

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 325 004– Health Aspects: Human Sexuality (3)  
Spring 2014

DAY/TIME: Thurs. 7:20–10:00 pm      LOCATION: Enterprise Hall 275  
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.

COURSE OVERVIEW

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

**Note:** My teaching style is very interactive and includes activities during most class sessions. If you learn best when professors use lecture as the most frequent method of instruction, this particular section of this course may not be the best fit for you.

NATURE OF COURSE DELIVERY: Face-to-Face

REQUIRED READINGS

- Crooks, B. & Baur. K. (2013). *Our Sexuality: 12th Ed.* Belmont, CA: Wadsworth Cengage Learning.
- Additional readings posted in the syllabus and/or on Blackboard.

COURSE EVALUATION:

This course will be graded on a point system, with a total of 230 possible points.

Attendance (1 pt per class session present; automatic points for cancelled classes)	15 pts.
Journal Assignments (2 pts per entry; 10 entries minimum)	20 pts.
STD Prevention Training Course Certificate of Completion (e-learning module)	5 pts.
Contraceptive Commercials (Group Project & Presentation)	20 pts.
Field Trip Experience (Paper)	30 pts.
In-Class Quizzes (30 pts each x 3 exams)	90 pts.
Final Analysis and Reflection Paper	50 pts.
TOTAL:	230 pts.
Optional Extra Credit Paper	5 pts.

## GRADING SCALES:

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

217 - 225 pts. or above	A (94 and above)
207 - 216 pts.	A- (90-93)
203 - 206 pts.	B+ (88-89)
194 - 202 pts.	B (84-87)
184 - 193 pts.	B- (80-83)
180 - 183 pts.	C+ (78-79)
171 - 179 pts.	C (74-77)
161 - 170 pts.	C- (70-73)
157 - 160 pts.	D+ (68-69)
148 - 156 pts.	D (64-67)
147 pts. and below	F (63 and below)

BY %

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

### **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, students are expected to be respectful of others and their experiences, values, and belief systems. The class will develop and agree to a set of ground rules 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 and optional extra credit paper, will be submitted in hard copy at the beginning of the class period on the assigned due date. The final reflection paper and optional extra credit paper will only be submitted on Blackboard.

### **Class Policy: Standards and Sources**

Although students are at varying points in their academic programs, you should all have a basic understanding of how to write an appropriate academic paper using specific style guidelines and you will have an opportunity to refine those skills in this course. Students are expected to type, spell-check, and proofread all assignments prior to submission.

General style guidelines for all typed assignments include:

- Any paper not stapled will not be graded.
- Any paper submitted without a name will not be graded.
- Font size must be 12 and font type must be Times New Roman. Font color must be black.
- Margins must be one-inch on all sides. Please note that many word programs are preset to 1-1/4 inches.

Any typed work that is submitted should be your own. Plagiarized work from any outside source (books, articles, websites) is unacceptable and will receive a zero.

Students should also ensure that all typed assignments use APA style (see *The American Psychological Association Style Manual* or <http://owl.english.purdue.edu/owl/resource/560/05/>) and include proper citations. Following APA formatting, all assignments that include information from other sources should have in-text citations and a Works Cited list. Incorrect citation of sources will result in a point deduction.

Each paper has a maximum page limit identified in the syllabus. Because writing concisely is a skill, I will not read past the designated page limit for any particular assignment 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.

Assignment descriptions indicate the number of sources that must be cited for each assignment. Students should familiarize themselves with what constitutes a **reputable source of information** and to use and appropriately cite such sources in their work. Reputable sources typically 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.

Papers that do not meet these requirements will result in a deduction in points. 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. If you miss class on a day when an assignment is due, you are responsible for ensuring that the instructor receives that assignment by the beginning of the class period. After the start of class, all assignments are considered late. You will lose 5% of the total possible points for an assignment for every day (24 hour period) 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**

If you know you will be missing class when an exam will be given, you must request permission for a make-up exam in writing at least two weeks before the scheduled exam. Make-up exams will only be given in the case of extreme circumstances and at the discretion of the professor. The 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 gmue.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.

### **Class Assignments**

#### **Journal Assignments (1-2 pages each; 10 entries minimum)**

Over the course of the semester, you will be expected to complete a minimum of 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 general description above. These journal entries are informal papers and will be graded based on the following:

- ✓ timeliness/amount (students must complete a minimum of ten entries; each entry must reflect on a separate class session/topic; students may only submit one entry per week/class session);
- ✓ 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 (students may reflect on the activities and material discussed in the previous class session or on the readings and material for the upcoming class session).

As a reminder, these journal entries are not included on the calendar. Students are responsible for submitting these assignments throughout the semester and for ensuring that ten journal entries have been completed by the end of the semester. Please note that if a class is cancelled, students will not be able submit a journal entry for that week.

#### **STD Prevention Training Course - Certificate of Completion (1 page)**

Prior to the class session on sexually transmitted infections (STIs) and HIV, students should complete the California STD/HIV Prevention Training Center’s online course entitled “STD Overview for Non-Clinicians Online”. To access this course, go to [https://www.stdhivtraining.org/oc\\_register.html?id=10](https://www.stdhivtraining.org/oc_register.html?id=10) to create an account and log in to the system. The course is free and takes approximately 1-2 hours to complete, though it is separated into seven sections and does not need to be completed all in one sitting.

Once you have completed the course, you should print a Certificate of Completion. To do this, click the “My Training” link on the left-hand side of the page, and next to the name of the course click “Certificate.” In the drop down menu provided for “Type of Certificate,” select “Certified Health Education Specialist.” On the next screen, when asked for a license number, leave that field blank. You will receive a printable Certificate of Completion with your name on it on the final screen. This document should be handed in on the day that we are covering STIs and HIV in class. As with all class material, any material from the online training course may be included in class quizzes.

### **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 should be completed between the first day of class and the day the assignment is due and 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 should 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?).

Per the grading rubric, the analysis section accounts for the majority of your grade. This section should reflect critical analysis and observation of the space that you experienced, as it relates to the Circles of Sexuality model.

Minimum number of sources required: 1 (Circles of Sexuality Handout from class – should be referred to in the paper using in-text citations 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 may be assigned include:

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

Your group should write a commercial that is no more than 2 minutes in length. You 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, each member of your group must turn in a signed release form (copies are available on Blackboard) for all actors shown in your commercial. You should email the video file or a link to the file to me (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 should email a copy of the complete commercial script to me prior to the start of class the day that it is due.

When creating the content for your commercial, think about what information someone might need if they were considering using this particular method. Your commercial should include:

- ✓ 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 (not just symptoms – think about what kind of person might want to use this method based on the things above); and
- ✓ where to go to get more information (provide specific additional resources, beyond just your doctor or the manufacturer’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 each student in the group based on their individual contributions to the project.

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: 3

### **In-class Quizzes:**

There will be three in-class quizzes that will cover course material. Any content covered in class, in readings, or in other assignments may be included in quizzes. The quizzes may contain any variety of questions including multiple choice, true/false, matching, fill-in the blank, and/or short answer. The quizzes are an opportunity for you to demonstrate your knowledge of the content and your ability to apply the content to larger issues or questions discussed in class and in the reading assignments. Quizzes will not be cumulative and will only cover information from the start of class to the first quiz, 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
- The values of the person, where they come from, and how they play out in terms of their sexuality

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: 5 (These should be unique sources that you have located on your own and not assigned readings or class material; if you use assigned readings or class material as a source it will not count toward the minimum of three required sources.)

### **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 should 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. 12<sup>th</sup> and Delaware (HBO Films)
6. The Business of Being Born (Barranca Productions)
7. The Other Side of AIDS (Hazel Wood Pictures)

Your review should include 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?
- How does this information support or contradict the factual information that you have learned this semester?
- 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: 3 (one of the three should be the film that you review)

TENTATIVE COURSE SCHEDULE

Date	Material	Assignments Due
Jan. 23	Introduction to Class <ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Expectations and Ground Rules</li> </ul> What is sexuality?	Review syllabus – bring any questions to next class. <i>Reading:</i> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 1 (pgs. 1-17)</li> </ul>
Jan. 30	Behind the Fig Leaf: Male and Female Anatomy and Physiology  Ohh la la: Sexual Response and Sexual Pleasure	<i>Assignment:</i> <ul style="list-style-type: none"> <li>✓ <i>Signed Syllabus Acknowledgement Page</i></li> </ul> <i>Reading:</i> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapters 3, 4, 6, &amp; 8</li> </ul> <i>If applicable:</i> <ul style="list-style-type: none"> <li>✓ Letter from Disability Student Support Services Office for technology needs in class</li> <li>✓ Excused absences for religious holidays</li> </ul>
Feb. 6	The Formation of Gender Roles and Identity	<i>Reading:</i> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 5</li> <li>✓ “Parents keep child’s gender a secret” Available at: <a href="http://www.parentcentral.ca/parent/babiespregnancy/babies/article/995112">http://www.parentcentral.ca/parent/babiespregnancy/babies/article/995112</a></li> </ul>
Feb. 13	LGBTQ: Exploring Sexual Orientation	<i>Reading:</i> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 9</li> <li>✓ “Among the Asexuals” Available at: <a href="http://www.guardian.co.uk/lifeandstyle/2012/feb/26/among-the-asexuals">http://www.guardian.co.uk/lifeandstyle/2012/feb/26/among-the-asexuals</a></li> </ul>
Feb. 20	<b>Quiz #1</b>	
Feb. 27	STI/STDs...what’s the diff?  Living with HIV	<i>Assignment:</i> <ul style="list-style-type: none"> <li>✓ STD Prevention Training Course – Certificate of Completion</li> </ul> <i>Readings:</i> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 15</li> <li>✓ Crooks &amp; Baur: Pgs. 361-362 (“The Effect of AIDS on Teenage Sexual Behavior”)</li> <li>✓ “The State of the Union: Sexual Health Disparities in a National Sample of US College Students” (BB)</li> </ul>
Mar. 6	It’s not just on MTV: Conception & Pregnancy	<i>Assignment: Field Trip Experience Paper</i>  <i>Reading:</i>

	Pregnancy and Parenting Options	<ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 11 (Pgs. 312-320; 329-343)</li> <li>✓ “Magical Thinking: Young Adults’ Attitudes and Beliefs About Sex, Contraception, and Unplanned Pregnancy - Results from a Public Opinion Survey” Available at: <a href="http://www.thenationalcampaign.org/resources/pdf/pubs/MagicalThinking.pdf">http://www.thenationalcampaign.org/resources/pdf/pubs/MagicalThinking.pdf</a></li> </ul>
Mar. 13	<i>NO CLASS – Enjoy your Spring Break!</i>	
Mar. 20	Patches and Pills and Rings, Oh My! Methods of Contraception Fun with Condoms	<p><b>Assignment: Contraceptive Commercials</b></p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 10</li> <li>✓ “Sexual Behavior, Contraception, and Risk Among College Students” (BB)</li> <li>✓ “Abortion Qualms on Morning-After Pill May Be Unfounded” Available at: <a href="http://www.nytimes.com/2012/06/06/health/research/morning-after-pills-dont-block-implantation-science-suggests.html?pagewanted=all">http://www.nytimes.com/2012/06/06/health/research/morning-after-pills-dont-block-implantation-science-suggests.html?pagewanted=all</a></li> </ul>
Mar. 27	Abortion: The Facts and the Feelings	<p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 11 (Pgs. 320-329)</li> <li>✓ “Perceptions of susceptibility to pregnancy among U.S. women obtaining abortions” Available at: <a href="http://www.gutmacher.org/pubs/journals/j.socscimed.2013.10.010.pdf">http://www.gutmacher.org/pubs/journals/j.socscimed.2013.10.010.pdf</a></li> </ul>
Apr. 3	<b>Quiz #2</b>	
Apr. 10	Dating Violence and Sexual Assault: Consent and Crossing the Line	<p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 17</li> <li>✓ “A New Kind of Date Rape” – Available at: <a href="http://svfreenyc.org/action_mrp_story_24.html">http://svfreenyc.org/action_mrp_story_24.html</a></li> <li>✓ “An Old Enemy in a New Outfit: How Date Rape Became Gray Rape and Why it Matters” by Jervis (BB)</li> <li>✓ “The Campus Sexual Assault Study” Available at: <a href="http://www.rti.org/brochures/csa_study.pdf">http://www.rti.org/brochures/csa_study.pdf</a></li> <li>✓ “A Call to Men: Ending Violence Against Women” Available at: <a href="http://www.acalltomen.org/sites/default/files/Ending%20Violence%20Against%20Women.TB_.pdf">http://www.acalltomen.org/sites/default/files/Ending%20Violence%20Against%20Women.TB_.pdf</a></li> </ul>
Apr. 17	Alternative Sexual Behaviors Sex for Sale	<p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapters 16 &amp; 18</li> </ul>
Apr. 24	Reproductive Rights as Human Rights: International Issues	<p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ “The Deeply Rooted Parallels Between Female Genital Mutilation and Breast Implantation” Available at:</li> </ul>

		<p><a href="http://www.rhrealitycheck.org/article/2012/01/04/female-genital-mutilation-breast-implantation-why-do-they-happen-and-how-do-we-st">http://www.rhrealitycheck.org/article/2012/01/04/female-genital-mutilation-breast-implantation-why-do-they-happen-and-how-do-we-st</a></p> <p>✓ “The Birth Control Solution” Available at:  <a href="http://www.nytimes.com/2011/11/03/opinion/kristof-the-birth-control-solution.html?_r=4&amp;emc=eta1">http://www.nytimes.com/2011/11/03/opinion/kristof-the-birth-control-solution.html?_r=4&amp;emc=eta1</a></p>
May 1	<p><b>Quiz #3</b></p> <p>Let’s Talk about Sex: Communication and Decision-Making</p> <p>Reproduction Plan</p> <p>Wrap-up and Closing</p>	<p><i>Reading:</i></p> <p>✓ Crooks &amp; Baur: Chapter 7</p> <p>✓ “The Beautiful Teenage Brain” Available at:  <a href="http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text">http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text</a></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>
TBD – Final Exam Date and Time	NO CLASS	<p><b><i>FINAL ANALYSIS AND REFLECTION PAPER DUE</i></b></p> <p><b><i>Optional Extra Credit Paper Due</i></b></p>

*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.



**Student Acknowledgement of Syllabus**  
**(Please return this sheet to the instructor)**

“I, \_\_\_\_\_, have read this syllabus in its entirety. I understand the expectations for my participation in this course and I agree to abide by the course requirements. In addition, I understand that:

- ✓ All relevant information regarding course requirements is outlined in the syllabus, and should I have a question regarding an assignment, I will check the syllabus prior to asking the professor.
- ✓ I am responsible for completing all readings prior to attending class and I may be called on at any time to summarize an assigned reading in front of the class.
- ✓ I will receive credit for attending class; therefore, my grade may be negatively affected by excessive absences.
- ✓ Sleeping in class is not considered active participation and I will be asked to leave.
- ✓ The University has an Honor Code that outlines expectations regarding plagiarism and other forms of scholastic dishonesty. I understand there are severe negative consequences if I should violate this policy either intentionally or unintentionally.
- ✓ I agree to be held responsible for any changes, additions, and/or deletions to these policies which are communicated to the class should such changes be deemed necessary by the instructor.”

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Class Number and Section (Ex. HEAL 325)

\_\_\_\_\_  
Date

*Please indicate below, any special needs or circumstances that may have some impact on your work in this class, or anything that you would like for me to know about you as a student. I look forward to getting to know you more in class this semester!*