ANTH 165  
Sexuality and Culture  
Web Class CRN 30249 Spring 2020  
Instructor: Christopher Harrington  
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Virtual Office Hours: By appointment  
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**COURSE DESCRIPTION:**
This course examines sexuality with an emphasis on understanding the historical, cultural, economic, and political factors that contribute to the construction of sexual identities, relationships, and institutions. The course relies on cases and examples that defy assumptions of “norms” in gender and sexuality. And this course encourages students to move beyond their own experience and reflect on the wide range of variations, found in the expression of genders and sexualities in human cultures across time and space.

**AIMS:**

- a) Explore the range of human sexual beliefs and behaviors.
- b) Examine the impact of culture on shaping and defining human sexuality.
- c) Encourage students to consider their own cultural assumptions about sex, sexuality, and gender.

To accomplish this, each student is asked to approach the course content with an open mind. The goal of this course is not to compel you to agree with everything we study, but rather to engage the course with a scholarly attitude so you can discover where specific notions of gender and sexuality fit within the cultural contexts they are found in.

**COURSE LEARNING OUTCOMES:**
The course is designed with the following learning outcomes for students.

- a) Engage with anthropological theories on sexuality;
- b) Learn about sexual diversity that will help them in their work lives as managers and leaders;
- c) Analyze the complexity of human sexuality from cross-cultural perspectives through ethnographic case studies;
- d) Critically evaluate the hegemonic notions of sexuality and sexual institutions (family, marriage) that shape our contemporary ideas of human sexuality;
- e) investigate the sources of discrimination in the history of sexual minorities from diverse perspectives.

**Please note:** This course covers controversial topics such as sexual violence. I will do my best to alert you if assigned films, readings, or lectures contain any potential triggers.
**HOW TO SUCCEED IN AN ONLINE COURSE:**
To succeed in an online course, you need to be motivated and self-disciplined. I will provide the materials and resources to guide you through the course. It is up to YOU to learn the course materials by keeping up with the assigned readings, watching films, and reviewing weekly synopses. You should also take all assignments seriously and submit them on time. Assignments have been designed to test your knowledge of the course material and to build your skills as a student. To get the most out of each assignment be sure you study before completing them and submit thoughtful and analytical writing. To have a less stressful experience with an online course, you will need to have access to highspeed Internet in order to take timed quizzes, review lectures and to watch assigned films. You must have access to such resources at home or on campus. If you cannot access these resources, consider taking the course in a traditional classroom setting.

**CHECK YOUR CANVAS MESSAGES AND UNIVERSITY EMAILS FREQUENTLY.**
We are here to facilitate your learning and to provide you with guidance, insight, and feedback. To do so we need to be in good communication. Good communication means both you and I check our university emails and Canvas frequently. These are the two and ONLY methods of communication we have. We will use email and Canvas Announcements to keep you informed of various course-related information. GEs and Instructor will attempt to respond to Canvas messages and emails within 24 hours. Over the weekend it may take longer. If we do not respond, please follow up with a second email.

**When you email, please do the following:**
1. In the subject line include the course number (ANTH 165) and a subject that summarizes the purpose of the email. Doing so will make sure your email does not get lost in my inbox.

2. Always include a salutation (e.g. “Dear Dr. Karim” or “Dear GE [Insert GE name]”) and a closing that identifies who you are (e.g. “Sincerely, ‘Your Name’”).

**Please get into the habit of composing an email in this manner. This is a skill that will be useful in the future when applying for jobs and graduate/professional school.

**Virtual Office Hours and Video Chat with Instructor by Appointment:**
Currently, we will not conduct any face to face conversation. At any time in the course if you would like to talk with the instructor face to face about the course content or clarifications in assignments you may email or we can set up a by video chat via zoom. We can also use the Conference feature on Canvas to do a video chat. Similarly, GEs will also email you their virtual office hours and how you can do a video chat with them if needed.

**Cultivating a Safe Learning Environment Online:**
In this course, we will be discussing controversial and important issues in relation to sexuality. I expect students to show respect and consideration to themselves and other members of the learning community. All perspectives are welcome in this course if presented with civility and
scholarly rigor. Two standards of expectations regulate student responsibility in this course—these standards are non-negotiable.

1. Respect yourself and others: a diversity of views should be expected and protected. You are expected to engage the issues in a mature, reasonable, and respectful manner, and to show respect for other students and the instructor at all times.

2. Bring your minds: This course is an intellectual, not an experiential, endeavor. Therefore, an informed discussion of the issues addressed in this course is required.

**COURSE ASSIGNMENTS:**
Each assignment is designed to assess your knowledge and understanding of the course content and to improve your writing and thinking. Your grade is comprised of the assignments:

1. Personal Introduction (required but no points assigned)

2. Weekly Journal Entry UPDATED 6 entries= 20 Points

3. 3 at 2 points each = 6 Points (due Weeks 1, 2 and 3)

4. 3 more entries on:
   - Week 5 (4 Points)
   - Week 7 (5 Points)
   - Week 9 (5 Points)

5. Quizzes, Five. Four quizzes 15 points each=60 Points. Quiz #5 is worth 20 Points.

Total =100 Points.

• IF FOR SOME REASON, YOU ARE UNABLE TO FINISH THE ASSIGNMENT ON TIME, PLEASE NOTIFY YOUR GE.

• PLEASE CONTACT INSTRUCTOR, NOT YOUR GE, SHOULD YOU REQUIRE AN EXTENSION ON AN ASSIGNMENT.

**EXPLANATION OF ASSIGNMENTS:**

You will post a personal introduction in week 1 on the assignment box titled “Introductions.” This introduction is for us to know a little more about you. I have uploaded an assignment with some questions for you.

You will write a journal post every other week. This means that you will write a total of SIX journals posts in the term. The goal of this assignment is to help you learn to critically read articles and take notes based on your reading. This assignment will also help you stay up-to-date with the course material. Detailed instructions for this assignment are available on Canvas.
Exams taken every other week. That will be weeks 2, 4, 6, 8 and 10. Each exam will cover the readings from the preceding two weeks. Each exam will be a combination of a short essay question and multiple choice, true/false, and matching terms. Each exam will take approximately 60 minutes.

Each exam will have one-two essay questions (approximately 3 paragraphs each, typed). It should show us, the examiners, that you have read the material and understand the issues raised by the author.

Some of the exams will have a number of true/false and multiple-choice questions.

All students qualifying for Accessible Education Needs will be accommodated. Please notify us thru aec@uoregon.edu that you need accommodation.

Exam 1 will cover the readings and video clips from Weeks 1 & 2.

Exam 2 will cover the readings and video clips from Weeks 3 & 4.

Exam 3 will cover the readings and video clips from Weeks 5 & 6.

Exam 4 will cover the readings and video clips from Weeks 7 & 8.

Exam 5 will cover the readings and video clips from Weeks 9 &10.

Each exam will be available from Friday at 12:00pm PST until Sunday @ 10:00pm PST. It will be a timed exam. You will be able to log in thru Canvas. Once you open the exam, the clock will start clicking. So, make sure you are ready to take the exam before you open the exam.

Scale for the course grade: (decimals will be rounded to the nearest whole number) 100-94%= A 90-93% = A- 89-87% = B+ 86-84% = B 80-83% = B-79-77% = C+ 76-74% = C 70-73%=C-69-67% = D+66-64%=D Below 64%= F

It is your responsibility to complete these assignments on time.

• LATE JOURNAL POSTS WILL BE DEDUCTED -5% PER DAY IT IS LATE.
• IF FOR SOME REASON YOU ARE UNABLE TO COMPLETE AN ASSIGNMENT PLEASE INFORM AND YOUR INSTRUCTOR GE IMMEDIATELY. YOU ARE EXPECTED TO PROVIDE A VALID REASON FOR AN EXTENSION ON AN ASSIGNMENT.

Academic honesty and plagiarism:

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (for ideas, quotations, and paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and are noted on student disciplinary
records. Please review the University’s policies at: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code

Open Learning Environment
The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. Our classroom has a culture of inclusion and respect. The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders” as, outlined in the statement from the Office of Affirmative Action and Equal Opportunity. https://hr.uoregon.edu/employee-labor-relations/affirmative-action/uo-equal-opportunity-non-discrimination-and-affirmative

Welcoming Campus and Classroom
This classroom embraces everyone, and all immigration statuses and we will actively work to create a safe and inclusive space for those who need open support for their own and their family’s immigration status. Consistent with the statement of UO President Michael Schill of September 4, 2017: “Regardless of what happens in our nation's capital, I want to again make very clear that the University of Oregon supports every student, regardless of immigration status. Every person on our campus is valued and welcomed because of and not despite their diversity of thought, race, culture, background, religion, gender identity, sexual orientation, and birthplace. Our many differences enrich this institution’s learning environment, enhance the student experience, and are essential to our mission of teaching, research, and service.”

ACCESSIBLE EDUCATION
Please inform your instructor and your GE if you require extra time on your timed quizzes. Please provide email documentation from the Accessible Education Center at the University of Oregon. The University of Oregon is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Accommodations will be made for all students needing them in consultation with that student and any other support team members. https://aec.uoregon.edu/

Student Resources:
- https://counseling.uoregon.edu/
- https://health.uoregon.edu/
- https://aec.uoregon.edu/
- https://safe.uoregon.edu/
- https://dos.uoregon.edu/lgbt
- https://www.uoregon.edu/dreamers
ALL ARTICLES ARE AVAILABLE ON CANVAS UNDER MODULES BY WEEK.

All readings and films listed in the syllabus are REQUIRED unless stated otherwise. Optional films, news articles, readings will be posted on Canvas under the title ‘optional’.

On Monday of each week, I will post the following:

• A brief lecture outlining the readings and goals for that week.

• Weekly Synopsis which will be a short, written document outlining key ideas in the week’s module, a brief introduction to the readings, and any additional information pertinent to the week’s module.

• PowerPoint Slides covering the material

**Please note that I reserve the right to change this schedule to engage recent events or to accommodate educational needs. You are responsible for knowing these changes announced ahead of time through Canvas and over email**

**Every day in the media, you will encounter articles and news stories related to themes of this course. Watch and read the news in some form daily. Also, consider how the music, movies, and TV shows you listen/watch represent sexuality and culture. **

**COURSE SCHEDULE:**

ALL READINGS ARE UNDER WEEKLY MODULES ON CANVAS

WEEK ONE HISTORY OF GENDER/SEXUALITY

1. Lecture 1

2. PDF of PowerPoint

3. Judith Lorber’s “The Social Construction of Gender”**FYI: Lorber uses the terms transsexual and transvestite. These terms are considered outdated, but this article still offers a good beginning point for understanding gender.

4. Documentary: How We Got Gay
Optional
“A Queer History of the United States,” Ch. 10

Assignments Due by Friday of Week One 5pm PST
Personal Introduction

Journal Entry #1

WEEK TWO SEX AND SCIENCE

1. Jennifer Harding’s “Investigating Sex: Essentialism and Constructionism”

2. Anne Fausto-Sterling’s “Sexing the Body: How Biologists Construct Human Sexuality”

3. Documentary: Interview the Hilda Viloria

Assignments Due

Journal Entry #2 due Friday 5 PMPST

Exam 1 due Sunday 10 PM PST

WEEK THREE SCIENCE & SEX/EARLY ETHNOGRAPHY

1. Emily Martin’s “The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles”

2. E.E. Evans-Pritchard’s “Sexual Inversion Among the Azande”

Assignment Due

Journal Entry #3 due Friday 5 PM PST

WEEK FOUR ETHNOGRAPHIES

1. Gilbert Herdt’s “Sambia Sexual Culture”

2. Patricia Zavella. “Playing with Fire”

Documentary: Guardians of the Flute
Assignment

Exam #2 due Sunday 10 PM PST

**WEEK FIVE BEYOND BINARIES**

1. Elizabeth Reis’ “Divergence or Disorder”


3. Documentary: Southern Comfort

Assignment

Journal Entry #4 due Friday 5 PM PST

**WEEK SIX GENDER VARIANCE ACROSS CULTURE**

1. Serena Nanda’s “Hijra and Sadhin: Neither Man nor Woman in India”

2. Don Kulick’s “The Gender of Brazilian Transgendered Prostitutes”

3. Documentary: Beyond Binaries

Assignment

Exam #3 due Sunday 10 PM PST

**WEEK SEVEN CONSTRUCTING MASCULINITIES/FEMININITIES**

1. C. J. Pascoe. “Notes on a Sociology of Bullying” “The difference between masculinity and toxic masculinity”

2. Documentary: *Bro Code*


4. Documentary: [https://www.youtube.com/watch?v=mV6UfEaZHB](https://www.youtube.com/watch?v=mV6UfEaZHB) Documentary of two women discussing genital cutting.

Assignment
Journal Entry #5 due Friday 5 PM PST

**WEEK EIGHT MARRIAGE**

1. Judith Stacey, “Unhitching the Horse from the Carriage: Love without Marriage Among the Mosuo (only read 152-160, 167-172, & 176-187)

2. Documentary: The Land Where Women Rule: Inside China’s Last Matriarchy
   [https://www.youtube.com/watch?v=t_l9D7tEixc&t=174s](https://www.youtube.com/watch?v=t_l9D7tEixc&t=174s)

3. Documentary: The Loving Story

**Assignment**

Exam 4 due Sunday 10 PM PST

**WEEK NINE BEAUTY INDUSTRY/SEX TOURISM**

1. Pruitt & LaFont’s “For Love and Money: Romance Tourism in Jamaica”


3. Documentary: Killing Me Softly

**Assignment**

Journal #6 due Friday 5 PM PST

**WEEK TEN SEXUAL RIGHTS AS HUMAN RIGHTS**

1. Jo Dozema, “Forced to Choose: Beyond the Voluntary v. Forced Prostitution Dichotomy”

2. Siddharth Kara. “Modern Day Slavery” Documentary: Global Gay

**Assignment**

Exam 5 due Sunday 10 PM PST