

**SYLLABUS**  
**ANT 2301 Human Sexuality and Culture (All Sections)**  
MWF, Period 4, 10:40 – 11:30 a.m.  
Carleton Auditorium

**Dr. Clarence C. Gravlee**  
Office: Turlington B370  
Office hours: MW 11:45 a.m. – 1:45 p.m., and by appointment  
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**Course Description and Objectives**

This course examines human sexuality from an anthropological point of view. The hallmark of anthropology is its emphasis on both the biological and cultural dimensions of what it means to be human. That perspective enriches our understanding of human sexuality because it encourages us to examine a wide range of human sexual experiences across cultures and over the evolutionary history of our species. We will apply this holistic perspective to the genetic, physiological, psychological, social, and cultural dimensions of human sexuality.

By the end of the course, you should be able to:

- Describe the biological and cultural components of human sexuality, as well as the interaction between them
- Examine your own beliefs and assumptions about sexuality
- Think critically about the social and cultural influences on your sexual knowledge, beliefs, and behaviors
- Incorporate scientific knowledge about the range of human sexuality into your opinions about the political and ethical aspects of sexuality
- Analyze the assumptions and evidence that others use when making claims about sexuality
- Identify the biological, behavioral, and sociocultural factors that influence your sexual health
- Talk comfortably and knowledgeably about sex and sexuality

**Course Materials**

Hock, Roger R. 2016. *Human Sexuality*, Fourth Edition. Upper Saddle River, NJ: Prentice Hall.

Required readings on e-Learning (<http://elearning.ufl.edu/>)

i>clicker remote transmitter or REEF Polling subscription for Classroom Response System (see [more information](#)).

The textbook and clickers are available at local textbook stores. Additional required readings are available online through e-Learning (<http://elearning.ufl.edu/>). We will use the i>clicker classroom response system in every lecture. If you have an i>clicker from a previous class, you may use it in this course. Otherwise, clickers are available for purchase at local bookstores or [directly from i>clicker](#). You also have the option to purchase a REEF Polling subscription to turn

your laptop or mobile device (iOS or Android) into a web-based virtual clicker. Please note that this option requires an Internet connection, and we've experienced some difficulty with the wifi in Carleton Auditorium.

### Course Website and E-Learning

You are responsible for all materials posted on e-Learning (Canvas) at <http://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. If you are not familiar with e-Learning or have trouble using the site, please see the technical support available at <https://wiki.helpdesk.ufl.edu/FAQs/E-Learning>.

The course also has a supplementary Twitter feed ([@ant2301](#)) to encourage discussion of relevant news or events around campus, to share thoughts about how the themes of the course relate to current events, and to stimulate thinking about assigned readings and course material. I strongly encourage you to follow the course Twitter feed ([@ant2301](#)) and to post comments on Twitter (use the hashtag #ant2301) to share your point of view or to pose questions that you'd like to raise for discussion with other students, Dr. Gravlee, and the TAs.

### Course Requirements and Grading

	Date	Points	Percent
<i>Exams</i>			
Exam 1	February 8	60	20
Exam 2	March 18	60	20
Exam 3	April 28	60	20
<i>Ethnographic research project</i>			
Research report 1	January 29	15	5
Research report 2	February 26	15	5
Research paper – first submission	March 11	15	5
Peer review	Week 11	15	5
Research paper – final submission	April 11	30	10
<i>Discussion section</i>			
Participation		15	5
Quizzes	Mondays	15	5
<b>Total</b>		<b>300</b>	<b>100</b>

Letter grades will be assigned based on the total percent of points according to the following scale:

A = 90 or above	B- = 77-79	D+ = 64-66
A- = 87-89	C+ = 74-76	D = 60-63
B+ = 84-86	C = 70-73	D- = 57-59
B = 80-83	C- = 67-69	E = 56 or below

Please note that the University implemented minus grades beginning in Summer 2009. Under the new system, a grade of **C-** will not qualify for major, minor, Gen Ed, Gordon Rule, or College Basic Distribution credit. Please see the following for more information:

#### Grades and Grading

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

#### FAQs about Minus Grades

<http://www.isis.ufl.edu/minusgrades.html>

### ***1. Exams (60%)***

There will be three exams with 60 multiple-choice questions each. The exams will cover material from assigned readings, lectures, films, guest speakers, and class discussions. The three exams are noncumulative and equally weighted (20% each toward final course grade).

All exams will be administered on e-Learning. The first two exams will be available on e-Learning between 8:30 a.m. and 4:30 p.m. on the scheduled day; the third exam will be available only during the two-hour block allotted for the final exam by the Registrar's Office. For all three exams, you will have 60 minutes to complete the exam once you begin. There will be no lecture on the day of exams, but students are required to attend discussion sections on the day of exams as usual.

Exams must be taken at the scheduled time; there will be **no makeup exams**. 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 or as soon as possible thereafter. Teaching Assistants (TAs) may not give permission for make-up exams.

### ***2. Ethnographic research project (30%)***

You are required to conduct an original ethnographic research project. The project involves identifying a research problem, doing background literature research, conducting interviews, and writing up your results. Details about the project are available in a separate document on e-Learning (see the Resources folder). Briefly, you will be writing about the project in three phases, including two research reports of 2-3 pages each and a final research paper of 8-10 pages.

Ethnography is the systematic description and interpretation of culture, typically based on long-term participation in and observation of a people's way of life. It is the defining strategic method of cultural anthropology and is also used in other social sciences. Ethnography typically involves many types of data collection. In this assignment, we will focus on in-depth ethnographic interviews.

In-depth ethnographic interviews are open-ended conversations designed to gather information about day-to-day life and how people see and experience the world. The purpose of ethnography is distinct from survey research, and questionnaires with closed-ended questions will not provide you with the kind of data you need for the project. All interviews must be conducted as face-to-

face conversations with a set of open-ended interview questions that you develop. Interviews conducted via the Internet, telephone, messenger services, or other media do not fulfill the requirements of the assignment and will result in a low grade.

See e-Learning for full details about the assignment, and talk to your TA if you have questions about requirements or expectations.

Good writing requires revision and rewriting. To improve your skills in this regard, the ethnographic research project involves four components:

- a. *Research reports* (10%). You will be required to submit two interim research reports, each of which contributes five percent toward your final grade. The first research report is due on **January 29** and focuses on the research problem and the approach you will take in the project. The second is due on **February 26** and provides an opportunity for you to reflect on the research process. Both reports must be 2-3 pages, double-spaced, with one-inch margins and 12-point Times New Roman font.

On the due date, you must upload an electronic version of the research report (in .doc, .docx, or .pdf format) via e-Learning. No hard copy submission is necessary. **Research reports will lose five percent for each day they are late.** A research report is considered late if it is not submitted electronically by 5:00 p.m. on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade for the assignment by five percent.

- b. *First submission of paper* (5%). You will be required to submit a complete draft of your research paper on **March 11**. This first submission is not a rough draft: It should meet all the major requirements of the final paper and reflect your best effort to develop a well-organized argument that is supported by your ethnographic research. The first submission will be graded based on: (i) proper formatting and adherence to instructions, (ii) correct length (8-10 pages), (iii) use of appropriate type and number of scholarly sources, and (iv) clarity of organization. You will receive written and verbal feedback from your peers (see below) using the same guidelines that TAs will use to grade your first and final submissions.

You will be required to send the first submission of your paper by email to your TA and assigned peer-review group members. No hard copy submission is necessary. **The first submission of your paper will lose five percent for each day it is late.** The submission is considered late if it is not sent by email by 5:00 p.m. on the due date. Each additional 24 hours beyond that point will automatically reduce the maximum possible grade for the assignment by five percent.

- c. *Peer review* (5%). You will work in peer-response groups to provide feedback on one another's developing research papers. The first submission of your paper will be distributed to at least two classmates in your discussion section. You will provide written feedback on one another's papers, using the same criteria that TAs will use to grade your final paper. You will be expected to read the papers carefully and to provide comments that are thoughtful, respectful, and constructive. Your written review of peers' papers is

due in discussion section during **Week 11** (March 21–25). Peer review is important to the development of your final research paper. In addition to the direct benefit of receiving feedback on your paper, you will find that the process of reading and thinking critically about others' work will help you analyze and refine your own writing. Your grade for the peer review requirement will be based on (i) your participation in peer-response group activities during discussion section and (ii) the completeness of written feedback you provide on the criteria we provide (content, organization, citations and bibliography, and grammar and style).

- d. *Final, revised paper* (10%). You are expected to incorporate peer feedback into the revised version of your paper for final submission. Along with the final version of your paper, you must submit a one-page memo that summarizes the feedback you received from your TA and peer-response group and indicates the changes you have made since the first submission. The final version of your paper is due by 5:00 p.m. on **April 11**. **No late research papers will be accepted**, unless documentation of a university-approved excuse is provided to Dr. Gravlee at least 24 hours before the due date.

You must submit your paper by uploading it to e-Learning (<http://elearning.ufl.edu/>), where it will be run through Turnitin, a plagiarism detection program. Your paper will be considered incomplete and will not be graded if it is not submitted to e-Learning by **5:00 p.m. on April 11**. If there is any evidence of [plagiarism](#), you will receive a grade of zero for the assignment and be reported to Student Judicial Affairs. Complete details and grading criteria for the final research paper will be posted on the course web site and distributed in discussion section.

The paper should be 8-10 pages of text, double-spaced, in 12-point Times New Roman font with 1-inch margins. You must include your name, your TA's name, your section number, assignment, and a title on a separate title page. References must be consistently formatted in MLA style and should also be on a separate page. Your paper must cite and incorporate at least six sources from the scholarly literature. Scholarly literature includes peer-reviewed academic journals, monographs, and edited volumes. Encyclopedias, textbooks, and most websites are not appropriate sources. Your paper will be evaluated based on the quality of the literature review, the quality of interview data, the logic of interpretation and argumentation, and the organization and writing style. Complete details on requirements and grading criteria for the research paper will be distributed in discussion sections and posted on the course web site. You are encouraged to take advantage of the services offered by the Reading & Writing Center, Broward Hall, 392-0791, <http://www.at.ufl.edu/rwcenter/>.

### **3. Discussion section participation and quizzes (10%)**

You are required to attend and participate in the discussion section for which you registered. You must attend discussion sections even if an exam is scheduled for the same day. Only university-approved absences with appropriate documentation will be excused. You will be counted absent from discussion section if you arrive more than 10 minutes late.

To prepare for discussion section, you are required to complete weekly quizzes based on assigned readings via e-Learning. The purpose of the quizzes is to assess your comprehension of

readings and help you prepare for in-class discussion and activities. Quizzes will take place on the **Monday** of each week, so you must read ahead to do well.

Due to the Martin Luther King, Jr. holiday, some discussion sections will not meet as usual in Week 3. Therefore, **students who attend discussion section in Week 3 will receive bonus points** (equal to one week of required discussion section) toward their final grade. Students whose discussion section normally meets on Monday should attend another discussion section on Tuesday – Friday and alert the TA to your presence. Students whose discussion section meets on Tuesday – Friday should attend the section for which you are registered to receive bonus points.

### **Policy on Make-Up Work and Bonus Points**

You are responsible for completing all writing assignments by the posted due dates. The course has been designed so that you have ample time for each assignment, so there will be no extensions or make-up opportunities except for observance of religious holidays or in documented cases of incapacitating illness, death of a family member, or other university-approved excuse. In such cases, you must contact Dr. Gravlee at least 24 hours in advance of the deadline, when possible, and provide written documentation from a relevant authority. Teaching Assistants may not grant extensions or make-up opportunities.

University policy stipulates that opportunities for bonus points must be provided to the entire class, if they are to be used. Thus, Dr. Gravlee will not provide opportunities for bonus points to individual students, and TAs are not allowed to provide them at all, so please do not ask.

### **Policy on Grade Disputes**

If you dispute the grade you receive for an assignment, you may request to have it re-graded by Dr. Gravlee. You must first meet with your TA to discuss the grade you received so that you understand the rationale for the grade. Then, if you still wish to dispute the grade, you may email Dr. Gravlee to request that your assignment be re-graded. If you request re-grading, the second grade will stand, regardless of whether it is higher or lower than the original grade. You may request re-grading up to one week after an assignment has been returned; we will not consider re-grading requests after this time. The final paper is not eligible for re-grading.

### **Gordon Rule Writing Credit**

You must complete all writing assignments (reaction papers and research paper) and earn a final grade of C or better in the course to obtain Gordon Rule (4000-word) writing credit. All students are required to complete all writing assignments, even if you have already satisfied the Gordon Rule credit in another course.

Please note that Gordon Rule credit and final course grades are calculated separately. To receive writing credit, students must earn a grade of C (2.0) or higher both in the course and on writing assignments (i.e., the ethnographic research project). Therefore, it is possible to pass the class and not receive Gordon Rule credit. Students should review their degree audits after receiving their grades to verify receipt of credit for the writing component. For further information, please see <https://catalog.ufl.edu/ugrad/current/advising/info/writing-requirement.aspx>.

## Teaching Assistants

Teaching Assistants (TAs) are responsible for discussion sections. They are available to answer questions and to assist with the required writing assignments during their office hours. They grade all course requirements. You must know your TA's correct name for all exams and print it on the top of all papers or writing assignments you submit. If you have a question about grading, first talk with your TA. TAs' names, office hours, and discussion sections are posted on the course website. TAs may not give permission for make-up exams or late papers.

TA Name	Email	Sections
Choeeta Chakrabarti	<a href="mailto:choeeta@ufl.edu">choeeta@ufl.edu</a>	0278,0288,0300
Petra Cunningham-Smith	<a href="mailto:pcunninghamsmith@ufl.edu">pcunninghamsmith@ufl.edu</a>	0282, 0291, 0293
Hailey Duecker	<a href="mailto:hduecker@ufl.edu">hduecker@ufl.edu</a>	0234, 0285, 0302
Jandy Gu	<a href="mailto:jandyagu@ufl.edu">jandyagu@ufl.edu</a>	0277, 0279, 0286
Kristen Hall	<a href="mailto:kristenhall@ufl.edu">kristenhall@ufl.edu</a>	0222, 0281, 0301
Justin Hosbey	<a href="mailto:justin.h@ufl.edu">justin.h@ufl.edu</a>	0214, 0271, 0280
Mallory Messersmith	<a href="mailto:mkmesser@ufl.edu">mkmesser@ufl.edu</a>	0268, 0284, 0287
Doug Monroe	<a href="mailto:dmonroe@ufl.edu">dmonroe@ufl.edu</a>	0283, 0297, 0303
Josh Crosby, Head TA	<a href="mailto:jacrosby@ufl.edu">jacrosby@ufl.edu</a>	0295, 0296

## Email Communication

Please do not use the e-Learning mail system to communicate with Dr. Gravlee or the TAs. Instead, please email them directly at the addresses provided above.

Dr. Gravlee and the TAs may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.

## Classroom Behavior

Classroom disruptions will not be tolerated. If you are talking, reading newspapers, listening to your mp3 player, or being disruptive in any other way, you will be asked to leave. If you are asked to leave from discussion section, you will not receive participation points for that day.

You must turn off cell phones or set them to silent mode. If a phone rings or is in use in class, it will be confiscated until the end of class.



Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action. See [http://www.ufsa.ufl.edu/faculty\\_staff/fees\\_resources\\_policies/sexual\\_harassment/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/). Because this course deals with sensitive subjects, it is essential that each student helps to create an environment of respect and tolerance.

From the University of Florida Student Conduct Code

(<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#conduct>): “One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning. Another major aspect of university life involves sexual relationships. Sexual attitudes or actions that are intimidating, harassing, coercive or abusive, or that invade the right to privacy of the individual are not acceptable. Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow.”

### **Medical Excuse Notes**

If you experience an illness that prevents you from attending class or completing required work, you must provide an excuse note from a health care provider. The Student Health Care Center (SHCC) provides excuse notes only if they are involved in your care for three or more days, or in limited cases of severe illness or injury. Under other circumstances, SHCC will provide a Verification of Visit form to document that you were seen, but ***this form is not considered an excuse note***. For more information, please see <http://shcc.ufl.edu/forms-records/excuse-notes/>.

### **Academic Honesty and Plagiarism**

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else’s published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department’s and the University’s procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university’s Honor Code. For more information, please see the learning module on academic integrity available from the Dean of Students Office: <https://www.dso.ufl.edu/sccr/seminars-modules/academic-integrity-module>.

### **Accommodation for Students with Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. ***Please make any requests by the second week of class.***



## UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- (1) University Counseling & Wellness Center, 301 Peabody Hall, 392-1575, <http://www.counsel.ufl.edu/>; personal and career counseling
- (2) Sexual Health, Student Health Care Center, 392-1171, <http://shcc.ufl.edu/services/primary-care/sexual-health/>
- (3) GatorWell Health Promotion Services, Sexual Health, <http://gatorwell.ufsa.ufl.edu/Sexual-Health.aspx>
- (4) University Police Department Office of Victim Services, 51 Museum Road, 392-5648, <http://www.police.ufl.edu/victim-services/>
- (5) Career Resource Center, Reitz Union, 392-1601, <http://www.crc.ufl.edu/>; career development assistance and counseling
- (6) Reading & Writing Center, Broward Hall, 392-0791, <http://www.at.ufl.edu/rwcenter/>; writing assistance, study skills, test preparation

## Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

### Course Schedule, Readings, and Assignments

Date	Topics	Assignments
<b>Week 1</b> Jan. 6, 8	<b>Introduction and Overview</b> <ul style="list-style-type: none"> <li>What is anthropology?</li> <li>Introduction to sexuality</li> <li>Strategies for success in this course</li> </ul>	<i>No discussion sections</i>  Haviland et al. (2005) Tiefer (2004)
<b>Week 2</b> Jan. 11, 13, 15	<b>Approaches to Human Sexuality</b> <ul style="list-style-type: none"> <li>Theory and method in sexuality research</li> <li>Social science perspectives on sexuality</li> <li>Sex, natural selection, and human evolution</li> </ul>	Hock, Ch. 1 de Waal (1995) Sterk (2000)
<b>Week 3</b> Jan. 20, 22 <i>No class Jan. 18, Martin Luther King, Jr. Day</i>	<b>Male Sexual Anatomy and Physiology</b> <ul style="list-style-type: none"> <li>Male sexual and reproductive system</li> <li>Circumcision</li> <li>Does size matter?</li> </ul>	Hock, Ch. 2 (p. 34-49) Castro-Vazquez (2013)
<b>Week 4</b> Jan. 25, 27, 29	<b>Female Sexual Anatomy and Physiology</b> <ul style="list-style-type: none"> <li>Female sexual and reproductive system</li> <li>Menstruation and menopause: a biocultural perspective</li> </ul>	<b>Research report 1 due January 29</b>  Hock, Ch. 2 (p. 49-71) Lock (1998)
<b>Week 5</b> Feb. 1, 3, 5	<b>Sex and Gender in Cross-Cultural Perspective</b> <ul style="list-style-type: none"> <li>Sex versus gender</li> <li>Development of gender identity</li> <li>Gender diversity across time and space</li> </ul>	Hock, Ch. 10 Fausto-Sterling (2000)
<b>Week 6</b> Feb. 8, 10, 12	<b>Sexual Orientation</b> <ul style="list-style-type: none"> <li>Categorizing sexual orientation</li> <li>Nature and nurture</li> <li>Homophobia and heterosexism</li> </ul>	<b>Exam 1, February 8</b>  Hock, Ch. 11 Jaspal (2012)
<b>Week 7</b> Feb. 15, 17, 19	<b>Sexuality over the Life Course</b> <ul style="list-style-type: none"> <li>Sexual development throughout life</li> <li>Aging and sexuality</li> </ul>	Hock, Ch. 12 Moore (2010)
<b>Week 8</b> Feb. 22, 24, 26	<b>Sexual Arousal, Problems, and Solutions</b> <ul style="list-style-type: none"> <li>Physiology of sexual arousal</li> <li>Medicalization and disease mongering</li> </ul>	<b>Research report 2 due February 26</b>  Hock, Ch. 3, 7 Tiefer (2006)
<b>Spring Break, February 29–March 4</b>		

<b>Week 9</b> March 7, 9, 11	<b>Experiencing Sexual Pleasure</b> <ul style="list-style-type: none"> <li>What is sex?</li> <li>Solitary sex and sex with others</li> <li>Paraphilias and “extremes” of sexual behavior</li> </ul>	<i>First submission of research paper due March 11</i>  Hock, Ch. 6, 14 <a href="#">Christina</a> (1992)
<b>Week 10</b> March 14, 16, 18	<b>Love, Intimacy, and Marriage</b> <ul style="list-style-type: none"> <li>What is love?</li> <li>Mate preference in evolutionary and cross-cultural perspective</li> <li>Diversity in marriage across time and space</li> </ul>	<i>Exam 2, March 18</i>  Hock, Ch. 4 Nanda (1992)
<b>Week 11</b> March 21, 23, 25	<b>Pregnancy, and Birth</b> <ul style="list-style-type: none"> <li>Fertility in individuals and populations</li> <li>Pregnancy, birth, and abortion in cross-cultural perspective</li> <li>Maternal, infant, and child health</li> </ul>	<i>Peer review due in section</i>  Hock, Ch. 9 Martin (1991)
<b>Week 12</b> March 28, 30, April 1	<b>Power, Coercion, and Sexual Violence</b> <ul style="list-style-type: none"> <li>Rape and sexual violence in evolutionary and cross-cultural perspective</li> <li>Sexual violence on campus</li> </ul>	Hock, Ch. 13 Zraly and Nyirazinyoye (2010)
<b>Week 13</b> April 4, 6, 8	<b>Selling Sex</b> <ul style="list-style-type: none"> <li>Sexuality in the media and the arts</li> <li>Pornography</li> <li>Prostitution, sex work, and power</li> </ul>	Hock, Ch. 15 Attwood (2009) Padilla et al. (2008)
<b>Week 14</b> April 11, 13, 15	<b>STIs, Contraception, and Culture</b> <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Sexuality education and culture</li> <li>Preventing pregnancy and STIs</li> </ul>	<i>Final research paper due April 11</i>  Hock, Ch. 5, 8 Santos (2012)
<b>Week 15</b> April 18, 20	<b>HIV/AIDS and Global Health</b> <ul style="list-style-type: none"> <li>Social inequalities and health</li> <li>Globalization, power, and sex</li> </ul>	<i>Exam 3, April 28, 12:30 p.m. - 2:30 p.m.</i> Farmer (2003) Parker (2002)

## Course Readings

- Attwood, F. "'Deepthroatfucker' and 'Discerning Adonis': Men and Cybersex." *International Journal of Cultural Studies* 12.3 (2009): 279–294.
- Castro-Vazquez, G. "The 'Beauty' of Male Circumcision in Japan: Gender, Sexuality and Embodiment in a Medical Practice." *Sociology* 47 (2013): in press.
- Christina, Greta. "Are We Having Sex Now Or What?" *The Erotic Impulse*. Ed. David Steinberg. New York: Jeffrey P. Tarcher/Penguin, 1992. 24-29.
- de Waal, Frans B. M. "Bonobo Sex and Society." *Scientific American* 272.3 (1995): 82-88.
- Fausto-Sterling, Anne. "The Five Sexes, Revisted." *The Sciences* 40.4 (2000): 19–23.
- Farmer, Paul. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkeley and Los Angeles, CA: University of California Press, 2003.
- Haviland, W., H. E. L. Prins et al. *Anthropology: The Human Challenge*. Belmont, CA: Wadsworth Publishing, 2005.
- Jaspal, Rusi. "'I Never Faced Up to Being Gay': Sexual, Religious and Ethnic Identities Among British Indian and British Pakistani Gay Men." *Culture, Health & Sexuality* 14.7 (2012): 767–780.
- Lock, Margaret. "Menopause: Lessons From Anthropology." *Psychosomatic Medicine* 60.4 (1998): 410-19.
- Martin, Emily. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16.3 (1991): 485–501.
- Moore, Katrina L. "Sexuality and Sense of Self in Later Life: Japanese Men's and Women's Reflections on Sex and Aging." *Journal of Cross-Cultural Gerontology* 25.2 (2010): 149–163.
- Nanda, Serena. "Arranging a Marriage in India". In *The Naked Anthropologist: Tales from Around the World*. Philip R. DeVita, ed. Belmont, CA: Wadsworth, 1992.
- Padilla, Mark et al. "Stigma, Social Inequality, and HIV Risk Disclosure Among Dominican Male Sex Workers." *Social Science & Medicine* 67.3 (2008): 380–388.
- Parker, Richard. "The Global HIV/AIDS Pandemic, Structural Inequalities, and the Politics of International Health." *American Journal of Public Health* 92.3 (2002): 343-47.
- Santos, K A. "Teenage Pregnancy Contextualized: Understanding Reproductive Intentions in a Brazilian Shantytown." *Cadernos de Saúde Pública* 28.4 (2012): 655–664.
- Smith, D J. "Romance, Parenthood, and Gender in a Modern African Society." *Ethnology* 40.2 (2001): 129–151.

Sterk, Claire. *Tricking and Tripping: Prostitution in the Era of AIDS*. Sun City, AZ: Social Change Press, 2000.

Tiefer, Leonore. "Am I Normal? The Question of Sex." In *Sex is Not a Natural Act and Other Essays*. Boulder, CO: Westview Press, 2004. 9-16.

— — —. "Female Sexual Dysfunction: A Case Study of Disease Mongering and Activist Resistance." *PLoS Medicine* 3.4 (2006): e178.

Zraly, Maggie, and Laetitia Nyirazinyoye. "Don't Let the Suffering Make You Fade Away: An Ethnographic Study of Resilience Among Survivors of Genocide-Rape in Southern Rwanda." *Social Science & Medicine* 70.10 (2010): 1656–1664.