

ANTH3XXX/GWSS3XXX/LATAM3XXX
Beyond Machismo: Gender, Sexuality and Men in Mexico
TTH (Time) in Room #

Course Instructor

Kyle Bikowski
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Office Hours: W 1:30-3 and Th 10-11:30
And by appointment

Department

Department of Anthropology
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Course Description

The concept of Machismo is stereotypically considered to be an integral part of the “Mexican Man’s” personality and identity. Where did this concept come from and is it truly the masculine ideal many conceive it to be? This course begins by exploring the origins of “Macho” in Mexico as well as the ways mainstream Mexican cultural views on the concept have shifted over time. Along with these shifts, the idea of what it means to be a man in Mexico have changed, with new forms of masculinities rising in tandem with new conceptions of femininity and queerness. As such, this course will apply anthropological theories from the fields of queer, sexualities, and feminist studies to a variety of cultural domains, such as economics, media, and health to go beyond Machismo and explore the emerging masculinities of Mexico.

Course Learning Objectives

By the end of this course, students should be able to:

- Understand the origins of “Machismo” both as a cultural concept and as a category of scholarly analysis, as well as how the concept has changed.
- Apply feminist theories, queer theories, and theories of sexuality to the study of masculinities
- Understand the ways in which masculine identities are constructed around social and cultural issues and in combination with multiple conceptions of genders and sexualities
- Understand how anthropological theories and methods are applied to the study of gender and sexuality

Required Textbooks/Media

In an effort to alleviate the ever-increasing financial burden on students, all course materials will be provided on the course website. This includes either an uploaded PDF version of the material or a link to the electronic version.

Graded Assessments

This is a seminar-style course. In other words, this is a smaller, highly reading-intensive class that relies on all students’ engaged, active, and collegial participation. Your grade for this class

will be divided into two parts: 20% will come from participation in class and 80% will come from a final paper, divided into smaller parts.

Assignment Break down:

Classroom Participation: 20%

Project Proposal: 15%

Annotated Bibliography: 15%

Draft for Peer Review: 15%

Peer Review Comments: 15%

Final Paper: 20%

Letter grades are assigned on the following scale:

98-100: A+, 93-97: A, 90-92: A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 67-69 D+, 63-66 D, 60-62 D-, 59 or below F

Assignment Descriptions:

Course Participation (20%):

Undergraduates:

Your course participation grade will come from attending class regularly, arriving on time, doing the readings, and participating in class discussions. You will be allowed **three** unexcused absences over the course of the semester. Missing more than these three absences without documentation, frequently arriving late or leaving early, disruptive behavior in the classroom, or the use of technology for reasons unrelated to class will all impact your participation grade.

Graduate Students:

The first 10% of your participation will be the same as the above. Your second 10% will come from leading one class period in discussion. This will entail providing a short 10 to 15-minute contextualization of the readings, including author bios and main points of the readings for the day. You will then provide several discussion questions to get conversation started and help facilitate the flow of discussion for that day. A sign-up sheet will be passed around during Week 4.

Final Paper Components (80%):

At the end of this course, you will turn in a 10 to 15-page research paper on a topic of your choosing relating to masculinities in Mexico. The paper must use at least 10 sources, with a minimum of three sources coming directly from course material. Your papers should engage with theoretical concepts discussed throughout the course and make an argument appropriate to the overall theme of this course. Papers should be formatted with 1-inch margins, Times New Roman, 12-point font, and double spaced. All citations should be in either Chicago or APA style. It is highly recommended that you meet with me at some point during the semester to discuss your project. To help facilitate your writing, the paper has been broken down into several parts:

Project Proposal (15%):

You will provide a one-page proposal for your project. These do not mean that your project will be set in stone but should have you thinking about project possibilities. In your proposal, you

should include the topic of your paper, your primary research question, possible sub questions, and why you feel the topic is important. You should include at least four references you intend to use in your final project.

Annotated Bibliography (15%):

For this assignment, you will turn in a list of 8 sources you plan to use for your final paper. For each source you will include the following: one paragraph summarizing the source and one paragraph describing your thoughts on the source and how it might be useful to your final paper.

Draft for Peer Review (15%):

You will turn in a draft for peer review. This does not need to be a completed paper, but you should have enough written that your classmate and I can provide constructive feedback. If you are stuck on a particular part of your project, write your questions in your paper at the appropriate place. This is an opportunity to both improve your writing and get alternative viewpoints on your topic. Your paper will be anonymized before being given to your reviewer, and their comments will also be anonymous. In addition, I will provide feedback on these drafts as well.

Peer Review Comments (15%):

You will provide **constructive** and thoughtful feedback on a classmate's paper. This feedback will be anonymous and turned into me, following which I will distribute to the student. Your feedback should help provide guidance on areas you feel might need clarification, areas you thought were done well, and help your classmate figure out any problems they may be encountering.

Final Paper (20%)

Course Policies

Communication and Office Hours:

I encourage you to attend my office hours to discuss course material or other topics in anthropology. Office hours exist solely for this purpose! If you are unable to attend my scheduled office hours, I will do my best to arrange a meeting time that will accommodate both of our schedules.

Don't hesitate to e-mail me with questions about course material as well. I will do my best to answer all emails within 48 hours, however, if you do not receive a response within two days, PLEASE reach out again as sometimes emails pile up during busy periods in the semester. **Please send e-mails from your UIowa e-mail account only.**

If you have life issues, such as work, family obligations, illness, etc. that may affect your performance in this class, please contact me as soon as it arises so that we can come up with a solution to minimize the impact on your grade. If you wait until the last few weeks of class, there is usually very little that I can do.

Absences:

As described in the grading policy above, you may have **three** absences without affecting your participation grade. You do not need to inform me of the reason of your absence for these first three absences.

Additional absences may be excused and not affect participation grade at the discretion of the instructor. You may be excused from more than three absences for long-term medical concerns, including doctors' visits and medical emergencies, a death in the family or family emergency, or a university activity such as athletics, band, etc. (see CLASS Information at the end of this course syllabus).

Classroom Conduct:

Please silence your phones before class begins and close down any social media on your computer. The use of technology during discussions is only appropriate when the technology use contributes to discussions (e.g., you have a PDF open of an article being discussed). If it is distracting you or others around you, then it is not appropriate.

Because we will be discussing interesting and thought-provoking topics, I also ask that we maintain a level of civility in the classroom. Talking over someone while they are speaking, rude names, remarks, or insults will not be welcome. If you feel you are having problems in the discussion for any reason, please let me know and I will do my best to address the issue.

Collegiate Policies and Resources:

Please see the addendum at the end of this syllabus for a list of additional CLAS policies and resources. These include links to resources for students experiencing a variety of challenges to successful learning, including technological, disability, and economic security.

Course Schedule:

Week 1: Introductions and Foundations

Tuesday: Read the syllabus before class and come prepared with any questions. We will go over course expectations and do some ice breakers in class.

Thursday: Read:

Blackwood, Evelyn

2005 Transnational Sexualities in One Place: Indonesian Readings. *Gender and Society* 19(2): 221–242.

Mohanty, Chandra Talpade

1984 Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Boundary 2* 13(1): 333–358.

Valentine, David

2004 The Categories Themselves. *GLQ: A Journal of Lesbian and Gay Studies* 10(2): 215–220.

Week 2: The Porfiriato-1876-1911

Tuesday: Read:

Irwin, Robert McKee

2003 The Centenary of the Famous 41. *In* The Famous 41: Sexuality and Social Control in Mexico, 1901. Robert McKee Irwin, Edward J. McCaughan, and Michelle Rocío Nasser, eds. Pp. 169–189. New York, NY: Palgrave Macmillan.

Macías-González, Víctor M.

2003 The *Largatijo* at *The High Life*: Masculine Consumption, Race, Nation, and Homosexuality in Porfirian Mexico. *In* The Famous 41: Sexuality and Social Control in Mexico, 1901. Robert McKee Irwin, Edward J. McCaughan, and Michelle Rocío Nasser, eds. Pp. 227–249. New York, NY: Palgrave Macmillan.

Nieto, Carlos Zúñiga

2018 The Concept of Sentimental Boyhood: The Emotional Education of Boys in Mexico during the Early Porfiriato, 1876–1884. *Boyhood Studies* 11(1). Berghahn Journals: 27–46.

Thursday: Read:

Piccato, Pablo

1999 Politics and the Technology of Honor: Dueling in Turn-of-the-Century Mexico. *Journal of Social History* 33(2). Oxford University Press: 331–354.

Piccato, Pablo

2001 “El Chalequero” or the Mexican Jack the Ripper: The Meanings of Sexual Violence in Turn-of-the-Century Mexico City. *Hispanic American Historical Review* 81(3–4): 623–652.

Week 3: Mestizaje: Constructing a New National Identity 1910-1960

Tuesday: Read:

Knight, Alan

1990 Racism, revolution, and indigenismo: Mexico, 1910-1940. *In* The idea of race in Latin America, 1870-1940. R. Graham, ed. Pp. 71-113. Austin: University of Texas Press.

Manrique, Linnete

2016 Dreaming of a cosmic race: José Vasconcelos and the politics of race in Mexico, 1920s–1930s. *Cogent Arts & Humanities* 3(1):1218316.

Thursday: Read:

Stern, Alexandra

2003 From Mestizophilia to Biotypology: Racialization and Science in Mexico, 1920-

1960. *In Race and Nation in Modern Latin America*. N. Appelbaum, A. Macpherson, and K.A. Roseblatt, eds. Pp. 187-210. Chapel Hill: University of North Carolina Press.

Vaughan, Mary Kay

2000 *Modernizing Patriarchy: State Policies, Rural Households, and Women in Mexico, 1930-1940*. *In Hidden Histories of Gender and the State in Latin America*. E. Dore and M. Molyneux, eds. Durham: Duke University Press.

Week 4: Interrogating “Machismo”

Tuesday: Begin thinking about final project topics

Read:

Gutmann, Matthew C.

1996 *The Meanings of Macho: Being a Man in Mexico City*. Berkeley, CA: University of California Press.

Intro, Ch. 1 + Ch. 5

Thursday: Read:

Gutmann, Ch. 6 +7

Week 5: Shifting Attitudes About Gender and Sexuality

Tuesday: Read:

Ramirez, Josué

2009 *Against Machismo: Young Adult Voices in Mexico City*. New York: Berghahn Books.

****Skip Chapter 2****

Thursday: Read:

Amuchástegui, Ana

2007 Subjective processes of sexuality and citizenship in Mexico: Gender and the authorization of desire. *Sexuality Research and Social Policy* 4(3):6-18.

Carrillo, Hector

1999 Cultural Change, Hybridity and Male Homosexuality in Mexico. *Culture, Health & Sexuality* 1(3). Taylor & Francis: 223–238.

Latapí, Agustín Escobar

2003 Men and Their Histories: Restructuring, Gender Inequality, and Life Transitions in Urban Mexico. *In Changing Men and Masculinities in Latin America*. Matthew C. Gutmann, ed. Pp. 84–113. Durham: Duke University Press.

Week 6: Deconstructing Dichotomies

Tuesday: Due: Project proposals

Read:

Franco, Robert

2019 “Todos/as Somos 41”: The Dance of the Forty-One from Homosexual Reappropriation to Transgender Representation in Mexico, 1945–2001. *Journal of the History of Sexuality* 28(1). University of Texas Press: 66–95.

Mulholland, Mary-Lee

2012 Mariachis Machos and Charros Gays: Masculinities in Guadalajara. *In* *Masculinity and Sexuality in Modern Mexico*. Victor M. Macías-González and Anne Rubenstein, eds. Pp. 176–195. Santa Fe: University of New Mexico Press.

Vidal-Ortiz, Salvador, Carlos Decena, Hector G. Carrillo, and Tomás Almaguer

2009 Revisiting Activos and Pasivos: Towards New Cartographies of Latino/Latin American Male Same-Sex Desire. *In* *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies* Pp. 253–273. Rutgers University Press.

Thursday: Read:

Carrillo, Héctor

2003 Neither Machos nor Maricones: Masculinity and Emerging Male Homosexual Identities in Mexico. *Changing Men and Masculinities in Latin America*. Duke University Press Durham: 351–69.

Lozano-Verduzco, Ignacio, and Tania E Rocha Sánchez

2015 Analysis of the Category ‘Gay Identity’: Situated Knowledge in Mexico 6(1): 19.

Week 7: Intimacy

Tuesday: Read

Noriega, Guillermo Nuñez

2014 *Just Between Us: An Ethnography of Male Identity and Intimacy in Rural Communities of Northern Mexico*. University of Arizona Press.

Intro, Ch1+2

Thursday: Read:

Noriega Ch3, 4 + 5

Week 8: Masculinity on Screen

Tuesday: Read:

de la Mora, Sergio

2006 *Cinemachismo: Masculinities and Sexuality in Mexican Film*. Austin: University of Texas Press.

Ch. 2 +3

Watch in-class: Como Caído del Cielo

Thursday: Due: Annotated bibliographies

Finish film and discuss along with readings

Week 9: Break

Get some rest!

Week 10: Pornography and Economics

Tuesday: Read:

Mezo González, Juan Carlos

2020 *Consuming the Mexican Body: Gender, Race, and the Nation in Macho Tips, 1985–1989*. *Hispanic American Historical Review* 100(4): 655–687.

Subero, Gustavo

2010 *Gay Male Pornography and the Re/de/Construction of Postcolonial Queer Identity in Mexico*. *New Cinemas: Journal of Contemporary Film* 8(2): 119–136.

Thursday: Read:

Cahn, Peter S

2008 *Consuming class: Multilevel marketers in neoliberal Mexico*. *Cultural Anthropology* 23(3):429-452

Sverdlin, Adina Radosh

2017 *Bandas beyond their ‘Ethnographic Present’: Neoliberalism and the Possibility of Meaning in Mexico City*. *Journal of Extreme Anthropology* 1(3):102-124.

Week 11: Cross-Border Influences on Masculinities

Tuesday: Due: Draft of Final Paper for Peer Review

Read:

Cantu, Lionel

2002 *De Ambiente: Queer Tourism and the Shifting Boundaries of Mexican Male Sexualities*. *GLQ: A Journal of Lesbian and Gay Studies* 8(1). Duke University Press: 139–166.

Hughes, Howard, Juan Carlos Monterrubio, and Amanda Miller
2010 'Gay' Tourists and Host Community Attitudes. *International Journal of Tourism Research* 12(6): 774–786.

Thursday: Read:

Broughton, Chad.

2008. "Migration as Engendered Practice: Mexican Men, Masculinity, and Northward Migration." *Gender & Society* 22 (5): 568–89.

Carrillo, Héctor

2018 *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. University of Chicago Press.

Intro + Ch 1

Week 12: Migration Continued

Tuesday: Read:

Carrillo Ch 3, 4, 7

Thursday: Read:

Carrillo Ch 8, 9, 10

Week 13: Health

Tuesday: Read:

Wentzell, Emily A.

2022. *Collective Biologies: Healing Social Ills through Sexual Health Research in Mexico*. Duke University Press.

Ch 1 + 2

Thursday: Due: Peer reviews

Read:

Brandes, Stanley

2003 Drink, Abstinence, and Male Identity in Mexico City. *In Changing Men and Masculinities in Latin America*. Matthew C. Gutmann, ed. Pp. 153–176. Durham: Duke University Press.

Verduzco, Ignacio Lozano.

2016. "Barriers to Sexual Expression and Safe Sex Among Mexican Gay Men: A Qualitative Approach." *American Journal of Men's Health* 10 (4): 270–84.

Week 14: Sex Work

Tuesday: Read:

Infante, Cesar, Sandra G. Sosa-Rubi, and Silvia Magali Cuadra.

2009. "Sex Work in Mexico: Vulnerability of Male, Travesti, Transgender and Transsexual Sex Workers." *Culture, Health & Sexuality* 11 (2): 125–37.
<https://doi.org/10.1080/13691050802431314>.

Liguori, Ana Luisa, and Peter Aggleton.

1999. "Aspects of Male Sex Work in Mexico City." In *Men Who Sell Sex*. Routledge.

Thursday: Read:

Mendieta-Izquierdo, Giovane.

2021. "Male Sex Work in Mexico: Virile Prostitution at the Plaza Tapatía of Guadalajara." In *The Routledge Handbook of Male Sex Work, Culture, and Society*, edited by John Geoffrey Scott, Christian Grov, and Victor Minichiello, 433–48. Routledge.

Mendoza, Cristóbal.

2013. "Beyond Sex Tourism: Gay Tourists and Male Sex Workers in Puerto Vallarta (Western Mexico)." *International Journal of Tourism Research* 15 (2): 122–37.
<https://doi.org/10.1002/jtr.1865>.

Week 15: Changing Perceptions of Family

Tuesday: Read:

Gutmann, Meanings of Macho Chapter 3

Rojas Martínez, Olga Lorena, and Mario Martínez Salgado.

2018. "Fathers and Child Raising in Mexico in the Early 21st Century." In *Fathers, Childcare and Work: Cultures, Practices and Policies*, edited by Rosy Musumeci and Arianna Santero, 77–101. Bingley, UNITED KINGDOM: Emerald Publishing Limited.

Thursday: Read:

Ballina, Santiago

2013. "The Sombrero Comes Out of the Closet: Gay Marriage in Mexico City and a Nation's Struggle for Identity." In *The Unacceptable*. John Potts and John Scannell, eds. Pp. 80–102. London: Palgrave Macmillan UK.
https://doi.org/10.1057/9781137014573_5, accessed February 1, 2021.

Soto Laveaga, Gabriela

2007. "Let's become fewer": Soap operas, contraception, and nationalizing the Mexican family in an overpopulated world. *Sexuality Research & Social Policy* 4(3):19-33.

Week 16: Wrap up

Tuesday: Workshop Final Papers in Class and Course Reflections

Thursday: No Class, work on Final Papers

Week 17: Finals Week

Final Papers Due Tuesday by Midnight

**COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS)
Graduate Course Syllabus Insert**

ATTENDANCE AND CLASSROOM EXPECTATIONS Students are responsible for attending class and for knowing an instructor's attendance policies, which vary by course and content area. All students are expected to attend class and to contribute to its learning environment in part by complying with University policies and directives regarding appropriate classroom behavior or other matters.

ABSENCES Students are responsible for communicating with instructors as soon they know that an absence might occur or as soon as possible in the case of an illness. Delays in communication could result in a forfeit of what otherwise might be an excused absence.

ABSENCES: ILLNESS, UNAVOIDABLE CIRCUMSTANCES, AND UNIVERSITY SPONSORED

ACTIVITIES Students who are ill, in an unavoidable circumstance affecting academic work, or who miss class because of a University sponsored activity are allowed by UI policy to make up a missed exam. Documentation is required by the instructor except in the case of a brief illness. Students are responsible for communicating with instructors as soon as the absence is known (<https://opsmanual.uiowa.edu/students/absences-class#8.1>).

ABSENCES: HOLY DAYS Reasonable accommodations are allowed for students whose religious holy days coincide with their classroom assignments, tests, and attendance if the student notifies the instructor in writing of any such religious Holy Day conflicts within the first days of the semester and no later than the third week. (See the University Operations Manual: <https://opsmanual.uiowa.edu/students/absences-class#8.2>).

ABSENCES: MILITARY SERVICE OBLIGATIONS Students absent from class due to U.S. veteran or U.S. military service obligations (including military service-related medical appointments, military orders, and National Guard Service obligations) must be excused without penalty. Instructors must make reasonable accommodations to allow students to make-up exams or other work. Students must communicate with their instructors about the expected possibility of missing class as soon as possible. (For more information, see <https://opsmanual.uiowa.edu/iv-8-absences-class%C2%A0-0>).

ACADEMIC MISCONDUCT Plagiarism and the process for addressing academic misconduct of graduate students are defined in Section IV, Article F "Plagiarism by Graduate Students" of the

UI Graduate College Manual of Rules and Regulations. Please contact the CLAS Associate Dean for Graduate Education for any necessary assistance in navigating the process mandated by the Graduate College.

ACADEMIC ACCOMMODATIONS UI is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as a mental health, attention, learning, vision, and a physical or health related condition) through the Student Disability Services (SDS) office. The student is responsible for discussing specific accommodations with the instructor. Note that accommodations are not granted retroactively but from the time of the student's request to the instructor onward; additionally, accommodations must be requested at least two weeks in advance of the related assignment or exam (<https://sds.studentlife.uiowa.edu/>). Graduate students serving as Teaching Assistants, Research Assistants, or Fellows must contact Faculty and Staff Disability Services (<https://hr.uiowa.edu/support/faculty-and-staff-disability-services>) for assistance with accommodations.

CLASS RECORDINGS: PRIVACY AND SHARING Course lectures and discussions are sometimes recorded or livestreamed. These are only available to students registered for the course and the intellectual property of the faculty member. These materials may not be shared or reproduced without the explicit written consent of the instructors. Students may not share these recordings with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and could be a violation of the Federal Education Rights and Privacy Act (FERPA); also see <https://dos.uiowa.edu/policies/code-of-student-life/>.

COMMUNICATION: UI EMAIL Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community (Operations Manual, III.15.2). Emails should be respectful and brief, with complex matters addressed during the instructor's drop-in hours, for example. Faculty are not expected to answer email after business hours or during the weekends.

FREE SPEECH AND EXPRESSION The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit Free Speech at Iowa for more information on the university's policies on free speech and academic freedom: <https://freespeech.uiowa.edu/>.

COMPLAINTS ABOUT ACADEMIC MATTERS Students with a complaint about a grade or a related academic matter should first visit with the instructor and then with the course supervisor (if applicable), and finally with the Director of the school, department, or program offering the course. If a graduate student has not been able to resolve the issue through the Director of the school, department, or program, they should contact the associate dean for graduate education in the college of liberal arts and sciences.

FINAL EXAMINATION POLICIES The final exam schedule is published during the fifth week of the fall and spring semesters or on the first day of summer classes; students are responsible for

knowing the date, time, and place of their final exams. Students should not make travel plans until knowing this information. A student with exams scheduled on the same day and time or who have more than two final exams on the same day should visit this page for how to resolve these problems by the given deadline (<https://registrar.uiowa.edu/makeup-final-examination-policies>). No exams are allowed the week before finals, but with some exceptions made for labs, language courses, and off-cycle courses (<https://registrar.uiowa.edu/final-examination-scheduling-policies>).

HOME OF THE COURSE The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the policies and procedures for its courses. Graduate students, however, must adhere to the academic deadlines set by the Graduate College. See <https://grad.uiowa.edu/academics/deadlines>.

MENTAL HEALTH Students are encouraged to seek help as a preventive measure or if feeling stressed or overwhelmed. Students should talk to their instructors for guidance with specific class-related concerns and are encouraged to contact University Counseling Service (UCS) at 319-335-7294 during regular business hours to schedule an appointment. USC offers group and individual therapy as well as counseling for couples about relationships while making referrals to other resources (<https://counseling.uiowa.edu/>). Student Health can also address related concerns (<https://studenthealth.uiowa.edu/>). These visits are free to students. After hours, students are encouraged to call the Johnson County Community Crisis Line at (319) 351-0140 or dial 911 in an emergency.

NONDISCRIMINATION IN THE CLASSROOM The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals based on race, class, gender, sexual orientation, national origin, and other identity categories indicated by the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity at <https://diversity.uiowa.edu/division/office-equal-opportunityanddiversity-eod>.

SEXUAL HARASSMENT Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff; all members of the UI community are expected to conduct themselves in a manner that maintains an environment free from sexual harassment and sexual misconduct. Those experiencing Incidents of sexual harassment are strongly encouraged to report incidents and to seek help (<https://osmrc.uiowa.edu/>).

Additional Resources for Graduate Students:

The Graduate Student Executive Committee in the College of Education has gathered this list of resources for graduate students: <https://education.uiowa.edu/graduate-student-resources>

Graduate College Student Life: <https://grad.uiowa.edu/prospective-students/graduate-student-life>

The Graduate College Success Center: <https://grad.uiowa.edu/grad-success>

The Division of Sponsored Programs has resources here:

<https://dsp.research.uiowa.edu/graduate-andprofessional-student-resources>