

ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 09/16/09

- 1. ACADEMIC UNIT: School of Human Evolution and Social Change
2. COURSE PROPOSED: ASB 210 Sex, Marriage, and Evolution: Anthropological Perspectives on Human Sexuality
3. CONTACT PERSON: Name: Alissa Ruth Phone: 5-4628
Mail Code: 2402 E-Mail: alissa.ruth@asu.edu; alex.brewis@asu.edu

- 4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA
Humanities and Fine Arts-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C
(Note: one course per form)

- 6. DOCUMENTATION REQUIRED. (1) Course Description (2) Course Syllabus (3) Criteria Checklist for the area (4) Table of Contents from the textbook used, if available
7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this a multisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Keeth Kintigh
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 9/17/09

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Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus
		2. Course must be one or more of following types (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Contemporary non-English language courses that have a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.	

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Course Prefix	Number	Title	Designation
ASB	210	Sex, Marriage and Evolution	G

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course focuses >70% of material on non-Western cases, but with a view to ultimately reinterpreting Western ideas based on those	Coursework exercise 1, course goals, course readings (esp Caron book)
2b	The course emphasizes how the study of non-Western practices and ideas about sexual behavior and sexuality force us to reconsider what we think of as "normal" and "healthy" (e.g., sexual orientation, what is attractive and desirable, what is coercive, premarital sex, how old is too old to have sex, and so on). Majority of material is anthropological and draws on non-US and especially non-Western based research on human sexuality	See the readings, texts, and course exercises (especially exercises 1 and 3). Virtually all the additional readings outside of the text are non-Western cases

*Sex, Marriage, and Evolution:
Anthropological Perspectives on Human Sexuality*
ASB 210

This course surveys contemporary understanding of human sexual behavior and biology from diverse anthropological perspectives. The aims of the course are that students will:

- ◆ Explore how sex research is situated within and beyond anthropology and be able to explain how anthropological approaches can contribute to contemporary debates about sexuality and sexual behavior.
- ◆ Examine the diversity of anthropological approaches to human sexuality, especially evolutionary, comparative and human variation, and biocultural, and articulate the value of theoretical plurality to the study of complex human phenomena.
- ◆ Explicate how sexuality and human uniqueness and human variation are connected to each other, with particular emphasis on the cross-cultural record.
- ◆ Develop a critical appreciation of the research process and interpretation of results, in terms of both data quality and its political contexts, using sex research as the example.
- ◆ Critically analyze how data and perspectives from non-Western contexts help us rethink what we consider “normal” or “healthy” in regard to human sexuality.
- ◆ Demystify and reflect upon how the best quality research based findings regarding human sexuality as relevant to everyday living, including sexual anatomy and response, reproduction, marriage and sexual risk.
- ◆ Engage productively in difficult, even controversial or adversarial, conversations regarding human sexuality.
- ◆ Develop skills related to the development, support, and presentation of values-based propositions, including the ability to construct, support, and balance reasonable arguments on two or more sides of the same debate.

Instructor: Dr Alexandra (Alex.) Brewis Slade, Rm 206 SHESC

Class Texts.

Hyde, JS and J DeLamater (2007) *Understanding Human Sexuality*. McGraw Hill: New York., 10th edition.

Caron, S. (2008) *Sex Around the World. Cross-Cultural Perspectives on Human Sexuality*. Pearson. 3rd Edition

Brewis, A. (1996) *Lives on the Line: Women and Ecology on a Pacific Island*. Harcourt Brace: Fort Worth.

Additional readings are set for each lecture, available on blackboard.

Coursework and Grades

Final grades are assessed as:

A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	49.5-69.4
E	<49.5

Coursework grades are based on:

- | | |
|--|-----|
| 1. Cross-cultural comparative research | 25% |
| 2. Research Design and Interpretation | 25% |
| 3. Debating | 20% |
| 4. Final Exam | 30% |

1. Cross-cultural Variation in Sexual Perceptions, Attitudes, and Behavior, Written Report and Presentation (25%)

This exercise is designed to help you start thinking systematically about how we can do cross cultural comparison as a formal research method, but also why cross cultural comparison is important to defining and understanding complex human phenomena. Using the Caron book, conduct a basic survey of cross-cultural variation in one select aspect of human sexuality (e.g, age of consent, attitudes to abortion, frequency of same sex orientation or premarital sex, and so on) in the 44 identified cultures. Identify the extent of cross cultural variation and if it appears regionally or historically or otherwise patterned. Expand the scope of your study by identifying data from at least 15 additional societies, preferably indigenous and non-Western. The HRAF files (searchable online through the university libraries site under "research databases" as *hraf* and *eHRAF world cultures*) are a great place to start and probably to complete this task. Be sure to reference your research. Provide a one page (single spaced) summary of findings, and develop three different propositions that explain the pattern of variation you see across societies. You will present your findings in a 2-3 minute summary to the class.

2. Research Design and Interpretation Exercises (25%)

Each semester, we work together as a class to design, conduct, and interpret some small projects related to Anthropological approaches to sexuality. The goal of this set of coursework activities is to provide you with some initial understandings of how decisions are made in social science research, some of the key considerations of conducting social science research (e.g., ethics, recruitment, sampling, rapport, data management, analysis, interpretation). Usually these are conducted in small working groups of students with diverse skills sets. This semester, we will be replicating a small study looking at connections between body image and attractiveness ratings that draws on perspectives of evolutionary psychology and tests some hypotheses related to mate choice and social-sexual competition.

Group proposal 5%

Each working group will develop a 1-2 page (single spaced) proposal that is a design to test the hypothesis we develop together in class. The proposal deemed the best designed and most feasible will be selected as the basis for the remainder of the exercise.

Individual Data Collection and Management 10%

The full 10% will be credited individually when data collection and presentation, to a research-professional standard, is completed.

Group interpretation 5%

Each group will present a 2-3 page, single spaced report that provides a summary of findings and interprets those in light of competing hypotheses.

3. In class debating (20%). Many careers demand people have skills to cogently and convincingly present evidence, and no time is this more important than when dealing with complex and contentious issues. Hence why we take time to work on these skills in this class. Students will orally debate specific sexually-related cultural and social conundrums in teams of three. We will use world schools debating ground rules. See: www.schoolsdebate.com/guides.asp, <http://flynn.debating.net/Colmmain.htm>. Preparation will require the teams to conduct their own research on the specific topic, then work together to determine how their propositional argument will be made across the three different presentations of each team member, and the rebuttals. Each student's speech is scored on six key elements: argument, content, rebuttal, style, teamwork, and overall. There is significant information on the blackboard about the art of debating, with topics on how to frame arguments and best work together as a team. Usually, we will stick with fairly simplistic propositions that give us a lot of space for interesting discussion, such as "there are no universal sexual taboos".

4. Final exam (30%)

Final exams will be in structured format, take-home, and address core concepts developed in lectures, readings, and class discussion. Grades will be based on your ability to explain core concepts using examples, not to reiterate facts. You are encouraged to think strategically about studying for exams, especially in ensuring that you concentrate on grasping the core concepts rather than rote learning facts (as the latter will not necessarily assist you in providing your best possible performance in the form of exams you will be taking in this course). To answer questions, prepare to justify *at least two different* arguments on any topic. The goal is to demonstrate the ability to develop and support two very different arguments based on the same set(s) of evidence.

Classroom and Course Expectations

As an instructor, it is my responsibility to ensure that there is an effective instructional environment in the classroom and that all students who wish to have maximum opportunities to learn. To this end, the following classroom courtesies are expected:

- We will begin with the understanding that, during the hours this class is scheduled to meet, that this class is your first priority, and it is the responsibility of every student to meet this expectation. Research has shown that attendance is the single most reliable predictor of success in university courses. As much of the learning we do in this class takes place as an interaction between everyone in the classroom, I do not believe you can contribute to the class appropriately as a member or reach the educational goals of this course if you are absent. *Therefore, if you have five absences for any reason you will be withdrawn from the course.*
- We will begin class punctually. If for any reason you must come late or leave early give advance notice, and enter and leave discretely so you do not disturb others.
- Other than when we are working in small groups, please do not disturb others in the class with localized conversations or other distractions.
- Classroom activities will be predicated on everyone having completed assigned readings **before** class meetings.
- In some cases students require special support to enhance their learning: if you are a student with special needs we are here to help, but you must work through usual university channels so appropriate and fair arrangements will be made.

Prospective Subjects and Class Exercises: All students need to read and be aware of the

conditions under which they are invited to participate in certain class activities. No student may provide information on questionnaires unless they have voluntarily signed an informed research consent form.

Audio-taping of Classes: Classes may not be audio-taped without permission.

Student Counseling. Exposure to some of the material in this class on sexuality can unexpectedly bring personal issues to the surface. If this happens we recommend you seek the assistance of those best trained to help you. The best first-stop for students may be counseling services on campus. <http://www.asu.edu/studentaffairs/wellness/help/by-topic.html>

Disability Accommodations

ASU offers support services through the Learning Resources Center (www.asu.edu/lrc) and the Disability Resource Center ([ww.asu.edu/drc](http://www.asu.edu/drc)). If you are in need of special arrangements for exams and/or homework, we will do all we can to help. But you will first need to bring a letter from the Disability Resources Center: 480-965-1234 (Voice) 480-965-9000 (TTY).

Group Work

Working in groups can be challenging. It requires mutual respect, tolerance, and effort. But in the real world most work is now conducted in a group setting, and the skills are very important. Not everyone will be able to contribute in exactly the same way in group work, but the key to these exercises is to work together so that everyone can contribute equally and effectively. If you are having trouble working in your group, please let us know as soon as possible so we can assist in arranging things so they work well for everyone involved.

LECTURE OUTLINE

Week One: Introduction

Hyde and DeLamater, pages 2-8.

Week Two: Historical Perspectives on Human Sexuality

Week Three: Sex Research Design

Hyde and DeLamater, chapter 3.

Fausto-Sterling A. (1992). Why do we know so little about human sex? *Discover (June)*:28-30.

Huygens P. et al. (1996). Rethinking methods for the study of sexual behavior. *Social Science and Medicine*. 42(2):221-231.

Johnson A.M. et al. (1990). Surveying sexual attitudes. *Nature*. 343.

Week Four: Anthropological Approaches: Primate Mating and Sexual Behavior

Sussman, R. (1997) Nonhuman primate social groups. In R Sussman (ed), *The Biological Basis of Human Behavior*. Simon and Schuster, p.45.

Small M.F. (1992). What's love got to do with it? *Discover (June)*:46-51.

Lancaster, J. (1994) Human sexuality, life histories, and evolutionary ecology. In A. Rossi (ed), *Sexuality Across the Life Course*. University of Chicago Press, Chicago.

Brewis, A. (1996) *Lives on the Line: Women and Ecology on a Pacific Island*. Harcourt Brace: Fort Worth.

Week Five: Sexual Behavior: Cross-cultural Record

Hyde and DeLamater, pages 8-24, chapters 2, 10, 11, and 12.

Winn, L and N Newton. (1982) Sexuality in aging: A study of 106 cultures. *Archives of Sexual Behavior* 11:283-98.

Week Six: Sexual Behavior: Cross-cultural Record

Bolton R. (1995). Tricks, friends and lovers, erotic encounters in the field. In *Taboo*, Kulick D and M Wilson (eds). Routledge. London.

Messenger J.C. (1971). Sex and repression in an Irish folk community. In *Human Sexual Behavior*, Marshall D. and R. Suggs (eds). Basic Books. New York.

Marshall D.S. (1971). Sexual aspects of the life cycle. In *Human Sexual Behavior: The Ethnographic Spectrum*, Marshall D. and R. Suggs (eds). Basic Books. New York.

Week Seven: Sexual Anatomy and Response

Hyde and DeLamater, chapters 4 and 9.

Week Eight: Sex Determination/ Sexual Orientation/ Third Sex

Hyde and DeLamater, chapters 5, 14, and 15.

Diamond J. (1992). Turning a man. *Discover (June)*:71-77.

Gay J. (1986). "Mummies and babies" and friends and lovers in Lesotho. In *The Many Faces of Homosexuality*, E. Blackwood (ed.). Harrington Park Press.

Nanda S. (1985). The Hijras of India: Cultural and individual dimensions of an institutionalized third gender role. *Journal of Homosexuality*. 11(3/4): 35-54.

Mageo J.M. (1992). Male transvestism and cultural change in Samoa. *American Ethnologist*. 19:443-459.

Week Nine: Bodies, Self, and Body Image Across Cultures

Brewis, A et al. (1998) Perceptions of body size in Pacific islanders. *International Journal of Obesity*, 21: 185-89.

Week Ten: Menstruation, Menarche and Menopause in Biocultural and Cross-cultural Perspective

Toufexis A. (1993). A woman's best defense? *Time*. October 4th: 52-53.

van den Akker O.B.A. et al. (1995). Menstrual cycle symptom reporting in three British ethnic groups. *Social Science and Medicine*. 40(10): 1417-1423.

Fausto-Sterling, A (1985) Chapter 4, *Myths of Gender*. Basic Books. New York.

Anon. (1992) Growing up in a hurry. *Discover (June)*:39-45.

Week Eleven: Conception, Pregnancy and Birth, Contraception/ Contraception in Biocultural and Cross-cultural Perspective

Hyde and DeLamater, chapters 6 and 7.

Hern, W.M. (1992). Family planning, Amazon style. *Natural History (December)*:31-38.

Week Twelve: Sperm Competition and Evolutionary Perspectives on Human Mating

Hyde and DeLamater, pages 354-57, chapter 8.

Wright, R. (1997) Our cheating hearts. In R. Sussman (ed.) *The Biological Basis of Human Behavior*. Simon and Schuster.

Week Thirteen: Sex and Risk: STDs

Hyde and DeLamater, chapters 17.

Week Fourteen: Sexual Coercion: Cross cultural evidence

Hyde and DeLamater, chapters 20.

Sanday, P. (1981) The sociocultural context of rape: A cross-cultural study. *Journal of Social Issues* 37:5-27.

Week Fifteen: Course Summary