

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2019
Discipline: Psychology
Course Number and Title: PSY 328 Psychology of Human Sexuality
Division: Upper
Faculty Name: Scott
Semester Credit Hours: 3

Prerequisites: One (1) lower division human development course OR one (1) lower division general psychology course OR one (1) introductory social work course; Student must be of junior or senior academic standing or receive permission of instructor.

COURSE DESCRIPTION

Let's talk about sex! From gender reveal parties to *Fifty Shades of Grey*, sex continues to be a central topic of discussion across cultures, yet open and honest conversations about personal comfort and sexual needs are difficult and rare. In a course designed expressly for Semester at Sea, we will start by defining and understanding cross-cultural differences in perceptions of gender identity, gender expression, biological sex, and sexual orientation. Emphasizing the importance of personal decision making and communication, additional topics will include anatomy, sexual arousal, sexual attraction and intimate relationships, sexual behaviors, contraception, sexually transmitted infections, conception/pregnancy, sexual difficulties and interventions, atypical sexual behaviors, sexual coercion and harassment, and sex for sale. In recognition of the critical role of non-verbal communication, we will engage in a semester-long exploration of body language and how these signals are interpreted across cultures. This course will carefully evaluate the dynamics of society and genetics in shaping sexual attitudes and behaviors and will include opportunities to integrate course material with social observations and learning experiences off the ship.

LEARNING OBJECTIVES

By the conclusion of the voyage:

1. Students will recognize and identify the relevant parts of male and female sexual anatomy.
2. Students will read, understand, and discuss relevant gender and sexuality theories and apply their conclusions to every day experience.
 - a. Students will explore gender differences/similarities in communication in both friendships and romantic relationships.
 - b. Students will distinguish between the various sexual orientation identifications across the LGTBQQIAA spectrum.
 - c. Students will explore gender differences /similarities in friendship/relationship patterns across all sexual orientations.

- d. Students will explore gender differences/similarities in sexual difficulties and atypical sexual behaviors.
- 3. Students will recognize the risks associated with unprotected sex.
 - a. Students will identify relevant forms of birth control and barrier methods associated with STI prevention.
 - b. Students will distinguish between viral and bacterial forms of STI's and the appropriate treatment options.
 - c. Students will recognize the basics of conception, pregnancy, delivery, and abortion procedures.
- 4. Students will recognize and identify the impact of sexual coercion, harassment, and rape on all individuals.
 - a. Students will identify the differences between quid pro quo and hostile work environment.
 - b. Students will identify the differences between stranger and acquaintance rape.
 - c. Students will know how to make better informed choices about their sexual experiences.
- 5. Students will identify and articulate the desire to establish and maintain close relationships and recognize the different types of relationships across cultures.
 - a. Students will contrast communal versus exchange relationships.
 - b. Students will recognize the theory of attachment and its influence throughout an individual's lifetime.
 - c. Students will appreciate the role of sex and sexuality in close relationships.
- 6. Students will recognize and appreciate women's fight for equality across the globe.
 - a. Students will compare and contrast women's stories in the Vagina Monologues.
 - b. Students will recognize the barriers to women's equality across cultures and countries.
 - c. Students will learn what actions can be taken both domestically and internationally to protect women from discrimination and violence.
- 7. Students will explore sexuality topics with consideration to culture and location including race, ethnicity, religion, sexual orientation, socioeconomic status, disability and country of origin.

REQUIRED TEXTBOOKS

REQUIRED TEXTBOOK

AUTHOR: Robert L Crooks and Karla Baur

TITLE: Our Sexuality

PUBLISHER: Cengage

ISBN-13: 9781305977372 (ebook) OR ISBN-13: 9781305646520 (hardcover)

DATE/EDITION: 2016/13th edition

AUTHOR: Eve Ensler
TITLE: The Vagina Monologues: 20th Anniversary Edition
PUBLISHER: Random House
ISBN #: 978-1-305-64652-0
DATE/EDITION: 2018

TOPICAL OUTLINE OF COURSE

Remember that a key component on Semester at Sea is “flexibility.” This tentative class schedule may be adjusted as the voyage progresses to address the needs of our classroom community.

Depart Ensenada—January 5

A1—January 7: Let’s talk about sex! (Chapter 1)

VM: Eve’s Introduction

An introduction of the course, review of syllabus, learning objectives, field assignments and field class. An introduction to the study of sexual behavior.

A2— January 9: Human Sexuality Research (Chapter 2)

VM: I Asked a Six-Year-Old Girl

Film: Kinsey

From Kinsey to Masters and Johnson, sex research has sought to understand sexual behavior through an empirical focus. An overview of the ethical and cross-cultural concerns involved in sex research will be discussed.

A3— January 11: Female Sexual Anatomy (Chapter 3)

VM: The Vagina Workshop

Article: Female Circumcision as a Public Health Issue

Film: The Gender Revolution

Review of the internal and external female sex organs, the menstrual cycle, menopause, and vaginal health. Discussion topics will include the stigma surrounding female masturbation and female pleasure and cultural issues such as female genital mutilation.

A4—January 14: Male Sexual Anatomy (Chapter 4)

VM: Because He Liked to Look at It

Article: Male Circumcision: Integrating Tradition and Medical Evidence

Review of the internal and external male sex organs, sperm production/maturation, erections, and penile health. Discussion topics will include erectile dysfunction, size concerns, and cultural issues such as male circumcision.

January 16—International Date Line crossing (Lost Day)

A5—January 17: Sexual Arousal, Response and Behavior (Chapter 6)

VM: The Flood

Article: Gender and Erotic Plasticity: Sociocultural Influences on Sex Drive

Overview of Masters and Johnson's sexual response cycle and the role of hormones in male and female sexual behavior. Discussion topics will include the importance of the five main senses in sexual arousal and expression, as well as the variations across cultures.

Study Day (No Class) – January 19

A6—January 20: Gender Identity (Chapter 5)

VM: The Beat the Girl Out of My Boy: Or So They Tried

Article: Romancing the Transgender Native: Rethinking the Use of the "Third Gender" Concept

A detailed outline of the biological, social, and cultural factors which influence gender identity across cultures. Discussion topics include genderqueer, third-gender identification, gender fluidity, and the facts versus myths in terms of gender differences in cognitive abilities, personality, and social behavior.

A7—January 22: Sexual Behaviors, Love, and Relationships (Chapters 7 & 8; 1st half)

VM: Say It Comfort Women

Application Assignment: Want Ad/All I Can Offer/Five Love Languages

An overview of the development of a relationship and its parameters, from initial attraction, courtship and potentially, love. Discussion topics will include cultural and media influence in partner selection and the phases of relationship conflict and dissolution.

Kobe, Japan – January 24-28

A8—January 29: No Strings Attached

Application Assignment is due in class

Article: "No relationships, no emotions, just sex": Exploring undergraduates' sexual decision making in friends with benefits relationships.

VM: The Little Coochie Snorcher That Could

The motivations, maintenance rules, and outcomes of casual sex relationships including friends with benefits, hookups, ongoing hookups, and sex with an ex will be explored. Discussion topics will include gender stereotypes, sexual regret, and media influences which can echo across a wide variety of cultures.

Shanghai, China – January 31 - February 1

In-Transit – February 2-3

Hong Kong, SAR – February 4-5

A9—February 6: Reflections on Japan, China, and Hong Kong

Article: Economies of Emotion, Familiarity, Fantasy, and Desire: Emotional Labor in Ho Chi Minh City's Sex Industry

Sharing and discussion of Global Vagina Monologues from Japan, China, and Hong Kong

Ho Chi Minh City, Vietnam – February 8-13

A10—February 14: Communication (Chapter 8; 2nd half)

VM: The Little Coochie Snorcher That Could

Film: A Suitable Girl (Documentary)

ARTICLE: Lost in Translation: The Different Ways Men and Women Talk About Troubles.

From active listening to asking open-ended questions, the focus will be on understanding how to share sexual histories, desires, preferences, and criticisms in a direct, non-judgmental, and open manner. Discussion topics will include how to “fight fair” and the inherent vulnerability associated with sexual self-disclosure.

Community Programming (No Class) – February 16

A11—February 17: Contraception and Abortion (Chapter 10)

VM: My Angry Vagina

Article: Abortion Laws Around the World

An overview of the prevention of pregnancy, including both contraception and abortion. Discussion topics include the strengths and limitations of these pregnancy prevention methods and the cultural controversy surrounding them.

Yangon, Myanmar – February 19-23

A12—February 24: Sexually Transmitted Infections (Chapter 15) & Midterm Review

VM: Hair

Article: Global HIV/AIDS Overview

Description of various sexually transmitted diseases including symptoms, treatment, and prevention. Discussion topics include the worldwide AIDS/HIV epidemic and its impact in countries on the itinerary.

A13— **February 26: MIDTERM EXAM**

Cochin, India – February 28 - March 5

A14—March 6: Reflections on Vietnam, Myanmar, and India

Sharing and discussion of Global Vagina Monologues from Vietnam, Myanmar, and India.

Community Programming (No Class) – March 7

A15—March 9: Lifespan Development (Chapters 12 & 13)

VM: I Was Twelve, My Mother Slapped Me

An overview of the psychological and physical changes in sexuality across the lifespan, including a comparison and contrast of rites of passage to mark the

transition into sexual maturity across cultures. Discussion topics will include sexual education, virginity loss, cohabitation, relationship status, marriage, and divorce.

Port Louis, Mauritius – March 11

A16—March 12: Conception, Pregnancy, Childbirth (Chapter 11)

VM: *I Was There in the Room*

An understanding of procreation starting with fertility concerns and issues surrounding conception, transitioning into step by step overview of pregnancy, prenatal development, and the stages of childbirth. Discussion topics will include issues of maternal and infant health across cultures and post-partum depression.

A17—March 14: Sexual Orientation (Chapter 9)

VM: *As a Lesbian*

Film: *The Wound*

Article: *South African Targets Rainbow Tourists*

A review of key terms and identities on the LGBTQQIAA spectrum and the current research surrounding sexual orientation. Discussion topics will explore how sexual orientation is understood and accepted across cultures, including stereotypes, homophobia, activism, and discrimination toward and within the LGBTQQIAA community.

A18—March 16: Sexual Coercion (Chapter 17)

VM: *My Vagina Was My Village*

Film: *V-Day Until the Violence Stops*

An overview of the various types of sexual abuse, including sexual harassment, sexual assault, sexual coercion, and rape. Discussion topics will include the acute and long term effects of sexual abuse on survivors and the cultural differences in prevalence, reporting, treatment, and punishment of perpetrators of sexual abuse.

Cape Town, South Africa – March 18-23

A19—March 24: Atypical Sexual Behaviors (Chapter 16)

VM: *The Woman Who Loved to Make Vaginas Happy*

Application Assignment: *Sexual Boundaries*

An overview of sexual practices that exist outside of mainstream culture, including fetishes, sadomasochism, bondage, dominance, and solo-erotic behaviors. Discussion topics will include the distinction between non-coercive and coercive practices, safe words, and societal acceptance of atypical sexual behaviors across cultures.

A20—March 26: Sex Difficulties & Solutions (Chapter 14)

VM: *The Crooked Braid*

Film: *He Named Me Malala*

From arousal stage difficulties to challenges reaching orgasm, descriptions of the types of sexual difficulties and the corresponding treatments will be discussed.

Additional discussion topics will include the stigma surrounding sexual difficulties and the importance of partner communication.

A21—March 28: Prostitution and Sex Trafficking (Chapter 18)

VM: The Vulva Club

Understanding sex for sale industry including legal and illegal practices and the ongoing physical, emotional and health related concerns faced by sex workers worldwide. Discussion topics will include the history of prostitution and socioeconomic versus humanitarian issues of selling sex.

Takoradi, Ghana — March 30 - April 1

Tema, Ghana — April 2-3

A22—April 4: Reflection on Mauritius, Cape Town and Ghana

Field Class Spotlight Monologue & Field Class Reflection are due in class

Sharing and discussion of Global Vagina Monologues from Mauritius, Cape Town and Ghana.

A23—April 6: Sex & the Media

VM: All Vagina Facts

Film: Still Killing Us Softly 4

Recognizing the prevalence and influence of sexual media across cultures, including films, television, print media, and advertising. Discussion topics will include the impact of social media, advertising, and pornography on sexual expectations and body image across cultures.

Study Day (No Class) — April 8

A24— **April 9: FINAL EXAM**

Casablanca, Morocco — April 11-14

Study Day (No Class) - April 16

A25—April 17: Reflection on Morocco and the World

Discussion and sharing of cultural images and objects related to sex and sexuality in Morocco and reflecting on the diversity and complexity of sexuality as a worldwide phenomenon.

Arrive Amsterdam — April 21

FIELD CLASS

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

The field Class for this course will take place on April 3, in Tema, Ghana

Field Class Title: #UsToo: Gender Equality and Female Genital Cutting in Ghana

In order to better understand the efforts being made to eliminate female genital cutting practices, this field class will visit the Ghana Association for Women's Welfare. Established in 1984, its mission is to "eradicate harmful traditional practices that affect the health and general wellbeing of women and girls, in particular female genital cutting (the cultural practice that involves partial or total removal or alteration of the external female genital organs for non-medical reasons)." Students will learn about the history, advocacy, successes and challenges of the association through conversations with the staff. They will discuss the tradition of female genital cutting in Ghana including the origin and prevalence of the practice plus how their strategies to eliminate the practice vary depending on local contexts and target groups. The field class will conclude with a volunteer opportunity with a NGO, Days for Girls, which "increases access to menstrual care by developing global partnerships, cultivating social enterprises, mobilizing volunteers, and innovating sustainable solutions that shatter stigmas and limitations for women and young girls."

Academic Objectives:

1. Learn about the history and purpose of female genital cutting in Ghana.
2. Understand the complexity of promoting women's welfare in Ghana.
3. Compare and contrast the challenges faced by women in Ghana and the United States when striving for respect and equality in both countries.
4. Evaluate the progress being made to reduce the practice of female genital cutting and analyze the continuing challenges faced by the Ghana Association for Women's Welfare.
5. Discuss the strengths and weaknesses of the initiatives to reduce female genital cutting.
6. Observe and record personal stories related to female genital cutting and the efforts to eliminate the practice.

FIELD CLASS ASSIGNMENTS:

Our field class experience will be worth **125 possible points, which is 25% of your overall course grade**. Twenty-five points will be allocated for participation during the field class itself. Full credit will involve active listening, engaging in discussion, asking questions, being punctual, and being respectful of our speakers and guides at all times. Fifty points will be possible for the creation of a "spotlight monologue" which will be created in the spirit of the Vagina Monologues and will be inspired by the sexuality issues discussed in our field class.

Lastly, fifty points are possible for the field class reflection, which will focus on our learning goals and objectives.

Field Class: Spotlight Monologue (50 points possible): Eve Ensler started creating “spotlight monologues” to include in the productions of the Vagina Monologues in order to highlight current events and specific sexuality concerns. Based on your field class experience, you will choose one story to tell from one unique character’s perspective. Your spotlight monologue should clearly reflect your conversations with the speakers, guides, and individuals you met during our field class and should reflect the urgency and importance of the sexuality issues we discussed together.

Step 1: Take notes and record your observations in this country and consider taking pictures to help you remember each location. Please remember to never photograph a person without their permission and be respectful at all times.

Step 2: Create a preface to your monologue giving the audience some insight into the creation of this character and the monologue.

Title of Your Spotlight Monologue

Preface

- Why did you choose this particular story to tell?
- What is your emotional connection to this story?
- Where is the story taking place and what is the significance of this location?
- Any additional backstory on your character that will help the reader better appreciate the monologue.

Step 3: Create your spotlight monologue.

Kwasi (Fictitious Name here, not a real name, and an approximate age)

Ghana: A Twenty-Two-Year Old Mother

(2-3 pages)

Step 4: Write up a concluding paragraph which will discuss your conclusions and future directions.

- What have you learned from writing this monologue?
- How is this knowledge relevant both in the country of origin and in the United States?
- What is your emotional reaction to this monologue?
- What would you like to see happen both in this country and globally regarding this issue?
- Any conclusions and/or final thoughts

Step 5: Remember this portion of the field assignment should be 3-5 pages long (the spotlight monologue should be at least 2 pages) and everything must be typed in 12-point font (Times New Roman), with one inch margins, double spacing, appropriate headings, and an APA cover page.

Field Class Reflection Paper (50 points possible):

In addition to the Spotlight Monologue, you will submit a 2-3-page reflection paper that encompasses all of the information you learned during the field class. Your field class reflection must be typed in 12-point font (Times New Roman), with one inch margins, double spacing, appropriate headings, and an APA cover page.

- What was your level of knowledge before the Field Class about this particular topic? Explain.
- What was your level of interest in this particular topic prior to the field class? Explain.
- **Review the specific learning objectives for the field class. How were these key concepts addressed today?**
- What are the specific challenges faced by the speakers and individuals you interacted with today? What do they need and how can we be of help?
- What was your emotional response while attending the field class? What specific events, speakers or circumstances affected you on an emotional level? Explain.
- What was your cognitive response while attending the field class? Which ideas did you learn, understand, or contemplate more deeply based on the speakers, circumstances or specific events of the day? Explain.
- How did the field class compare and contrast with similar issues in the United States and specifically at your home university/college? Explain and use concrete examples.
- How might this experience shape your knowledge of sexuality and your attitudes toward this particular topic? Explain.

METHODS OF EVALUATION

Vagina Monologue (VM) Readings and Group Participation

You will choose a small group to work with during the semester and you will be held accountable for your contribution to the discussion in the group and all group assignments. We often forget that a HUGE part of sexuality is learning to communicate effectively with others! Each group will present a VM reading for the day and discuss the relevance of the piece as it relates to the current readings. Please be creative and dynamic in your presentations (approximately 5-10 minutes).

Application Assignments (75 points possible):

Introspection is a key component to sexuality and you will be asked to complete four application assignments in the course, including: *Want Ad*, *All I Can Offer*, *Five Love Languages*, and *Sexual Boundaries*. Each of these application assignments are designed to challenge you to think about your beliefs, desires, and boundaries in an interactive and creative way.

Films & Documentaries

Throughout the course, you will be asked to view films and documentaries outside of class. You are strongly encouraged to watch them with members of the class to facilitate discussion and interest. Material from the films and documentaries will be used as examples in class and will appear on both the midterm and final exam.

Class assignments and exams are weighted below. There are 500 possible points in this course and both exams are cumulative and will consist of an application section, true/false questions, and multiple choice questions. Exams will cover material from the textbook, lectures, readings, class discussions, class activities, films and videos. **Please note, many students equate effort with a high grade, and do not consider the level of mastery of the course material. Just because you have “worked hard” on an assignment, does not mean it is necessarily deserving of a high grade. The grades in this course are based on a level of mastery of the material and points will be assigned accordingly.**

Point Breakdown:

Anatomy Quiz	25 points
Exam I	100 points
Exam II	150 points
Application Assignments	75 points
VM Presentation/Participation	25 points
Field Class Reflection	50 points
Field Class: Spotlight Monologue	50 points
Field Class Participation	<u>25 points</u>
	500 points possible

Letter grades are assigned as follows:

A+ = 243-250	B+ = 218-224	C+ = 193-199
A = 233-242	B = 208-217	C = 175-192
A- = 225-232	B- = 200-207	D = 150-174

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory. **All assignments are due on the day stated in syllabus regardless of whether or not you are in class.** Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to

make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS AND FILMS FOR THE LIBRARY

Kinsey (Film)

Release Date: November 12, 2004

Director: Bill Condon

Actor: Liam Neeson

Distributor: Fox Searchlight

The Wound (Film)

Initial Release: January 22, 2017

Sundance Film Festival

Director: John Trengrove

Running Time: 88 minutes

Distributor: Kino Lorber Inc.

V-Day: Until the Violence Stops (Documentary)

Initial release: February 1, 2003

Director: Abby Epstein

Screenplay: Eve Ensler

Music composed by: Rick Baitz

Producer: Vincent Farrell

Still Killing Us Softly 4 (Documentary)

Hosted by: Jean Kilbourne

Duration: 45 min

ISBN: 1-932869-44-1

Date Produced: 2010

Distributor: Cambridge Documentary Films

He Named Me Malala (Documentary)

Release Date: October 22, 2015

Director: [Davis Guggenheim](#)

Distributor: Fox Searchlight Pictures

A Suitable Girl (Documentary)

Winner of Tribeca Film Festival Best New Documentary Director Award

Release Date: 2018

Director: Sarita Khurana & Smriti Mundhra

Duration: 1 hour and 37 minutes

Distributor: The Film Collaborative

Gender Revolution: A Journey with Katie Couric

Release Date: 2017

Duration: 92 minutes

Distributor: The History Channel

ELECTRONIC COURSE MATERIALS

AUTHOR: Dhariwal, Navdip

ARTICLE/CHAPTER TITLE: Gender and Erotic Plasticity: Sociocultural Influences on Sex Drive

JOURNAL/BOOK TITLE: Sexual and Relationship Therapy

VOLUME: 19(2)

DATE: 2004

PAGES: 133-139

AUTHOR: Hoang, Kimberly Kay

ARTICLE/CHAPTER TITLE: South African Targets Rainbow Tourists

JOURNAL/BOOK TITLE: BBC News

VOLUME:

DATE: May 19, 2012

PAGES: <http://www.bbc.com/news/world-africa-18021964>

ARTICLE/CHAPTER TITLE: Economies of Emotion, Familiarity, Fantasy, and Desire: Emotional Labor in Ho Chi Minh City's Sex Industry

JOURNAL/BOOK TITLE: Sexualities

VOLUME: 13(2)

DATE: April 2010

PAGES: 255-272

AUTHOR: Pew Research Center

ARTICLE/CHAPTER TITLE: Abortion Laws Around the World

JOURNAL/BOOK TITLE:

VOLUME:

DATE: September 30, 2008

URL: <http://www.pewforum.org/2008/09/30/abortion-laws-around-the-world/>

AUTHOR: HIV.gov

ARTICLE/CHAPTER TITLE: The Global HIV/AIDS Epidemic

JOURNAL/BOOK TITLE:

VOLUME:

DATE: November 20, 2017

URL: <https://www.hiv.gov/federal-response/pepfar-global-aids/global-hiv-aids-overview>

AUTHOR: Christina Scott, Belinda Carrillo, and Irma Rivera

ARTICLE/CHAPTER TITLE: "No relationships, no emotions, just sex": Exploring undergraduates' sexual decision making in friends with benefits relationships.

JOURNAL/BOOK TITLE: Contemporary Perspectives in Family Research

VOLUME: 8A

DATE: 2014

PAGES: 31-74

AUTHOR: Deborah Tannen

ARTICLE/CHAPTER TITLE: Lost in Translation: The Different Ways Men and Women Talk About Troubles.

JOURNAL/BOOK TITLE: *Bumble's The Beehive* January 26, 2018.

URL: <http://thebeehive.bumble.com/bumbleblog/troubles-talk-dont-tell-me-what-to-do>

AUTHOR: Seem Kacker and Aaron Tobian

ARTICLE/CHAPTER TITLE: Male Circumcision: Integrating Tradition and Medical Evidence

JOURNAL/BOOK TITLE: The Israeli Medical Association Journal

VOLUME: 15

Pages: 37-39

AUTHOR: Evan Towle and Lynn Marie Morgan

ARTICLE/CHAPTER TITLE: Romancing the Transgender Native: Rethinking the Use of the "Third Gender" Concept

JOURNAL/BOOK TITLE: GLQ: A Journal of Lesbian and Gay Studies
VOLUME: 8 (4)
DATE: 2002
PAGES: 469-497

AUTHOR: Nahid Toubia
ARTICLE/CHAPTER TITLE: Female Circumcision as a Public Health Issue
JOURNAL/BOOK TITLE: New England Journal of Medicine
VOLUME: 331
DATE: September 15, 1994
PAGES: 712-716
URL: <http://www.nejm.org/doi/full/10.1056/NEJM199409153311106>

ADDITIONAL RESOURCES

None