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A SIMULATION OF A WORLD CONGRESS OF SEXOLOGY SYMPOSIUM ON AIDS

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Overview

This project describes a simulation that helps develop intercultural awareness and appreciation, and skills in data collection, analysis, and synthesis; written and oral communication; and group cooperation. Students in a human sexuality course select a country to represent, then prepare a working paper on AIDS in that country, covering such topics as history, incidence, transmission, educational efforts, research focus, and governmental policies. The working paper also forms the basis for a proposed resolution, written by each student, to address major AIDS-related concerns in the student's country. During a class simulation of a World Congress on AIDS, including formal debate and informal caucuses, students present concerns of their countries, form coalitions of countries with similar needs, and work together to approve resolutions.

Course materials include instructions for assignments, guidelines and protocol for the Congress, techniques for assessing student performance, and methods for evaluating the academic and attitudinal impact of the exercise on students. Instructors can use the simulation as developed or adapt it to other issues with international dimensions.

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Description

This project contains resources and instructions for conducting a simulated World Congress on AIDS. Each student is assigned a country and creates a working paper and resolution before the Congress. Through formal debate and informal caucuses, students form coalitions and work to pass resolutions.

Directions for the Instructor

Materials needed (provided with this resource, except where noted):

- Pre-Post Survey (optional)
- List of Countries Concerned with AIDS
- List of Internet Resources
- Instructions for Writing Working Papers and Resolutions
- Sample Working Papers and Resolutions
- Delegate Handbook
- Questions for Reflection Paper
- Guidelines for Assessing Student Performance
- Placards with the Name of Each Country (not provided with this resource)
- Equipment for Digital Pictures or Videotaping (optional; not provided with this resource)

Directions:

1. Administer Pre-Survey if desired. (See Pre-Post Survey.)
2. Explain the simulation to students, and either ask them to choose countries or assign countries to them. (See Countries Concerned with AIDS and Guidelines for Assessing Student Performance in the Simulation.)
3. Assign students to complete working papers and resolutions. Provide samples for students. (See Instructions for Writing Working Papers and Resolutions, Sample Working Papers and Resolutions, and Internet Resources.)
4. Schedule Congress days.
5. Shortly before Congress days, conduct a practice session in class to review protocol and procedures and to indicate what types of student responses are desirable. (See Delegate Handbook.)
6. Conduct Congress days. The instructor or a student can serve as the chairperson, or delegates can take turns serving as chairperson of the Congress. (Create placards with the name of each country for the simulation and bring recording equipment if desired.)
7. Assign reflection papers. (See Questions for Reflection Paper.)
8. Evaluate student performance on the working papers, resolutions, Congress participation, and reflection papers. (See Guidelines for Assessing Student Performance in the Simulation.)
9. Evaluate the simulation exercise. (See Pre-Post Survey and Results of the Assessment of the Impact of the Simulation on Student Knowledge and Attitudes.)

Pre-Post Survey

Any code number that you will remember: _____

Please respond to the following items using this scale.

- 1 = strongly disagree
- 2 = disagree
- 3 = neither agree nor disagree
- 4 = agree
- 5 = strongly agree

- _____ 1. The study of sexuality is incomplete unless we give serious consideration to cultural factors that contribute to behavior.
- _____ 2. Studying culture is unnecessary because all human sexual behavior is essentially the same.
- _____ 3. Personally, I don't enjoy studying about people from different cultures.
- _____ 4. In general, there should be a greater emphasis on the study of cultural differences in sexual behavior.
- _____ 5. I've never really thought much about how culture influences sexual behavior.
- _____ 6. Simulation exercises help me understand important concepts better.
- _____ 7. I would rather collect data on sexual behavior than do library research on the topic.
- _____ 8. Statistical information about sexual practices can help us understand why people do what they do.
- _____ 9. I don't particularly want to travel outside the U.S.
- _____ 10. I believe there are vast differences in how men and women are treated in different cultures.
- _____ 11. I find the sexual behavior of people in other countries to be odd.
- _____ 12. To me, normal sexual behavior is what is typical for white, middle class Americans.
- _____ 13. Sexual norms and restrictions serve the culture in some way.
- _____ 14. A practice like female genital mutilation should be eliminated, regardless of its cultural basis.
- _____ 15. I am confident that I can find scientifically accurate and current information using the Internet.
- _____ 16. Videos help me understand other cultures better.

Countries Concerned with AIDS

Africa

- Algeria
- Ethiopia
- Lesotho
- Nigeria
- Republic of Congo
- South Africa
- Uganda
- Zimbabwe

Asia

- China
- India
- Japan
- Nepal

Caribbean

- Dominican Republic
- Haiti
- Jamaica
- Trinidad

Europe

- France
- Germany
- Great Britain
- Russia
- Sweden
- Switzerland

Middle East

- Egypt
- Iran
- Iraq
- Israel
- Jordan

North America

- Canada
- Mexico

Oceania

- Australia
- New Zealand
- Papua New Guinea

South/Central America

- Argentina
- Chile
- Costa Rica

Guidelines for Assessing Student Performance in the Simulation

_____ Working Paper (possible 40 points)

- correct format
- accuracy of background information
- currency of background information
- thoroughness of background information
- completeness of goals
- appropriateness of goals
- goals follow logically from background information

_____ Resolution (possible 40 points)

- correct format
- appropriate sponsors
- statements follow from working paper
- resolution consistent with working paper goals
- resolution possible and likely to be submitted by country

_____ Participation in the Simulation (possible 15 points)

- volunteers to present working paper at appropriate time
- calls for caucuses at appropriate times
- suggests coalitions with other countries
- attempts to negotiate differences with other countries
- comments contribute to advancing the discussion in formal settings
- uses procedure correctly

_____ Reflection Paper (possible 5 points)

- paper contains reflection rather than description
- adequately addresses one or more questions
- correct format and length

_____ **Total (possible 100 points)**

Instructions for Writing Working Papers and Resolutions

Working Papers

Individually, each delegate will write a one-page, single-spaced paper containing these parts:

Name of Country

Name of Delegate

Background Information: current situation with respect to AIDS in the country, and political, geographic, religious, economic, cultural, and historic factors that helped determine the current situation and have implications for future action (e.g., longstanding poverty, illiteracy, religious teaching regarding gender roles)

Goals of the Country: three or four statements that reflect actions that “should” happen to benefit the country

Resolutions

Individually, each delegate will write one resolution related to addressing one or more of the goals for the country, identified in the working paper. The resolution should be no more than one page, single spaced. The resolution should contain these parts:

Title of the Resolution

Author of the Resolution

Country

Sponsors: signatures and country names of at least four cosponsors of the resolution

Rationale: two or three statements of fact based on the background information and goals of the country presented in the working paper

Action: the actual resolution containing specific recommendations/action plans (This section should have two or three main points.)

Note. The Instructions for Writing Working Papers and Resolutions are slight modifications of the work of Jeffrey S. Lantis, Associate Professor of Political Science and Chairperson of the International Relations Program at The College of Wooster, Wooster, OH. He is the original designer of the Global Problems Summit on which this simulation is based. Dr. Lantis’s work is used by permission. More information may be found in these sources.

Lantis, J. S. (1998). Simulations and experiential learning in the international relations classroom. *International Negotiation: A Journal of Theory and Practice*, 3, 39-57.

Lantis, J. S. (1996). Simulations as teaching tools: Designing the Global Problems Summit. *International Studies Notes*, 14, 1.

Sample Working Paper 1

Name of Country: Lesotho

Name of Delegate: (student's name)

Background:

Nelson Mandela, former South African president, has said that AIDS not only kills those who do the work the culture needs to survive, but also kills parents, forcing older children to leave school and support their younger siblings, creating a spiral of poverty. Four percent of the 2.1 million people of Lesotho were infected with the AIDS virus at the end of 1997. In 1999, there were 7,317 reported cases, which is a 30% increase since the end of 1998. This creates great concern within the country, not only because of the health implications, but also because of the economic implications. Affected families are becoming financially unstable due to the long-term health care costs and due to the loss of income, which creates more poverty. Too many children are either suffering from the disease themselves, or losing their parents and their educational and economic opportunities.

Approximately 54% of the AIDS cases between the ages of 20 and 39 are female. Mother to fetus transmission has resulted in many children having full-blown AIDS before the age of four. The future population of Lesotho is dying off before it has a chance to begin. Therefore, it is of utmost importance to formulate a plan to control the AIDS epidemic.

Goals:

1. The government of Lesotho is taking the AIDS threat seriously. To best address the epidemic, Lesotho needs to form coalitions and partnerships with neighboring African nations, as well as with wealthy nations in order to gain financial support.
2. The people of Lesotho must be better educated about the effect the virus is having on the future of the country, especially the effect on children and their futures.
3. Lesotho has decided to follow the Health Sector Reform Program. This program will help build the capacity of the health system to be cost effective and to assist institutions with designs that will help deal with the epidemic. The strategies will allow the health systems to anticipate and cope with the increasing demand on them.
4. A progressive, community-based, widely available program needs to be advertised, in order to combat the AIDS epidemic. The program must be made available at the community level.

Sample Resolution 1

Title of the Resolution: Fighting the AIDS Epidemic in Lesotho

Author of the Resolution: (student's name)

Country: Lesotho

Sponsors: South Africa, Mozambique, Algeria, Japan

Rationale:

Because Lesotho has experienced a sharp increase in AIDS since 1997, it has instituted the Health Sector Reform Program and other such programs designed to fight the epidemic. Still, there is a threat to the population and to the economy. Because of the importance of controlling the AIDS epidemic, this action is proposed.

Action:

1. Form a coalition among sub-Saharan African countries and some wealthier nations such as the United States, Canada, or Japan.
 - a. The wealthier countries are needed to provide financial aid in the form of grants.
 - b. The receiving countries must use the funds provided solely for the purpose given.
 - c. A contract must be signed with strict consequences if a country were to violate the agreement about the use of funds.
 - d. Funds will be based on the proportion of the population infected.
2. Adopt a program in which medical needs come before education (Med-First).
 - a. The first priority is for medications and medical treatments to be cost effective and widely available.
 - b. Once a steady decrease in AIDS occurs, then community-based educational programs need to be increased.
3. Form a Med-First coalition by all sub-Saharan African countries and as many supporting countries as possible. All members should focus on treating AIDS and support all other members in this fight.

Sample Working Paper 2

Name of Country: Japan

Name of Delegate: (student's name)

Background:

HIV/AIDS is a grave threat to human dignity and human life. According to figures released by United Nations AIDS (UNAIDS), the total number of those infected with HIV worldwide stands at 34.3 million, with 5.4 million having been infected during 1999 alone. During the same year, 2.8 million people died from AIDS. Of special concern is the spread of AIDS in sub-Saharan Africa, a region with 10% of the world's population but 70% (24.5 million) of the world's HIV-infected people. At the beginning of the 1990s, the average life expectancy in sub-Saharan Africa was about 59 years, but the forecast is that it will drop to 45 years between 2005 and 2010. HIV/AIDS also has adverse effects on societies in other ways, such as a huge increase in the number of orphans, a decrease in the number of schoolteachers, a larger financial burden on the government, and lower productivity. In these ways HIV/AIDS has become a major obstacle to development in sub-Saharan African countries, undermining decades of development efforts. Because the AIDS epidemic is a problem that threatens to take away the hope of future generations, Japan proposes the following goals for all developed nations.

Goals:

1. Reduce the number of HIV/AIDS-infected young people by 25% by 2010.
2. Strengthen partnerships between governments, the World Health Organization and other international organizations, industry (notably pharmaceutical companies), academic institutions, nongovernmental organizations, and other relevant actors in civil society.
3. Help developing countries advance technologically so they may fight AIDS by themselves, for themselves.

Sample Resolution 2

Title of the Resolution: Japan's Assistance for Developing Countries to Fight HIV/AIDS

Author of the Resolution: (student's name)

Country: Japan

Sponsors: Lesotho, South Africa, Switzerland, Sweden

Rationale:

Japan has had a long history of helping in the fight against HIV/AIDS, including participation in the Tokyo International Conference on African Development, work with the G8, and the \$3 Billion U.S. dollars Japan has contributed in the past to fight AIDS. Sub-Saharan African countries' development is disabled as AIDS kills many of their youth. These countries need financial and technological help to take on AIDS.

Action:

1. Ask developed countries to join Japan in assisting developing countries to fight against HIV/AIDS in these ways:
 - a. Train doctors in sub-Saharan African countries in testing and treating AIDS victims.
 - b. Release medication that helps treat AIDS, patented by pharmaceutical companies, to doctors and hospitals in Africa.
 - c. Raise up to \$5 billion U.S. dollars in financial support to sub-Saharan African nations to treat diseases including AIDS and to educate the citizens on prevention of diseases that are disabling these nations.
 - d. Establish open lines for communicating research results among nations.
2. Form an alliance among developed nations and developing nations to achieve the following:
 - a. Monitor the assistance given by developed nations to developing nations.
 - b. Ensure that progress is made in fighting AIDS in sub-Saharan Africa.
 - c. Control the spread of AIDS.
3. Ask for support of the developed nations for an alliance with the goal of reducing the number of young people infected with AIDS by 25% by 2010.

Internet Resources

World Association for Sexology

<<http://www.tc.umn.edu/~colem001/was/>>

World Health Organization Statistical Information System

<<http://www.who.int/whosis/>>

UNESCO

<<http://www.unesco.org>>

SIECUS Directory of International Organizations in Sexology

<<http://www.siecus.org/inter/directory/dire0000.html>>

SIECUS Directory of Sexology Worldwide

<<http://www.rki.de/GESUND/ARCHIV/>>

SIECUS Directory of International Organizations

<<http://www.siecus.org/inter/directory/dire0001.html>>

International Federation of Red Cross and Red Crescent Societies

<<http://www.ifrc.org>>

Centers for Disease Control

<<http://www.CDC.gov>>

United Nations

<http://www.unaids.org/hivaidinfo/statistics/june00/fact_sheets/index.html>

Delegate Handbook

WORLD CONGRESS ON AIDS Introduction and Protocol

General Introduction

The World Congress is designed to teach participants about individual state and regional issues related to AIDS. Students will act as representatives, "delegates" of those states participating in the Congress. Student representatives present position papers and meet in formal and informal sessions to design resolutions related to the AIDS crisis. The World Congress applies some of the same rules of diplomacy practiced in the United Nations.

Congress Procedures

This year, the Congress will be divided into two separate sessions, each covering one class period. Both of the sessions will be divided between formal debate and caucus time. During formal debate, the rules of procedure are in force. Delegates will make speeches, respond to questions, and introduce and debate resolutions. When a caucus is called during sessions, delegates meet informally with each other to discuss resolutions and other issues at hand.

To facilitate caucus time, delegates are advised to meet in various blocs. Blocs are groups of countries in roughly the same geographic area or with similar political interests. Blocs are not predetermined or required, but they can facilitate discussion and develop collective responses to problems.

The primary mechanism for international solutions in the World Congress is the resolution. For the resolution to be an effective solution, an oversized majority of member states (two thirds) must agree on and vote for the proposed solution. Thus, the success of the World Congress is directly contingent on sovereign state behavior and the development of coalitions.

The process of developing a resolution requires written work. Documents are copied and distributed throughout the Congress, thereby giving maximum exposure to all ideas presented. The mechanism for gathering support for a resolution is the draft resolution or working paper. Working papers are short documents that outline a country's position on AIDS and make suggestions, comments, and proposals. All delegates are required to complete a working paper and a draft resolution before the Congress sessions.

The best resolutions result from collaboration among delegates. A great deal of negotiation will be required to build consensus and to pass a resolution. Throughout the Congress, delegates should constantly ask themselves how many compromises their country would really make to get a resolution passed. Working papers and resolutions are due one week before the Congress so they can be distributed to delegates.

Congress Protocol

There are several important Rules of Protocol for the World Congress:

1. Delegates gain the attention of the Chairperson either by sending a note or by raising their placards. Delegates are addressed as, for example, the "Delegate of Sweden," or simply by country name.
2. Delegates should dress in semi-formal attire. Delegates are encouraged to dress in the formal style of the nation that they represent. Participants in the World Congress should be careful to show respect for the country they represent.
3. Delegates are also expected to show respect for the World Congress. "Respect" includes careful attention during formal debate, respect for all speakers in formal debate, as well as good behavior during informal debate and caucus. Delegates may be called to order by the Chairperson or his or her staff when their behavior shows a lack of respect for others.

Rules of Procedure for the World Congress

Section 1: The Chairperson

The Chairperson exercises the powers conferred upon him or her by these rules. In addition, the Chairperson shall declare the opening and closing of each session, direct the discussion, ensure the observance of these rules, accord the right to speak, and announce decisions. The Chairperson may, in the course of

discussion of an item, propose to the Congress the limitation of the time allotment for speakers or the closure of debate on the item under discussion.

Section 2: Speakers

No representative may address the Congress without having previously obtained the permission of the Chairperson. The Congress shall have at all times an open speakers' list for the topic area being discussed. The Chairperson shall call on speakers in the order in which they signify their desire to speak. The Chairperson may call a speaker to order if his or her remarks are not relevant to the subject under discussion.

Section 3: Speaking During Formal Debate

Delegates are allowed a set time to speak on the issues relevant to the debate on the agreed topic. If time remains after a speaker has finished speaking, the Chairperson will ask whether the speaker wishes to answer questions from the assembly or yield the remainder of his or her time to another delegate or the Chairperson. Any delegate with a question shall indicate this by raising his or her placard. Questioners shall be chosen by the Chairperson, and the speaker can continue to take questions until his or her time expires and the Chairperson designates that the next speaker from the speakers' list will take the floor.

Section 4: Point of Information

A Point of Information may be used to make inquiries about rules governing procedure; the past, present, and future state of business; or any other relevant question pertaining to the Congress procedure or other matters. The Point of Information may interrupt a speaker. If the Chairperson feels that Points of Information are being used to disrupt or delay the orderly conduct of the meeting, she or he may rule that the Points of Information must be submitted in writing.

Section 5: Right of Reply

The Chairperson may, at his or her discretion, grant the Right of Reply to any delegate if a speech delivered by another representative makes a reply appropriate; the chairperson may also limit the time allowed for reply. It shall be the policy of the Chairperson not to accord the Right of Reply unless a preceding speech has contained extraordinary comment bearing directly on the national or personal dignity of the delegate offended. Malicious or slanderous attacks of a personal nature, or against any particular nation, are prohibited.

Section 6: Caucusing

At any time a delegate may make a motion to caucus, which shall immediately be put to a vote unless ruled out of order by the Chairperson. The delegate making the motion to caucus must specify a time limit for the caucus and briefly explain its purpose. The time limit is subject to the Chairperson's approval. During a caucusing period, the formal rules of procedure are suspended and delegates may discuss the issues on the table and draft resolutions informally. Delegates may not leave the committee room or such areas as are designated for the caucus.

Section 7: Form of Resolutions

- A. A resolution may be introduced on the floor when it has the approval of the Chairperson and has been signed by four member states at the Congress. Signing a resolution need not indicate support of the resolution, and the signer has no further rights or obligations.
- B. The resolution should be a formal statement of member state intentions—a plan to resolve key issues through cooperative actions. It should include a brief introduction that refers to precedent or recognizes past developments. It should also include 'active clauses' that specifically describe the purpose and program to be carried out if the resolution passes.
- C. No resolution may be introduced to the Congress until it has the approval of the Chairperson and has been copied and distributed to the delegates. When this has occurred, one of the sponsors of the resolution will be directed to rise to introduce the resolution when the floor is open. The resolution and all other issues related to that topic are then open for debate.

Section 8: Closure of Debate/Vote on Resolutions

A delegate may at any time make a motion to close debate on any resolution and put it to an immediate vote by raising his or her placard. If a majority of the member states vote in favor of closure, the Chairperson shall declare debate closed and will then initiate an immediate vote on the primary proposal at hand. An affirmative vote by a two-thirds majority of the members present and voting shall be necessary for passage of any resolution. Once passed, a resolution becomes a (simulated) binding contract and a standard of international law. If a resolution does not receive enough support, it is removed from consideration at the Congress.

Section 9: Voting

- A. Each member of the Congress shall have one vote. Votes on procedural motions are to be taken by placard only and require a simple majority (51%). Permissible votes on procedural motions are "yes" or "no" only.
- B. Votes on substantive resolutions require a roll call vote and a two-thirds (67%) majority for passage. In a roll call vote, the Chairperson shall read the name of each member nation. The member shall call out "yes," "no," "abstain," or "pass." After going through the list of members once, the Chairperson shall ask again for the votes of members who passed the first time. If a member passes twice, his or her vote shall be recorded as "abstain." After all votes have been taken, the Chairperson tallies the vote and then announces the outcome.

Note. The Introduction, Protocol, and Rules of Procedure for the World Congress are slight modifications of the work of Jeffrey S. Lantis, Associate Professor of Political Science and Chairperson of the International Relations Program at The College of Wooster, Wooster, OH. He is the original designer of the Global Problems Summit on which this simulation is based. Dr. Lantis's work is used by permission. More information may be found in these sources.

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Lantis, J. S. (1996). Simulations as teaching tools: Designing the Global Problems Summit. *International Studies Notes*, 14, 1.

Questions for Reflection Paper

Sometimes we get caught up in completing assignments and don't have enough time to think about what we learned through the experience. I want to give you a chance to consider what you learned from the World Congress on AIDS simulation we did in class. Please respond in 600-750 words to one or any combination of these questions. Type your paper in standard essay form.

1. How did the simulation reflect the goals of a university education?
2. What stands out in your mind as something you learned that you didn't know before?
3. Do you think you might become involved in any international AIDS or AIDS-related projects? If so, which ones and why?
4. What do you think are the two or three things the world community needs to do to address the AIDS situation?
5. What suggestions do you have for improving the simulation?

Results of the Assessment of the Impact of the Simulation on Student Knowledge and Attitudes

Responses on the pre and postcourse assessment items were analyzed using 16 paired-samples *t* tests. Students rated the following items significantly higher (more likely to agree) after they took the course than before they took the course.

4. In general, there should be a greater emphasis on the study of cultural differences in sexual behavior, $t(19) = 3.39, p < .001$ (one-tailed).
6. Simulation exercises help me understand important concepts better, $t(19) = 1.80, p < .05$ (one-tailed).

Students rated the following items significantly lower (less likely to agree) after they took the course than before they took the course.

3. Personally, I don't enjoy studying about people from different cultures, $t(19) = 2.18, p < .05$ (one-tailed).
11. I find the sexual behavior of people in other countries to be odd, $t(19) = 1.92, p < .05$ (one-tailed).

Responses on the pre- and postcourse assessment items were also compared to the middle rating of 3 using 32 one-sample tests. Students rated the following items significantly higher (more likely to agree) than the middle rating of 3 on both the pre and postcourse assessment, $p < .05$ (one-tailed).

1. The study of sexuality is incomplete unless we give serious consideration to cultural factors that contribute to behavior.
4. In general, there should be a greater emphasis on the study of cultural differences in sexual behavior.
6. Simulation exercises help me understand important concepts better.
10. I believe there are vast differences in how men and women are treated in different cultures.
13. Sexual norms and restrictions serve the culture in some way.
14. A practice like female genital mutilation should be eliminated, regardless of its cultural basis.
15. I am confident that I can find scientifically accurate and current information using the internet.
16. Videos help me understand other cultures better.

Students rated the following items significantly lower (less likely to agree) than the middle rating of 3 on both the pre and postcourse assessment.

2. Studying culture is unnecessary because all human sexual behavior is essentially the same.
3. Personally, I don't enjoy studying about people from different cultures.
9. I don't particularly want to travel outside the U.S.

Students wrote these comments at the end of the course. "I've found an interest in subjects that I had not known of before. It has been interesting and useful." "I've been made more aware of how culture affects human sexuality and different sexual preferences." "Before this class, I wasn't aware of global concerns regarding sexual practices, including religious rituals and customs."