PSYC 3374.001 Human Sexuality  
Maymester 2019

Instructor: Yuliana Zaikman  
Class Meetings: MTWR 12:00 – 3:45
Office: Bay Hall, room 355.D  
Location: BH-126
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Email: Yuliana.Zaikman@tamucc.edu
Office hours: MR 10:00-11:00, By appointment

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 me this semester in exploring the topic of sexual behavior, including human sexuality, reproduction, male-female conflicts and the social implications of sex. By the end of the course, you will be able to:

• Communicate with your partner about sexual pleasure, contraception, and sexually transmitted infections
• Communicate with your children about sexual anatomy, sexual orientation, reproduction, contraception, sexual pleasure, relationships, and sexually transmitted infections across the lifespan
• Communicate 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 intensive. We have two weeks, eight class periods to cover a full semester worth of material. You enroll in this course with the understanding that the reading and writing will be substantial.
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 in your assignments, it is ok to honestly express your beliefs, even if they are not politically correct or socially desirable. I 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 we miss the mark. However, I pledge to make my best effort to be respectful and accurate in my language. When in doubt, consider this: Write and speak in a way that would not mortify your mother.
Class Activities
How will you acquire the knowledge and skills to communicate about sexuality and related issues using appropriate language for a wide variety of audiences?

1) Complete all assigned pre-class preparation readings and activities
2) Demonstrate your readiness to participate in in-class activities by performing satisfactorily on individual daily quizzes
3) Attend class regularly
4) Participate actively and constructively in team quizzes and in-class activities
5) Complete reflection papers relating material about human sexuality
6) Complete a final team exam
7) Provide your teammates feedback on their performance as teammates

Each of these tasks is 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 text and/or viewing short video clips. The assigned readings can be found in the course calendar, while the video links can be found on Blackboard under the appropriate date. There is a copy of the textbook at the library on reserve for you to check out for up to 3 hours (you cannot take the textbook outside of the library).
The required text is:

2. Demonstrate your readiness to participate in in-class activities by performing satisfactorily on individual daily quizzes
Prior to all class periods, you will need to complete an individual quiz (IQ) on Blackboard that will be due half an hour prior to the beginning of the class. These IQs will be available on Blackboard and you will be able to complete them at any time prior to the due date. Each IQ consists of 15 questions, one point per question, and you will have 15 minutes to complete it. These quizzes have to be completed independently, and any collaboration on them can result in disciplinary actions. At the end of the term, individual scores on the IQs will be added together to calculate an IQ total. Because daily quizzes hold students accountable for being prepared for and attending class, no make-up quizzes will be given for any reason. It is your responsibility to complete the IQs before the deadline. Completion of the IQs after the deadline will result in a zero for that IQ.

3. Attend class regularly
Attending class is critical to developing your ability to communicate about sexuality and related issues. Specifically, in-class activities and materials will give you opportunities to practice using language appropriate to a wide variety of audiences. 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. 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. Missing one-class period is equal to missing approximately two weeks of class material. Although attendance does not directly contribute to your final grade, we will be doing a variety of in-class activities. 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).
4. **Participate actively and constructively in team quizzes and in-class 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 teams. 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. At the beginning of each class period, you will complete a team quiz (TQ) consisting of five multiple-choice questions. At the end of the term, the team quizzes will be combined for a total TQ grade.

You will also do a variety of in-class activities (ICA) 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. At the end of the term all the in-class activities will be combined for a total ICA grade. Because you must be present to participate meaningfully in these activities, they cannot be “made up.”

5. **Complete reflection papers relating material about human sexuality**

Students will write two reflection papers (as individuals, not teams) based on various supplemental material (excerpt from other books, articles etc.). Each reflection paper should be between 500-700 words long. Due dates are listed on the tentative schedule in the syllabus. Students are encouraged to consult the Purdue Online Writing Center ([owl.english.purdue.edu](http://owl.english.purdue.edu)) for help with these assignments. Please do not use google docs links as a submission format as I cannot open those. Word or pdf format is preferred. When submitting your paper, do NOT include your name inside the document. More detailed information and the evaluative criteria for these papers will be posted on Blackboard.

6. **Complete a final team exam**

Each team will complete a final team exam at the end of the term. This final team exam will require you to use information from all of the semester to answer a set of questions. Some questions will be multiple choice, while others open-ended. The exam will be closed notes/textbook. You will need to complete the final team exam during the final exam period, Friday 05/31. This exam will be completed with your team members and every team member will receive the same grade on the final exam.

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

These peer evaluations hold 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. You will complete a peer evaluation once at the end of the term. At the end of the term, you will get a certain grade based on team assignments (i.e., team quizzes and the final team exam). Your group members will evaluate each other on their contributions to these team assignments. You will be given a set amount of points (100 for each team member) to distribute amongst your teammates (including yourself). You must distribute all the points in this pool for your evaluations. If you think everyone in your team contributes equally to your group work, you can distribute the points evenly (i.e., 100 points each, i.e., 100% for each group member). If you think someone did a spectacular job or was freeloding, you can change your distribution accordingly. Again, you need to use all of your points; if you give someone more than 100 points, you’ll need to take points away from someone else. You will also need to provide justification for your point distributions. Regardless of someone’s performance, you cannot assign anyone fewer than 50 points or more than 120 points.

Then, once you completed the peer evaluation, your actual grade on the team performance, will be calculated based on the team performance grade multiplied by the peer evaluation. For example, say a team earn 85% on team assignments. On the peer evaluation, Student A got a 100% on the peer evaluation (meaning this student was a regular contributor to team assignments); Student B got a 87% on the peer evaluation (meaning this
student perhaps missed multiple days of class and when in class, does not contribute sufficiently to the assignments), and Student C got a 113% on the peer evaluation (meaning this student comes very prepared to class, very engaged in class discussions etc.). Student A’s grade on Team Performance will be (85*1.00 =) 85, Student B’s grade on Team Performance will be (85*.87) = 73.95, and Student C’s grade on Team Performance will be (85*1.13) = 96.05. In essence, your team performance grade is influenced in part by your peer evaluations of your contribution to that team grade.

**The Five Star Review**

This is how your final grade will be calculated:

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<thead>
<tr>
<th>SOURCE</th>
<th>1. INDIVIDUAL PERFORMANCE</th>
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<tbody>
<tr>
<td></td>
<td>Individual quizzes (7 IQs)</td>
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<tr>
<td></td>
<td>15 points per quiz * 7 quizzes = 105 points</td>
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<td></td>
<td>Reflection papers (2 Reflection papers)</td>
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<td></td>
<td>100 points per paper * 2 papers = 200 points</td>
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<td></td>
<td>In-class activities (8 ICAs)</td>
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<tr>
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<td>10 points per ICA * 8 ICAs = 80 points</td>
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<td><strong>Total Individual Points = 385 points</strong></td>
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|        | 2. TEAM PERFORMANCE* |
|        | Team quizzes (7 TQs)  |
|        | 15 points per quiz * 7 quizzes = 105 points |
|        | Final team exam (1 exam) |
|        | 200 points |

**Total Team Points = 305 points**

**TOTAL AVAILABLE POINTS: 690 POINTS**

*This will be multiplied by the peer evaluation percentage for each unit/research project.

Final grades will be assigned based on the following points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points to be earned</th>
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<tbody>
<tr>
<td>A</td>
<td>617-690</td>
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<tr>
<td>B</td>
<td>548-616</td>
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<tr>
<td>C</td>
<td>479-547</td>
</tr>
<tr>
<td>D</td>
<td>410-478</td>
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<tr>
<td>F</td>
<td>&lt;410</td>
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**The Insurance Policy (AKA: Extra Credit Opportunities)**

There might be one or two extra-credit opportunities throughout the term. Specific information about these extra-credit opportunities will be posted on Blackboard.

**General Class Conduct**

1) Please turn your phones off, or on silent. Do not check your phone during class. You’re in class. You’re an adult. You pay for this course. So please behave accordingly.

2) Please treat this class time as Vegas. In other words, “what happens in Vegas, stays in Vegas”. Please respect the information your teammates and classmates share in this class and do not repeat it to people outside of this class. I want us to feel comfortable to talk about sexuality without worrying about the information circulating throughout the university.

3) Email communication: Please view email correspondence as an extension of appropriate class conduct.
   Please don’t start emails with “Hi there”, it is a personal pet peeve, so please don’t do it. Always remember, if you want to ask someone a question or a favor, you are more likely to get a positive response if you are respectful. I would also prefer to be called Dr. Zaikman or Professor Zaikman. Please do not refer to me as Mrs. or Miss Zaikman.
4) Very often, students come to me and tell me that if they do not receive a certain grade in my course, they are going to lose their scholarship, or they won’t graduate, or they will become ineligible for something or other. Let me be clear: I can relate. I understand how hard it is to succeed in education, to pay for school, etc. I in no way wish for anything bad to happen to anyone as a result of failing my course. But it is your responsibility to get a good grade in my course; it is not my responsibility to give you a good grade. I will never assign a student a grade that s/he did not earn, so please do not come to me saying “I need a grade bump or I will lose my scholarship”. It would be completely unfair to the rest of the class to grant anyone a grade they did not earn. If you are worried about something like this come to see me early, and we can discuss options.

The Fine Print

PREREQUISITES: PSYC2301

EMAIL: Official communication to you will often come through your TAMUCC 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.

DISABILITIES ACCOMMODATIONS: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

ACADEMIC INTEGRITY/PLAGIARISM: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in deduction of points on the assignment or test, zero on the assignment or test and/or filling a formal academic misconduct form.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:
* Using the work of another as your own,
* Downloading or purchasing ready-made essays off the web and using them as your own,
* Using resource materials without correct documentation,
* Using the organization or language of a source without using quote marks and proper citation.
* Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

ACADEMIC ADVISING: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

DROPPING THE CLASS: I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. May 22nd is the last day to drop a class with the automatic grade of “W” this term.
GRADE APPEAL PROCESS: As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf) For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html)

ACADEMIC CONTINUITY: In the event of an unforeseen adverse event, such as a major hurricane, in which classes cannot be held on the TAMUCC campus, this course will continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., email, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

<table>
<thead>
<tr>
<th>Maymester 2019</th>
<th>DEADLINES</th>
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<tbody>
<tr>
<td>May 16</td>
<td>Maymester last day of registration &amp; first day of classes</td>
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<td>May 27</td>
<td>Memorial Day Holiday</td>
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<td>May 30</td>
<td>Last day of Maymester</td>
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<td>May 31</td>
<td>Maymester final examinations</td>
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<tr>
<td>June 4</td>
<td>Maymester grades due</td>
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<tr>
<td>Date</td>
<td>Topics</td>
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| 05/16 | 1.1 Class Orientation | -Go over the syllabus  
-Form teams & choose team names  
-Set grade weights  
-Identify myths and facts about sexuality  
-Practice different communication styles |  | -Form teams  
-Set grade weights  
-Myth or Fact  
**In Class Activity (ICA) 0:**  
-Let’s talk sex  
-Let’s research sex: Sexual Double Standard Activity |
|       | 1.2 Studying Human Sexuality |  |  |  |
|       | 1.3 Sexual Double Standard | -Discuss methods for studying human sexuality  
-Discuss preconceptions about studying sexuality and/or the people who study sexuality  
-Discuss the possible explanations for the SDS  
-Design a research project on the topic of the SDS |  |  |
| 05/20 | 2.1 Male Sexual Anatomy | -Describe and identify structures of the male anatomy and physiology  
-Build models of male internal and external genitalia and identify the various structures | Ch. 2: Sections 2.1 & 2.2;  
Ch. 3 and watch the TED talk *10 things you didn’t know about orgasm* available on Blackboard | **TQ 1**  
Taboo: Male Anatomy Edition  
Pictionary: Female Anatomy Edition  
**ICA 1:**  
-PlayDoh Activity  
-The Most Important Organ Activity  
-Sexual Response Activity |
<p>|       | 2.2 Female Sexual Anatomy |  |  |  |
|       | 2.3 Physiology of Sexual Response |  |  |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Daily Learning Objectives</th>
<th>Reading/Assignment BEFORE CLASS</th>
<th>Activity /Assignment due</th>
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<tr>
<td>05/21 T</td>
<td>3.1 Sexual Behaviors&lt;br&gt;3.2 Intimate Relationships&lt;br&gt;3.3 Polyamory&lt;br&gt;- Identify potential issues in engaging in sexual fantasies&lt;br&gt;- Discuss the similarities and differences between brushing your teeth and masturbation&lt;br&gt;- Discuss the portrayals of masturbation in the media (<em>Sex and the City</em> Episode)&lt;br&gt;- Identify your attachment style and discuss how it might affect your relationships&lt;br&gt;- Identify myths and facts about polyamory&lt;br&gt;- Operationalize fidelity and discuss polyamory</td>
<td>Ch. 6: Sections 6.1-6.8; Ch. 4: Sections 4.1-4.5; attachment through the life course (pdf available on Blackboard)&lt;br&gt;IQ 2</td>
<td>TQ 2&lt;br&gt;ICA 2: Sexual Behaviors Activity&lt;br&gt;- Discussing Masturbation Activity&lt;br&gt;- Attachment Style Activity&lt;br&gt;- Fidelity Activity&lt;br&gt;- Polyamory Activity</td>
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<td>05/22 W</td>
<td>4.1 Sexual Development in Childhood&lt;br&gt;4.2 Sex Education&lt;br&gt;4.3 Sexual Development in College and Adulthood&lt;br&gt;- Develop a plan for a demonstration of how to talk to girls and boys about menstruation.&lt;br&gt;- Discuss Sex Education in the USA.&lt;br&gt;- Define hooking up and the safest ways to engage in hooking up activities</td>
<td>Ch. 12 (Sections 12.2-12.4) &amp; Ch. 2 (Section 2.3); Read <em>Abstinence-Only and Comprehensive Sex Education and the Initiation of Sexual Activity and Teen Pregnancy</em> and “Love me Tinder: Untangling emerging adults’ motivations for using the dating application Tinder?” available on Blackboard&lt;br&gt;IQ 3</td>
<td>TQ 3&lt;br&gt;ICA 3: Sexual Development Activity&lt;br&gt;- Sex Ed Activity&lt;br&gt;- Online Dating Activity&lt;br&gt;- Hooking Up Activity</td>
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<td>Reflection #1 due by midnight on Friday 05/24</td>
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<td>Date</td>
<td>Daily Learning Objectives</td>
<td>Reading/Assignment BEFORE CLASS</td>
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<td>05/23 R</td>
<td>5.1 Gender &amp; Gender Roles&lt;br&gt;5.2 Gender Identity&lt;br&gt;5.3 Sexual Orientation</td>
<td>Ch. 10 &amp; 11; View <em>Dr. Money Documentary</em> (link available on Blackboard)</td>
<td>TQ 4&lt;br&gt;ICA 4:</td>
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<td>-Discuss Dr. Money Documentary&lt;br&gt;-Discuss gender roles and their importance in our society&lt;br&gt;-Identify traditional depictions of men and women&lt;br&gt;-Identify and discuss the struggles transgender people face&lt;br&gt;-Identify sexual orientations and discuss sexual fluidity advantages and disadvantages&lt;br&gt;-Identify consequences of homophobia and the different roles people play in perpetuating homophobic beliefs</td>
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<td>-“Was David ever a girl?”&lt;br&gt;-Gender Role Activity&lt;br&gt;-Magazine Activity&lt;br&gt;-Transgender Struggles Activity&lt;br&gt;-Values Clarification Activity&lt;br&gt;-Sexual Fluidity Activity</td>
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<td>05/28 T</td>
<td>6.1 Conception, Pregnancy &amp; Birth&lt;br&gt;6.2 Abortion, Postpartum Issues &amp; Impaired Fertility&lt;br&gt;6.3 Sexually Transmitted Infections</td>
<td>Ch. 9 (Sections 9.1-9.8); Ch. 8 (Sections 8.1-8.7)</td>
<td>TQ 5&lt;br&gt;ICA 5:</td>
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<td>-Discuss the advantages and disadvantages of being a parent&lt;br&gt;-Identity the stages of birth&lt;br&gt;-Discuss the topic of abortion&lt;br&gt;-Discuss other available options for conception and family planning&lt;br&gt;-Discuss sexually transmitted infections&lt;br&gt;-Identify the “best” and the worst STI</td>
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<td>-Pregnancy and Childbirth Activity&lt;br&gt;- Abortion, Postpartum Issues &amp; Impaired Fertility&lt;br&gt;-STIs Scenarios Activity</td>
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<td>Date</td>
<td>Daily Learning Objectives</td>
<td>Reading/Assignment BEFORE CLASS</td>
<td>Activity /Assignment due</td>
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| 05/29 W  | 7.1 Contraception /STI Protection  
7.2 Sexual Problems & Solutions  
7.3 Paraphilic Disorders: Atypical Sexual Behaviors  
- Discuss ways to increase effectiveness of contraceptives  
- Identify the most effective contraceptive  
- Identify and discuss the manner in which sexual dysfunctions are portrayed in the media  
- Discuss the differences of sexual dysfunction for men and women  
- Identify the “best” sexual problem for a man and a woman  
- Define abnormal sexual behavior  
- Discuss the pros and cons of having a disorder included in the DSM-5  
- Discuss gender differences regarding paraphilic disorders  
- Identify the best theory to explain the development of paraphilias  
- Composite a sexual fantasy using everyday items | Ch. 5 (Sections 5.1-5.4); Ch. 7 (Sections 7.1-7.4); Ch. 14 (Sections 14.1-14.5)  
**IQ 6** | TQ 6  
ICA 6: Contraceptive /STI Protection Activity  
- Sexual Dysfunctions Activity  
- Atypical Sexual Behaviors Activity  
- Mystery Bag Activity |
| 05/30 R  | 8.1 Sexual Aggression & Violence  
8.2 Sexual Consent  
8.3 The Sexual Marketplace  
- Identify factors relating to perceptions of sexual assault victims and perpetrators  
- Discuss ways to decrease secondary victimization  
- Discuss the need for sexual consent in various situations  
- Discuss the pros and cons for legalizing sexual work  
- Discuss the advantages and disadvantages of the ease of accessibility of pornography | Ch. 13 (Sections 13.1-13.3); Ch. 15 (Sections 15.1-15.2)  
**IQ 7** | TQ 7  
ICA 7:  
- Sexual Assault Activity  
- Sexual Consent Activity  
- The Sexual Marketplace Activity |
| 05/31    | Final Team Exam                                                                                                                                                                                                           | Peer Evaluation and Reflection #2 due by midnight on Friday 05/31 | *Final Exam Date & Time:*  
Friday 05/31, Time: 12:00-3:45 |