

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 325 – Health Aspects: Human Sexuality (3)
Spring 2013

DAY/TIME:	Wed. 7:20–10:00 pm	LOCATION:	Robinson Hall B228
INSTRUCTOR	Sarah Axelson, MSW	EMAIL ADDRESS:	saxelso2@gmu.edu
OFFICE HOURS:	By appointment only	PHONE NUMBER:	703-966-9509

PREREQUISITES: None

COURSE DESCRIPTION: Covers biological, behavioral, and sociocultural factors in human sexual behavior.

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Develop a solid basic understanding of biological, social, and psychological components of their human sexuality;
2. Form and express educated attitudes and viewpoints on several aspects of human sexuality through interpretation of readings;
3. Form and express rational and responsible decisions concerning their human sexuality and development; and
4. Write and discuss the value of human sexuality education with professional teachers as well as the community.

REQUIRED READINGS

- Crooks, B. & Baur. K. (2008). *Our Sexuality: 11th Ed.* Belmont, CA: Wadsworth Cengage Learning.
- Additional readings posted in the syllabus and/or on Blackboard.

METHODS OF INSTRUCTION

<input checked="" type="checkbox"/>	Lectures	<input checked="" type="checkbox"/>	Class and Small Group Discussions
<input checked="" type="checkbox"/>	Case Studies	<input checked="" type="checkbox"/>	Student Presentations
<input checked="" type="checkbox"/>	Required Readings	<input checked="" type="checkbox"/>	Interactive Activities
<input type="checkbox"/>	Recommended/Supplemental Readings	<input checked="" type="checkbox"/>	Other

Note: The teaching style used in this section is very interactive and includes activities during most class sessions.

METHODS OF EVALUATION

This course will be graded on a point system, with a total of 225 possible points.

Attendance (1 pt per class session present; automatic points for cancelled classes)	15 pts.
Journal Assignments (2 pts per entry; 10 entries required)	20 pts.
Contraceptive Commercials (Group Project)	20 pts.
Paper: Field Trip Experience	30 pts.
In-Class Quizzes (30 pts each x 3 exams)	90 pts.
Final Analysis and Reflection Paper	50 pts.
TOTAL:	225 pts.
Optional Extra Credit Paper	5 pts.

Your final letter grade will be calculated using the following point totals:

212 - 225 pts. or above	A (94 and above)
203 - 211 pts.	A- (90-93)
198 - 202 pts.	B+ (88-89)
189 - 197 pts.	B (84-87)
180 - 188 pts.	B- (80-83)
176 - 179 pts.	C+ (78-79)
167 - 175 pts.	C (74-77)
158 - 166 pts.	C- (70-73)
153 - 157 pts.	D+ (68-69)
144 - 152 pts.	D (64-67)
143 pts. and below	F (63 and below)

COURSE OVERVIEW/CLASS POLICIES

Class Policy: Ground Rules

This course relies, in part, on dialogue during class discussions and activities. Since many sensitive and at times controversial subjects will be covered, disrespect will not be tolerated. Students are expected to be respectful of others and their experiences, values, and belief systems. A set of ground rules will be established during the first class to ensure all participants are in an environment of safety and respect.

Class Policy: Attendance

Class periods will primarily be devoted to large and small group discussions, debates, and interactive activities. **Students are expected to attend ALL classes and to be active participants in the learning process.**

You will earn points for every class that you attend, or when you have an excused absence. Excused absences include the following:

- An anticipated absence that you notify the instructor of in writing at least 2 weeks ahead of time and that is deemed excusable.
- An absence due to a religious holiday about which you have provided notification in writing during the first two weeks of class.
- An absence due to illness IF you notify the instructor via email prior to the missed class AND you bring a doctor's note the following class.

All other absences will be unexcused. You will not earn an attendance point when you have an unexcused absence. I understand that things come up and therefore you may decide what merits missing class and will earn/lose points accordingly.

Please come to class on time. If you must come in late, please do so quietly so as not to disrupt others. If you need to leave class early, please consult with the instructor before class. Sleeping in class is not considered an active form of participation. If you are sleeping in class, you will be asked to leave and will lose your participation point for that class session.

Class Policy: Technology in class

Cell phones must be turned off. Texting in class is distracting to other students and to the professor, and therefore will not be permitted. If you need to send a text or make a phone call, please do so before or after class.

Laptops will not be permitted unless a student has a documented need from or is assisting a student with specific, written permission from the Disability Support Services Office.

Class Policy: Submission of Assignments

All assignments, with the exception of the final reflection paper, are to be submitted in two formats: Blackboard and hard copy. Assignments should be posted on Blackboard no later than the start of the class period on the assigned due date. For example, if an assignment is due on March 1st, and class starts at 7:00 pm that day, you

should post the assignment by 7:00 pm on the 1st. All hard copies (papers, etc.) will be turned in at the beginning of the class period on the assigned due date. The final reflection paper will only be submitted on Blackboard.

Class Policy: Standards and Sources

All written work should be typed, spell-checked, and proofread. All papers must:

- use Times New Roman font;
- use 12-point font size;
- have 1-inch margins on all sides;
- be double-spaced; and
- have a Header that includes your name, the course name/number/section, the assignment title, and the submission date.

Papers that do not meet these requirements will result in a deduction in points. Each paper also has a maximum page limit identified in the syllabus. I will not read past that page limit and will grade only what is included in the acceptable page limit. The Works Cited page(s) does not count toward the maximum number of pages.

All work must be original or properly cited using APA style (see *The American Psychological Association Style Manual*). This means that all assignments that include sources should have in-text citations and a Works Cited list. Incorrect citation of sources will result in a point deduction. Plagiarized work from any outside source (books, articles, websites) is unacceptable and will receive a zero.

Assignment descriptions indicate the number of sources that must be cited for each assignment. All sources cited must be **reputable sources of information**. These include scholarly journal articles, government websites, and factsheets or other publications from recognized expert agencies (ex. The National Campaign to Prevent Teen and Unplanned Pregnancy). Wikipedia and other dictionaries are not considered sources. If you have questions about what is considered a reputable source, please ask me.

Grading rubrics will be posted on Blackboard for all assignments.

Class Policy: Late Work

All work is due by the start of class on the date specified and must be posted on Blackboard and submitted in hard copy. If you miss class on a day when an assignment is due, please note that the assignment **MUST** be posted on Blackboard prior to the start of the class or points will be deducted. You will lose 5% of your grade for an assignment for every day that it is late. Without a substantial, documented reason such as a prolonged hospitalization or death of a family member, no assignment will be accepted more than 1 week late.

Class Policy: Make-up Exams

Make-up exams will only be given in the case of extreme circumstances and at the discretion of the professor. These circumstances must be thoroughly documented.

Class Policy: Extra Credit

Students will have the ability to turn in one extra credit assignment worth a maximum of 5 pts. Additional details on the extra credit assignment are included in the syllabus.

Class Policy: Changes to Syllabus

The syllabus may be changed at any time throughout the semester at the discretion of the professor. Students will be informed of such changes in class and via Blackboard.

Blackboard

Blackboard will be used for submitting assignments, posting course files and assignments, and for communicating with the class. You are already “signed up” for this course on Blackboard, since it is linked to the course registration system. It is your responsibility to periodically check the course site (log in at <http://mymason.gmu.edu> using your gmu.edu address) for updates to the syllabus/readings. It is important to note that materials posted on Blackboard are likely to provide substantive support in attaining course core competencies. Thus, it is strongly recommended that students check Blackboard on a regular basis.

Adverse Weather/Class Cancellation

In the advent of inclement weather or any other emergency, follow the decision of the University. Please check the university website for any weather-related cancellations. In the event of class cancellation, students will be contacted via email about rescheduling, assignments due, etc.

Additional George Mason University Policies:

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>].

Class Assignments

Journal Assignments (1-2 pages each; 10 entries required)

Over the course of the semester, you will be expected to complete 10 journal entries. These assignments are an opportunity for you to reflect on the readings and material covered in class; to consider how this information relates to your life; and to discuss any questions that you have. It is expected that you will reflect critically and thoughtfully in these entries – for example, processing your own experiences, challenges your assumptions or values, or exploring new ideas and concepts. I will be the only person to review these entries; however, you should only share what you are comfortable sharing.

The first journal entry for the semester should consider the following questions:

- What do you think you will learn this semester?
- What do you anticipate your biggest challenges in this course will be?
- How do you hope that the class will help you?

All remaining entries should demonstrate some or all of the aspects in the description above. These journal entries are informal papers and will be graded based on the following:

- ✓ timeliness/amount (students must complete ten entries; each entry must reflect on a separate class session/topic; entries must be posted within one week of the class material on which they are reflecting);
- ✓ length (each entry needs to be at least one page and no more than 2 full pages – double-spaced with 1 inch margins at top and bottom); and
- ✓ meets content requirements (described above).

As a reminder, these journal entries are not included on the calendar. Students are responsible for submitting these assignments periodically throughout the semester and for ensuring that ten journal entries have been completed by the end of the semester.

Paper: Field Trip Experience (3-4 pages)

Students will choose a social setting or volunteer activity that they have never experienced regarding sexuality. This activity must be completed between the first day of class and the day the assignment is due. This should be legal and in good taste. Examples include going to a gay or lesbian club or bar (if of legal age), going to a sexual assault support group, getting tested for STIs/HIV, or attending a rally or informational event.

Students are to write a reflection and analysis of the event using the Circles of Sexuality model, which will be covered in class. The paper must include:

- ✓ A description of the setting (attendees, location/setting, time of day, etc.);
- ✓ An analysis of the experience using the model of the five circles of sexuality, including the names of the specific circles you saw at play and examples of those circles; and
- ✓ A reflection on how the experience affected you personally (i.e. how did your background, family values, cultural beliefs, etc. impact your feelings toward and interpretation of the space that you were in?).

Minimum number of sources required: 1 (Circles of Sexuality Handout from class – should be referred to in the paper and cited using APA style on a Works Cited page)

Contraceptive Commercials

You will be assigned to a group of 5-7 students and to a specific birth control/STI prevention method. Your task is to design a commercial or PSA targeted to 18-26 year olds to inform them about and encourage them to use that particular method. The methods that will be assigned include:

1. Intra-Uterine Device (IUD)
2. Implanon (implant)
3. NuvaRing (the ring)
4. Depo-Provera (the shot)
5. Birth control pills (the pill)
6. Birth control patch

You should write a commercial that is no more than 2 minutes in length. Your group can choose whether to record the commercial using a video camera, or to present it in front of the class on the day that contraceptive methods are covered (indicated in the calendar).

If your video is recorded, your group must turn in a signed release form (copies will be available on Blackboard) for all actors shown in your commercial. You must email the video file or a link to the file (on YouTube or other sharing site) prior to the start of class the day that it is due.

If your group is going to present your commercial in class, you should use props, costumes, etc. to make your commercial as interesting and eye-catching as possible. Your group must email a copy of the complete commercial script prior to the start of class the day that it is due.

Regardless of the presentation method, your commercial should include information on:

- ✓ the type of method (barrier, hormonal, etc.);
- ✓ where you can get the method (doctor, pharmacy, etc.)
- ✓ how it is administered (take a pill, get a shot from the doctor, etc);
- ✓ what it protects against (pregnancy, STIs, etc);
- ✓ effectiveness rates (perfect use and typical use);
- ✓ characteristics of those people for whom this particular method might be a good fit; and
- ✓ where to go to get more information (beyond just your doctor or the specific product's website).

Group members may decide how to split up the roles within each group. All group members will receive the same group grade for your commercial unless there are unique extenuating circumstances. Should this be the case, I will have the final say in grades for the commercials.

In addition to your script or a link to your video, each group should submit a list of the sources they used (in APA format) prior to the start of class.

Minimum number of sources required: 2

In-class Quizzes:

There will be three in-class quizzes that will cover the material discussed in class and in the readings. The quizzes may contain any variety of questions including multiple choice, true/false, matching, fill-in the blank, and/or short answer. Quizzes will not be cumulative and will only cover information from the start of class of the first exam, or from the previous quiz to the current quiz.

Final Analysis and Reflection Paper (7-10 pages):

The final reflection paper is an opportunity for you to tell a story about the development of the sexual self. You have the option to write about your own sexual self, that of a fictional or historical character, or that of a person you know (please do not include any identifying information). The paper should contain two overall sections, though they do not have to be equal in length: 1) development of the sexual self for the person being described and 2) review and reflection of journal entries and personal growth.

The first half of the paper should reflect on the history of the person being discussed. Topics that you may want to consider (but that are not all required) include:

- The development of the sexual self throughout the life span (intimacy, relationships, commitment, etc.)
- The influence of sex, gender, geography, ethnicity, religion, class, race, education, politics, and economics on the development of the sexual self, including sexual opportunities and behaviors
- The roles of sexual desires, fantasies, and conduct
- The experience of certain sexual interactions, traumas, and insights
- The way that the sexual choices of this person serve or resist society's sexual norms and standards
- What are the values of the person and how do they play out in terms of their sexuality? Where do those values come from?

The second half of the paper should reflect on your own personal growth in the class throughout this semester. Go back and review your journal entries, starting with the first entry of the semester. Consider the following questions:

- Were your expectations and hopes for the class met? If not, what was different or missing?
- What personal growth have you noticed throughout the semester?
- Were there any particular behaviors that you changed or actions that you took that were directly related to the content of the course? Are there any behaviors or actions that you will change in the future as a result of this class? What prompted you to make these changes?
- How did the journaling process affect your experience of the course?
- How has this course impacted you?

Throughout the paper, you should integrate into your analysis theories, concepts, and vocabulary we have studied this semester, keeping in mind that any ideas or concepts that are not your own should be appropriately cited (see citation guidelines).

The assignment will be graded according to the clarity, depth, and degree of awareness and honesty displayed. You are not asked to reveal personal information of which you are not comfortable sharing. Use your own internal gauge to determine the content of this paper that both challenges you personally and professionally and allows you to manage personal information in a safe and appropriate manner.

Minimum number of sources required: 3

Extra Credit Assignment – Movie Review (2-4 pages):

One skill that is invaluable to professionals and scholars is being able to analyze and critique media messages about sexuality. For this assignment, you will produce a scholarly review of a film related to sexuality.

You must select from one of the films listed below. **PLEASE NOTE: These films have mature and controversial content. This is an optional extra credit assignment and you are choosing to watch the film(s) of your own accord.**

Film options are as follows:

1. Orgasm, Inc. (ASTREAMedia)
2. Tying the Knot (1049 Films)
3. The Price of Pleasure (Open Lens Media)
4. Let's Talk about Sex (James Houston)
5. 12th and Delaware (HBO Films)

Your review must include first, a brief summary of the film and its key messages. The summary should be no more than a page, as a general guideline. (Assume that the reader of the review has not yet seen the film.) Your evaluation should then go on to analyze the value of the film. You can use the following questions as guidelines:

- What is the main argument or point of view of the filmmaker? What is the message that they want viewers to take away?
- Does the film present useful ideas in a coherent fashion? Was it well done?
- Is this film about a problem or question that is relevant? Is there merit in the arguments offered?
- Did you learn something from watching this film? What might this film teach others who view it?
- What were the primary limitations of the film? What questions are left unanswered, that you believe should have been addressed?
- Would you recommend the film to others? To whom? Why?

Minimum number of sources required: 1 (film that you review – should be cited on a works cited page using APA style)

TENTATIVE COURSE SCHEDULE

Date	Material	Assignments Due
Jan. 23	Introduction to Class <ul style="list-style-type: none"> • Syllabus Review • Expectations and Ground Rules What is sexuality?	Review syllabus – bring any questions to next class. <i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 1 (pgs. 1-17)
Jan. 30	Behind the Fig Leaf: Male and Female Anatomy and Physiology Ohh la la: Sexual Response and Sexual Pleasure	<i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapters 3, 4, 6, & 8 <i>Assignments:</i> <ul style="list-style-type: none"> ✓ Letter from Disability Student Support Services Office for technology needs in class ✓ Excused absences for religious holidays
Feb. 6	The Formation of Gender Roles and Identity	<i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 5 ✓ “Parents keep child’s gender a secret” Available at: http://www.parentcentral.ca/parent/babiespregnancy/babies/article/995112
Feb. 13	LGBTQ: Exploring Sexual Orientation	<i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 9 ✓ “Among the Asexuals” Available at: http://www.guardian.co.uk/lifeandstyle/2012/feb/26/among-the-asexuals ✓ “Why Cervical Cancer is an LGBTQ Issue” Available at: http://www.rhrealitycheck.org/article/2012/01/09/why-cervical-cancer-is-an-lgbt-issue
Feb. 20	Quiz #1 STI/STDs...what’s the diff? Living with HIV	<i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 15 ✓ Crooks & Baur: Pgs. 361-362 (“The Effect of AIDS on Teenage Sexual Behavior”) ✓ “Understanding Disparities in the HIV Epidemic” Available at: http://www.advocatesforyouth.org/publications/524?task=view
Feb. 27	It’s not just on MTV: Conception & Pregnancy Pregnancy and Parenting Options	<i>Assignment: Field Trip Experience Paper</i> <i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 11 (Pgs. 312-320; 329-343) ✓ “Why We Keep Accidentally Getting Pregnant” Available at: http://www.theatlantic.com/health/archive/2012/07/why-

		we-keep-accidentally-getting-pregnant/260370/
Mar. 6	Patches and Pills and Rings, Oh My! Methods of Contraception Fun with Condoms	Assignment: Contraceptive Commercials <i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 10 ✓ “Abortion Qualms on Morning-After Pill May Be Unfounded” Available at: http://www.nytimes.com/2012/06/06/health/research/morning-after-pills-dont-block-implantation-science-suggests.html?pagewanted=all ✓ “The EC Decision: Dismissing the Concerns of Latinas and Low-Income Women” Available at: http://www.rhrealitycheck.org/article/2011/12/12/what-about-impact-hhs-rule-on-latinas-and-undocumented-women
Mar. 13	SPRING BREAK – NO CLASS	
Mar. 20	Abortion: The Facts and the Feelings	<i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 11 (Pgs. 320-329) ✓ “Facts on Abortion in the U.S.” Available at: http://www.guttmacher.org/pubs/fb_induced_abortion.html
Mar. 27	Quiz #2 Let’s Talk about Sex: Communication and Decision-Making	<i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 7 ✓ “The Beautiful Teenage Brain” Available at: http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text ✓ “Are we having sex now or what?” Available at: http://www.gretachristina.com/arewe.html
Apr. 3	Dating Violence and Sexual Assault: Consent and Crossing the Line	<i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 17 ✓ “A New Kind of Date Rape” – Available at: http://svfreenyc.org/action_mrp_story_24.html ✓ “An Old Enemy in a New Outfit: How Date Rape Became Gray Rape and Why it Matters” by Jervis (BB)
Apr. 10	You can’t show that on TV: Sexuality and the Media (additional information forthcoming)	<i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 1 (pgs. 1-17) ✓ Crooks & Baur: pg. 359 (Adolescents Online: Social Networking and Communication)
Apr. 17	Alternative Sexual Behaviors Sex for Sale	<i>Reading:</i> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapters 16 & 18
Apr. 24	Reproductive Rights as Human Rights:	<i>Reading:</i> <ul style="list-style-type: none"> ✓ “The Deeply Rooted Parallels Between Female Genital

	International Issues	<p>Mutilation and Breast Implantation” Available at: http://www.rhrealitycheck.org/article/2012/01/04/female-genital-mutilation-breast-implantation-why-do-they-happen-and-how-do-we-st</p> <p>✓ “The Birth Control Solution” Available at: http://www.nytimes.com/2011/11/03/opinion/kristof-the-birth-control-solution.html?_r=4&emc=eta1</p>
May 1	<p>Quiz #3</p> <p>Reproduction Plan</p> <p>Wrap-up and Closing</p>	<p><i>Reading:</i></p> <p>✓ “In Defense of Going Wild or: How I Stopped Worrying and Learned to Love Pleasure (and how you can, too)” by Friedman (BB)</p> <p>✓ “Sex Matters: Future Visions for a Sex-Positive Society” Windsor and Burgess” (BB)</p>
May 8 – 7:30 pm		<p><i>FINAL ANALYSIS AND REFLECTION PAPER DUE</i></p> <p><i>Optional Extra Credit Paper Due</i></p>

