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. The readings encourage 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.

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 with the readings with a scholarly attitude so you can discover where specific notions of gender and sexuality fit within the cultural contexts they are found in.

In this course, we will:

• Explore the range of human sexual beliefs and behaviors using anthropological studies on sexuality
• Examine the impact of culture on shaping and defining human sexuality
• Critically study the formation of sexual organizations (marriage and family) and sexual practices (male and female circumcision for example)
• Encourage students to consider their own cultural assumptions about sex, sexuality, and gender.

There is no required text for the course. All readings will be posted under Modules on Canvas.

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. If you are uncomfortable reading/viewing such topics, this course is not recommended.

COURSE LEARNING OUTCOMES

The course is designed with the following learning outcomes for students.
a) Learn about sexual diversity that will help students in their work lives;
b) Learn the analysis of complexity of human sexuality from cross-cultural perspectives;
c) Critically evaluate the hegemonic notions of sexuality and sexual institutions (family, marriage);
d) Investigate the lives of sexual minorities from diverse perspectives and learn how to become allies of sexually-minoritized groups.

**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, recorded lectures, and watching films. 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 ONLY methods of communication we have. I (Instructor) will use email and Canvas Announcements to keep you informed of various course-related information. GE's and I (Instructor) will attempt to respond to Canvas messages and emails within 24 hours. Over the weekends, it may take longer for us to respond. If we do not respond it is probably because your mail got lost. Please follow up with a second email.

**When you email GE Daizi Hazarika, Sara Khatib or Dr. Karim (Instructor), 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 me or the GEs about the course content or clarifications in assignments you may email any one of us, and we will schedule a video chat via zoom.

**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 when posting comments online in the Discussion Boards. 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 (highly recommended, 2 bonus points)**
   
   Please post on Discussion Board on Canvas. This allows us to get to know a little about you.

2. **Exam 1**  
   
   30 Points

   Will comprise of one or two short questions and Multiple-Choice/True or False questions.

3. **Exam 2**  
   
   30 Points

   Will comprise of one or two short questions and Multiple-Choice/True or False questions.

4. **Exam 3**  
   
   20 Points

   Multiple Choice/True False questions. No short questions.

5. **Discussion Board**  
   
   20 Points
Each week, you will post your answers to questions posted on the Discussion Board. Questions must be posted by the Friday of each week. We will not accept late submissions.

Total: 100 Points

EXPLANATION OF ASSIGNMENTS

You will post a personal introduction in Week 1 on the assignment box titled “Introductions” in your Assigned Section. This introduction is for us to know a little about you. Please do not share any personal information. This is a post for the entire class.

Exams 1 and 2 will have one or two short questions (approximately 5-6 sentences each answer). It should show us, the examiners, that you have read the material and understand the issues raised by the author.

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

Exam 1 will cover the readings and video clips from Weeks 1, 2, 3 and 4.

Exam 2 will cover the readings and video clips from Weeks 5, 6, 7 and 8.

Exam 3 will cover weeks 9 & 10 and some key concepts from the entire course.

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.

- IF FOR SOME REASON YOU ARE UNABLE TO COMPLETE AN ASSIGNMENT PLEASE INFORM DR. KARIM AND YOUR 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 will be 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 Dr. Karim 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 • https://www.uoregon.edu/onestop

• https://families.uoregon.edu/resources
• https://engage.uoregon.edu/subjects/writing • https://library.uoregon.edu/
• https://police.uoregon.edu/prevent-crime
• https://emu.uoregon.edu/food-security

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 checklist of the Week’s Readings/Assignments. Use the Checklist to stay on track with all the readings.

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

• 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. 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


3. Documentary: Before Stonewall

This is a historical documentary.

“In 1969, the police raided the Stonewall Inn, a gay bar in New York City’s Greenwich Village, leading to three nights of rioting by the city’s gay community. With this outpouring of courage and unity the Gay Liberation Movement had begun in the US.”

Documentary streamed through Kanopy at the Knight Library.

https://uoregon.kanopy.com/video/stonewall

Week 1 Assignment

Personal Introductions. Please post a short introduction (your name, where are you from, your year at UO, major (if decided), a bit about your hobbies, how you are keeping yourself occupied with remote learning, any new skills you learned during the pandemic, and anything else you would like to share. Please do not share any private information, including health information.

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. The Mobius Strip

4. Documentary: Between Gender: Exploring Intersex with Hida Viloria

https://www.youtube.com/watch?v=tKs2O3MSsOE&t=1482s
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”

WEEK FOUR ETHNOGRAPHIES

1. Gilbert Herdt’s “Sambia Sexual Culture”

2. Patricia Zavella. “Playing with Fire”

Documentary: *Guardians of the Flute* (link posted on Canvas)

EXAM I Opens at 5 PM on Friday for 72 hours.

WEEK FIVE BEYOND BINARIES

1. Elizabeth Reis’ “Divergence or Disorder”


3. Documentary: *Southern Comfort* (link posted on Canvas)

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: *Third Gender in India: The Kinnars Daughters*

[https://www.youtube.com/watch?v=5O3gqFvhliU&t=148s](https://www.youtube.com/watch?v=5O3gqFvhliU&t=148s)

WEEK SEVEN CONSTRUCTING MASCULINITIES/FEMININITIES

1. C. J. Pascoe. “Notes on a Sociology of Bullying”

2. Documentary: *The Mask you Live In*


4. Documentary: https://www.youtube.com/watch?v=mV6UFaZHBE
   Documentary of two women discussing genital cutting.

**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)

   Documentary: *The Land Where Women Rule: Inside China’s Last Matriarchy*
   https://www.youtube.com/watch?v=t_19D7tEJxc&t=174s

   Serena Nanda. “Arranging a Marriage in India”

**EXAM 2 Opens at 5 PM on Friday for 72 hours**

**WEEK NINE BEAUTY INDUSTRY/SEX TOURISM**

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

   Documentary: *Killing Me Softly: Advertising’s Image of Women*
   https://uoregon.kanopy.com/video/killing-us-softly

**WEEK TEN SEXUAL RIGHTS AS HUMAN RIGHTS**

1. Siddharth Kara. “Modern Day Slavery”

   Documentary: Siddharth Kara on Sex Trafficking
   https://www.youtube.com/watch?v=-86vd8bglLI

**Exam 3 open on Friday of Week Ten at 5 PM until Tuesday 5 PM of Exam Week**