

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 325 004– Health Aspects: Human Sexuality (3)  
Spring 2015

DAY/TIME:	Thurs. 7:20–10:00 pm	LOCATION:	Robinson Hall B203
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 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.

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

Welcome to Human Sexuality! The goal of this course is for you to end the semester as a sexually healthier adult than you were when you began it, and that may mean something different for each of you. To accomplish that goal, this course will provide you with a broad overview of the health issues of human sexuality. We will talk about exciting (no pun intended) topics like anatomy, sexual response, reproduction, contraception, sexually transmitted infections, health issues for special populations, and sexual behavior. We will engage in honest, critical class discussion in a safe and respectful manner. Through structured activities and discussions, you will examine your behaviors and address those factors that positively and negatively influence your sexual and gender identity. You will also identify healthy, constructive methods for dealing with sexuality issues so that you can develop your own identities as sexually healthy adults. Finally, we will engage in an assessment of how our personal sexuality is influenced by the public sphere, using a case study of George Mason University.

**Note:** I consider effective learning to be a partnership between teachers and students, so you will be expected to be an active participant in that process. This means putting in time and effort between classes and during each class session. My teaching style in class is very interactive and includes activities during most class sessions. If you consider yourself a passive learner, or 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.

Before each class session, you will be expected to complete all assigned readings, in the textbook, available on the Internet and/or posted on Blackboard, and to watch any assigned video clips. I will start each class with the assumption that students have completed all preparation for that session. You will have the opportunity to demonstrate your knowledge when randomly called upon to provide a brief summary of an assigned reading or video during any class period.

**COURSE EVALUATION:**

This course will be graded on a point system, with a total of 240 possible points.

Attendance (2 pts per class session present; automatic points for cancelled classes)	30 pts.
Journal Assignments (2 pts per entry; 7 entries minimum)	14 pts.
Anatomy Model	16 pts.
Field Trip Experience (Paper)	30 pts.
In-Class Quizzes (30 pts each x 2)	60 pts.
Personal Risk Assessment Reflection Paper	40 pts.
GMU Sexual Health Plan (Group Assignment)	50 pts.
<b>TOTAL:</b>	<b>240 pts.</b>
Optional Extra Credit Paper	5 pts.

**GRADING SCALES:**

You know from the this point forward what point total you need to earn in order to get the grade that you would like. You do not “begin with an A” and lose points; you earn your grade as the semester progresses. Your final letter grade will be calculated using the following point totals:

<b>Point Total</b>	<b>Percentage</b>	<b>Letter Grade</b>
226 pts. or above	94 – 100%	A
216 - 225 pts.	90 – 93%	A-
212 - 215 pts.	88 – 89%	B+
202 - 211 pts.	84 – 87%	B
192 - 201 pts.	80 – 83%	B-
188 - 191 pts.	78 – 79%	C+
178 - 187 pts.	74 – 77%	C
168 - 177 pts.	70 – 73%	C-
144 - 167 pts.	60 – 69%	D
143 pts. and below	0 – 59%	F

**GMU grading scale by %**

Grading Scale 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 two 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 attendance points 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 attendance points 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, or during the break.

As a general rule, you will not be permitted to use laptops during class, unless a student has a documented need from the Disability Support Services Office, or a student is assisting a student with specific, written permission from the Disability Support Services Office. However, you should still bring your laptop or iPad to class, as there may be opportunities for online research during certain class activities.

**Class Policy: Submission of Assignments**

All assignments will be submitted in hard copy at the beginning of the class period on the assigned due date.

**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 a Cover page and 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) and Cover page do 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 should 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.

Because journal entries do not have specific due dates but students can submit them as they choose, journals cannot be submitted “late”. If you do not submit a journal entry by the start of a particular week, then you will have skipped that week for submitting a journal.

### **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 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.

### **Student Expectations**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- 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.





## Class Assignments

### Journal Assignments (1-3 pages each; 7 entries minimum)

Over the course of the semester, you will be expected to complete a minimum of seven 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, challenging 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.

When writing these journal entries, avoid summarizing what you have read or what was covered in class. Focus on what material was relevant to you, and how it relates to your life, past, present, and/or future. Optional journal entry prompts are provided in the class calendar for each class session should you wish to use them.

You are not required to use APA style for your journal entries; however, reflections should be proof-read for grammar and spelling, as well as appropriate paragraph usage. Journal entries will be graded based on the following:

- ✓ timeliness/amount of entries (students must complete a minimum of seven entries; each entry must reflect on a separate class session/topic; students may not submit more than one entry per week/class session);
- ✓ length (each entry needs to be at least one page and no more than three 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, on the readings and material for the upcoming class session, or on the journal prompts provided in the calendar).

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 seven journal entries have been completed by the end of the semester.

### Anatomy Models

Each student will be required to create 2 three-dimensional models of sexual anatomy, one male and one female. For the female model, you may choose to do the internal structures or the external structures (the vulva). On *each* of the models, you must correctly identify and label 10 unique parts of sexual anatomy. Think of this as the “unusual materials” challenge on Project Runway. You are encouraged to be creative and think outside the box – make it fun!! You *must* bring your models to class. You are encouraged to take pictures of them before leaving the house, in case they get damaged in transport. (See Blackboard for examples of anatomy projects, but do not simply copy the examples. Use your own creative ideas!)

### Paper: Field Trip Experience (3-5 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, attending a rally, or going to an interest meeting for a sexuality-related group, just to name a few. Reading a book, watching a movie, or interviewing someone are not acceptable activities for this assignment. If you have questions about a setting or place, please ask before you go.

Students are to write a critical 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 (physical space, number of attendees, location/setting, time of day, etc.);

- ✓ A critical 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;
- ✓ A discussion of the circles that were not noticeable and a reflection on why those were not present (i.e. what does it mean that those circles were not there? What messages does that send to attendees at this event?); and
- ✓ A reflection on how you experienced being there and how it affected you (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 on this assignment. 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.)

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

There will be two 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.

### **Personal Risk Assessment - Reflection Paper (3-5 pages):**

Throughout the semester, we will be discussing a variety of sexual health topics, and the associated risk factors, that have important implications for your future and your sexual and reproductive health. The purpose of this assignment is for you to engage in a self-assessment process that demonstrates awareness and understanding of sexual health risks, and then to write and submit a reflective paper on that process.

You should complete your personal risk assessment on your own. Remember: You do NOT need to submit the answers to these questions as part of your assignment. These questions are intended to serve as a guide when completing your assessment:

#### *Partners*

1. Have I ever engaged in sexual activities (vaginal, anal, or oral)?
2. Am I currently engaging in sexual activities with women only, men only, or both?
3. How many sexual partners have I had in the past six months?
4. Have I ever had sex with someone I didn't know or just met?

#### *Practices and Protection from STDs*

1. What kinds of sexual activities am I engaging in? (ex. oral sex, vaginal sex, anal sex, sharing sex toys, etc.)
2. What do I do to protect myself from HIV and STIs?
3. When was the last time I had unprotected sex?
4. What do I know about my partner(s)' past or other sexual activities?

#### *Practices: Substance Use During Sex*

1. Do I, or have I ever, used alcohol or drugs when I have sex?
2. Do/does/has my partner(s)?

### *Past History of STDs*

1. Have I ever had a sexually transmitted infection?
2. If I have had a sexually transmitted infection, did I seek treatment and/or medical care?
3. How often do I get tested for STIs?
4. To my knowledge, have I ever had sex with someone who has been diagnosed with an STI?
5. Have I ever been tested for HIV? If so, how often do I get tested?

### *Pregnancy Plans*

1. Do I have any plans or desires to have (more) children?
2. Am I concerned about getting pregnant or getting my partner(s) pregnant?
3. Am I doing anything to prevent myself or my partner(s) from getting pregnant?
4. If so, am I using my selected method consistently and correctly?

Then, you will write a paper reflecting on the process of completing this risk assessment. This reflection paper should answer the following questions:

- ✓ Looking back, how would you have assessed your level of risk (i.e. low, medium, high) at the beginning of the semester? Why?
- ✓ What specific material (readings, class activities, discussions, etc.) caused you to evaluate your risk level differently?
- ✓ What was it about that material, specifically, that led to your own personal awareness?
- ✓ How would you assess your level of risk now, at the end of the semester? Why?
- ✓ What actions are you currently taking to influence your level of risk?
- ✓ What actions will you take in the future to influence your level of risk?
- ✓ What other information do you need to be able to reduce your risk to the level you desire?
- ✓ Where will you get this information?

The assignment will be graded according to the clarity, depth, and degree of awareness and honesty displayed. You may include information from your assessment in your reflection if you choose to; however, you are not required to do so, and you are not asked to reveal personal information that you are not comfortable sharing. I will be the only person to read this assignment and will shred it upon grading, unless you request otherwise. 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: 0

### **GMU Sexual Health Plan (10-15 pages) and Group Presentation:**

Although the topic of human sexuality seems quite personal, your ability to be a sexually healthy adult is dramatically impacted by the way in which sexuality is treated in public settings. Your sexual health is affected by the availability of services, the accuracy of information, and the ease with which information is available, among many other factors. The final paper is an opportunity for you to work with your learning community to examine how this relationship plays out in a setting that is relevant to you – George Mason University.

Your learning community should select two sexual health topics to explore in this assignment (ex. Contraceptive access, STIs, dating violence, LGBTQ support, etc.). For each of the two topics, the comprehensive plan that you develop should include:

- ✓ an analysis of existing data on how the issue impacts college students or young adults;
- ✓ an assessment of available activities and/or services on campus;
- ✓ a reflection on whether the existing activities and/or services match what the data tells you;
- ✓ a discussion of what the existing services (or lack thereof) say about GMU's perspective on students' sexual health;

- ✓ recommendations for improving activities and services on campus; and
- ✓ a justification for those recommendations

I encourage you to be creative and think outside the box. Consider, if you were experiencing the issue that you have selected in some way, what would you need or want to be available here at GMU?

Throughout the paper, you should integrate 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).

You will have several opportunities to practice the type of analysis that you will be doing for this assignment during class activities, and an opportunity to receive and provide feedback on the draft version of your plan from your peers. Participating in the peer review process will count toward a portion of your final grade on this assignment.

In the last class session, each group will have 10 minutes to provide a creative, engaging, thought-provoking presentation on your sexual health plan. You should approach this presentation as if you are presenting to the Board of the University and you would like for them to implement the changes that you are recommending. This presentation should not simply review the sections of your paper on PowerPoint slides. Use your powers of persuasion and your creativity to share this information in a meaningful and engaging way. This presentation, in addition to the final product that you submit, will make up the remainder of the grade for this assignment.

Group members may decide how to split up the roles within each group. All group members will receive the same group grade for your project 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.

Minimum number of sources required: 9 (These should be unique sources that you have located on your own and not assigned readings or class material; you may use assigned readings or class material as a source but it will not count toward the minimum of nine 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. 22	Introduction to Class <ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Expectations and Ground Rules</li> <li>• Learning Communities</li> </ul>	Review syllabus – bring any questions to next class.
Jan. 29	What is Sexuality?  Studying Sexuality	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• What do you already know about human sexuality?</li> <li>• What do you think you need to learn about human sexuality?</li> <li>• What do you anticipate your biggest challenges in this course will be and how will you address them?</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapters 1 &amp; 2</li> </ul> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>✓ Signed Syllabus Acknowledgement Page</li> </ul> <p><i>If applicable:</i></p> <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. 5	Behind the Fig Leaf: Male and Female Anatomy and Physiology  Ohh la la: Sexual Response and Sexual Pleasure	<p><b><i>Assignment: Anatomy Models DUE</i></b></p> <p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• What messages did you learn about your anatomy growing up?</li> <li>• Why do you think society treats sexual anatomy different than other anatomy?</li> <li>• How did you learn about sexual pleasure, if at all, growing up?</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapters 3, 4, &amp; 6</li> </ul>
Feb. 12	Love, Communication, and Decision-Making	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• How do you make decisions about the sexual behavior that you will engage in?</li> <li>• Do you agree with the idea that love and sex are inextricably</li> </ul>

		<p>linked?</p> <ul style="list-style-type: none"> <li>• What do you think most college students struggle with related to communication about sex?</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapters 7 &amp; 8</li> </ul>
Feb. 19	The Formation of Gender Roles and Identity	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• How do you think gender has impacted your life experiences to date?</li> <li>• Do you agree with the idea that gender exists on a spectrum? Why or why not?</li> <li>• What is still unclear about gender as a concept?</li> </ul> <p><i>Reading:</i></p> <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. 26	LGBTQ: Exploring Sexual Orientation	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• How did you first come to understand and experience sexual orientation?</li> <li>• What do you think it might be like to have a different sexual orientation than you do now?</li> <li>• What kinds of services do you think are important to support LGBTQ college students?</li> </ul> <p><i>Reading:</i></p> <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>
Mar. 5	STI/STDs...what’s the diff? Living with HIV	<p><b><i>Assignment: Field Trip Experience Paper</i></b></p> <p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>✓ Have STIs impacted your life in any way? How?</li> <li>✓ Do you consider yourself at risk for acquiring or transmitting any STI’s? Why or why not?</li> <li>✓ What do you think college students perceive their risk of STI transmission to be?</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 15</li> </ul>

Mar. 12	SPRING BREAK – NO CLASS	
Mar. 19	<p>It's not just on MTV: Conception &amp; Pregnancy</p> <p>Pregnancy and Parenting Options</p>	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• How common do you think unintended pregnancy is among 18-24 year olds?</li> <li>• Do you consider yourself at risk for being pregnant or causing a pregnancy? Why or why not?</li> <li>• What kind of education do you think is most effective in teaching young people about unintended pregnancy?</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 11 (ONLY Pgs. 311-319; 327-341)</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. 26	<p><b>Quiz #1</b></p> <p>Working session for final projects</p>	<p><b>Assignment: Draft of Sexual Health Plan DUE</b></p> <p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• What are three new things that you learned about conception and pregnancy in class?</li> <li>• Do you plan to form a family in the future? If so, how?</li> <li>• What are three questions that you still have about conception and pregnancy?</li> </ul>
Apr. 2	<p>Patches and Pills and Rings, Oh My! Methods of Contraception</p> <p>Fun with Condoms</p>	<p><b>Assignment: Condom and EC Worksheets DUE</b></p> <p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• What do you think is the most commonly used contraceptive method among young people and why?</li> <li>• What do you think should be the most commonly used contraceptive method among young people and why?</li> <li>• How can we increase the use of effective contraception in the United States?</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 10</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>

Apr. 9	Abortion: The Facts and the Feelings	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• How did you develop your existing opinions on this controversial topic?</li> <li>• Do you think the media accurately portrays abortion issues? Why or why not?</li> <li>• What do you think most young adults believe to be true about abortion?</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapter 11 (Pgs. 319-326)</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. 16	The Sexual Marketplace Sexual Assault: Consent and Crossing the Line	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• What is your perspective on legalizing prostitution?</li> <li>• How do you think most young adults would define “sexual assault”?</li> <li>• What could we do to reduce the incidence of sexual assault on college campuses?</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• Crooks &amp; Baur: Chapters 17 &amp; 18</li> <li>• “The Sexual Assault Crisis on American Campuses” Available at: <a href="http://blog.ecu.edu/sites/dailyclips/blog/2014/05/27/the-sexual-assault-crisis-on-american-campuses-time-magazine/">http://blog.ecu.edu/sites/dailyclips/blog/2014/05/27/the-sexual-assault-crisis-on-american-campuses-time-magazine/</a></li> </ul>
Apr. 23	Sexual Challenges and Solutions Sexual Diversity <b>Quiz #2</b>	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• Do you think that sexual health challenges, such as an inability to get turned on, are normal?</li> <li>• Do you think people develop paraphilias? Why or why not?</li> <li>• What should a definition of “normal” sexuality include, if anything?</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ Crooks &amp; Baur: Chapters 14 &amp; 16</li> </ul>
Apr. 30	<b>Group Presentations:</b> <b>GMU Sexual Health Plan</b> Revisiting Healthy Sexuality	<p><b>Personal Risk Assessment DUE</b> <b>GMU Sexual Health Plans Due</b> <b>Optional Extra Credit Paper Due</b></p> <p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> <li>• How did the journaling process affect your experience of the</li> </ul>

	Wrap-up and Closing	<p>course?</p> <ul style="list-style-type: none"> <li>Thinking back on your definition of healthy sexuality from the first class, has that changed? If so, how?</li> <li>Were your expectations and hopes for the class met? If not, what was different or missing? Reading:</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>✓ “In Defense of Going Wild or: How I Stopped Worrying and Learned to Love Pleasure (and how you can, too)” by Friedman (BB)</li> <li>✓ “Sex Matters: Future Visions for a Sex-Positive Society” Windsor and Burgess” (BB)</li> </ul>
Final Exam Date and Time	NO CLASS	<i>Enjoy your summer!</i>



**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 tell me one thing 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!*