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 focus of this course is on anthropological studies of sexuality and it relies on cases that defy assumptions of “norms” in gender and sexuality. The readings in the course challenge you to think beyond US-centric notions of gender/sexualities and introduce you to diverse and non-Western approaches to the study of sexuality across time and space.

Each student is asked to approach the course content with an open mind and to be critically reflexive of social assumptions about sexuality/gender. The goal is not to compel you to agree with everything we study, but rather to engage with the readings in a scholarly attitude so you can discover where specific notions of gender and sexuality fit within the cultural context 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 initiation practices (male and female circumcision for example).
• Encourage students to examine their cultural assumptions about sex, sexuality, and gender from cross-cultural perspectives.

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 to analyze the complexity of human sexualities from cross-cultural perspectives.
c) Critically evaluate the hegemonic notions of sexuality and sexual institutions (family, marriage).
d) Investigating 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 responses.

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 Dr. Karim (Instructor) and GE’s Daizi Hazarika, Malvya Chintakindi, 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:

This is a web class and 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 AND EXPLANATION

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, non-graded).**

   You will post a personal introduction in Week 1 in the Discussion Board. This introduction is for us to know a little about you. Please do not share any personal information.

   **Please post on Discussion Board on Canvas. This allows us to get to know a little about you.**

2. **Exam I**

   30 Points

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

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

   Exam will open at 5 PM on Friday of Week 4 and close at 11:59 PM on Sunday of Week 4.
3. **Exam 2** 30 Points

Paper topic will be posted to Canvas by Friday, Week 7 and will be due Sunday at 11:59 PM of Week 8. Exam 2 will comprise of a short essay (400 words).

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

4. **Exam 3** 20 Points

Multiple Choice/True False questions. No short questions.

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

Exam 3 will open at 5 PM of Week 10 and close on Wed at 11:59 PM of Week 11 (Exam Week).

5. **Discussion Board** 20 Points (3 Posts x 6.66)

There will be three Discussion Board Posts. These posts will be in Weeks 2, 6 and 10.

I will send you a prompt to post your Discussion response. Answers must be posted by Friday. Late submissions will automatically get a 1-point penalty.

**Total:** 100 Points

**EXTRA CREDIT (5 Points)**

5 Extra Credit Points for meeting once with GEs during office hours. You must come to the meeting with specific questions from the course materials. If you simply show up for the meeting with no questions from the reading, you will not get the points.

No extra credit option after Week Ten!

**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.**

**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

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 contact the Accessible Education Center (AEC) at the University of Oregon and they will provide Dr. Karim with documentation.

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 WEEKLY MODULES.

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 TV shows, music, and movies you listen/watch represent sexuality and culture. How are class, race, gender, LGBTQ+, non-binary and non-Western people represented in mainstream (US) media?**

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**COURSE SCHEDULE**

**ALL READINGS ARE UNDER WEEKLY MODULES ON CANVAS**

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**WEEK ONE  HISTORY OF GENDER/SEXUALITY**

Keywords: culture, sex/sexuality, gender, cultural relativism, ethnocentrism, power/sexuality, power and race/class/gender, gender binary, gender as ideology, gender as social construction


2. Michael Bronski. “Revolt/Backlash/Resistance” from *A Queer History of the United States*

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](https://uoregon.kanopy.com/video/stonewall)

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**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, and anything else you would like to share. Please do not share any private information, including health information.
WEEK TWO SEX AND SCIENCE


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

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

4. The Mobius Strip

5. Documentary: Masters and Johnson: The Science of Sex

https://www.youtube.com/watch?v=gpXoA5jqRiU

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 to Canvas)

EXAM I Opens at 5 PM on Friday until 11:59 Sunday

WEEK FIVE BEYOND BINARIES

1. Elizabeth Reis’ “Divergence or Disorder”


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

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

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

WEEK SEVEN CONSTRUCTING MASCULINITIES/FEMININITIES

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

2. Documentary: The Mask you Live In

https://uoregon.kanopy.com/video/mask-you-live


4. Documentary: TBA

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_l9D7tEixc&t=174s

Serena Nanda. “Arranging a Marriage in India”

EXAM 2 due by Sunday 11:59 PM

WEEK NINE BEAUTY INDUSTRY/SEX TOURISM

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

2. Article to be Announced

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”
2. Recap of Course

Siddharth Kara on Sex Trafficking

https://www.youtube.com/watch?v=-8vd8bgLlI

Exam 3 open on Friday of Week Ten at 5 PM until Wednesday 11:59 PM of Exam Week