



## RHODE ISLAND COLLEGE

### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

#### HED 101: HUMAN SEXUALTY (3), FALL 2010

**Instructors:** Susan Clark, Andrea Vastis, Lucille Minuto, Carol Cummings and Cindy Ouellette.

**Department:** Health and Physical Education Department, Chair: Dr. Betty Rauhe, 401 456 - 9787

#### COURSE INFORMATION:

**Catalog:** This is an introduction to human sexuality through multidisciplinary research and theory, with attention given to sociological perspectives. Guest lectures and various multimedia forms add to the breadth of approach. *3 credits.*

**Extended:** This course is designed to broaden students understanding of human sexuality. The course provides opportunity for personal growth, understanding of sexual health and sexual diversity, and broader knowledge of historical and contemporary issues.

**Relationship to Professional Program:** This course allows students to explore the diverse aspects of sexuality and how these issues relate to individuals, families, communities and the world. The course allows students to discuss the social aspects of human sexuality in a variety of settings. This course is required for all health education majors. It will facilitate their preparation in health content, health education standards, and health education responsibilities and competencies.

**Relationship to Conceptual Framework and FSEHD:** The course provides students with a foundation regarding human sexuality from a variety of perspectives. Students learn concepts of critical thinking. Students reflect on the impact of sexual behavior and attitudes on personal sexual health and society. Students analyze sexuality, relationships, health and decisions. Students evaluate personal and cultural opinions and actions. The knowledge base from the course allows students to access valid and reliable resources, and to communicate sexual health information.

#### 1. COURSE INFORMATION

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD <a href="#">Conceptual Framework</a> )</i>	<i>How is it assessed?</i>
Upon completion of this course the student will : 1. Identify physical, social, emotional and intellectual factors influencing sexual behaviors.	AAHE I:B1; RIPTS 1, 2; Knowledge, Diversity Reflection,	Exam, Kinsey Investigative Report, Abortion Homework
2. Select valid sources of information about human sexuality needs and interests.	AAHE I:A1; RIPTS 2; Knowledge, Plan	Exam, Investigative Report, Homework

3. Utilize computerized sources of human sexuality information.	AAHE I:A2; RIPTS 2; Knowledge, Plan	Kinsey Reflection, Love Haiku, Abortion Homework
4. Identify behaviors that tend to promote or compromise health.	AAHE I:B2; RIPTS 2; Reflection	Abortion Homework
5. Employ a wide range of educational methods and techniques. Investigative	AAHE III:A1; RIPTS 3, 8; Pedagogy, Diversity, Plan	Investigative Report
6. Utilize instructional equipment and other instructional media effectively.	AAHE III:A3; RIPTS 8; Pedagogy, Diversity, Professionalism, Act	Investigative Report
7. Access principle on-line human sexuality resources.	AAHE VI:A2; RIPTS 2; Knowledge	Kinsey Reflection Investigative Report Homework
8. Utilize a wide range of techniques for communicating human sexuality information.	AAHE VII:C1; RIPTS 3, 8; Knowledge, Pedagogy, Diversity, Professionalism, Plan	Investigative Report
9. Demonstrate proficiency in communicating human sexuality information.	AAHE VII:C2; RIPTS 3, 8; Knowledge, Pedagogy, Diversity, Professionalism, Act	Investigative Report
10. Identify male and female sexual anatomy and physiology.	RIPTS 1; Knowledge	Exam, Anatomy Model Assignment
11. Describe the stages of sexual response.	RIPTS 2; Knowledge	Exam
12. Analyze the benefits, risks and choices of various contraception methods.	RIPTS 2; Knowledge, Reflect	Exam, Reflections
13. Compare and contrast diverse sexual practices and ideology.	RIPTS 1, 4; Knowledge, Diversity, Reflect	Exam, Reflections Abortion Homework
14. Identify historical figures and time-periods that have shaped society's sexual attitudes, values and practices.	RIPTS 1, 2; Knowledge	Exam, Kinsey Reflection, Abortion Homework
15. Describe sexuality research methods. Exam, Kinsey	RIPTS 1, 2; Knowledge	Exam, Kinsey Reflection
16. Describe sexual behaviors.	RIPTS 2; Knowledge	Exam
17. Describe and demonstrate assertive communication.	RIPTS 2, 8; Knowledge, Reflect	Assertiveness

18. Describe consummate love.	RIPTS 1, 2, 8; Knowledge	Assignment Love Haiku, Exam
19. Analyze variations in gender identity and orientation.	RIPTS 2; Knowledge, Diversity, Reflect	Exam, Reflections
20. Describe prevention, etiology, pathology and treatment of sexually transmitted infections.	RIPTS 2: Knowledge, Reflect	Exams, Reflections
21. Describe conception, pregnancy and childbirth in the US and various cultures.	RIPTS 2: Knowledge, Diversity	Exam
22. Identify sexual dysfunctions and treatment of sexual dysfunctions.	RIPTS 2: Knowledge	Exam
23. Perform self-breast and self-testicular examination.	RIPTS 2: Knowledge	
24. Describe abortion in historical, physical and personal terms. Exam, Abortion	RIPTS 1, 2, 8: Knowledge, Reflect	Homework

## 2. COURSE TEXTS AND MATERIALS

Strong, B., Yarber, W. & Sayad, B. (2010). Human Sexuality: Diversity in contemporary America. New York, NY: McGraw Hill.

## 3. COURSE CALENDAR

Date	Topic/Today's Events	Ch	Assignments Due Today
8/30	Getting Organized; Sexuality Today		
9/1	No In-Class Meeting	1, 2	
9/6	No Class – Holiday		
9/8	Male Anatomy; Resources & APA Citation	4	
9/13	Female Anatomy	3	
9/15	Female Sexual Response	3, 4	Research Questions Due Male/Female Anatomy Models
9/20	Sexual Response	3, 4	
9/22	Sexual Problems and Solutions	14	What is attractive to you? Due
9/27	Sexual Problems and Solutions; Research	14, 1, 2	
9/29	Research and Review	1, 2	Kinsey Due – hard copy and Electronic attachment
10/4	Exam	1-4, 14	
10/6	Gender and Orientation	17 (parts)	
10/11	No Class – Holiday		
10/12	Monday Classes Meet; Gender and Orientation	5-7	Reflection Due
10/13	Attraction and Love	8, 9	Definition of Love in Haiku;

<u>Date</u>	<u>Topic/Today's Events</u>	<u>Ch</u>	<u>Assignments Due Today</u>
			Reflection Due
10/18	Relationships	8, 9	
10/20	Relationships and Communication	8, 9	Assertiveness Scenarios
10/25	Relationship and Communication	8, 9	Relationship Violence Homework
10/27	Sexual Behavior and Sexual Communication	8, 9	Bring book to class
11/1	Exam	5-9, 17(parts)	
11/3	Investigative Presentations		
11/8	Sexually Transmitted Infections	15, 16	
11/10	No Class – Thursday Classes Meets		
11/15	Investigative Presentations		Reflection Due
11/17	Investigative Presentations		
11/22	Conception/Prenatal Development/Pregnancy	12	Must have watched: Life's Greatest Miracle
11/24	Pregnancy/Labor/Delivery	12	
11/29	Pregnancy/Labor/Delivery	12	
12/1	Contraception	11	
12/6	Abortion	11	Abortion Homework Due Reflection Due
12/8	Pornography	18 (parts)	
12/13-17	Final Exams Meet		

#### 4. REQUIREMENTS

<u>Assignments</u>	<u>Points</u>
Investigative Report	60 points
Kinsey Movie Reflection:	35 points
Love Haiku Poem	15 points
Sexual Anatomy Model	25 points
Abortion Reflection	45 points
Reflections	10 points
Exams (3 x )	100 points each

**GRADING: Grade is earned by adding the number of points earned for each assignment by the number of points possible. Extra credit opportunities may become available.**

<b>Letter Grade Earned</b>	<b>Percentage of Points Earned</b>	<b>Description of Learning Accomplished</b>
A	93-100	Exceptional Learning Accomplishment
A-	90-92	
B+	86-89	Above Average/Superior
B	83-85	
B-	80-82	
C+	76-79	Average
C	73-75	
C-	70-72	
D+	66-69	Below Average/Inferior
D	63-65	
D-	60-62	
F	< 60	Inadequate demonstration of learning to pass course

## Academic Policies

**Attendance:** Attendance is required. Points deducted for unexcused absences. Points deducted for being unprepared, non-participatory or speaking out of turn. Ten points deducted for each absence. Student is responsible for documentation of excused absences and attendance procedures. Excused absences are limited to documented school functions, recorded infirmary visits, death in own family. Excused absences do not include employment, car malfunctions, unreported illness, optional vacation time, troubles of friends, etc. Make choices. There is a limit of 3 absences of *any kind* to pass the course. No make-up work accepted for unexcused absence. For excused school functions, work must be passed in no later than date/time due. Ask fellow student before instructor for missed work/handouts. No make-up exams or extensions on projects will be given for unexcused absences. In case of emergency, please contact instructor as soon as possible to discuss potential arrangements.

**Unprofessional Work:** Work not done on *time* = zero points. No reduced credit given. No requests for exceptions will be heard or honored. All work must be presented professionally (stapled, typed, etc.) in order to be accepted at all. Unless otherwise directed, typed assignments must be in 12-font and double-spaced.

**Communication Requirement:** All students must use RIC email account.

**Academic Integrity:** All work must be student's own or citations noted. APA manual is available in the library and online. Use it. Please read academic integrity standards and procedures in catalog/handbook. Violations to academic integrity are taken seriously. Violations of college policy will be reported in accordance with the procedures outlined. Work may be required to be submitted to **online plagiarism sites**.

### 5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: [Academic policies and procedures](#). Pp. 32-34, section 3.9.1.):  
[http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities:  
<http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

## Investigative Report

### Human Sexuality

Think of yourself as an investigative reporter for a major television network. You have been assigned a sexual health issue. You will do a lot of searching of and reading through research. You will condense all of the information you find into a 10-minute presentation. Most of your work goes on behind the scenes, with just your findings to be presented by you with visual aids to help.

You will need to

1. Look in your textbook first.
2. Go to the library and speak with a librarian. Bring your assignment sheet.
3. Gather at least five valid and current (within last ten years) sources. One is your text.
4. Know how to cite your sources (on your visual aid and on your handout).
5. Condense your information into 10 minutes, bringing the class the essentials we need to know about your research.
6. Give handouts to everyone as your written informational piece (something they can read quickly and take home to study).
7. If using Power Point, do not use it as a script of what you will say. Slides that are crowded will result in deduction of presentation points. Reading your power point will also result in deduction of presentation points. Use it for a supplemental visual aid only. Only a few slides are really possible.

To get started, you must type three *questions* you would like to research. *They must be in the form of a question or questions.* See below for examples. You do *not* have to choose from this list. You should form your own question that is of interest to you. These are due in class on \_\_\_\_\_. Keep in mind you will need to find valid and reliable research (see Ch. 1 and 2). You should find out if there are answers to your questions before going too far into your project. Use of invalid information will jeopardize your grade. Use textbook resource suggestions and peer-reviewed journal articles for reliable information. All work must be cited in 6<sup>th</sup> Edition APA format.

**The possibilities of research questions for Human Sexuality are limitless. These are just a *sampling* of projects done by students in the past.**

What determines sexual orientation? Why are some people homosexual?

What is puberty all about? How does it start? What changes occur and why?

What should be included in sex education classes in middle/high school and why?

What is responsible for the human sex drive?

What are menopause and current HRT options?

What treatments work best for erectile dysfunction?

What are the differences between cultures (choose them) on the issue of.....?

Why do people rape?

What are the benefits of sex?

What are the causes and treatments of infertility?

Why is there fetal alcohol syndrome and how can it be prevented? What are the hallmarks?

How prevalent is oral sex for teens and why?

What is sexual harassment and how can it be alleviated?

What is the current legalization of prostitution in this country compared with other countries?

Why do men and women prostitute themselves? What are the underlying psychological, physical and emotional issues of prostitutes?

What is the history and meaning of the Kama Sutra?

Does birth order make a difference in personality?

What are the different parenting styles, and how effective are they?

What is the divorce rate in this country vs. other countries, and what are the reasons for divorce?

How does growing up with divorced parents affect the child?

How do depression and anti-depressants effect sex life?

How do alcohol and other drugs affect sexual desire and performance?

What happens in adult relationships to children who are sexually abused as children?

Why do we marry?

What is sadism and masochism? What are fetishes and why do people have them?

What are the reasons for adultery?

What is female genital mutilation? Who practices it and why?

What are the sexual capabilities of a disabled person?

What are the ethical issues surrounding gender selection? How is it performed?

Is there really a G-Spot? What does the research show?

### **Summary of Presentation Guidelines**

- Time: Approximately 10 minutes.
- Date will be assigned by the instructor. Topics will be pre-approved by instructor.
- Presentations are to be presented in a professional, educational and mature manner. There will be no hats allowed for presentations. No jeans. Dress as if you were interviewing for a conservative job. There are no make-ups or postponements. Failure to present on assigned date for any reason will result in loss of total points.
- Questions to *and* from classmates are expected.
- There will be a peer group responsible for partial grading of presentation. Instructor is responsible for final presentation grade. You will also self-evaluate.
- Presentations should be creative, interesting and relevant. Props, samples, visuals, etc. are encouraged

whenever possible. Presenters will receive a reduced grade for directly *reading* their presentation. If you use Power Point, you must have photos, clip art and video, and you must have only bulleted words or short phrases. No complete sentences. No more than 5 bullets per page as a guideline please. Have hand notes to avoid reading from overhead screen.

- References *must* be included *on* handout/brochure and on and throughout visual aid. If using internet sources, use sources other than “.com” sites. Please use the Library for excellent information and assistance on campus. *Consult your textbook!!* Points will be deducted for improper reference formatting. Please site using APA 6<sup>th</sup> edition format. See Writing Center, the Library and online examples for assistance.
- Informational handouts for the class are required. Bring enough copies for everyone.
- Information for presentation should clearly answer your research question.



Your Name \_\_\_\_\_

Presenter's Name \_\_\_\_\_

Research Question: \_\_\_\_\_

### Investigative Report Assessment

Circle your rating for each category quality. The highest score indicates outstanding. The lowest score indicates much room for improvement and/or more effort needed. Scores in between indicate some room for improvement needed.

#### Audio/Visual Aid - 20 points.

- 1) LARGE enough to see from a distance 0 1 2 3 4
- 2) Spacing and placement easy to read, capture and follow 0 1 2 3 4
- 3) Creative 0 1 2 3
- 4) Visually captivating and appealing 0 1 2 3
- 5) Useful/Appropriate 0 1 2 3 4
- 6) Proper use of spelling, grammar and punctuation 0 1 2

TOTAL: \_\_\_\_\_

#### Presentation - 20 points

- 1) Voice clear, projects, annunciates, pronounces, eye contact 0 1 2 3
- 2) Body language professional and engaging without distractions; professionally dressed 0 1 2 3
- 3) Confidence in presenting; ownership of material 0 1 2 3
- 4) Avoids reading 0 1 2 3
- 5) Interesting to listen to 0 1 2
- 6) Enthusiastic 0 1 2
- 7) Creative and/or interactive 0 1 2
- 8) Timing 9-11 minutes 0 1 2

TOTAL: \_\_\_\_\_

#### Information - 20 points

- 1) Questions are fully explored and answered 0 1 2 3 4 5
- 2) Clear 0 1 2 3 4 5
- 3) Accurate (references used and valid) 0 1 2 3 4 5
- 4) A conclusion is verbalized and understood 0 1 2
- 5) APA 6<sup>th</sup> Edition format used and appears on Slideshow and handout 0 1 2 3

TOTAL: \_\_\_\_\_

TOTAL POINTS: \_\_\_\_\_ / 60 pts.

A suggestion for improvement:

A strength of the project/presentation:

Overall I learned (circle one):      A lot                  Some                  A little                  Nothing

## **BIBLIOGRAPHY:**

Rathus, S., Nevid, J., & Fichner-Rathus, L. (2005). *Human sexuality in a world of diversity* (6<sup>th</sup> edition). Boston, MA: Allyn & Bacon.

Carroll, J. (2005). *Sexuality now*. Belmont, CA: Wadsworth.

McAnulty, R. & Burnette, M. (2004). *Exploring human sexuality: Making healthy decisions* (2<sup>nd</sup> ed.). Boston, MA: Pearson.

## **SEXUALITY RESOURCES ONLINE**

1. Advocates for Youth
2. Planned Parenthood
3. GoAskAlice
4. AASECT – American Association of Sexuality Educators, Counselors and Therapists
5. SIECUS – Sexuality Information and Education Council of the US
6. Association for Reproductive Health
7. Guttmacher Institute
8. Healthy Teen Network
9. King County Dept. of Public Health – [Kingcounty.gov/healthservices](http://Kingcounty.gov/healthservices)
10. Sexual Health InfoCenter [www.sexhealth.org](http://www.sexhealth.org)
11. Youth Pride RI
12. National Sexuality Resource Center
13. The Media Project
14. Centers for Disease Control and Prevention
15. Gallup Poll
16. Society for the Scientific Study of Sexuality
17. Men’s Health Network
18. Your Resource: A project of advocates for youth
19. American Academy of Pediatrics
20. Mayo Clinic
21. National Gay and Lesbian Task Force
22. Kaiser Family Foundation
23. Discovery Health Channel, Sexual Health Center
24. National Institutes of Health
25. The Rape, Abuse and Incest National Network
26. U.S. Supreme Court [www.supremecourtus.gov](http://www.supremecourtus.gov)

Name \_\_\_\_\_ / 35 pts.

Human Sexuality

*Kinsey* Movie Reflection

Directions: Please type the following question numbers and questions followed by your answer. Type in double-spacing, 12-font. Staple this cover sheet on top of your work. Attention to detail 5 points. Please submit an electronic version of your document as an attachment to an email to [sclark@ric.edu](mailto:sclark@ric.edu) by due date on schedule. Work not turned in on time will not be accepted and all points will be forfeited.

1. What was the role of sex "information" in literature *before* Kinsey if it wasn't to report actuality? 2 pts.
2. What was acceptable sexual behavior as viewed by most of society during that era? 2 pts.
3. How were Kinsey's study and collection of wasps similar to human sexuality? 3 pts.
4. What is similar *and* different today compared to Kinsey's time in regards to sex information *and* behavior? Please discuss at least one similarity in sex information, at least one similarity in behavior, at least one difference in information, and at least one difference in behavior. 3 pts.
5. What did the Rockefellers want Kinsey to do differently with his research method? Be specific. 3 pts.
6. What did Kinsey say were the reasons why he used the methodology (the way he collected his data and subjects used) he did? 3 pts.
7. What was Kinsey's reason for his work (what did he hope to accomplish)? Be very specific? 3 pts.
8. What were the study flaws? 3 pts.
9. Visit the Kinsey Institute website. Why it is a valid site? Provide a brief synopsis of sex research you found interesting in the briefs or the primary source. Do NOT cut and paste from the website to your document. 5 pts.
10. Provide an APA 6<sup>th</sup> edition style reference page citation of one of the pieces of information from above. Please pay close attention to every detail in your citation. There are style guides available online or at the library. 3 pts.

Name \_\_\_\_\_

\_\_\_\_\_/10pts



### *Love Haiku*

Please write a Haiku love poem. If you are not familiar with Haiku, you may do some research online. A couple of quick resources are [www.wikihow.com/define-love](http://www.wikihow.com/define-love)

[www.wikihow.com/writ-a-haiku-poem](http://www.wikihow.com/writ-a-haiku-poem)

[www.healinglovenotes.com/haiku-poems.html](http://www.healinglovenotes.com/haiku-poems.html)

You will need to compose an original poem. You may not borrow any of it from previously composed work. It must have the 5/7/5 syllables. It must represent consummate love (see textbook). It should include nature (an element in Haiku poetry). It should be creative and easy to understand.

Please type your Haiku and put your name on your paper. Staple this handout to your work.

Bring to class on \_\_\_\_\_.

*Haiku Rubric*

	<i>Orgasmic</i> 3 pts.	<i>Plateau</i> 2 pts.	<i>Excitement</i> 1 pt.	<i>Refractory</i> 0 pts.
<i># of Syllables</i>	<i>Lines in 5/7/5</i>	<i>One line in error</i>	<i>Two lines in error</i>	<i>All lines in error</i>
<i>Consummate</i>	<i>All 3 elements</i>	<i>One element missing or incorrectly described</i>	<i>Two elements missing or incorrectly described</i>	<i>All 3 elements missing or incorrectly described</i>
<i>Nature</i>	<i>Use of nature very obvious and enhances meaning</i>	<i>Nature apparent</i>	<i>Nature misused or unclear</i>	<i>Nature missing</i>
<i>Comprehension and Creativity</i>	<i>Easy to understand and Very creative</i>	<i>Easy to understand and/or Somewhat creative</i>	<i>Challenging to understand and/or Needs more creativity</i>	<i>Very difficult to understand and/or No creativity</i>
<i>Presentation</i>	<i>Reaches plateau and shows extra effort in presentation</i>	<i>Paper is Typed Spelling and grammar is correct Name is on paper</i>	<i>Paper contains some spelling or grammatical errors or Name is missing</i>	<i>Paper is not typed and/or Contains spelling and/or grammatical errors and/or Name is missing</i>

Name(s): \_\_\_\_\_

**Model Assignment:**

**Anatomy and Physiology of the Male and Female External and Internal Reproductive System**

You will construct a representation of the male and female external and internal reproductive system.

Included will be the following structures:

Male: Interstitial cells, seminiferous tubules, epididymus, scrotum, testicle (testes), vas deferens, seminal vesicle, prostate gland, cowpers gland, urethra, penis (shaft and glans), rectum

Female: Ovary(ies), follicles, fallopian tube(s), uterus (indicate layers), cervix, vagina, labia minora, labia majora, urethra, rectum, clitoris

All structures must be identified in writing and orally. Please identify both the anatomical structure as well as its function.

You should use your ingenuity. You are encouraged to use a variety of materials. Accuracy is important. The model should be 3-Dimensional. It can be mounted, but does not have to be. None of the structures can be drawn, rather you must use materials from your home or from the instructor.

This is due on \_\_\_\_\_.

Please see attached rubric for scoring.

	Wow 5 pts.	Target 4 pts.	Developing 2-3 pts.	Weak 0-1 pt.
Labeling	All structures accurately labeled	Most structures accurately labeled	Some structures accurately labeled	Few structures accurately labeled
Ingenuity	Ingenious – most would not have thought of doing that!	Mostly demonstrated unique and thoughtful ideas	Somewhat interesting design	Design was not particularly unique or catchy
Materials	Many materials used and choices enhanced the model	A variety of materials used, but some overused or not the best choice to represent the structure	A greater variety of materials should have been used and/or materials used were not the best choice to represent the structure	Variety of materials was minimal and choices were not best choice for structure representation
3-D	Unmounted	Mounted but protrudes off base with varying depth	Mounted by somewhat flat	Mounted and does not stick out from page much at all
Presentation	Smoothly and accurately discussed model structures	Model was discussed with accuracy and smoothness most of the time	Model was discussed in an incorrect or unsure manner	Model was discussed in and incorrect and unsure manner

Name \_\_\_\_\_

\_\_\_\_\_/45 pts.

### Human Sexuality

### Abortion Reflection

Please type the questions followed by each response. Use 12-font, double spacing. Staple this 3-page handout on top of your typed report. You must submit an electronic version as well. Attention to detail 5 points.

Part I: Directions-Using your textbook and designated online resources (<http://www.reproductiverights.org/>, <http://www.naral.org/> and <http://www.plannedparenthood.org/>), answer the following questions. (20 pts.)

1. Briefly (no more than two paragraphs) describe the history of abortion in the United States. See question #2. Do not be repetitive.

2. Summarize the *Roe v. Wade* decision.
3. Describe a similarity and at least three differences between a medical abortion and surgical abortion.
4. What is the legal accessibility of abortions today in the state of Rhode Island? In other words, if a woman wanted an abortion in RI, what are the restrictions? Does her age matter, and if so, how? Where would she go? What types of abortions are available?
5. Are legal abortions performed in the US safe? Briefly explain.

Part II: After reading the text about the types of abortions available today. Complete the attached abortion stance questionnaire. Double check your scoring, and consult the scoring guide attached. Report your score and type a two-paragraph statement on your personal abortion stance, include your beliefs, your reasoning, any exceptions, etc. (10 pts.)

Part III: Directions- Using the *If These Walls Could Talk* film, answer the following questions. Do *not* recap the film. Do *not* critique it. Do not discuss issues such as “they should have known better” or “they should have used birth control” or similar before-the-fact statements. (10 points)

- 1.A. In the 1950’s piece, what are two reasons for Claire’s decision to have an abortion? B. Do you agree or disagree with her and why?
- 2.A. In the 1970’s piece, what are two major considerations in Barbara’s decision to have an abortion or not? B. What is the difference between this mother’s access to abortion, knowledge of abortions, and support/conversation with others about abortion versus Claire’s?
- 3.A. In the 1990’s piece, do you agree or disagree with the student’s final decision, and why/why not? B. Why does the doctor put her own life at risk by performing abortions?

Name \_\_\_\_\_

Reaction Paper \_\_\_\_ / 10 pts.

A. Explain four things you learned.

1. I learned that

2. I learned that

3. I learned that

4. I learned that

B. Explain the affective impact the lecture had on you (feelings, emotions, beliefs, etc.).

C. Explain specifically two ways you can apply this information to your life and/or field.

1.

2.

D. What are two things you would like to learn more about?

1.

2.

E. Explain specifically how this session connects to at least two other areas of studies in the course. Hint – look in your textbook for topics that relate in any way.

1.

2.