

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Integrative Sciences and Arts Department/School Leadership and Interdisciplinary Studies

Prefix: IDS Number: 313 Title: Integrative Perspectives on a Changing World Units: 3

Course description: **This course will apply integrative and interdisciplinary tools, methods, knowledge, and skills to examine global ideas, issues and institutions as they change over time.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials KE (Required)

Requested designation: Global Awareness–G **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marie Wallace E-mail lmwalla1@asu.edu Phone 480-727-3264

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 11/14/18

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) 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.

Reviewed 4/2014

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. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" 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.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus

Course Prefix	Number	Title	Designation
IDS	313	Integrative Perspectives on a Changing World	Global Awareness (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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1: The overall frame of the course focuses on how the Western world's view on sex and sexualities meets the criteria outlined under 1 because much of the focus is outside of the US	The are 2 components in the breadth of the content that focuses on the United States -- the breeding farms in the United States during slavery and sexual robotics.	Examples from prehistory in Europe and the Near East in Module 1; Module 2/3 highlights ancient Rome, Greece, Incas, China, and Japan. Module 2 focuses on the role of the Roman church in shaping. Ritualized sexual slavery in history in Meso America and India are also addressed.
2 A: Numerous examples of different sexual practices related to the cultural norms that govern sexual practices	This includes Etoro, Masai, The Na of China, Pashtun, Cambodian sex trade, Ancient Civilations,	This is illustrated by showing how the colonial powers and government power regulated/regulate sexual practices. This is illustrated in Weeks 4, 5, and 6
2 C: The majority of the content does not focus on the United States with a few exceptions. These exceptions are the African American forced breeding farms during slavery and the consumers of sexual tourism	The world global system is the theoretical backdrop when the enslavement breeding is addressed.	All modules/weeks with the exception of 4 use examples that are not American-centric
2 D non US centered cases and cultures are the backbone of the course	The use of a world/global systems approach shows the inter-connectedness related to modern day sex trafficking and sexual enslavement. It also illustrates the forced change that often occurs in hegemonic systems such as colonialism and authoritative governments such as China	All Modules/Weeks

IDS 313 Integrative Perspectives on a Changing World

Catalog Description: Applies integrative and interdisciplinary tools, methods, knowledge and skills to examine global ideas, issues and institutions as they change over time.

IDS 313 Integrative Perspectives on a Changing World

Topic: Sex and Sexualities Across Time and Place

FLIS: Interdisciplinary Studies

Online Course | Post Assignments by 11:59pm on Designated Due Dates| Canvas

Annotation Key:

Red: Global

Yellow: Social and Behavioral Science

Green: History

Instructor information

Name: Dr. Marie Wallace

Office Location: UCENT 303

Office Hours: Regular Virtual Office Hours and by appointment.

Email: lmwalla1@asu.edu

Phone Number: 480-727-3264

College Contact: CISA@asu.edu

This course is offered by the [College of Integrative Sciences and Arts](#). For more information about the college, visit our website: cisa.asu.edu/. If you have questions or concerns about this course please speak with your instructor. If your instructor is unable to address your concerns, please send your inquiry to cisa@asu.edu.

Course information

Course Format: Online in Canvas

Catalog Description: Applies integrative and interdisciplinary tools, methods, knowledge and skills to examine global ideas, issues and institutions as they change over time.

Topic Description:

This course explores sexual desire and behavior, the gendered body, and sexual and gender ideologies as well as explores how they relate to a variety of topics, including perceptions of the body, marriage, reproduction, prostitution, same-sex relations, pornography, disease, and religious, medical and psychiatric intervention.

Course Objectives

Students will gain an overall understanding of sociohistorical, anthropological, and sociological aspects of sex, sexuality, and the sociocultural constructions of reproduction. Students will be able to critically evaluate the archaeological, historical, and ethnographic relationship to gender roles through place and time. Students will understand the intersection of enslavement and the capitalization of reproduction, sex work and exploitation, and forced sexual practices.

Student Learning Outcomes

Through weekly readings, written assignments and the final project, students will be able to:

1. Review basic concepts associated with human sexuality.
2. Explain elements related to how human sexual behavior became under intense social scrutiny and political regulation in the Western world.
3. Explore continuities and changes in the definitions of sex and sexualities.
4. Compare sexual construction of social and cultural differences of sexual behavior as it intersects with aspects of power
5. Analyze portrayals of sex and sexuality by the state and by the media.
6. Evaluate sexual violence in various contexts and against sexual identities.
7. Apply an interdisciplinary lens to the understanding of sex, sexualities, and reproduction

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Required Course Readings/Materials

Excerpts from the following:

History Berkowitz, E. (2013). *Sex and punishment: Four thousand years of judging desire*.

Westbourne.

History Bromfield, N. F. (2015, 11). Sex Slavery and Sex Trafficking of Women in the United States. *Affilia*, 31(1), 129-139. doi:10.1177/0886109915616437

History Donnan, H., & Magowan, F. (2015). *The anthropology of sex*. Bloomsbury Academic.

Dorais, M. (2005). *Rent boys : the world of male sex workers*. Retrieved from <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu>

History Elferink, J. R. (2000). Aphrodisiac Use in Pre-Columbian Aztec and Inca Cultures. *Journal Of The History Of Sexuality*, 9(1/2), 25.

History Frances, R. (2007). *Selling sex : a hidden history of prostitution*. Retrieved from <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu>

Herd, G. H. (2006). *The Sambia: Ritual, sexuality, and change in Papua New Guinea*. Thomson/Wadsworth.

Parrot, A., & Cummings, N. (2008). *Sexual enslavement of girls and women worldwide* (Practical and applied psychology). Westport, Conn.: Praeger.

History Payer, P. (1993). *The bridling of desire : Views of sex in the later Middle Ages*. Toronto ; Buffalo: University of Toronto Press.

Ryan, C., & Jethá, C. (2012). *Sex at dawn: How we mate, why we stray, and what it means for modern relationships*. HarperPerennial.

History Smith, M. (1998). *Sex and sexuality in early America*. New York ; London: New York University Press.

History Smithers, G. D. (2014). *Slave breeding : sex, violence, and memory in african american history*. Retrieved from <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu>

History Sublette, C. (2015). *American Slave Coast : A History of the Slave-Breeding Industry*. Chicago, Illinois: Lawrence Hill Books.

History Tannahill, R. (2013). *Sex in history*. Abacus.

Assignments, Exams and Grading

Exams

Each module has an exam comprised of 30 to 50 questions multiple choice and .

These exams cover the readings, my lecture, and multimedia in each module. Students have two opportunities to take the exams and can use course materials. The exams are not cumulative. There is a 2 hour time limit on each exam.

Discussions

There are 6 major discussions in this class. Each discussion focuses on a central theme that explores the larger connections of the sex through time and place. The student is required to develop an essay that is 250 words in length addressing the discussion prompt. The student is then required to reply to two other students whose post varied from their interpretation. These replies are required to be 150 words in length and must contain substantive information as opposed to restating the post. Please review the rubric below on how your discussion will be assessed.

Grading Rubric for written work:

All papers and Discussion Board posts will be graded using the following guidelines. In each instance, a lower letter grade may be earned IF ONLY ONE OR MORE of these guidelines matches the writing submitted for any given assignment. For instance, if your writing has achieved most of the standards of an "A" for some of the prompts, yet you have skipped (left blank or barely worked on) two or three of the prompts, you may earn an "E" or "0":

A = Excellent = Exceptional Paper/Post

- All items requested in the assignment are included and discussed in exceptional detail.
- A comprehensive grasp of subject matter (in readings, videos, etc.) is demonstrated.
- An in-depth understanding of relevant concepts and issues is demonstrated.
- Profound analytical critique, synthesis, & evaluation of information are shown.
- The student shows insight in thought and a contribution of something new.
- The writing is in a clear, concise, and fluent style highlighting a logically structured essay.
- The writing is at an exceptionally high-level of “presentation quality” and shows a virtually flawless mastery of all aspects of grammar, structure, spelling, & style.
- The submission is made in a timely manner and shows the highest standards of academic integrity.

B = Good = Above Average Paper/Post

- All items are included: meets all requirements.
- Good grasp of subject matter is demonstrated.
- Basic understanding of relevant concepts & issues related to the topic addressed.
- Some in-depth analytical critique, synthesis, & evaluation of information are provided.
- The writing is in a clear, concise, and fluent style highlighting a logically structured essay.
- The writing is “presentation quality,” showing a good grasp of grammar, structure, spelling, & style.
- Careful proofreading and editing/revisions were applied in order to guarantee the quality of writing.
- A paper or post is submitted that might have included material to earn an “A,” though it greatly exceeds the requirements for length or is excessively wordy or detailed. (As is specified in some of the individual instructions for assignments, keep in mind “the Goldilocks Rule”: Aim for a level of description that is neither too little, nor too much, but is “just right.” In other words, try to do a high-quality and thorough job, but don’t write a lengthy essay when it is not expressly called for.)
- Timely submission and academic integrity.

C = Satisfactory = Competent Paper/Post

- At least one item is not included: at least one key area is weak or missing. -A basic grasp of the subject matter is demonstrated.
- Some understanding of relevant concepts & issues related to the topic are addressed.
- It is an adequate attempt at analytical critique, but it is more focused on reporting than analyzing.
- The writing demonstrates acceptable style, thoughtfulness, and logical structure.
- The basic guidelines of grammar, structure, and spelling are met, with few exceptions.
- Some additional proofreading and editing/revision should have been done before submitting.
- Timely submission and academic integrity.

D = Poor = Marginally Acceptable Paper/Post

- Some items are not included: two or more key items are missing or very weak.-There is some confusion of the subject matter.
- A weak understanding of relevant concepts & issues related to the topic are shown.
- Just reporting events---i.e., the writing lacks careful analysis.
- A basic grasp of grammar, structure, spelling, and style is shown, with some exceptions.
- Some additional proofreading and editing/revision should have been done before submitting.
- Timely submission and academic integrity

E = Failing = Unacceptable Paper/Post

- Many items are not included, or, paper does not reach minimum required length. -A basic lack of understanding of the subject matter is demonstrated.
- Little or no attempt was made to go beyond description; little analysis was attempted.
- Written expression is disorganized or poorly expressed.
- There are serious errors in grammar, sentence structure, and spelling. NOTE: This alone can earn a failing grade, even if other criteria are met. Use spellcheck, grammar-check, and a proofreader or tutor. Contact an ASU Tutor right away if you know that this is an area that you struggle with.
- Additional proofreading and editing/revision should have been done before submitting.
- Timely submission & academic integrity may be questionable.
- Standard or requested format is not followed.
- Citations and quotations are incomplete or missing

Breakdown of Points

7 Module Exams @ 100 points per exam	700 Points
6 Discussions @ 50 points per discussion	300 Points
Paper topics:	500
Total	1500

Grade Scale

Grades will be determined by the percentage you accumulate:

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [ASU Grade Appeals policy](#).

Course Policies

Attendance

Students are required to log in the classroom on a regular basis. Attendance will be taken in each in-person class. Students are required to follow University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment due to [University-sanctioned activities](#).

Late or Missed Assignments

Students must work with instructor to garner permission to submit late work. It is best to

Trigger Warning

Please note that course content may be deemed offensive by some students, although it is not my intention to offend anyone. We are grappling with a topic that can be considered taboo and, often, creates a level of dissonance, uncomfortableness, or misunderstanding. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics because of the sexual nature of the topics. Please note you will be given DETAILED parameters about sensitivity and use of appropriate language in the first learning module. I have the right, as an instructor, to remove people from the classroom if they are harassing or using the course content for anything other than academic purposes. Students do not have to AGREE with the sexual practices under study, but they must approach the content with a mature and respectful manner.

Classroom Behavior

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and

development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Outline

Week Topic

Week 1: Course Overview/Course Ethics/ An Overview of Human Sexuality in Prehistory (A) and the Ancient World (B)

Course Ethical Contract

Part A:

Course Tour and Expectations (3 minutes)

Lecture 1: **SB 1 and 2** Review of the basics Psychosocial, Biological, and Cultural Aspects of Sex and Sexuality

Lecture 2: Sex in Prehistory slide show of artifacts from the archaeological record related to sexual behavior (IG):

TEDx Talk: Christopher Ryan: Sexual Omnivores **SB 1 and 2**

Youtube: SEX AT DAWN by Christopher Ryan **SB 1 and 2**

Readings:

Pages 1-46 in Tannahill's Sex in History "In the Beginning" **SB 1 and 2**

Pages 1-32 in Ryan's Sex at Dawn

Week Two: Ancient World (C 1)

Lecture 1: Overview of Module – Women as Chattel, Prostitution, and Pederasty **SB 1 and 2**

Lecture 2: **The First Sex Laws**

Lecture 3: How Sex is Displayed and Valued on the Body **SB 1 and 2**

Video: **Sex in the Ancient World: Pompeii** **SB 1 and 2**

Video: **History of Sex in the Ancient Eastern World** **SB 1 and 2**

Readings

Pages 48- 127 Tannahill's Sex in History

Pages 65-96 Berkowitz's Sex and Punishment

Assessments:

Exam

Commented [MW1]: Global: This focus in different prehistoric sites in the Near East and Europe

Commented [MW2]: Global: This content, while historical in nature, provides explanations for how sex and sexualities changed and developed and became intertwined into the "western lens" in how sex and sexualities are broadly approached in the western world.

Discussion: So, is it really that simple, Dr. Ryan?! The ideas between Ryan's theory about human sexuality in prehistory **SB 1 and 2**

Discussion: The intersection of status and gender on sex for sale in the ancient world

Week 3: **Topic: An Overview of Sex and Sexualities in the Middle Ages and Early Modernity**
SB 1 and 2

Lecture 1: How Sex is Displayed and Valued on the Body

Lecture 2: The Apostle Paul's View of Sexuality

Lecture 3: Sexual Deviancy and the Constriction of Sexual Identity

Video: History of Sex: The Dark Ages

Pages 136 -190 Berkowitz's Sex and Punishment

Pages 6-36 Payer's The Bridling of Desire

Lecture 1: How Sex is Displayed and Valued on the Body (Appropriations of the Indigenous Body) (G 1 & 2 A, C, & D) **SB 1 and 2**

Lecture 2: Imperialism in the Early Modern Period **SB 1 and 2**

Pages 25-36 Elferinks Incas and Aztecs

Pages 250-294 Berkowitz Sex and Punishment

Exam

Discussion: Conflict between "Body and Spirit" **SB 1 and 2**

Paper Topics Selected

Week 4: Topic: Sexual Slavery Across Time and Place

Lecture 1: Different forms of Sexual Slavery Across Time and Place (Ritualized, War, Forced Marriage, and Capitalized Wombs) (G 1 and 2) **SB 1, 2, and 3**

Pages 2-44 Smithers Slave Breeding **SB 4**

Pages 32-79 Sublette & Sublette A History of the Slave Breeding Industry **SB 4**

Pages 27-78 Parrot & Cummings Sexual Enslavement of Girls and Women Worldwide (2G)

Video: Comfort Women

Video: Interview with Greg Smithers, author of Slave Breeding: Sex, Violence, and Memory in African American History

Commented [MW3]: Global: The focus in this component of the course is on Christianity's responses to the sexual mores of early Christendom and how they changed sex and sexualities in Europe and other parts of the Christian world

Commented [MW4]: Global: This element of the course illustrates to students how sex and sexualities in small scale and indigenous communities were questioned and began to change with contact and colonialism

Commented [MW5]: Global and SB: There is some focus the world system and the sexual slavery through various mediums with one being the American Slavery System while the other three focus on sexual slavery in different forms and in different parts of the world.

Commented [MW6]: Data used from the WPA collection of oral histories from formerly enslaved people

Commented [MW7]: SB 4 readings focus on the WPA oral histories collected of formerly enslaved peoples

Video: Human Trafficking for Sex Slavery in the 21st Century (2 A, C, & D)

Week 4: Topic: Sexual Violence Across Time and Place SB 1,2,3 and 4

Lecture 1: Overview of Sexual Violence and Contested Acts Across Time and Place

Lecture 2: Overview What Constitutes a “Child” and Sexual Violence Against Children

Lecture 3: Overview Sexual Identity and Violence

Pages 134-157 Donnan & Magowan The Anthropology of Sex

Video: Dancing Boys of Afghanistan

Week 5: Topic: Sex Work Across Time and Place SB 1, 2, 3

Lecture 1: Brothels for the Church (SB 2 History)

Lecture 2: Relationship between Globalization and Sex for Sale (sexual tourism)

Pages: 27-44 Dorais in Rent Boys

Video: History of Prostitution (SB 2 History)

Video: BBC Sex Trafficking in Cambodia

Video: Technology and Sex Work

Pages: 27-44 Dorais in Rent Boys

Exam

Discussion: Sex as a Commodity in the 21st Century

Week 6: Topic: Colonial Legacy and Sexual Change in Small Scale Societies SB 1 and 2

Lecture 1: Western Mores and Sexual Regulation in Colonial Rule (SB 2 Anthropology)

Lecture 2: State Regulation of Sexual Mores

Lecture 3: Encounter with the Mohave 3rd Gender

Pages: 154-193 Donnan and Magowan in The Anthropology of Sex (SB 2 Anthropology)

Pages: 23-67 Herdt in Guardians of the Flute

Video: The Women of Lake Moso

Exam

Commented [MW8]: Global and SB Cross cultural analyses of norms related to sexual practices and power. Consent and what is forces sexual activity is addressed in different cultural contexts

Commented [MW9]: Global and SB Different contexts related to prostitution in history and in contemporary cultures (sexual tourism, sex trafficking, and so on) all of the cases are set outside of the United States although the consumers in one of the cases are from the United States

Commented [MW10]: SB: All examples and concepts help students examine nonwestern small scale societies using an anthropological lens

Discussion: Cultural Change and Sexual Mores

Week 7 Human Rights Topic: Human Rights or Sexual Cultural Relativity/Technology and Sex SB
1 and 2

Lecture 1: Sexual Relativity and Sexual Control

Lecture 2: Technological Change and New forms of Intimacy

Pages: 6-46 Lee in Sex Robots: The Future of Desire

Exam

Paper

Commented [MW11]: Global, SB This is a GLOBAL focus that addresses sexual rights as human rights. It also includes some futurist work related to sex robots.

University Policies

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at provost.asu.edu/academic-integrity.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students (DRC). The site can be found at eoss.asu.edu/drc. Instructors cannot provide accommodations without authorization from the DRC.

Downtown Phoenix Campus

Post Office Building, Suite 201
Phone: 602.496.4321
E-mail: DRCDowntown@asu.edu

Polytechnic Campus

Sutton Hall - Suite 240
Phone: 480.727.1039
E-mail: DRCPoly@asu.edu

Tempe Campus

Matthews Center building, 1st floor
Phone: 480.965.1234
E-mail: DRCTempe@asu.edu

West Campus

University Center Building, Room 130
Phone: 602.543.8145
E-mail: DRCWest@asu.edu

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at students.asu.edu/sr/code and the ACD 125: Computer, Internet, and Electronic Communications available at asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at sexualviolenceprevention.asu.edu/faqs.

"As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately."

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of

our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Campus Resources

There is clear evidence that students who take advantage of academic support services perform better academically. As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: students.asu.edu/academic-success
- Counseling Services: students.asu.edu/counseling
- Financial Aid: students.asu.edu/financialaid
- Disability Resource Center: asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: uc.asu.edu/majorexploration/assessment
- Career Services: students.asu.edu/career
- Student Organizations: asu.edu/studentaffairs/mu/clubs/
- ASU Writing Centers: tutoring.asu.edu/writing-centers
- ASU Police Department: cfo.asu.edu/police
- International Student Resources: students.asu.edu/international/support/academic

Books and Readings

Next textbook is required for this class. All reading and viewing materials are uploaded to the Canvas site and provided cost-free to students. This includes articles, videos and excerpts from printed materials.