will receive one further lowered final grade (e.g., six unexcused absences, B = C+; seven unexcused absences, B = C; ... 12 unexcused absences, B = E). Absences will be excused for: a) written documented illnesses of the student by a health professional (e-mailing the professor, or telling the professor, is not sufficient; there needs to be an actual medical note specifying the date(s) of the illness), b) official representation of the College, c) death of a close relative, d) religious holiday, and e) other circumstances completely and truly beyond the control of the student, as determined by the professor. As a courtesy to the student, the professor will notify (only one time) by e-mail as a reminder that you now have excessive unexcused absences, after you have reached five unexcused absences. Students who arrive late to class must inform the professor at the end of the class to make sure they are not marked absent that day. Students who must leave early on a particular day need to notify the professor before the class session begins.

Academic Integrity and Student Behavior:

Students are expected to maintain the highest level of academic integrity. Academic dishonesty (papers, quizzes, and exams) will not be acceptable. Any student engaging in academic dishonesty during this course will receive a lowered grade for the course depending on the nature of the action, and could possibly be referred to the administration for further disciplinary action.

Students are asked not to carry on unrelated conversations during class. You are expected to pay attention and to be courteous. Major breaches of conduct or impropriety, including rudeness or insulting behavior to either the professor or other

students, disruptive behavior, or unrelated conversations, will receive a lowered final grade. You will receive a lowered grade, possibly an E, for the class participation segment of your final grade. In addition, you will also receive an overall reduction of as much as one whole letter grade subtracted from your final grade.

Cell phones, pagers, blackberries, iPhones, and Androids must be turned off (or set on vibrate) while attending class. Please be certain that they are off, or set to vibrate, at the beginning of each class session. During quizzes and exams, they must be turned off entirely (not on vibrate only). Laptops may only be used for the purpose of taking notes during the class. They may not be used for checking e-mails, or “surfing the net.” Students may not e-mail, IM (instant message), or text message others during class time.

It is expected that students will not use profanity, personal insults, or slurs based on ethnicity, race, sex, sexual orientation, or disability during class discussions. While this is a course on human sexuality, students are expected to use the technical terms for sexual behavior and body parts, rather than slang or vulgar terms.

Students are encouraged to attend meetings of the Anthropology Club this semester.

Office Location and Hours:

Dr. Feldman’s office is located at Room C-15 in Cooper Hall. Office hours are Tuesdays and Thursdays from 12:15-2:15 PM, or by appointment. Students are strongly encouraged to meet with the professor during office hours, or by appointment. It is recommended that appointments be scheduled even during office hours, since he may be meeting with another student when you wish to meet with him.

STYLISTIC GUIDELINES FOR DOING YOUR PAPER

1. Your paper will be graded on the basis of both content and format (style). Content should indicate a thorough and comprehensive review of the literature, be coherent, detailed, and well-written. Failure to follow these guidelines completely will lower the grade for your paper.
2. Papers should have a separate title page with your name, title of the paper, name of the course, course number, date, and name of the professor (Dr. Feldman).
3. Papers must be a minimum of 9 full pages, not including your title page, reference cited page(s), any figure or table pages, or any appendices. More than 9 pages is preferred.

4. Papers should be entirely typed, double-spaced, use Arial font, on 12-point type (do not use smaller or larger point type), either printed one-sided or two-sided, with page numbers, and with either 1 inch or 1.25 inch margins on all four sides.
5. Papers need to be carefully spell-checked and then read over by you for grammatical errors. (Spell check, for example, will not change “and” when you meant to say “any”).
6. Do not use contractions (e.g., use “do not” instead of “don’t”).
7. Do not use Internet or chat line spellings or grammar (e.g., “u r gr8”).
8. Your paper must have an introduction, body, and conclusion. If you are not familiar with this approach, it is recommended that you use subheadings in your text, with the first subheading called “Introduction” and your last subheading called “Conclusion.” If you use subheadings, the body of your text should be labeled by the subject matter and it is expected that you would have perhaps three or four subheadings in your text’s body.
9. If relevant, your paper may state your opinion. But carefully indicate that it is your opinion, and give evidence to support your opinion.
10. Your paper must be entirely your own work. Papers found to have been plagiarized will receive an automatic E grade. If you are quoting more than three lines of your text from a published or Internet source, you must use quotes and cite your source and the page number of your source. Avoid excessive quoting. It should not be a string of quotes. Use your own words.
11. Your reference cited page(s) must be keyed to your text. Only cite references that are stated in your text. Exclude all references that you read, but you are not citing in your text. Similarly, your text must cite references and they must be keyed to your reference cited page. Make sure that all the references cited in your text are properly listed in your references cited page(s). Your citations in your text should indicate the last name of your author and the year of publication (e.g., Smith 1998, or Jones, Freeman, Sills, and Wu 2006). Offset the name and date in parentheses as appropriate. Do not list the page number in your text, unless you are quoting from the text (e.g., Smith (1998) says that the Navaho are matrilineal; Smith (1998:347) says, “The Navaho are matrilineal.”).
12. You must have at least ten references cited in your references page(s), and these must be keyed into your text. More references are preferred.
13. When citing material from the Internet, list the author, title, name of web site, full web site address (e.g., www.dontbelievethisininformation.com/thisisthepage/) and date of publication. If there is absolutely no author for the material you are citing

on the Internet site, the author's name should be cited in your reference as Anonymous. If there is absolutely no date for the material you are citing on the Internet site, it is the current year (e.g., 2014).

14. The references in the Reference Cited page(s) should be listed in alphabetical order by first author's last name. It should include the year in parentheses, and should appear as follows:

An article in a journal:

Jaspers, William E. (2006) "Everything you wanted to know about nothing: but did not want to ask," *Journal of Total Irrelevance*. 4(3):254-9.

A book:

Jaspers, William E. and Sylvia Sidelman (2005) *The Complete Book about Nothing*. New York: Irrelevant University Press.

An article in a book with many authors:

Jaspers, William E., Rosenguard, Amy, Vilmers, Steven, Stevens, Willy, and John Johnston (2009) "Absolutely everything about nothing: What more can we say?," IN: *Essays on Nothingness* (eds: Neitherhere, Mary and Jack Northere), pp. 126-142. Palo Alto, CA: Obfuscating Press.

Note, that if there are many authors, you may use "*et al.*" (meaning: and others) in your written text (e.g. Jaspers, *et al.* 2004), but cite all the authors in your references cited page as indicated above.

A newspaper or magazine article written without a cited author:

Anonymous (2010). "Thinking about nothing," *Time Magazine*, pp. 21, 24-5, June 14, 2010.

Note, that some authorship is listed at the bottom of the article (e.g., "prepared by Tim Jabbers with the assistance of Jane Dabbers" would be cited as -- Jabbers, Tim and Jane Dabbers (2010).

Something without clear citation on the Internet:

Anonymous (2007). "The Top Ten Reasons Why Nothing Exists"
www.theyllnevercatchmeandlockmeupagain.com/postmodernpage/ .

The style used is neither MLA nor University of Chicago. It is a style used in anthropology books and journals.

15. A good paper topic is one that is broad enough in scope for you to find enough published information, but narrow enough that you feel you've covered the specific topic thoroughly and have a good grasp of what has been published on the topic.
16. Eight students will be invited to give a presentation on their papers before the class on May 1st and May 6th.. Papers are due on or before the date of the final exam.
17. E-mailed papers are not accepted.