**Psychology 324 Sexual Behavior**

**Spring 2014**

**Class Meetings:** MWF 10:30-11:20 **Location:** SH 102

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**The Invitation**

Let’s talk about sex.

In 21st century America, sex is everywhere and nowhere. It permeates popular culture but is largely absent in our educational system. The media is obsessed with sex but frank and factual conversations remain controversial. Middle-schoolers find themselves involved in unintended pregnancies even while mortified to say words like “penis” and “vulva.”

Join us this semester in exploring the topic of sexual behavior, including human sexuality, reproduction, male-female conflicts and the social implications of sex. Along the way, you will learn to have three critical types of conversations:

* communicating with your partner about sexual pleasure, contraception, and sexually transmitted infections
* communicating with your children about sexual anatomy, sexual orientation, reproduction, contraception, sexual pleasure, relationships, and sexually transmitted infections across the lifespan
* communicating with politicians and the electorate at large about policy-related issues including sex education, abortion laws, availability of emergency contraception, public funding for contraception, insurance coverage for infertility treatments

In short, by the end of the semester, you will be able to communicate about sexuality and related issues using language appropriate to a wide variety of audiences.

Let’s talk about sex.

**Four Cautions**

1. This course will be writing intensive.
2. This course will include sexually explicit information, including text, photos, illustrations, and video clips. The material in this class may be considered offensive by some individuals. Your continued enrollment in this course indicates that you are aware of the nature of the material and that you consent to the presentation of the material.
3. Sexuality is a topic rich with emotion and relatively short on “right” answers. In class and assignments, it is ok to honestly express your beliefs, even if they are not politically correct or socially desirable. We expect emotions will make frequent guest appearances in class and in your writing, whether they elicit laughter, squirming, or grimaces.
4. The primary learning objective for this course is to communicate about sexuality and related issues using language appropriate to a wide variety of audiences. This skill requires practice and there may be times when you (or we) miss the mark. However, we pledge to do make our best effort to be respectful and accurate in our language; we expect you to do the same. When in doubt, consider a variation of Mary Roach’s step-daughter test (see *Bonk* p. 18): Write and speak in a way that would not mortify your mother.

**The Instruction Manual**

How will I acquire the knowledge and skills I will need to communicate about sexuality and related issues using language appropriate to a wide variety of audiences?

1. Complete all assigned pre-class preparation activities
2. Attend class regularly
3. Participate actively and constructively in in-class and team activities
4. Demonstrate your readiness to participate in in-class activities by performing satisfactorily on individual and team daily quizzes
5. Complete 3-5 reflection papers relating material about human sexuality in *Bonk* to your own beliefs and/or present day events and beliefs.
6. Complete 3-5 culminating team activities
7. Draft and revise a final project applying class material to a policy-related issue
8. Provide your teammates feedback on their performance as teammates

Each of these tasks are described in more detail below.

1. Complete all assigned pre-class preparation activities.

The majority of pre-class preparation assignments will involve reading excerpts from the required texts and/or viewing short video clips.

**The required texts are:**

Marks, Michael J. (2013) *Illuminating Sexuality*. Dubuque, IA: Kendall Hunt.

Roach, Mary (2008) *Bonk: The curious coupling of science and sex.* New York: Norton

**Other required materials:**

An **i>clicker** Radio Frequency (RF) Student Response Pad (“clicker”) (available at the campus bookstore- see pictures below). EITHER version is fine (the original or the iClicker 2). You will need to REGISTER your i>clicker for Psyc324 with i>clicker online (see instructions in the clicker section of this syllabus). Note that there is **no charge** for this online registration.



1. **Attend class regularly**

Attending class is critical to developing your ability to communicate about sexuality and related issues using language appropriate to a wide variety of audiences because in-class activities and materials will give you opportunities to practice communicating. Communication is a skill not unlike knitting or shooting free throws; it improves with practice. Practice is particularly important in learning how to communicate about sexuality because you must learn how to negotiate all the emotions and beliefs associated with sexuality, as well the facts and vocabulary related to the topic.

Attending class is also critical to your final grade in class. Although attendance does not directly contribute to your final grade, we will be doing a variety of in-class activities and submitting out-of-class work during class. Most of these activities cannot be made-up. Your final grade will also include your teammates’ evaluation of your performance in the team. This evaluation is unlikely to be positive unless you are in class and make positive contributions to your team (see below for more information).

1. **Participate actively and constructively in in-class team activities.**

When asked, employers report that the ability to work in teams is one of the two most important characteristics they look for in future employees (Hart report, 2006). Unfortunately, you either have had no practice working with other people on a common task or have had negative experiences working with other people. You also may be far more comfortable texting than talking to people. All these experiences put you at a disadvantage on the job market.

Happily, working collaboratively and communicating with other people are both skills that can be improved with practice. To give you this practice, you will be assigned to a permanent learning team at the beginning of the term. You will do a variety of in-class activities in your teams, each of which will give you valuable practice communicating about sexuality and related issues. During class activities, please give others and their ideas the attention and respect you expect to receive. Because you must be present to participate meaningfully in these activities, they cannot be “made up.” If you know in advance that you must miss class, you may be able to complete the day’s activity early. Talk to Dr. Madson ASAP about this option.

1. **Demonstrate your readiness to participate in in-class activities by performing satisfactorily on individual and team daily quizzes.**

Most class periods will begin with a closed-book, two-item, multiple-choice quiz over the assigned pre-class preparation material. These quizzes will help motivate you to prepare for and attend class.

Daily quizzes will be administered in two phases. First, students will have 4 minutes to complete the quiz individually using iClickers. Students who forget their iClicker will earn a zero on the individual portion of the quiz. At the end of 4 minutes (or when everyone has completed the individual portion of the quiz), teams will have another 4 minutes to complete the quiz working together to identify the correct answers. Team answers will be recorded on the IF-AT answer sheet that we will provide. All members of a team will receive the same team score on each quiz.

At the end of the term, individual scores on the daily quizzes will be added together to calculate an individual total; team scores will be added together to calculate a team total. The individual DQ total and the team daily quiz total will each be weighted in the final grade according to the grade weights specified below.

Because daily quizzes hold students accountable for being prepared for and attending class, **no make-up quizzes will be given** for any reason. Students who miss a daily quiz will receive zeros on both the individual and team portion of the DQ. If you know you’ll need to miss class, you may make arrangements to take the DQ early.

The daily quiz will be given at the beginning of the class period so it is very important that you arrive on time. If the class has begun the team portion of the DQ by the time you arrive, you will earn a zero on the individual portion. If you arrive after the DQ is completed, you will earn a zero on both the individual and team portion.

1. **Complete 3-5 reflection papers relating material about human sexuality in *Bonk* to your own beliefs and/or present day events and beliefs.**

Students will write 3-5 reflection papers (as individuals, not teams) based on portions of *Bonk*. These papers will be 2-3 double-spaced pages relating the material in Bonk, most of which is historical in nature, to present day beliefs. More detailed information and the evaluative criteria for these papers will be posted on Canvas*.* Due dates are listed on the tentative schedule in the syllabus. Students are encouraged to consult the NMSU Writing Center (<http://www.nmsu.edu/~english/resources/writingcenter/>) or the Purdue Online Writing Center ([owl.english.purdue.edu](file:///C:\Users\Owner\Downloads\owl.english.purdue.edu)) for help with these assignments.

1. **Complete 3-5 culminating team activities:**

Each learning team will complete a team activity at the end of each unit of class material. These activities will require you to use information from the unit to make and defend a decision (e.g., which sexually transmitted infection is most dangerous) Additional information on these tasks posters will be posted on Canvas.

1. **Draft revise a final project applying class material to a policy-related issue**

More information on the final project will be posted on Canvas later in the term.

1. **Provide your teammates feedback on their performance as teammates**

This peer evaluation holds team members accountable to their teammates. Your teammates can become valued friends and a means to success in the course if you give your best contribution to all team activities. During the final exam period, you will provide each of your teammates with feedback on their performance as a team member using the questionnaire found at the end of the syllabus. The average of these peer evaluations comprises the third portion of your final grade.

**The Five Star Review**

**How will I know if I am more able to communicate about sexuality and related issues using language appropriate to a wide variety of audiences?**

We have very high standards for this course because it is designed to help you learn skills and information that will make you more successful in life. We are confident you can meet our standards if you come to class prepared, interact productively with your teammates, and follow the instructions on assignments carefully.

Due to university policy, we are required to reduce my assessment of your learning to the woefully inadequate representation of a letter grade. We will use three types of evidence to do so: your performance on individual tasks, your team’s performance, and your teammates’ peer evaluations of your performance as a teammate. However, you will have the opportunity to determine the percentage of the grade that will be determined by scores in these performance areas. We will use the following procedure to do so at the beginning of the term:

1) Teams set preliminary weights & select a member to meet with other teams’ representatives.

2) Team reps from the four quadrants of the room develop a consensus about the grade weights.

3) Everyone votes for one of the four resulting grade weight distributions. The distribution that gets the most votes will be the distribution for the class as a whole.

4) There are two limitations on your grade weight decisions: a) those specified below, and b) a minimum of 10% must be assigned to each of the performance areas.

|  |  |  |
| --- | --- | --- |
| SOURCE | % WITHIN AREA | % OF FINAL GRADE |
| 1. INDIVIDUAL PERFORMANCE |  | 40% |
| Individual daily quizzes | 40% |  |
| Reflection papers | 20% |  |
| In-class activities | 40% |  |
|  | 100% |  |
| 2. TEAM PERFORMANCE |  | 45% |
| Team daily quizzes | 35% |  |
| Final project | 25% |  |
| End of unit team activities | 40% |  |
|  | 100% |  |
| 3. PEER EVALUATION |  | **15%** |
|  |  | 100 % |

Final grades will be assigned based on the following percentages:

|  |  |
| --- | --- |
| Grade | Percentage of total points earned |
| A | 90-100% |
| B | 80-89%% |
| C | 70-79% |
| D | 60-69% |
| F | < 60% |

In some ways, our exploration of sexual behavior is similar to a potluck dinner. At a potluck, everyone has a better experience if everyone brings a satisfactory dish to the table. If only a fraction of guests bring a dish or too many people bring easy but unsatisfying food (e.g., Jello salads), the potluck becomes an unfulfilling experience.

Similarly, the quality of your learning in and enjoyment of this class depends on the level of preparation and engagement that you and your teammates bring to our intellectual table. Consequently, students cannot pass this class solely on the efforts of their teammates. **Students who do not earn at least 70% of the individual points WILL NOT RECEIVE CREDIT FOR THEIR TEAM’S PERFORMANCE.** These students’ final grades will be calculated by weighting their individual performance by 85% and the peer evaluation by 15%.

**The Insurance Policy (AKA: Extra Credit Opportunities)**

Although this class is set up such that missing (or performing terribly) on any one or two assignments will not have a dramatic effect on your final grade, many students feel less anxious if they earn extra-credit “just in case.” This desire presents the opportunity to share additional resources with interested students. However, we do not want to facilitate students cramming hours of extra-credit into the last days of the semester in a vain attempt to raise your final grade. Thus, the extra-credit opportunities will be due throughout the semester, yoked to the unit to which they are relevant. Specific information about these extra-credit opportunities will be posted on Canvas.

**The Fine Print**

**PREREQUISITES**: PSY 201G, MATH 120, and ENG 111G

**EMAIL:** Official communication to you will often come through your NMSU e-mail box. Please access it regularly, or forward it to your current use address, as your success in college may depend on your ability to respond quickly.

**DIGITAL TECHNOLOGY POLICY:**

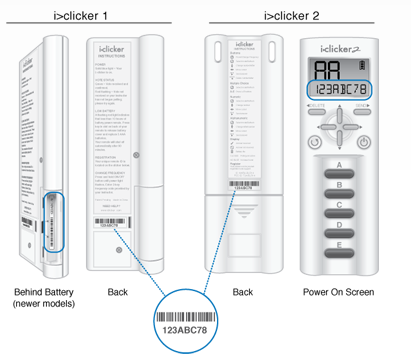
As adults, you should know that using a digital device during class for purposes unrelated to class activities is unacceptable. Unfortunately, in the last decade, you have also observed virtually every other adult using digital technology at inappropriate times. Thus, the following clarification is necessary.

Except on days when I instruct you to bring a web-enabled device to class for use during an in-class activity, the use of computers, iPads, netbooks, cell phones or other electronic devices is NOT allowed. Put simply, if you are using a digital device, you are not participating fully in the day’s activity. If the teaching assistants or I observe you using a digital device in an unauthorized way, we will confiscate it for the remainder of the class period. I hold myself accountable to this standard as well. I pledge not to use my laptop for purposes unrelated to class during all class meetings.

**IMPORTANT POINTS ABOUT THE “CLICKERS”**

* You are responsible for having and REGISTERING an i>clicker for this class (registration instructions follow)
* You are responsible for making sure that your clicker is working in this class
* If you experience problems using your clicker, it is ***your responsibility*** to contact i>clicker immediately. If the problem is not resolved within two days, please let me know so that I can also contact i>clicker.
* Clicker points are earned by bringing and using your OWN clicker in each individual daily quiz. Having another student use your clicker while you are absent is a form of cheating, as is telling another student which responses to make. Both/all students involved will automatically earn a zero on the corresponding individual daily quiz (at a minimum).

**CLICKER REGISTRATION** (Provided by i>clicker)

You are required to purchase an i>clicker remote for individual daily quizzes. In order to participate in the individual daily quizzes, you will need to use your i>clicker remote in-class and register online. There will be no opportunity to make-up zeros earned on the individual daily quizzes if you forget your i>clicker, it doesn’t work, or you fail to register it properly.

To register your i>clicker, go to <http://www.iclicker.com/registration>. Complete the fields with your first name, last name, student ID, and remote ID. Your student ID should be **your NMSU username/Global Login ID [whatever is before @nmsu.edu in your nmsu email address].** The remote ID is the series of numbers and sometimes letters found on the bottom of the back of your i>clicker remote. i>clicker will be used for every daily quiz in class, and you are responsible for bringing your remote daily.

\*\* Note that the remote ID printed on the back of your i>clicker may rub off over time. As you will likely need your i>clicker for several semesters, please cover the remote ID with a piece of clear tape, so that you can continue to read and enter the remote ID for registration in future semesters.

**ABOUT CANVAS**

Sexual Behavior (PSY324) has an associated Canvas course. The syllabus and other useful documents will always be available on Canvas. You will also submit some assignments and activities to Canvas. You will receive an invitation to the Canvas course in your NMSU email. Canvas works on both Mac and PC platforms.

**Logging in to Canvas**

1. To log in to Canvas, go to <https://learn.nmsu.edu>. You can also access Canvas through the *myNMSU* portal at <http://my.nmsu.edu>.
2. Your Canvas username and password are the same username and password you have for NMSU email and the *myNMSU* portal. In fact, you have to activate your *myNMSU* account in order to access Canvas. You can activate your account from the *myNMSU* portal page or the Canvas log-in page.
3. At the Canvas log-in page, you should check your web browser for compatibility. To do this, click on “Student Resources,” then “Getting Started” and follow the testing procedure.
4. Once you have logged in to Canvas, PSY 324 should appear on your menu of courses. Just click on the [blue] title to enter the course. **If PSY 324 does not appear on your Canvas course menu, contact your advisor ASAP. There may be a problem with your registration that must be addressed.**

If you need help setting up your browser, contact the help desk at [helpdesk@nmsu.edu](mailto:helpdesk@nmsu.edu) **or** 646-1840 **between 8:00 AM and 5:00 PM Monday through Friday.**

**WITHDRAWALS**: To withdraw from this class, you must turn in a signed withdrawal form by close of business on 3/11/14. Students will not be automatically dropped from the class for any reason.

**INCOMPLETES**: University policy dictates that a student may be given an incomplete ONLY if he or she has passed the first half of the course, and is precluded from successful completion of the course by a documented illness or family crisis. The instructor decides what constitutes "precluded from successful completion". If something arises in your life that interferes with your ability to do your best in this class, talk to me ASAP. The sooner you do so, the more options I have to help.

**Because NMSU is a recipient of federal funds, the following notice to students is included on the class syllabus:** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken

Student Accessibility Services (SAS) - Corbett Center, Rm. 244

Phone: 646.6840 E-mail: sas@nmsu.edu

Website: [www.nmsu.edu/~ssd/](http://www.nmsu.edu/~ssd/)

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. For more information on discrimination issues, Title IX or NMSU's complaint process contact:

Gerard Nevarez or Agustin Diaz

Office of Institutional Equity (OIE) - O'Loughlin House

Phone: 646.3635 E-mail: equity@nmsu.edu

Website: <http://www.nmsu.edu/~eeo/>

**ACADEMIC HONESTY**: Acknowledging that the vast majority of NMSU students do not engage in dishonest behavior, the university's policy regarding academic dishonesty and plagiarism will be upheld in this class. Plagiarism is using another person’s work without acknowledgment, making it appear to be one’s own. Any ideas, words, pictures, or other intellectual content taken from another source must be acknowledged in a citation that gives credit to the source. This is irrespective of the origin of the material, including the Internet, other students’ work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy.

If no citation is given, then borrowing any of the following\* would be an example of plagiarism:

* an idea or opinion, even when put into one’s own words (paraphrase)
* a few well-said words, if these are a unique insight
* many words, even if one changes most of them
* materials assembled by others, for instance quotes or a bibliography
* an argument
* a pattern of ideas
* graphs, pictures, or other illustrations
* facts
* all or part of an existing paper or other resource

*\*This list is not meant to include all possible examples of plagiarism.*

Even with a citation, failure to put quotation marks around direct quotations also constitutes plagiarism, because it implies that the writing is your own. Material should either be paraphrased or clearly designated as a quotation. Note that replacing words with synonyms, changing verb tense or other minor alterations do not qualify as paraphrasing. Refer to the following websites for additional guidelines:

<http://www.nmsu.edu/%7Evpsa/SCOC/misconduct.html>

<http://lib.nmsu.edu/instruction/plagiarismforstudents.htm>

**TENTATIVE SCHEDULE:** *Team activities are in italics***; due dates are in bold.**

**online *Note: When you see this icon–*online–*by a date, bring your computer or mobile device for the in-class activity.***

**TENTATIVE SCHEDULE:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date | Daily Learning Objective | | Reading BEFORE CLASS | | | Activity |
| 01/17 | Class orientation, Register clickers | |  | | | Roach talks about Orgasm on TED (17 min) <http://www.ted.com/talks/mary_roach_10_things_you_didn_t_know_about_orgasm.html> - |
| 01/20 M | MLK, Jr. Day | |  | | | No Class |
| 01/22 | Write about your preconceptions about studying sexuality and/or the people who study sexuality.  **Reflection paper #1 due at 10am on Canvas** | | Syllabus  Bonk pp. 11-18 | | | Form teams, Syllabus Quiz #0, start setting grade weights |
| 01/24 | Discuss Dr. Money Documentary | | Marks Ch.1 pp. 1-17  Dr. Money Documentary (13 min) | | | Set grade weights  Daily Quiz #1 |
| 01/27 M | Differentiate between sex, gender and gender role  Discuss your IAT results | | Complete IAT: <http://www.understandingprejudice.org/iat/index2.htm> | | | Sex, Gender and Gender Role Activity,  IAT Activity |
| 01/29 | Identify and discuss the struggles transsexuals face | | Katie & Arin – Transsexual Teen Love Story (watch first 25 min)  <http://www.youtube.com/watch?v=XystUPGpaNY> | | | Daily Quiz #2  Short clips of transsexuals stories (25 min)  Transexuals’ struggles Activity |
| 01/31 | Idenitfy and Discuss the most important advantange and disadvantage of gender roles. Submit your decisions by the end of class.  **END OF UNIT ACTIVITY** | |  | | | Gender Roles Activity |
| Date | | Daily Learning Objective | | Reading BEFORE CLASS | Activity | | |
| 02/03 M  BRING TEXT TO CLASS | | Build and identify models of male and female internal and external genitalia  **Reflection paper #2 due at 10am on Canvas** | | Ch. 2 pp. 24- Reproductive Physiology p. 37, Ch. 3 pp. 55-65 *Bonk* pp. 22-61 | Daily Quiz #3  PlayDoh activity | | |
| 02/05  **online** | | Decide on the structure/organ that is most important to normal human sexual funtioning, regardless of sex and sexual orientation | | Ch. 2 pp. 37-49; Ch. 3 pp. 65-73  [http://www.youtube.com/watch?v=UeXNsjHsaxY&oref=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DUeXNsjHsaxY&has\_verified=1](http://www.youtube.com/watch?v=UeXNsjHsaxY&oref=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DUeXNsjHsaxY&has_verified=1" \t "_blank" \o "http://www.youtube.com/watch?v=UeXNsjHsaxY&amp;oref=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DUeXNsjHsaxY&amp;has_verified=1 Ctrl+click or tap to follow link) – how to examine one’s breasts(4min)  <http://www.youtube.com/watch?v=o-qkQeFsqWc> – how to examine one’s testes (4 min)  <http://www.youtube.com/watch?v=KQnkm--x6e0> - Wendy Damonte's Breast Cancer Special: My Mom's Story (24 min) | Daily Quiz #4 | | |
| 02/07**online** | | Sexual arousal and response | | Ch. 4 pp. 79-103 | Daily Quiz #5  Ask us anything  Mid-term evaluations | | |
| 02/10 M | | Sexual behavior | | Ch. 6 pp. 135-154 | Daily Quiz #6  SOI survey  Toothbrushing vs. masturbation | | |
| 02/12 | | Sexual behavior  **Reflection paper #3 due at 10am on Canvas** | | Ch. 6 pp. 155-172  *Bonk* pp. 65-84 | Daily Quiz #7 | | |
| 02/14**online** | | Identify the most effective contraceptive method  **EXTRA CREDIT 1 DUE** | | Ch. 8 pp. 191-221 | Daily Quiz #8  Contraceptive Activity | | |
| Date | | Daily Learning Objective | | Reading BEFORE CLASS | Activity | | |
| 02/17 M | | Conception and Pregnancy | | Ch. 9 pp. 227-249 | Daily Quiz #9  Julia Sweeney: The Talk <http://www.ted.com/playlists/6/sex_can_we_talk.html>  Begin work on Twin Dialogue  Study Abroad MiniPresentation | | |
| 02/19online | | **Identify and describe anatomy and physiology relevant to normal human sexual functioning by writing a dialogue between you and your (fictional) eight year-old fraternal twins (one girl and one boy).** | |  | Work on Twin Dialogue | | |
| 02/21**online** | | **Twin Dialogue due in class**  **Reflection paper #4 due** | |  |  | | |
| 02/24 M | | Identify sexual orientations | | Ch. 7 pp. 173-189 | Daily Quiz #10  Values Clarification Activity | | |
| 02/26 | | Identify consequences of homophobia and the different roles people play in propatuating homophobic beliefs. | |  | Youth dealing with homophobia Activity | | |
| 02/28**online** | | Identify your attachment style and discuss how it might affect your relationship. | | Ch. 5 pp.109-133 | Daily Quiz #11  Complete Attachment Styles survey <http://www.web-research-design.net/cgi-bin/crq/crq.pl>  Attachment Style Activity | | |
| 3/3 M | | Practice the marriage hack. | |  | The Marriage Hack:  <http://tedxtalks.ted.com/video/The-Marriage-Hack-Eli-Finkel-at;Featured-Talks> (19 min) | | |
| Date | | Daily Learning Objective | | Reading BEFORE CLASS | Activity | | |
| 03/05 | | Operationalize fidelity. | | Read chapter 1 of Sex, Love and Fidelity. | Operationally define fidelity  Daily Quiz #12 | | |
| 03/07 | |  | | <http://www.youtube.com/watch?v=b7G0acYVjSU> | Polyamory – Kassia guest speak | | |
| 03/10 M | |  | |  | END OF UNIT ACTIVITY | | |
| 03/12 | | Define the different types of sexual education systems avaliable in USA. | | Ch. 10 pp.255-271 | Daily Quiz #13  **Childhood- adolescence** | | |
| 03/14 | | Critique anstinence only eduction system. | | <http://www.youtube.com/watch?v=A_huMNaUQ8Q> | Teenage Pregnancy  **Adolescence**  Abstinence only vs. comprehensive eduction  <http://www.youtube.com/watch?v=YHennhq1cMg> (10 min) - Teen Pregnancy in America.  <http://www.youtube.com/watch?v=5i8rTeeDZE4> – (8:20 min) – the effects of MTV teenage mom show | | |
| 03/17 M | | Define hooking up and the best practices to do when engaging in hooking up activities. | |  | Hooking up: What’s it all about? (30-45 min) p. 130-131  Handout 19 (p.143), and leader resouce 21 (p.158) | | |
| 03/19 | | Discuss the possible explanations for the SDS. | | Ch. 10 pp. 271-291 | Daily Quiz #14  **Young adults**  <http://www.youtube.com/watch?v=kOjNcZvwjxI>  The Sexual Double Standard  It will be a bit more “lectury” than usually, but just a bit! I promise!  I want to present to them some of the theories that were proposed to explain sds and have them debate/decide which one is the best explanation. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Daily Learning Objective | Reading BEFORE CLASS | Activity |
| 03/21 | **EXTRA CREDIT DUE (HOOKING UP ARTICLE) Reflection paper #5 due**  End of Unit activity |  | **Adults:**  Design a study to test the sexual double standard in older adults |
| 03/24-3/28 | **Spring Break** |  |  |
| 03/31 M | **Twin Dialogue Redux** |  | Work on Twin Dialogue Redux |
| 04/02 | **Twin Dialogue Redux due by the end of class** |  | Work on Twin Dialogue Redux |
| 04/04 |  | Ch. 11 pp. 301-333 | Daily Quiz #15  Treating sexual dysfunctions  Activity:  Choose a therapy to treat sexual dysfunctions and justify with evidence based why this type of therapy is better than the other available ones.  Why sexual dysfunction a bigger deal for men than for women? Meaning, the notion to “perform” etc.  Gender roles? Gender identity? Etc.  [http://www.youtube.com/watch?v=o-RozcHd08k](http://www.youtube.com/watch?v=o-RozcHd08k" \t "_blank)​ |
| 04/07 M | Sexual dysfunctions |  |  |
| 04/09 | Atypical sex | Chap. 12 pp. 335-360 | Daily Quiz #16  Atypical sex  Start the class with this in the background? <http://www.youtube.com/watch?v=KdS6HFQ_LUc> :P  Thought questions on pp.359 |
| 04/11 | Atypical sex |  |  |
| 04/14 M | Atypical sex  **Reflection paper #6 Bonk Ch. 9 due** |  | Atypical sex |

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| Date | Daily Learning Objective | Reading BEFORE CLASS | Activity |
| 04/16 |  | Chap. 13 pp. 361-388 | Daily Quiz #17  Rape  Rape victim speaks up <http://www.youtube.com/watch?v=-BcFdw25WHI> (30 min)  [http://youtu.be/tlb4Pu23kqw](http://youtu.be/tlb4Pu23kqw" \t "_blank) - Men let’s talk (3:20min) |
| 04/18 | NO CLASS |  | SPRING HOLIDAY |
| 04/21 M |  |  |  |
| 04/23 |  | Abortion:  [http://www.rollingstone.com/politics/news/the-stealth-war-on-abortion-20140115?utm\_source=upworthy&utm\_medium=facebook&utm\_campaign=partner](http://www.rollingstone.com/politics/news/the-stealth-war-on-abortion-20140115?utm_source=upworthy&utm_medium=facebook&utm_campaign=partner" \t "_blank) | Daily Quiz #18  **Adolecentance?? I might just follow well after teen’s pregnancy?**  Abortion  <http://www.youtube.com/watch?v=U3jDqhS52ns> – debate on FOX (9:20 min)  Hilary Clinton on Abortion <http://www.upworthy.com/dont-ask-hillary-clinton-about-abortion-if-you-cant-handle-her-answer?c=ufb3> (3:30 min)  Activity:  Present pros and cons for abortion. (pro-choice vs. pro-life)Daily |
| 04/25 | **Reflection paper #7 Bonk Chs. 10 and 15 due** |  | Work on presentations |
| 04/28 M |  |  | Work on presentations |
| 04/30 |  |  | Work on presentations |
| 05/02 |  |  | Presentations |
| 05/05 M  10:30am-12:30pm |  |  | Presentations  Final Exam |