

ANT 2301: Human Sexuality and Culture
Fall 2009: Exam 1 Review Sheet

TAKING THE EXAM ON E-Learning

The exam will be administered on E-Learning. Do not come to class to take the test!

Students can take the exam on-line, via E-Learning on Friday, October 2, 2009. Students will have an open window of nine hours (between 8:00AM and 5:00PM) in which to complete the exam. Students access the exam by clicking on the link on the course contents page in E-learning ("Exam 1"). It will appear by the day of the exam. In theory, you can pause and go back to finish it later; however, it is recommended that you finish the entire exam at one time to reduce the likelihood of technological error. Furthermore, you should not start at 4:58 pm! When the exam period ends it is very likely that you will be kicked out and will not be able to finish your test.

You will **not be able to make up** the exam if you miss the test window or fail to get the test in on time. 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.

All 60 questions will appear at once. It is recommended that you **quick save frequently** (you'll see it at the bottom of the page). After you've completed the exam, the test will tell you if there are any unanswered questions. You can go back and change your answers **BEFORE** you submit the exam. Once you've submitted the exam, you cannot access it. The number of correct answers will appear immediately after submission. This is not a percentage—it's the number of correct answers. There are 60 questions, so a grade of 60 is good. To determine your percentage score on the exam divide the total correct answers by 60.

Take the exam from any computer with a **high speed internet connection** that works **reliably** with E Learning. Please log on to E-Learning and take the **Practice Test** on the computer you plan to use during the exam. The purpose is to make sure that your computer's settings are compatible with the exam. If you can take the exam from a high-speed computer on campus, please do so. If you have a technical problem contact the E-Learning help desk at 392-HELP. If they can't help you, contact your TA or Dr. Gravlee.

Finally, take the exam in a quiet environment with no distractions (i.e. put a "do not disturb" sign on your door if you live with roommates). You should take the test **on your own**—this is not a group test. Be sure and study!

GOOD LUCK!

(DISCLAIMER: There is no guarantee that every item that makes it into the test is covered here or that all the material covered here makes it into the test. The exam questions are likely to cover material from assigned readings, lectures, films, and class discussions, so be prepared for anything.)

MATERIAL THAT MIGHT SHOW UP ON EXAM

Lectures:

Key Terms, Cultures, Studies, Films, or Concepts:

Dani of New Guinea	Race and Sexuality
Mangaia of Polynesia	Class and Sexuality
Cultural Relativism	Masters and Johnson
Ethnocentrism	Ford and Beach (1951)
Gender and Sexuality	Film: "Why Sex?"

Course Readings:

Hock Textbook: Chapters 1, 2, 10

Darby, Robert. "The Sorcerer's Apprentice: Why Can't We Stop Circumcising Boys?," *Contexts* 4.2 (2005): 34-39.

de Waal, Frans B. M. "Bonobo Sex and Society," *Scientific American* 272.3 (1995): 82-88.

Haviland, W., Prins, H. E. L., Walrath, D., & McBride, B. *Anthropology: The Human Challenge*, pp. 4-18. Belmont, CA: Wadsworth Publishing, 2005.

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.

Tiefer, Leonore. "The Kiss." *Sex is Not a Natural Act and Other Essays*. Boulder, CO: Westview Press, 2004. 77-84.

Review Points:

Hock Textbook (see also chapter summaries at end of each chapter)

Chapter 1

Key terms and concepts:

Personal sexual philosophy	Sexual Orientation
Human sexuality	Abstinence-only sex education
Morals	Sexual Health
Gender Identity	Survey

Respondents	Anecdotal Evidence
Reliability	Observational Research
Validity	Correlational Research
Target Population	Experimental Method
Sample	Treatment
Random Sampling	Experimental Group
Self-Selection Bias	Control Group
Social Desirability Bias	Independent/Dependent Variable(s)
Case Study	Informed Consent
Researcher Expectancy Effects	Debriefing

Learning Objectives:

- Identify some of the influential historical events that have changed our views of human sexuality.
- Describe some of the factors that determine how we experience our sexuality.
- Discuss what is meant by “making responsible choices.”
- Explain the role of human sexuality courses for teaching tolerance and respect for sexual diversity.
- Discuss what is meant by “normal” sexuality.
- Discuss sex education in China.
- Define sexual health.
- Describe the various research methods for studying human sexuality.
- Discuss some of the important issues and problems in sexual research.
- Identify common sampling techniques utilized in sex research.
- Discuss some of the large-scale scientific surveys of human sexuality since 1948.
- Explain the contributions to sexuality research of Kinsey, and Masters and Johnson.
- Explain why correlations do not indicate causation.
- Explain the experimental method.
- List the ethical safeguards in sexuality research.
- Discuss the importance in developing a sexual philosophy.

Chapter 2

Key Terms and Concepts:

Penis	Urethra
Penile Glans	Scrotum
Corona	Spermatic Cords
Frenulum	Testicles
Penile Shaft	Gonads
Erection	Testosterone
Foreskin	Seminiferous Tubules
Circumcision	Epididymis
Corpora Caverosa	Ejaculation
Corpus Spongiosum	Vas Deferens

Anus
Semen
Seminal Vesicle
Ejaculatory Duct
Prostate Gland
Prostatitis
Orgasm
Urethral Bulb
Cowper's Glands
Pre-Ejaculate
Vulva
Mons Veneris
Labia Majora
Labia Minora
Clitoral Glans
Clitoris
Clitoral Hood
Female Genital Mutilation (FGM)
Urethral Opening
Urinary Tract Infection (UTI)
Hymen
Hymenorrhaphy
Perineum
Episiotomy
Areola
Mammogram

Vagina
G-Spot
Cervix
Os
Pap Test
Human Papilloma Virus (HPV)
Uterus
Endometrium
Endometriosis
Fallopian tubes
Ovum
Ectopic Pregnancy
Ovaries
Estrogen
Progesterone
Ovarian Cyst
Menarche
Menstrual Cycle
Ovulation
Follicle-Stimulating Hormone (FSH)
Luteinizing Hormone (LH)
Premenstrual Syndrome (PMS)
Premenstrual Dysphoric Disorder (PMDD)
Menopause
Perimenopausal Changes

Learning Objectives:

- Describe early conceptualizations of sexual anatomy that were highly inaccurate.
- Describe the male external structures.
- Describe the journey of the sperm beginning in the testicles to ejaculation.
- Compare the risks and benefits of male circumcision.
- Distinguish between myths and facts about penis size.
- Describe the testicular self-exam.
- Explain the male internal structures.
- Describe the female external structures.
- Discuss what is known about the practice of female genital mutilation.
- Explain why women are more likely than men to experience urinary tract infections.
- Describe the breast self-exam.
- Explain the female internal structures.
- Explain the importance of the Pap test.
- Describe the menstrual cycle.
- List some of the more common menstrual problems.
- Distinguish between premenstrual syndrome and premenstrual dysphoric disorder.
- Explain the importance of having a working knowledge of the sexual anatomy of males

- and females.

Chapter 10

Key Terms and Concepts:

Gender Identity	Gender Identity Disorder
Gender	Gender Dysphoria
Klinefelter Syndrome	Transsexual
Turner Syndrome	Sex Reassignment Surgery
Complete Androgen Insensitivity Syndrome (CAIS)	Sexual Orientation
Partial Androgen Insensitivity syndrome (PAIS)	Gender Stereotype
Intersex	Cultural Gender Stereotype
Gender Roles	Personal Gender Stereotype
Transgendered	Social Alienation
	Androgynous
	Two-Dimensional Model of Gender

Learning Objectives:

- Explain the story of Christine Jorgensen.
- Define the difference between sex and gender/gender identity.
- Discuss the development of biological sex.
- Describe the more common chromosomal and hormonal variations: Klinefelter Syndrome, Turner Syndrome, Androgen Insensitivity Syndrome, and intersexuality.
- Discuss the development of gender identity.
- Explain the possible effect of hormones on gender development.
- Discuss the role of socialization on gender identity.
- Understand the role of parents, peers, teachers, and the media in gender development.
- Explain transgenderism.
- Describe sexual reassignment surgery.
- Understand the difference between gender and sexual orientation.
- Discuss gender stereotypes.
- Explain how gender stereotypes develop.
- Discuss gender differences in aggression, intuition, communication, and sexual attitudes and desire.
- Discuss nature versus nurture.
- Explain androgyny, including how it is measured and the research.
- A Transsexual or transgendered is someone that feels that their biological sex does not match their gender identity. Some will take steps to align their appearance with their gender identity including, but not limited to: dress, hormone therapy and surgery. Current medical procedures are quite effective.
- Gender and sex are two separate human dimensions. Sex is related to biology and genes while gender is related to what culture and society construct as a characteristic to the

biological sex. Though it has its problems, sex and gender are divided into two typically in the US. Male and female are sex, masculine and feminine are gender.

- Klinefelter syndrome is when one has an extra X chromosome and can cause a lack of facial hair, loose chest hairs, breast development, osteoporosis, female pubic hair development, testicular atrophy and mildly impaired IQ.
- Turner syndrome is when one has a damaged X chromosome and can cause short stature, hearing problems, extra folds of skin around neck, minimal breast development, heart abnormalities, kidney malformations, underdeveloped ovaries, no menstrations and puffy hands and feet.
- Though many characteristics are defined as either masculine or feminine, sometimes there are just different ways in which a characteristic is used. Aggression for example is both masculine and feminine but while masculine forms may take a more physical form, feminine aggression maybe in the form of social alienation.

Haviland

Key Terms and Concepts:

Anthropology

Physical Anthropology

Archaeology

Linguistic Anthropology

Cultural Anthropology

Paleoanthropology

Primatology

Applied anthropology

Forensic anthropology

Ethnography

Ethnology

Medical anthropology

Participant Observation

Holism

- Anthropology is the study of humankind in all times and places; Anthropologists are uniquely holistic, and they synthesize research from other social and natural sciences.
- Physical (or biological) anthropology focuses on humans as biological organisms, and studies human evolution, primatology, growth and development, and human adaptation.
- Archaeology studies material remains in order to describe and explain human behavior, including the prehistoric human past and the more recent historical past.
- Linguistic anthropology studies human languages, including the description and format of languages, the history of languages, and the relationship between language and culture.
- Cultural anthropology is the study of customary patterns in human behavior, thought, and feelings, focusing on humans as culture-producing and culture-reproducing creatures.

Lock

Key Terms and Concepts:

Cross-Cultural Variations

The Influence of Culture

Cultural Constructs

Biosocial

Biocultural

Konenki

- Cultural Artifact Women live beyond reproductive senescence
- Menopause is a cultural construct
- Climacteric is the period of life for both men and women in which their vital forces begin to decline
- Menopause is a term invented in 1821 by French physician Gardanne
- Knowledge about what constitutes normal and abnormal, and what is defined as disease, together with the way in which individuals subjectively experience and report symptoms, varies through time and space.
- “local biologies” refers to the reciprocal relationship with the neuroendocrine system along with cultural influences like the impact of language, symbolic meanings attributed to the stage of the lifecycle, cultural stereotypes about menopause and expectations.
- Konenki –although translated typically as menopause does not convey the same meaning
- Hot flashes in Japan are either not noticed, noticed but not named, nor experienced
- Diet and exercise appear to play a significant role in women’s health and their transition to old age

Darby

Key Terms and Concepts:

Male Circumcision	Informed Consent
Female Circumcision	Choice
Female Genital Mutilation	Morals
Foreskin	Ethics
Cultural Tradition	Hygiene
Religious Tradition	

- Although male circumcision was prevalent throughout the English-speaking world for several decades, it is only in the US where there has been no depreciable decline in the surgery.
- Rose in popularity in England during Victorian era, and eventually spread to US, especially after WWII
- Reasons for male circumcision popularity in the US:
 - Military insistence during WWII that it decreased STD rates
 - Continued belief that it reduces STD rates
 - Insurance continues to cover it
 - Belief that it is a social norm
 - Doctors reluctance to give informed consent regarding full impact to procedure to parents
 - Parents insistence, despite any warnings given, that it must be done
 - Belief that the foreskin is extraneous, and its removal reduces health risks
- Predominantly, college-educated white parents from the Northeast and South prefer circumcision.
- Few, if any, parents are able to provide reasons for circumcision beyond “its what you do”

Nanda

Key Terms and Concepts:

Hijras	Hinduism
Eunuch	Shiva
Transsexual	Krishna and Vishnu
Hermaphroditism	

- Hijira is an alternative gender role rooted in Indian mythology and cultural traditions
- Hindu mythology has numerous example of sexually ambiguous or sexually changing figures, and the idea that persons contain both male and female principles is an important concept in Hinduism
- Shiva, a deity with male and female characteristics, is one of the most important sexually ambiguous Hindu figures. Shiva often represented as half man/half woman.
- Vishnu and Krishna change from male to female
- Hijiras are often described as “a third sex.”
- Hijiras are biological males who dress/ behave as females, and are symbolically important in some Hindu rites.

DeWaal

Key Terms and Concepts:

Bonobos	Chimpanzees
Primate family tree	GG-rubbing

Bonobos and chimpanzees exhibit many traits that are similar to humans, but there are also some differences. This article explores differences and similarities between bonobos, chimpanzees, and humans. Differences are behavioral and physical.

- Food Distribution
- Male Dominance in Chimpanzees
- Common chimps have male dominated groups where violence is used to show superiority. If a pile of bananas were put in the middle of a common chimp site the alpha male would eat first and physically threaten any other member of the group that tried to take the bananas. Females would be the last to eat.
- Female cooperation/solidarity in bonobos
- In the same situation bonobo females ease the tension through genital rubbing then share the food and the males come and eat later. This is because there is female solidarity in bonobos which allow them, though much smaller then the males, to be the dominant sex.
- Bonobos engage in sex of all types: male and female, male to male, female to female and group sex. It is often used to ease tension where otherwise physical violence maybe used and to encourage food sharing as well as for enjoyment and procreation.

- Bonobos have vulvas angled for frontal entry and clitorises positioned in the front like humans.
- Bonobos commonly practice face to face copulation (better known as the missionary position since European explorers felt that this was the way “civilized” people had sex).

Tiefer

Key Terms and Concepts:

Kissing

- Rodin's sculpture “The Kiss” is an explicit scene of two individuals kissing. Why do people have so much trouble displaying this sculpture in exhibits?
- Why is a kiss so important in our society, while in others it is not?
- Why are there so many references in our culture about kissing?
- What are the possible reasons of its origins?