

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 325: Health Aspects of Human Sexuality, Section 5P1 (3 credits)
Fall 2013

Day/Time: Monday 7:20-10pm Location: Enterprise Hall, Rm. 276
Instructor: Mandi Gordon, MS Email Address: agordon8@gmu.edu
Office Hours: By appointment ONLY Cell Phone: 646-326-9863 (call or text)

COURSE PREREQUISITE(S):

None

COURSE DESCRIPTION:

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

COURSE OBJECTIVES:

At the 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 the interpretation of readings, lectures, guest speakers, and open discussion with peers.
3. Form and express rational and responsible decisions concerning their human sexuality and development.
4. Write and discuss the value of human sexuality education with professional teachers as well as the community.

NATURE OF COURSE DELIVERY

Face to face

REQUIRED TEXT(S):

- Crooks, R., & Baur, K. (2014). *Our Sexuality: 12th Ed.* Belmont, CA: Wadsworth/Cengage Learning.
- Additional readings will be provided in class and/or posted on Blackboard

EVALUATION:

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

Requirements	Point Value
Attendance/Participation (1 point per class; automatic point for labor day)	15 pts.
Journal Assignments (2 points per entry; 10 entries required)	20 pts.
In-Class Quizzes (30 pts. each x 3 exams)	90 pts.
Paper: Field Trip Experience	30 pts.
Contraceptive Commercials: Group Project	20 pts.
Final Reflection Paper	50 pts.
TOTAL:	225 pts.
Optional Extra Credit Paper: Movie Review	10 pts.

Grading Scale

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:

- Please be on time to class. If you need to come in late for any reason, please do so quietly so as not to disturb your classmates. If you need to leave early, please let me know before the beginning of class. It is expected that students attend all classes. Failure to attend class will result in missed points that will result in a lower course grade.
- Be an active participant. Participation makes this class a more valuable experience for everyone and is part of your grade. Sleeping is not an active form of participation. If you are sleeping in class, you will be asked to leave and will lose your attendance point for that day.
- Be respectful of others and their belief systems, and help to create a safe environment where people feel comfortable sharing information. Disrespect will not be tolerated. A set of “ground rules” will be established during the first night of class to ensure that all students feel safe and respected.
- **Make-up exams will only be given in the case of extreme circumstances.** These circumstances must be documented in detail. If a student misses an exam due to a circumstance that is not extreme (e.g., it is a beautiful day out and you can’t bear the thought of coming to class), then it is at the instructor’s discretion whether or not the exam will be given and what automatic point deduction will occur for missing the original exam date.
- All work (except commercial) is due and to be posted on Blackboard BEFORE the beginning of class time on the indicated day. If you miss class on a day when an assignment is due, please note that the assignment **MUST** be received by the instructor via email prior to the start of the class or points will be deducted. You will lose 5% of the total points possible for an assignment for every day that it is late. **No assignment will be accepted more than 1 week late.**
- All written work should be typed, spell-checked, and proofread. All papers must use Times New Roman, 12-point font size, with 1-inch margins on all sides. All papers must be double-spaced. Papers that do not meet these requirements will result in a deduction in points. Grade rubrics for each assignment will be posted on Blackboard.
- All assignments that include sources should have in-text citations and a References list. Incorrect citation of sources will result in a point deduction. Plagiarized work from any outside source (i.e., books, articles, websites) is unacceptable and will result in a zero. 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. Wikipedia will not count as a source. If you have questions about what is considered a reputable source, please come and talk to me.

- You are free to bring in food and drinks, as long as you throw your trash away.
- In the event 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.
- Blackboard will be used for posting course files, readings, and assignments and communicating with the class. It is your responsibility to check the course site on a regular basis for updates to the syllabus, readings, etc.
- The use of cell phones during class is NOT allowed, and cell phones must be turned off or muted. Please do not answer phone calls or send/read text messages during class, as it is very distracting to others. If you are expecting an important phone call and know that you may need to step out to take it, please let me know before class. Otherwise, please make calls and send texts before or after class, or on the break.
- The use of laptops during class is NOT allowed, as this has proven to be quite disruptive in the past. Students sometimes use their laptops to check email, go on Facebook, shop, etc., and therefore, their engagement in class is diminished. Laptops are not needed for this class, as much of the class revolves around activities and large and small group discussions. If a student feels they need an exception made, please come and speak to me on an individual basis.

CLASSROOM ASSIGNMENTS:

Attendance:

Students are expected to be on time, attend all class meetings, do the readings, and be prepared to participate in class discussions. **You will earn one point for each class that you attend**, or when you have an excused absence. Excused absences include the following:

- An anticipated absence that you notify me of in writing *at least* 1 week ahead of time that I deem as excusable.
- An absence due to a religious holiday that you have notified me of in writing during the **first two weeks** of class.
- An absence due to illness if you notify me 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 attendance points when you have an unexcused absence. Situations may come up which prevent you from making it to class and therefore, you may decide what merits missing class and will earn/lose points accordingly. Students arriving more than 30 minutes late or leaving more than an hour early will only receive half of a point for attendance.

Journal Assignments (1-2 pages each):

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, consider how this information relates to your life, and discuss any questions that may come up. It is expected that you will reflect critically and thoughtfully in these entries – for example, you should be processing your own experiences, challenging your assumptions or values, and/or exploring new ideas and

concepts. I will be the only person reading 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 10 entries. **No more than 1 entry per class session.** 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. **All journals MUST be submitted by December 2nd.**

Quizzes:

Each non-cumulative quiz will consist of 30 questions combining multiple choice and short answer taken from the text, readings, and materials discussed during lectures.

Field Trip Experience (no more than 4 pages):

Students will choose a social setting or volunteer activity that they have never experienced before 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), volunteering at a health clinic, 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. 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 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)

Group Project - Contraceptive Commercials:

You are a group of ad executives who have been hired by Planned Parenthood to design commercials targeted to 18-26 year olds for different birth control/STI prevention methods. You will be assigned to a group and to one of the following contraceptive methods.

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. You have the option to record the commercial using a video camera, so long as the video can be played in class using a computer. You may also choose to perform the commercial in front of the class on the day that contraceptive methods are covered (indicated in the calendar). You should use props, costumes, etc. to make your commercial as interesting and eye-catching as possible.

You should include information on:

- the type of method (barrier, hormonal, etc.)
- where you can get the method/how it is administered
- 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
- where to go to get more information (beyond just your doctor)

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.

Each group should turn in a list of the sources they used (in APA format) at the beginning of their presentation, as well as their scripts.

Minimum number of sources required: 2

Final Reflection Paper (6-8 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 or that of a fictional or historical character. 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 (infantile intimacy, adolescent 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 also 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 thoughtfulness demonstrated. You are not asked to reveal personal information of which you are not comfortable sharing. Use your own internal gauge to determine that the content of this paper 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

Optional Extra Credit: 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 write a 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)
6. Transamerica (Duncan Tucker)

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?

TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READINGS/ ASSIGNMENT DUE
Aug. 26	Introductions, Review of the Syllabus Expectations and Ground Rules What is Sexuality?	<i>Readings:</i> ✓ Crooks & Baur: Chapter 1
Sept. 2	NO CLASS: LABOR DAY	
Sept. 9	Behind the Fig Leaf: Male and Female Anatomy and Physiology Ohh La La: Sexual Response and Sexual Pleasure	<i>Readings:</i> ✓ Crooks & Baur : Chapters 3, 4, 6, & 8 <i>If applicable:</i> ✓ Excused absences for religious holidays
Sept. 16	Gender Issues: The Formation of Gender Roles and Identity	<i>Readings:</i> ✓ Crooks & Baur: Chapter 5 ✓ « Parents Keep Child's Gender Secret » Available at http://www.thestar.com/life/parent/2011/05/21/parents_keep_childs_gender_secret.html
Sept. 23	LGBTQ: Exploring Sexual Orientation	<i>Readings :</i> ✓ 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

DATE	TOPIC	READINGS/ ASSIGNMENT DUE
Sept. 30	<p>Quiz #1</p> <p>STIs vs. STDs... what's the difference?</p> <p>Living with HIV</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 15 ✓ Crooks & Baur: Pgs. 362-363 (The Effect of AIDS on Teenage Sexual Behavior) ✓ « Understanding Disparities in the HIV Epidemic » Available at http://www.advocatesforyouth.org/publications/524?task=view
Oct. 7	<p>It's not just on MTV: Conception & Pregnancy</p> <p>Pregnancy and Parenting Options</p>	<p>Field Trip Paper Due</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> ✓ Crooks & Baur : Chapter 11 (pgs. 311-318 ; 327-341) ✓ « Why We Keep Accidentally Getting Pregnant » Available at http://www.theatlantic.com/health/archive/2012/07/why-we-keep-accidentally-getting-pregnant/260370/
Oct. 15 (Tues)	<p>Patches and Pills and Rings, Oh My! Methods of Contraception</p> <p>Fun with Condoms</p>	<p>Contraceptive Commercials Due</p> <p><i>Readings :</i></p> <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&r=0

DATE	TOPIC	READINGS/ ASSIGNMENT DUE
Oct. 21	Abortion: The Facts and the Feelings	<p><i>Readings:</i></p> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 11 (Pgs. 319-326) ✓ « Facts on Abortion in the US » Available at http://www.guttmacher.org/pubs/fb_induced_abortion.html
Oct. 28	NO CLASS	Blackboard Activity TBD
Nov. 4	<p>Quiz #2</p> <p>Let's Talk about Sex: Communication and Decision-Making</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapter 7 ✓ « The Beautiful Teenage Brain » Available at http://www.wired.com/wiredscience/2011/09/a-troubling-adaptation-the-beautiful-teenage-brain/ « Are We Having Sex Now or What ? » Available at http://www.gretachristina.com/arewe.html
Nov. 11	Dating Violence and Sexual Assault: Consent and Crossing the Line	<p><i>Readings:</i></p> <ul style="list-style-type: none"> ✓ Crooks & Baur : Chapter 17 ✓ « A New Kind of Date Rape » Available at http://www.cosmopolitan.com/sex-love/tips-moves/new-kind-of-date-rape « An Old Enemy in a New Outfit : How Date Rape Became Gray Rape and Why it Matters » by Jervis (BB)
Nov. 18	<p>Atypical Sexual Behaviors</p> <p>Sex or Sale</p>	<p><i>Readings:</i></p> <ul style="list-style-type: none"> ✓ Crooks & Baur: Chapters 16 & 18

DATE	TOPIC	READINGS/ ASSIGNMENT DUE
Nov. 25	Reproductive Rights as Human Rights: International Issues	<p><i>Readings:</i></p> <ul style="list-style-type: none"> ✓ « The Deeply Rooted Parallels Between Female Genital 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 ✓ « The Birth Control Solution » Available at http://www.nytimes.com/2011/11/03/opinion/kristof-the-birth-control-solution.html?_r=4&emc=eta1
Dec. 2	<p>Quiz #3</p> <p>Reproduction Plan</p> <p>Wrap-up and Closing</p>	<p>Optional Extra Credit Movie Review Due</p> <p>All Journals Due</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 » by Windsor and Burgess (BB)</p>
Dec. 9	NO CLASS: READING DAY	
Dec. 16	NO CLASS	Final Reflection Paper Due at 10:15pm

Note: Faculty reserves the right to alter the schedule or syllabus as necessary. Changes will be announced in class. The instructor is not obligated to modify changes to syllabus posted on Blackboard or email students the revised syllabus. It is the responsibility of the students to attend class on a regular basis in order to stay up-to-date on assignments, due dates, and changes.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

- 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/policies/responsible-use-of-computing/>].
- 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.

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>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

