

- Hatred in the Hallways, Human Rights Watch 2001, (download PDF at <http://www.hrw.org/en/reports/2001/05/01/hatred-hallways>) **OR**
- Gold, Mitchell & Drucker, Mindy, (Eds.). (2008). Crisis: 40 Stories Revealing the Personal, Social, and Religious Pain and Trauma of Growing Up Gay in America. Austin, TX: Greenleaf Book Group Press.
- Any additional readings will be provided in class and/or on Blackboard (Please check regularly)

Evaluation:

This course will be graded on a point system, with a total of 200 points. Class participation will be worth 15 pts.

Written Assignments:

- *Sexual Messages Response Paper (1-2 pgs) – 15pts.*
- *Field Trip Response (1pg) – 10pts*
- *LGBTQ Policy Brief (3-4 pgs.) – 25pts.*
- *Technology Resource bibliography (1 pg template) – 5pts.*
- *Final Assignment: Lesson Plans (3) – 30pts*
- *Final Exam (Take-home) – 100pts*

Grading Scale:

A	= 188-200
A-	= 180-189
B+	= 176-179
B	= 168-175
B-	= 160-167
C+	= 156-159
C	= 148-155
C-	= 140-147
D	= 120-139
F	= 0-119

Tentative Course Schedule:

Note: Faculty reserves the right to alter the schedule as necessary.

Class #1 – January 26th

- Intro to Class /Review Syllabus/ Expectations / Ground Rules / What is a Sexually Healthy Adult?
- *Explanation of Sexual messages assignment & Field Trip Assignment*

Class #2 – February 2nd

- Chapter 1 – Circles of Sexuality / What are the key messages?
- *Assignment due - Sexual Messages (1-2 pgs)*
- *Discussion of Technology Assignment*

Class #3 – February 9th

- Chapter 3, 4 & 6: Anatomy & Sexual Response
- <http://www.plannedparenthood.org/teen-talk/watch/am-normal-behind-fig-leaf-26794.htm>

*Class #4 – February 16th - Class Cancelled (*Field Trip Assignment Due*)

Class #5 – February 23rd

- Chapter 12 & 13: Sexuality throughout the lifespan

Class # 6 – March 1st

- Chapter 10: Contraception / Fun with Condoms

Class #7 – March 8th

- Guest Speaker – National Campaign to Prevent Teen and Unplanned Pregnancy

*Class #8 – March 15th – No Class (Spring Break)

- *Technology assignment due*

Class #9 – March 22nd

- Chapter 9: Sexual Orientation, Sexual Identity, and Sexual Behavior
- *Discussion of Final Assignment (go over lesson plan template)*

Class #10 – March 29th

- Chapter 5 & Hatred in the Hallways, *Human Rights Watch: LGBTQQIA*
- <http://www.hrw.org/en/reports/2001/05/01/hatred-hallways>
- *LGBTQ Policy Brief (3-4 pgs.) DUE*

Class #11 – April 5th

- Chapter 7 & 8: Let's talk about Sex... Communication

Class #12 – April 12th

- Chapter 15: STD's, STI's what's the diff? Risk Spectrum

Class – April 19th

- Chapter 11 Conceiving Children: Options, Choices, Definitions

Class #13 – April 26th

- Chapter 14: Medicalization of Sexuality... from Viagra to Vaginoplasty
- In-Class Debate: Circumcision
- *Final Assignment Due: Lesson Plans (3)*

Class #14 – May 3rd

- Answering difficult Questions
- Evaluations
- *Take-Home Exams Due (beginning of class)*

Class #15 – May 10th – Tentative Make-Up Class

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

