

Investigative Reports for ANTH 140 with Dr. Anderson

General instructions for investigative reports:

You are to write four investigative reports during the semester. They are to be typed, double-spaced, spell-checked, and not less than 800 words long, excluding the reference list. The number of words in the report are to be listed at the end of the report. Each report must contain a research element. You must cite at least three sources and list them in a reference list at the end of the paper. At least two sources must be books or articles. Material from these sources must be referenced in the text of your report also. Not more than 150 words can be quoted. Paraphrase additional material. Use the Chicago Author/Date system of citation. Do not cut and paste any material into your report which is not a direct quote which you have placed in parentheses and correctly cited! This will result in a “F” on the paper. If you have any questions about what must be cited see “When You must Cite” on my “Student Skills” page. Example of a reference list and paper form can also be found there. Each paper must be submitted through Turnitin.com. I will give you the class number and password in class. You will not receive credit for the paper unless your work meets the green or blue standards of originality. I will set up the assignment in Turnitin so that you can make multiple submissions if you do not meet the green or blue standard on the first try. Check the box that says “Exclude Bibliography”. Be aware that you receive a report quickly after the first submission. Subsequent submissions may take 24 hours to process. Do not leave this until the last minute! In addition to submitting your paper through Turnitin.com, you must bring hard copy to class on the due date.

Investigative Report #1

- Learning Objective 1: Students shall be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality. Choose one of the following topics.
 - Learning about sex. Reflect on how you learned about sexuality as a child and compare your experiences with those of Americans who were socialized in different decades, as well as with those living in small scale societies
 - Does a gender double-standard of sexuality still exist? Discuss, based on your own experiences (direct or indirect), including in your own microculture.
 - Ways of studying human sexuality. Discuss advantages and disadvantages of ethnographic vs. non-ethnographic methods for studying sexuality using concrete examples from class and readings.
 - Choosing a mate: Compare your "mate selection criteria" with those of your parents. Reflect on any differences.
 - Investigate attitudes toward the sexuality of disabled people. Discuss how this has changed over time.

- How is your attitude toward sexuality influenced by your religious beliefs? Do any of your beliefs run counter to the orthodox ideas espoused by your religion?
- Do you believe that you have more or less sexual freedom than your parents? Your grandparents? Are you more or less conservative? How has this been affected by the AIDS epidemic?
- Find a piece of classic literature which includes a gay or lesbian character. Is the character treated sympathetically or with prejudice. Do you think this piece of literature is dated? How would it be different if it were written today.
- Describe a racial or ethnic sexual stereotype. Why do you think this particular stereotype developed? How is it perpetuated? What harm does it cause? Suggest ways to counter this image.

Investigative Report #2

- Learning Objective 2: Students shall be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Choose one of the following topics.
 - "Burning Issues". What do you consider the most "burning issues" in human sexuality today and why?
 - Is human sexual attraction "natural"? Discuss based on your own experiences and class material.
 - Textbook analysis: Discuss ways in which your textbook subtly embodies American cultural conceptions of gender, sexuality and reproduction.
 - The language of sex. Using concrete examples of words and phrases, discuss how the language used to describe sexuality expresses cultural attitudes about sexuality and the body.
 - The language of sex. Using concrete examples of words and phrases, discuss how common American ways of talking about sexuality can reflect and reinforce social inequality.
 - What constitutes sex? Reflect on the conditions that must be met before you would consider a behavior "sexual behavior". Do you think your parents would have another idea about what constitutes sex?
 - Select a stereotypical sexual image or set of images. Who benefits from perpetuating the stereotype? Is there an economic benefit to the image?
 - How has the image of female sexual desire changed historically? Present examples from literature or film which contrast to today's images. What do you think has caused attitudes to change over time.
 - A majority of women now work outside the home. How has this change in our economic system affected images of female sexuality? Of male sexuality? Provide

examples from literature, art, or film.

- Investigate the Equal Rights Amendment. Why do you think the Amendment has consistently failed to pass? Does it relate to American sexual stereotypes? Do you foresee a time when it will pass? What will have to change about the U.S. perception of women for it to pass?
- Investigate “honor killings”. Do media reports of honor killings stereotype Muslim women? Muslim men? Do you think violent responses to perceived assaults on family honor are particular to middle eastern culture? Describe another culture where similar phenomenae take place. What does that culture have in common with Muslim culture? How could the problem of violence against women be solved?

Investigative Report #3

- Learning Objective 3: Students shall be able to describe social actions which have led to greater equality and social justice in the U. S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age.) Choose one of the following topics.

Specifically: describe social actions that have led to greater equality and social justice in the U.S. (i.e. religious, gender, sexual orientation, disability, and/or age) **which relate to sexuality**. Do some basic research on one of these topics, describing the situation around, for example, marriage across racial lines, disability and sexuality, or aging and sex. Academic research is preferred but organizational website information allowed. What impact has specific kinds of social action had on general awareness, governmental policies and/or general public attitudes? Social action might include protests, educational campaigns, fights to change laws, and/or representations in the media.

Investigative Report #4

- Learning Objective 4: Students shall be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S. Choose one of the following topics.
 - Homophobia. Do you think men are more homophobic than women and if so, why?
 - Music videos today. Do the images of women and sexuality described in Dreamworlds apply to current music videos? Watch a popular music video and then discuss in terms of that video.
 - Cultural barriers to safer sex. Discuss your "personal" barriers [real, imagined] to practicing safer sex and how they reflect broader American cultural themes about sexuality and social equality and inequality.
 - Discuss inter-racial or inter-ethnic marriage. Is it becoming more common and accepted? Why do you think this is so? How would your parents react if you wanted to marry someone of another race or ethnicity? How would you react if your child wanted to marry

someone of another race or ethnicity? Would some races or ethnicities be more acceptable to your parents than others? Would they be more acceptable to you? Why so?

- Imagine a younger sibling came to you expressing their sexual preference for someone of their same sex. How would you react? How would your parents react? Investigate websites that give advice for dealing with this situation. Do you think they would be helpful. What advice would you give your sibling?
- Imagine that you and your roommate come from religious or ethnic backgrounds that have opposing views on maintaining virginity until marriage. You or your roommate wants to sleep with a partner in your room on a regular basis. How would you handle this? Who would you ask to help you with this problem? Do you or your roommate have a “right” to be sexually active in shared space?
- Imagine you learned that your younger sibling was about to become sexually active. Would you try to prevent the interaction? What advice would you give them? How is your reaction colored by your racial, religious, or ethnic background? Do you imagine someone from a different back ground would react to the situation differently? Why or why not?
- Would you consider having a sexual partner who was disabled? What problems would you anticipate? How would you solve them? How do you think your relationship would be affected by the disability?