Course Description and Learning Outcomes

This course examines the basic foundations of human sexuality and incorporates topical issues of interest and importance. In addition to the dissemination of cognitive information, a strong emphasis of the course is placed on the psychosocial aspects of human sexuality, and its impact on individuals and society. Students are encouraged to develop and maintain a personal philosophy concerning sexual decision-making and behavior. The broad goals of the course include an increased knowledge of the biological, developmental, and scientific aspects of human sexuality, in addition to developing a greater awareness of self and others. After successfully completing this course you will be able to:

- Describe the World Health Organization and SIECUS definitions of sexuality and formulate personal definition of sexuality.
- Describe the major developmental and historical influences on human sexuality in the United States over the past 100 years.
- Identify and describe reproductive anatomy, changes during puberty, and homologous genitals.
- Describe the stages of the human sexual response model.
- Incorporate communication skills into conversations about sex and sexuality.
- Identify and contrast current methods of contraception.
- Describe the process of conception, gestation, labor and delivery, demonstrating knowledge of the physical, emotional and consumer-related aspects of pregnancy.
- Identify common STIs & HIV/AIDS and explain and discuss their etiology, transmission, symptoms, diagnosis, treatment, and prevention.
- Experience an increase perceived susceptibility to personal risk for STD and HIV infection.
- Examine pornography, prostitution, and human sexual trafficking as political, social, and public health issues.
- Differentiate between biological sex, sexual orientation, gender identity, and gender expression.
- Demonstrate greater understanding of LGBTQ+ individuals, their history, public policies impacting the community, as well as health disparities disproportionately impacting the LGBTQ+ community.
- Develop and maintain a personal philosophy concerning sexual decision-making and behavior.
- Consider the total concept of human sexuality, broadening viewpoints & attitudes about diverse sexual issues.
- Define consent, sexual misconduct, and sexual assault. Identify campus resources for sexual assault and prevention.
- Appraise power dynamics and evaluate healthy and unhealthy intimate partner relationships.
- Demonstrate a greater understanding of underrepresented and marginalized sexual communities.
- Describe the social and political issues on abortion.

Course Instructor
Heather Platter, MS, PhD Candidate
She/her/hers
hplatter@umd.edu or hplatter@terpmail.umd.edu

Instructor Office Hours
Tuesdays & Thursdays
12:00pm – 2:00pm and by appointment
SPH 1242U

Class Meets
Tuesdays & Thursdays
3:00pm – 4:15pm
TYD 2106

Course Website
elms.umd.edu

Teaching Assistant
John Salerno, MPH, PhD Student
He/him/his
jsalerno@terpmail.umd.edu

TA Office Hours
Mondays
2-3pm, email for appointment
SPH 1242L
Required Resources

THINK: Human Sexuality.
Welch. Allyn & Bacon, 2011
Additional readings/videos will be on the Canvas website.

You need to purchase a physical “clicker.”
Visit the Students section of clickers.umd.edu for details.
You may use a phone app. You will want some spare CR2032 batteries for actual clicker.

Course Communication

Students should contact Heather through the above emails to discuss questions, absences, or accommodations. Learn how to write professional emails here (ter.ps/email). Please do NOT send emails via Canvas. Time-sensitive information and announcements will be sent on Canvas and on the Remind App.

We may not always agree on our personal definitions of sexuality, sexual health, or sexual rights. A goal of this course is to learn from peers with similar and different opinions, values, perspectives, and experiences. Your perspectives, opinions, or values may evolve and change throughout this course and throughout your life. Please remember to treat your peers and instructors with respect and courtesy, even if they have diverse opinions.

Inclement Weather / University Closings / Emergency Procedures

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

University Course Related Policies

All University of Maryland-approved course policies are provided at the following website:
http://www.ugst.umd.edu/courserelatedpolicies.html

Policy descriptions, resources, and links to official policy documents are provided for:

- **Academic Integrity**: What is cheating? What is plagiarism? What is the Honor Pledge?
- **Code of Student Conduct**: What behavior is prohibited?
- **Sexual Misconduct**: What to do in case of sexual harassment or sexual assault.
- **Non-Discrimination**: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.
- **Accessibility**: Information about disability support services (DSS) and accommodations.
- **Attendance, Absences, or Missed Assignments**: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.
- **Student Rights Regarding Undergraduate Courses**: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?
- **Official UMD Communication**: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.
- **Mid-Term Grades**: Provided for 100 and 200 level courses, and all student athletes.
- **Complaints About Course Final Grades**: Questions about course grades should first be addressed to the course instructor.
Course Syllabus

Human Sexuality

- **Copyright and Intellectual Property:** Who owns the work that I produce in class?
- **Final Exams:** Final exams are scheduled by the University.
- **Course Evaluations:** The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.
- **Campus Resources:** ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Course Procedures and Policies

**Attendance, Absences, and Participation Points**

It is expected that students will attend all classes, but attendance will not be graded. Due to the nature of this class, we will have many in-class participation activities, such as muddiest point and exam wrappers, which will be used to enhance class engagement and track participation points. These participation points will be factored into your final grade. This means that absences may impact your final participation grade.

Anticipated absences for religious observances should be shared with me during the first 3 weeks of the semester. I will award participation points for students who contact me about religious observances. Absences due to a medical or family emergency will require documentation and notice within one week of the missed class; however, it is ideal to notify me before missing class. Participation points may be awarded in the case of a medical or family emergency. If I am not notified, or notified one week after the unexcused absence, participation points will not be awarded.

**Lateness and Early Departures**

Leaving early or arriving late are typically not acceptable in a work/professional setting. In a college atmosphere lateness and early departures are very disruptive and rude to the instructor, guest speakers, and other students. All students are expected to arrive on time and to remain in class for the entire period.

**Late Work and Missed Assignments**

Students who are having difficulty completing an assignment on time should email Heather before the deadline for support and to inform me of turning in late work. Students will lose 1-point for every day an assignment is late. Students should submit their assignments on Canvas before class starts on the assignment due date. Students with an excused absence that miss an in-class assignment will have the opportunity to make it up.

**Phone are NOT Permitted during our Class Meetings**

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. Please make sure phones are off during class time. They are only to be used with clicker polling. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: [http://youtu.be/WwPaw3Fx5Hk](http://youtu.be/WwPaw3Fx5Hk)

**Laptops are for Notetaking and Classwork**

I understand that many students like to take notes on laptops, myself included. However, they do present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. I will allow students to use laptops for notetaking in class, but students should be mindful to not check email, be on social media, text, or work on other assignments. Participation points may be lost if students are found to be inattentive or using computers inappropriately during class time.
Get Some Help!
You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu.

Everything is free because you have already paid for it, and everyone needs help… all you have to do is ask for it.

Names/Pronouns and Self Identifications
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and disability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Learning Assessments
**Participation Points**
Participation points will be awarded in many forms. The most basic is the syllabus quiz, which is due the first week in class. We will also do a muddiest point at the end of class. Students will submit an index card with their name on it sharing the most confusing or muddiest point of the day. Muddiest points will be reviewed in later classes to optimize learning.

Students will also be able to earn participation points for submitting an exam question to Kahoot! for each exam. Kahoot! is a website and phone app aimed to assist students with studying for exams. I have the right to use the best study questions on Kahoot! on the actual exams. Students who have their question chosen will receive extra participation points and hopefully you’ll know the answer on the exam! Students will also receive participation points for completing the Exam Wrapper after exams #1 and #2 (see Exams below for more information).

**Reading and Discussion Questions**
Students are expected to complete the textbook readings on a weekly basis. To get the maximum benefit from the material, readings should be completed before each topic is presented and discussed in class. Weekly discussion questions are short writing assignments that are due on Canvas each week before class on Thursday. These assignments should use Times New Roman font, size 12 text, have 1-inch margins, double-spaced, and be 1-page long. Weekly discussion questions will be posted on Canvas. Full credit assignments are worth 10 points. Assignments turned in at or after 3pm will lose 1-point. Assignments will also lose 1-point for each day late after the due date.
Sexual Health Interview
This is a 4-part assignment worth a total of 400 points, which is 40% of your final grade. All assignments should be typed, double-spaced, use Times New Roman font, size 12 text, and 1-inch margins. Remember to proofread for grammatical errors and typos as they will be considered during grading. More information on these assignments can be found on Canvas.

Part 1 is the Interview Topic Proposal, which is worth 100 points. Proposals should be 3-4 pages in length. Students should come prepared to discuss and receive peer feedback on their proposal in class on 9/13. Please do not conduct interviews until after proposal is graded. This proposal paper should include the following:

- Identify the interview topic and provide background information on the controversial issue
- Find and discuss 2 articles and 2 organizations that inform your selected topic. If your topic has “two sides,” select one “pro” article/organization and one “con” article/organization to represent both sides. These resources will shape the introduction of your final paper.

Part 2 is the Interview Questions and Interviewee Information, which is worth 50 points. This is approximately 2 pages in length. Students should come prepared to discuss and receive peer feedback on their interview questions in class on 9/27. It is expected that some questions will be already drafted. Students should include the following:

- Write at least 10 interview questions; Identify interviewee, age, relationship to student, and interview date

Part 3 is the Final Paper, which is worth 200 points. This paper is between 8-10 pages. It should include the following:

- The name of interviewee, age, relationship to student, and date interview was completed
- A revised part 1, which will be the introduction to the paper
- The 10 numbered questions with interviewee responses; Your reaction to the interview experience

Part 4 is the Presentation, which is worth 50 points. Presentations should include a PowerPoint/Prezi and will last 5 minutes. Students will have the opportunity to ask questions after each presentation. Students have the opportunity to present on the following dates and can sign up in class.

- November 27; November 29; December 4; December 6

Exams
There will be three exams given during the semester. Each exam is worth 100 points. The exams will cover material from the reading assignments as well as information presented in class through lectures, guest speakers, and class discussions. Strong Kahoot! Questions may also be chosen as exam questions. Exams #1 and #2 will be during the semester and we will use an Exam Wrapper after Exams #1 and #2. An Exam Wrapper is an opportunity to reflect on your exam performance and on the effectiveness of your exam preparation. We will also review exam statistics for Exams #1 and #2. Exams #1 and #2 are NOT cumulative. Exam #3 will be given during finals week in our classroom. Up to 20% of questions on Exam #3 will be cumulative.

Students are expected to be in class for exams. Should an emergency arise that will prevent the student from being present for a scheduled exam, the student must contact the instructor by email as soon as possible after missing the exam. Upon presentation of a documented emergency, the student can make up the exam at the discretion of the instructor. If you have a conflict with a scheduled exam time, it may be possible to take the exam early, with a minimum of 2 weeks advance notice. Let me know as soon as possible if you have a conflict with a scheduled exam time.
Grades
Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on Canvas. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

<table>
<thead>
<tr>
<th>Learning Assessments</th>
<th>#</th>
<th>Points Each</th>
<th>Category Total</th>
<th>Category Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Points (PP): syllabus quiz, exam wrappers, muddiest point, Kahoot! exam review questions</td>
<td>Multiple</td>
<td>Varies</td>
<td>150</td>
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<tr>
<td>Discussion Questions (DQ): short writing assignments</td>
<td>15</td>
<td>10</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Exams (EX)</td>
<td>3</td>
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<td>100</td>
<td>10%</td>
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<tr>
<td>Sexual Health Interview (SHI): Interview Questions</td>
<td>1</td>
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<td>50</td>
<td>5%</td>
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<tr>
<td>Sexual Health Interview (SHI): Final Paper</td>
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<td>200</td>
<td>20%</td>
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<tr>
<td>Sexual Health Interview (SHI): 10-minute Presentation</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>5%</td>
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</table>

Total Points: 1000 100%

Final letter grades for this class are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94.00%</td>
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<tr>
<td>B</td>
<td>84.00%</td>
</tr>
<tr>
<td>C</td>
<td>74.00%</td>
</tr>
<tr>
<td>D</td>
<td>64.00%</td>
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<tr>
<td>F</td>
<td>&lt;60.0%</td>
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<tr>
<td>+</td>
<td>97.00%</td>
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<tr>
<td>+</td>
<td>87.00%</td>
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<td>+</td>
<td>77.00%</td>
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<td>+</td>
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<tr>
<td>-</td>
<td>60.00%</td>
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</tbody>
</table>
## Tentative Course Schedule

**PP** = Participation Points  
**DQ** = Discussion Questions  
**EX** = Exam  
**SHI** = Sexual Health Interview

<table>
<thead>
<tr>
<th>DATE/ASSIGNMENT</th>
<th>DURING OUR CLASS MEETING</th>
<th>DUE BEFORE CLASS</th>
</tr>
</thead>
</table>
| Tues 8/28       | **Introductions**  
Course Overview and Syllabus Review  
Remind App Registration                |                                     |
| Thur 8/30       | **PP, DQ**  
Research and History of Human Sexuality                                                 | Syllabus Quiz  
Discussion Question                   |
| Tues 9/4        | **Female Anatomy**                                                                   |                                     |
| Thur 9/6        | **DQ**  
Male Anatomy                                                                         | Discussion Question                  |
| Tues 9/11       | **Sexual Development**                                                              |                                     |
| Thur 9/13       | **DQ**  
Human Sexual Response  
Think – Pair – Share – Interview Topic Proposal                                         | Discussion Question                  |
| Tues 9/18       | **SHI**  
Human Sexual Response  
*Guest Speaker – Behavioral and Community Health*                                        | Interview Topic Proposal             |
| Thur 9/20       | **DQ**  
Sexual Orientation & Gender Identity  
*Potential Guest Speaker*                                                            | Discussion Question                  |
| Tues 9/25       | **Sexual Orientation & Gender Identity  
*Potential Guest Speaker***                                                       |                                     |
| Thur 9/27       | **DQ**  
Sex and Communication  
Think – Pair – Share – Interview Questions                                                | Discussion Question                  |
| Tues 10/2       | **PP**  
Sex and Communication  
Exam Review – Kahoot!                                                              | Kahoot! Question(s)                  |
| Thur 10/4       | **DQ, EX**  
Exam 1                                                                               |                                     |
| Tues 10/9       | **SHI, PP**  
Sexually Transmitted Infections + HIV/AIDS  
Exam Wrapper                                                                       | Interview Questions and Interviewee Information |
| Thur 10/11      | **DQ**  
Sexually Transmitted Infections + HIV/AIDS  
*Guest Speakers – Billie Tyler, Mina Rahimi*                                              | Discussion Question                  |
| Tues 10/16      | **Sexually Transmitted Infections + HIV/AIDS**                                          |                                     |
| Thur 10/18      | **DQ**  
Contraception  
*Potential Guest Speaker*                                                             | Discussion Question                  |
| Tues 10/23      | **Contraception**                                                                      |                                     |
## Course Syllabus

### Human Sexuality

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thur 10/25</td>
<td>DQ</td>
<td>Pregnancy, Childbirth, and Abortion</td>
<td>Discussion Question</td>
</tr>
<tr>
<td>Tues 10/30</td>
<td></td>
<td>Pregnancy, Childbirth, and Abortion</td>
<td></td>
</tr>
<tr>
<td>Thur 11/1</td>
<td>DQ, PP</td>
<td>Pregnancy, Childbirth, and Abortion Exam Review – Kahoot!</td>
<td>Discussion Question Kahoot! Question(s)</td>
</tr>
<tr>
<td>Tues 11/6</td>
<td>EX</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>Thur 11/8</td>
<td>DQ</td>
<td>Dating and Relationships, Sexual Coercion, Rape, and Abuse Exam Wrapper</td>
<td>Discussion Question</td>
</tr>
<tr>
<td>Tues 11/13</td>
<td>PP</td>
<td>Dating and Relationships, Sexual Coercion, Rape, and Abuse <em>Guest Speaker – Lola Taiwo, Sexual Assault Prevention Graduate Coordinator</em></td>
<td></td>
</tr>
<tr>
<td>Thur 11/15</td>
<td>DQ</td>
<td>Sex and the Media</td>
<td>Discussion Question</td>
</tr>
<tr>
<td>Tues 11/20</td>
<td></td>
<td>Prostitution <em>Potential Guest Speaker</em></td>
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<tr>
<td>Thur 11/22</td>
<td>DQ</td>
<td>Happy Thanksgiving! No Class!</td>
<td>Discussion Question</td>
</tr>
<tr>
<td>Tues 11/27</td>
<td>SHI</td>
<td>Pornography Presentations</td>
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<tr>
<td>Thur 11/29</td>
<td>DQ, SHI</td>
<td>Human Sexual Trafficking Guest Speaker – SAFE Center Presentations</td>
<td>Discussion Question</td>
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<tr>
<td>Tues 12/4</td>
<td>SHI</td>
<td>Presentations</td>
<td>Final Paper</td>
</tr>
<tr>
<td>Thur 12/6</td>
<td>SHI</td>
<td>Presentations</td>
<td>Discussion Question Kahoot! Question(s)</td>
</tr>
<tr>
<td>Thur 12/13</td>
<td>EX</td>
<td>Final Exam</td>
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</table>

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course page on Canvas for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.
## HLTH377FC Course Outline

### Session 1  
**Tuesday, 8/28**

**Topics**  
Introductions  
Course Overview and Syllabus Review  
Remind App Registration  
Kahoot! Registration  

**Learning Objectives for Session**  
- Describe the World Health Organization and SIECUS definitions of sexuality and formulate personal definition of sexuality.

**Required and recommended readings**  
None

**Assignments**  
None due

### Session 2  
**Thursday, 8/30**

**Topics**  
Research and History of Human Sexuality

**Learning Objectives for Session**  
- Describe the major sex research that has been performed.

**Required and recommended readings**  
Chapter 1 & 2

**Assignments**  
Syllabus Quiz  
Discussion Question due on 8/30 by 2:59pm

### Session 3  
**Tuesday, 9/4**

**Topics**  
Female Anatomy

**Learning Objectives for Session**  
- List the major gender differences and similarities with respect to reproductive physiology.

**Required and recommended readings**  
Chapter 4

**Assignments**  
None due

### Session 4  
**Thursday, 9/6**

**Topics**  
Male Anatomy

**Learning Objectives for Session**  
- List the major gender differences and similarities with respect to reproductive physiology.
### Session 5
**Topics**
- Sexual Development

**Learning Objectives for Session**
- List the major gender differences and similarities with respect to reproductive physiology.

**Required and recommended readings**
Chapter 6

**Assignments**
- Discussion Question due on 9/6 by 2:59pm

### Session 6
**Topics**
- Human Sexual Response

**Learning Objectives for Session**
- Describe the stages of the human sexual response model.

**Required and recommended readings**
Chapter 11

**Assignments**
- None due

**Assignments**
- Think – Pair – Share – Interview Topic Proposal – In class assignment
- Discussion Question due on 9/13 by 2:59pm

### Session 7
**Topics**
- Human Sexual Response
- Guest Speaker – Dept. of Behavioral and Community Health

**Learning Objectives for Session**
- Describe the stages of the human sexual response model.

**Required and recommended readings**
Chapter 11

**Assignments**
- Interview Topic Proposal due on 9/18 by 2:59pm

### Session 8
**Topics**
- Sexual Orientation and Gender Identity

**Assignments**
- None due

**Assignments**
- Discussion Question due on 9/13 by 2:59pm

**Assignments**
- Think – Pair – Share – Interview Topic Proposal – In class assignment
Learning Objectives for Session
- Demonstrate greater understanding of LGBTQ+ individuals, their history, public policies impacting the community, as well as health disparities disproportionately impacting the LGBTQ+ community.
- Differentiate between biological sex, sexual orientation, gender identity, and gender expression.
- Demonstrate a greater understanding of underrepresented and marginalized sexual communities.
- Consider the total concept of human sexuality, broadening viewpoints & attitudes about diverse sexual issues.

Required and recommended readings
Chapter 3 and 7

Assignments
Discussion Question due on 9/20 by 2:59pm

Session 9  Tuesday, 9/25
Topics
Sexual Orientation and Gender Identity

Learning Objectives for Session
- Demonstrate greater understanding of LGBTQ+ individuals, their history, public policies impacting the community, as well as health disparities disproportionately impacting the LGBTQ+ community.
- Differentiate between biological sex, sexual orientation, gender identity, and gender expression.
- Demonstrate a greater understanding of underrepresented and marginalized sexual communities.
- Consider the total concept of human sexuality, broadening viewpoints & attitudes about diverse sexual issues.

Required and recommended readings
Chapter 3 and 7

Assignments
None due

Session 10  Thursday, 9/27
Topics
Sex and Communication

Learning Objectives for Session
- Incorporate communication skills into conversations about sex and sexuality.

Required and recommended readings
Chapter 9

Assignments
Discussion Question due on 9/27 by 2:59pm
Think – Pair – Share – Interview Questions – In class assignment

Session 11  Tuesday, 10/2
Topics
Sex and Communication
Exam Review
<table>
<thead>
<tr>
<th>Learning Objectives for Session</th>
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<tbody>
<tr>
<td>- Incorporate communication skills into conversations about sex and sexuality.</td>
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<table>
<thead>
<tr>
<th>Required and recommended readings</th>
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<tbody>
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<td>Chapter 9</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>Exam Review Kahoot! Questions due on 10/2 by 2:59pm</td>
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<tr>
<th>Session 12</th>
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<tbody>
<tr>
<td>Thursday, 10/4</td>
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<table>
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<th>Exam 1</th>
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<td>Discussion Question due on 11/4 by 2:59pm</td>
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<table>
<thead>
<tr>
<th>Session 13</th>
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<tr>
<td>Tuesday, 10/9</td>
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| Topics | Sexually Transmitted Infections + HIV/AIDS               |
|---------------------------------------------------------|

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<thead>
<tr>
<th>Learning Objectives for Session</th>
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<tbody>
<tr>
<td>- Identify common STIs &amp; HIV/AIDS and explain and discuss their etiology, transmission, symptoms, diagnosis, treatment, and prevention.</td>
</tr>
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<td>- Experience an increase perceived susceptibility to personal risk for STD and HIV infection.</td>
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<table>
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<tr>
<th>Required and recommended readings</th>
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<tbody>
<tr>
<td>Chapter 14</td>
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<table>
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<th>Assignments</th>
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<tbody>
<tr>
<td>Exam Wrapper – In class assignment</td>
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<table>
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<tr>
<th>Session 14</th>
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<tbody>
<tr>
<td>Thursday, 10/11</td>
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| Topics | Sexually Transmitted Infections + HIV/AIDS               |
|---------------------------------------------------------|

<table>
<thead>
<tr>
<th>Learning Speakers</th>
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<tbody>
<tr>
<td>Billie Tyler, RN – The Women’s Collective, Mina Rahimi, UMD STING/BEAM Study</td>
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<tr>
<td>Discussion Question due on 11/11 by 2:59pm</td>
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<table>
<thead>
<tr>
<th>Session 15</th>
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<tbody>
<tr>
<td>Tuesday, 10/16</td>
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| Topics | Sexually Transmitted Infections + HIV/AIDS               |
|---------------------------------------------------------|

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- Identify common STIs & HIV/AIDS and explain and discuss their etiology, transmission, symptoms, diagnosis, treatment, and prevention.
- Experience an increase perceived susceptibility to personal risk for STD and HIV infection.

### Required and recommended readings

Chapter 14

### Assignments

None due

<table>
<thead>
<tr>
<th>Session 16</th>
<th>Thursday, 10/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Contraception</td>
</tr>
<tr>
<td><strong>Learning Objectives for Session</strong></td>
<td>- Identify and contrast current methods of contraception.</td>
</tr>
</tbody>
</table>

### Required and recommended readings

Chapter 13 focus on pages 266 - 284

### Assignments

Discussion Question due on 10/18 by 2:59pm

<table>
<thead>
<tr>
<th>Session 17</th>
<th>Tuesday, 10/23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Contraception</td>
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<tr>
<td><strong>Learning Objectives for Session</strong></td>
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</table>

### Required and recommended readings

Chapter 13 focus on pages 266 - 284

### Assignments

None due

<table>
<thead>
<tr>
<th>Session 18</th>
<th>Thursday, 10/25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Pregnancy, Childbirth, and Abortion</td>
</tr>
</tbody>
</table>
| **Learning Objectives for Session** | - Describe the process of conception, gestation, labor and delivery, demonstrating knowledge of the physical, emotional and consumer-related aspects of pregnancy.  
- Describe the social and political issues on abortion. |

### Required and recommended readings

Chapter 12  
Chapter 13 focus on pages 285 - 287

### Assignments

Discussion Question due on 10/25 by 2:59pm
### Session 19
**Tuesday, 10/30**

**Topics**
Pregnancy, Childbirth, and Abortion

**Learning Objectives for Session**
- Describe the process of conception, gestation, labor and delivery, demonstrating knowledge of the physical, emotional and consumer-related aspects of pregnancy.
- Describe the social and political issues on abortion.

**Required and recommended readings**
Chapter 12
Chapter 13 focus on pages 285 - 287

**Assignments**
None due

### Session 20
**Thursday, 11/1**

**Topics**
Pregnancy, Childbirth, and Abortion

**Learning Objectives for Session**
- Describe the process of conception, gestation, labor and delivery, demonstrating knowledge of the physical, emotional and consumer-related aspects of pregnancy.
- Describe the social and political issues on abortion.

**Required and recommended readings**
Chapter 12
Chapter 13 focus on pages 285 - 287

**Assignments**
- Discussion Question due on 11/1 by 2:59pm
- Exam Review Kahoot! Questions due on 11/1 by 2:59pm

### Session 21
**Tuesday, 11/6**

**Exam 2**

### Session 22
**Thursday, 11/8**

**Topics**
Dating and Relationships/Sexual Coercion, Rape, and Abuse

**Learning Objectives for Session**
- Appraise power dynamics and evaluate healthy and unhealthy intimate partner relationships.
- Define consent, sexual misconduct, and sexual assault.
- Identify campus resources for sexual assault and prevention.

**Required and recommended readings**
Chapter 8, 10, 17

**Assignments**
- Discussion Question due on 11/8 by 2:59pm
Exam Wrapper – In class assignment

**Session 23**
Tuesday, 11/13

**Topics**
Dating and Relationships/Sexual Coercion, Rape, and Abuse
Guest Speaker – Lola Taiwo, Sexual Assault Prevention Graduate Coordinator

**Learning Objectives for Session**
- Appraise power dynamics and evaluate healthy and unhealthy intimate partner relationships.
- Define consent, sexual misconduct, and sexual assault.
- Identify campus resources for sexual assault and prevention.

**Required and recommended readings**
Chapter 8, 10, 17

**Assignments**
Exam Wrapper – In class activity

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**Session 24**
Thursday, 11/15

**Topics**
Sex and the Media

**Learning Objectives for Session**
- Demonstrate a greater understanding of underrepresented and marginalized sexual communities.
- Examine pornography, prostitution, and human sexual trafficking as political, social, and public health issues.

**Required and recommended readings**
Chapter 18 – Focus on pages 381 to page 384

**Assignments**
Discussion Question due on 11/15 by 2:59pm

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**Session 25**
Tuesday, 11/20

**Topics**
Prostitution

**Learning Objectives for Session**
- Examine pornography, prostitution, and human sexual trafficking as political, social, and public health issues.
- Demonstrate a greater understanding of underrepresented and marginalized sexual communities.

**Required and recommended readings**
Chapter 18 – Focus on 384 - 387

**Assignments**
None due

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**Session 26**
Thursday, 11/22

No class! Happy Thanksgiving!

**Assignments**
| Session | Topics | Assignments | Learning Objectives for Session | Required and recommended readings | Assignments | Discussion Question due on | Project Presentations | |---|---|---|---|---|---|---|---|---|---|---|
| 27 | Pornography Presentations |  | Examine pornography, prostitution, and human sexual trafficking as political, social, and public health issues. | Chapter 18 – Focus on pages 375 - 379 |  | 11/22 by 2:59pm | In class |  
| |  |  |  |  |  |  |  |  
| 28 | Human Sexual Trafficking Guest Speaker – UMD SAFE Center Presentations |  | Examine pornography, prostitution, and human sexual trafficking as political, social, and public health issues. Demonstrate a greater understanding of underrepresented and marginalized sexual communities. | Chapter 18 – Focus on page 387; Read Panel on Sexual Trafficking Transcript |  | 11/29 by 2:59pm | In class |  
| |  |  |  |  |  |  |  |  
| 29 | Presentations |  |  |  |  | 12/4 by 2:59pm | In class |  
| |  |  |  |  |  |  |  |  
| 30 | Presentations |  |  |  |  | 12/6 by 2:59pm | In class |  
| |  |  |  |  |  |  |  |  
| 31 | Final Exam |  |  |  |  | 12/13 by 2:59pm | In class |  

Due Date: 11/22 by 2:59pm