

Variations in Human Sexuality

SOC | SXS 400/PSY 450 async online 3 credits

Spring Semester 2025, January 27th – May 16th

Instructor: Lisa M. Vallin | PhD, MA

Office hours: M–F, available for virtual meetings by virtual appointment

 vallin@sfsu.edu

REQUIRED COURSE MATERIAL

Course content | All learning materials will be posted on our Canvas site.

Canvas site | We will complete all coursework on our Canvas site asynchronously.

COURSE DESCRIPTION

A central goal for this course is to offer students a positive and enjoyable online learning experience while providing accurate, up-to-date, and in-depth information about human sexuality. The title of this course is *variation* in human sexuality, so we will explore sexuality from several different perspectives including, social, cultural, biological, political, and historical. We will learn about fundamental theories and concepts in the study of sexuality, such as feminism, queer theory, and intersectionality. The study of sexuality is complex and spans multiple disciplines, hence each topic will be examined from an interdisciplinary perspective. Foundational elements in this course include a celebration of sexual diversity, understanding intersectionality, and challenging heteronormativity.

Own your learning. This is your time, your time to shine! Invest in your learning. Care and show responsibility to yourself and to others. Challenge your thinking and be willing to do work. To quote the great Adrienne Rich (1977), "responsibility to yourself means refusing to let others do your thinking, talking, and naming for you; it means learning to respect and use your own brains and instincts; hence, grappling with hard work." So, claim your space! You are a valuable part of our community and we need your voice. My greatest desire for students in this course is to awaken curiosity and passion for a celebration of sexual diversity and to ignite thinking and action that aspire to social justice for all sexual lives.

REQUIRED COURSE MATERIAL

Readings & Videos | All of the learning materials will be accessible via our Canvas site.
Canvas | We will complete all coursework on our Canvas site.

INSTRUCTIONAL METHODS

This course is organized into sixteen weeks and all learning is asynchronous. There will be no required in-person meetings or synchronous Zoom sessions. You are expected to work independently (or with classmates!) as we move through the course on a weekly schedule. Since all learning is asynchronous, you will have access to 4 weeks of work at a time so that you have the option of working ahead. However, there is no requirement or expectation to work ahead (only if you want to!). It is important to note that we will move through the course week by week with regular weekly deadlines, this is not a self-paced course! The weeks include creative activities, movie reflections, and at times writing assignments. All work will be completed on Canvas. Please note that some learning material include sexually explicit material. Should you have any reservations about viewing such material please email me about this, your feelings will be respected. My students' well-being is of central importance to me; there is no learning without trust and comfort!

LEARNING GOALS

The overarching goal of this course is to enhance sexual literacy through the critical evaluation of academic, scientific, and popular information. It is also my hope that we will engage in stimulating discussions that will offer you opportunities to reflect on your own cultural assumptions about variations in human sexuality. The course is founded on the following course learning objectives (CLOs):

- CLO 1:** Identify important historical events that have helped shape current understandings of sexuality and values around sexual behavior and sexual identity and expressions.
- CLO 2:** Analyze social and structural institutions that perpetuate inequalities and regulate sexuality via privilege and oppression in historical and current aspects of our society.
- CLO 3:** Explain sexual bodies and sexualities as diverse, and identify diversity in biological, social, psychological, cultural, historical, and political contexts and meanings.
- CLO 4:** Apply intersectional theory to locate and explain syndemics related to sexuality. Describe the importance of sexual wellness and how sexuality is integrated with biological, physiological, psychological, and social components.
- CLO 5:** Demonstrate ability to engage in critical and interdisciplinary thinking, analysis, and problem-solving through effective written and oral communication.

WEEKLY FLOW

- Monday:** As you begin a new week, you need to Check-in. Review course material and assignments due this week and plan out your studies and check in so that I know you are all set with the learning for the week. Begin to complete the assigned readings. Take notes on the readings and think about how to use material (concepts and ideas) from the readings in this week's assignments.
- Tuesday:** Continue to complete the readings and begin to work on your creative activities. Visit this week's Forum for further inspiration and learning about this week's material and draft your forum post.
- Wednesday:** Today by 11:55pm (PST) your forum post is due. Review your post to ensure it meets the requirements and edit as needed. You are only required to submit one post though if you wish to write more or reply to a classmate's post then please do! By the end of today, Wednesday you should have a good understanding of the week's learning materials.
- Thursday:** Today I suggest that you begin to finalize any creative assignments and draft any other writing assignment due this week, for example, a movie reflection or critical thought paper.
- Friday:** Today by 11:55pm (PST) your assignment(s) is due on Canvas. Please make sure that you carefully check off each of the requirements for the assignment and edit your work properly before submitting it.
- Weekend:** Hopefully, you have completed your work throughout the week so that you can unplug over the weekend. It is important to pace your learning so that you get breaks in between to be able to recharge. However, I do understand that some of you prefer to complete work over the weekend, so should you need some extra time to complete an assignment, then you can submit by Sunday 11:55pm (PST). I never markdown for late submission, so if you need the extra time, take it.

Please note that this is **not a self-paced** course; the class schedule is strictly followed. If you experience a conflict in your schedule or something comes up that affects your ability to study, then please email me right away so that we can figure out how to keep you on track.

REQUIRED COURSEWORK

Check-in (2%)

Each week on Monday mornings, you will review the week's learning material and check-in to verify that you are all set with assignments expectations and due dates. The purpose of this check-in is to help keep you engaged with the learning and on track with your coursework. Each Check-in will be open for 24 hours, from Monday morning 9:00am (PST) until Tuesday morning 9:00am (PST).

Forum Discussions (15%)

You will partake in a total of 15 forum discussions. The purpose of the forum discussions is to further your understanding and engagement with the learning material. Your forum post is due each week by Wednesday at 11:55pm (PST). There are 15 forums, worth 1% each and a total of 15% of your overall grade.

Creative Activities (20%)

Throughout the semester we will complete 10 creative activities (CAs) to engage with learning in a (hopefully!) fun and meaningful way. CAs are due by 11:55pm (PST) on Fridays with an extension until Sundays. There are 10 CAs, worth 2% each and a total of 20% of your overall grade.

Movie Reflections (18%)

Throughout the semester, you will watch six films/documentaries and provide a written movie reflection (MR) in response. The purpose of MRs is to enrich our learning by getting some insight into real-life experiences on the things we learn. There are six MRs, worth 3% each and a total of 18% of your overall grade.

Timeline (12%)

You will create a timeline of some important historical events that you believe have significantly influenced our understanding of variations in human sexuality. Do some research on your own and choose any 10 events you believe are important to our understanding of Variations in Human Sexuality. Be sure to offer a written description of each of the 10 events and list your source(s). Previous student timelines have been about feminism, reproductive rights, HIV and AIDS, the evolution of Title IX, and LGBTQ+ Rights and Movements.

Sex O'clock (12%)

The purpose of this assignment is to create a short news piece about something current about sexuality. You are free to create your piece on any topic as long as you can make a connection to the essence of our class, Variations in Human Sexuality. Perhaps you want to highlight something about reproductive care? Recent legislations banning gender-affirming health care? Restrictions around sex education?

REQUIRED COURSEWORK (Continued)

Self-assessments (3%)

You will complete two short written evaluations of your participation and professionalism of your class performance. You will submit your papers under "Assignments" on Canvas. The first self-assessment is due mid-semester after the completion of the midterm, and the second is due last week of class. There are two self-assessments, worth 1.5% each and a total of 3% of your overall grade.

Critical Thought Paper (18%)

This is the culminating task of the course. For this final assignment you are to write a critical thought paper in response to something we've learned about this semester. Connect your writing to two or more concepts/topics learned this semester and locate yourself in this piece. What is a key question(s) you want to address in your paper? And what are your own thoughts about this issue(s)? Be sure to cite our learning materials that relate to your topic (and other sources too if you want!) to help anchor your thoughts and bring some added validity to your writing.

LATE WORK POLICY

I understand that we live busy lives, and though it is my biggest wish that we all will complete satisfactory work by each due date, sometimes life happens, and we fall behind. I don't have a set policy with late work as I expect that you will submit things on time. Accepting late work depends on my own workload and time, so should you ever need an extension with any assignment, please send me an email as soon as possible so that we can try to work something out.

ONLINE ETIQUETTE

To ensure a welcoming and trusting online learning experience for all, it is vital that you do not share any part (videos, forums, Flip videos, Padlet posts, etc.) with anyone outside of class, nor post any of this type of content on social media. Doing so may violate university policy and student confidentiality, and more importantly, may lead to broken trust and feelings getting hurt, so please respect our learning environment. What happens on our Canvas site stays on our Canvas site!

GRADING

Throughout the semester you will have instant access to your individual course grades. Canvas will also calculate your overall course grade so that you will have current information about your performance. Please review your Gradebook on Canvas on weekly and communicate any discrepancies.

Course Component	Percent of Total Grade
Check-in	2%
Forum Discussions	15%
Creative Activities	20%
Movie Reflections	18%
Timeline	12%
Sex O'clock	12%
Self-assessments	3%
Critical Thought Paper	18%
TOTAL	100%

*There will be several extra credit opportunities to make up for missed work. All extra credit earned will be applied towards the overall final course grade and can account for a maximum of an additional 5%.

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>100-97%	96-93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-60%	< 60%

Final letter grades will be determined at the end of the semester, are based on:

- A – Performance of the student has been of the highest level, showing sustained excellence.
- B – Performance of the student has been good, though not of the highest level.
- C – Performance of the student has been adequate, satisfactorily meeting the course requirements.
- D – Performance of the student has been less than adequate.
- F – Performance of the student has been such that course requirements have not been met.

Note: SFSU does not recognize A+ as a final course grade since an A+ and an A are both worth 4.0 the GPA scale. However, I will still award A+ in our course, though should you earn an A+ it will be noted as an A on your transcripts.

SF STATE DISABILITY PROGRAMS AND RESOURCE CENTER

I encourage students with disabilities who need reasonable accommodations to contact me. The SF State Disability Programs and Resource Center is available to facilitate the reasonable accommodations process. According to its website (<https://access.sfsu.edu/>), the DPRC "collaborates with SF State's diverse community to ensure that all aspects of campus life—learning, working and living—are universally accessible. The DPRC provides the University with resources, education and direct services in order that people with disabilities may have a greater opportunity to achieve social justice and equity." The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

SFSU ACADEMIC INTEGRITY

Academic integrity is a fundamental principle of the university. Academic dishonesty, in the form of cheating or plagiarism, represents an attempt to gain an unfair advantage, and the SF State Student Code of Conduct expressly prohibits it. Cheating and plagiarism include (but are not limited to) unauthorized copying and collaboration in all written assignments. Students are responsible for knowing the SF State regulations concerning student conduct, including cheating and plagiarism, available online at <https://conduct.sfsu.edu/standards>. You can get more information on avoiding <https://conduct.sfsu.edu/plagiarism>.

COUNSELING AND MENTAL HEALTH SERVICES

Counseling provides an opportunity for students to explore personal problems or concerns in a brief treatment model. Students come to CAPS for reasons as varied as the people themselves; personal problems involving relations with parents or peers, emotional or social difficulties, relationship conflicts, anxiety or depression, sexuality and orientation, concerns about academic progress or direction, and other issues. Appointments can be made in person at the Student Services Building Rm 205 and/or calling (415) 338-2208. <https://psyserve.sfsu.edu/>

STUDENT DISCLOSURES OF SEXUAL VIOLENCE

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <http://titleix.sfsu.edu>, emailing vpsaem@sfsu.edu or calling (415) 338-2032.

The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
Counseling and Psychological Services Center - (415) 338-2208; <http://psyserve.sfsu.edu/>

SFSU STUDENT SUCCESS PROGRAM

According to its website <https://studentsuccess.sfsu.edu/>, Student Success Program “services address students’ learning goals and potential challenges to academic achievement. In addition, we assist students in developing tools to handle the stresses of academic and personal life and to care for themselves so that they can better care for others. We help students to stay in school and successfully graduate. Our counseling services, drop-in center, groups, and social activities contribute to a sense of belonging within this large, urban university.” Make appointments by phone ([415] 405-7447), by email (ssprog@sfsu.edu), or in person (HSS 222). Drop-in services are available.

BASIC NEEDS INITIATIVES

Basic Needs Initiatives are designed to offer support to students dealing with food and housing insecurities among other issues. Visit <https://basicneeds.sfsu.edu/> for resources on safety, food, housing, and access to mental health services.

COURSE TECHNOLOGY

As you know, this course is delivered in Canvas ([Canvas Accessibility Statement](#)) as a Learning Management system. Other technological tools are used in this course.

- Flip is used for some of the Forum and assignments ([Flip Accessibility Statement](#))
- Padlet is used for some of the Forum and assignments ([Padlet Accessibility Statement](#))

REQUIRED HARDWARE AND SOFTWARE

- A more recent model desktop or laptop (2014 or later model), either Windows or Mac is recommended
- Reliable high-speed (Cable or DSL) Internet connection
- A recent version of Firefox or Chrome browser is recommended. Download from [Firefox Browser Update](#) or [Chrome Browser Update](#) if you don't have it.

MINIMUM TECHNICAL SKILL REQUIREMENTS

In this course, you would be required to utilize the Canvas learning management system to navigate and access course content. You will need to be proficient with basic computer skills such as word processing, navigating Internet browsers, and downloading/uploading files, etc.

- The Canvas Help Desk is available for technical assistance – email Canvas@sfsu.edu or call (415) 405 5555
- Visit Canvas support in LIB 80
- For more information visit the [Canvas Help Center](#)

IMPORTANT DATES

January 27	First day of instruction
February 17	Last day to Drop/Withdraw classes without a W grade
February 18	Withdrawal for serious and compelling reasons begins
March 21	1st Self-assessment, due on Canvas by 11: 55pm (PST)
March 23	Part I of the semester closes permanently
March 24 – 30	No class — Spring Break
March 31	No class: Cesar Chavez Day
April 21	Withdrawal for serious and compelling reasons ends
April 22	Withdrawal by exemption for documented reasons begins
May 9	Grading Option Deadline (including CR/No CR, or letter grade)
May 2	Sex O'clock, due on Canvas by 11: 55pm (PST)
May 9	Timeline, due on Canvas by 11: 55pm (PST)
May 9	Grading Option Deadline (including CR/No CR, or letter grade)
May 14	2nd Self-assessment, due on Canvas by 11 55pm (PST)
May 14	Part II of the semester closes permanently
May 16	Last day of instruction
May 16	Withdrawal by exemption for documented reasons ends
May 16	Critical Thought Paper, due on Canvas by 11: 55pm (PST)

At SF State, dropping a course is the student's responsibility. Withdrawals must be student-initiated via the petition process and cannot be initiated electronically as changes to enrollment may impact a student's financial aid, benefits, insurance, etc.

You can find instructions on how to add, drop, swap, change grading option and withdraw at <https://cms.sfsu.edu/content/registering-classes>.

TENTATIVE COURSE SCHEDULE

Date	Weekly Topics and Assignments Schedule
Unit 1 Opens for access on January 27th at 9:00am (PST)	
Week 1 Jan 27 – Feb 2nd	Welcome to SXS/SOC 400/PSY 450! This first week we will review the course syllabus and get familiar with our Canvas site. Assignments • Check-in to Week 1 • Forum 1: Welcome to class! • Set up Canvas profile picture • CA 1: Hopes for class
Week 2 February 3rd – 9th	Exploring Sexuality Past & Present Assignments • Check-in to Week 2 • Forum 2: Foucault on History • MR 1: History of Sex
Week 3 February 10th – 16th	Investigating Sex Assignments • Check-in to Week 3 • Forum 3: Sex Research • CA 2: Study Sex • MR 2: Masters & Johnson
Week 4 February 17th – 23rd	Categorizing Sex Assignments • Check-in to Week 4 • Forum 4: Variations in Sex • CA 3: Binary sex

Unit 2

Opens for access on February 17th at 9:00am (PST)

Week 5

Feb 24th –
Mar 2nd

Sexual Diversity

Assignments

- Check-in to Week 5
- Forum 5: Beyond the Binary
- CA 4: Diverse Bodies

Week 6

March
3rd – 9th

Politicizing Sex

Assignments

- Check-in to Week 6
- Forum 6: Sex and Politics
- CA 5: Charmed Circle
- MR 3: The Times of Harvey Milk

Week 7

March
10th – 16th

A Time of AIDS

Assignments

- Check-in to Week 7
- Forum 7: HIV and AIDS
- MR 4: How to Survive a Plague

Guest Speaker: Keiva Lei Cadena on HIV and AIDS

Week 8

March
17th – 23rd

Sex Sells

Assignments

- Check-in to Week 8
- Forum 8: Sex work
- CA 6: Selling Sex
- 1st Self-assessment
- MR 5: Sold in America

Unit 3

Opens for access on March 17th at 9:00am (PST)

Week 9

March
24th – 30th

SPRING BREAK

Enjoy your time off!

Week 10

Mar 31st –
Apr 6th

Reproductive Rights

Assignments

- Check-in to Week 9
- Forum 9: Bodies and Rights
- CA 7: Dual Debate
- MR 6: RBG

Guest Speaker: Shandhini Raidoo, MD on Reproductive Rights

Week 11

April
7th – 13th

Sex Education

Assignments

- Check-in to Week 10
- Forum 10: Sex Ed
- CA 8: Why Sex Ed?

Guest Speaker: Erik Martinez, MA on SF Unified School District

Week 12

April
14th – 20th

Sexual Pleasure

Assignments

- Check-in to Week 11
- Forum 11: Sex and Eroticism
- CA 9: Sexual Blueprint

Guest Speaker: David F. Khalili

Unit 4

Opens for access on April 14th at 9:00am (PST)

Week 13

April
21st – 27th

Sexual Wellness

- Check-in to Week 12
- Forum 12: Communicating sex
CA 10: Wellness

Week 14

Apr 28th –
May 4th

Privilege and Oppression

- Check-in to Week 14
- Forum 13: Intersectionality
- Sex O'clock

Week 15

May
5th – 11th

Challenging Heteronormativity

Assignments

- Check-in to Week 15
- Forum 14: Beyond Heteronormativity
- Timeline

Week 16

May
12th – 16th

Course Wrap Up

Assignments

- Check-in to Week 16
- Forum 15: Takeaways
- 2nd Self-assessment
- Critical Thought Paper, due Friday, May 16th, 11:55pm (PST)

Our course will conclude Friday, May 16th

WEEKLY LEARNING MATERIALS

The readings and movies listed below are in addition to the content listed in each Week (module) under the heading, Learning Materials on our Canvas site.

Week 1: Welcome to SXS | SOC 400/PSY 450!

- No readings this first week of class

Week 2: Exploring Sexuality Past & Present

- Film: [History of Sex – Don Juan to Queen Victoria](#)

Week 3: Investigating Sex

- Tiefer, L. (2019). An interview with Leonore Tiefer. In Stomblor, M., et al. (Eds.), *Sex Matters: The sexuality & society reader*, (pp. 253–256). New York, NY: Norton.
- Film: [Masters and Johnson: The Science of Sex](#)

Week 4: Categorizing Sex

- Martin, E. (1991). The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs: Journal of Women in Culture and Society*, 16(3), 485–501.
<https://doi.org/10.1086/494680>

Week 5: Sexual Diversity

- Lorber, J. (1994). *The social construction of gender*. Excerpts from: *Paradoxes of Gender*. Yale University Press.
- Lemma, A. (2020). Commentary on: “Forever young? The ethics of ongoing puberty suppression for non-binary adults.” *Journal of Medical Ethics*, 46(11), 757–758. <https://doi.org/10.1136/medethics-2020-106587>

Week 6: Politicizing Sex

- Rubin, G. (1993). Thinking sex: Notes for a radical theory of the politics of sexuality, In H. Abelow, M. A. Barale, & D. M. Halperin, (Eds), *The Lesbian and gay studies reader*. Routledge.
- Film: [The Times of Harvey Milk](#)

Week 7: A Time of AIDS

- History is a weapon. (1990). *The Queer Nation Manifesto*. Retrieved from: <https://www.historyisaweapon.com/defcon1/queernation.html>
- Park, I. (2021). *Strange bedfellows: adventures in the science, history, and surprising secrets of stds*, pp., 247–278. New York, NY: Flatiron Books.
- Film: [How to Survive a Plague](#) (2012)

Week 8: Sex Sells

- Muthukumar, R. (August 18, 2022). How Queer Sex Workers Can Help Us Learn to Love Ourselves. *them*. <https://www.them.us/story/sex-workers-help-with-queer-shame-stigma-emotional-labor-trauma>
- Sawicki, D. A., et al. (2019). Culturally competent health care for sex workers: an examination of myths that stigmatize sex work and hinder access to care. *Sex Relation Therapy*, 34(3), pp. 355–371. doi:10.1080/14681994.2019.1574970.
- Film: [Sold in America: Inside our nations sex trade](#)

Week 9: Reproductive Rights

- Garcia, K. (May 7, 2022). The root causes of the attacks on reproductive rights: A Marxist analysis. Published online by *Liberation School*. <https://www.liberationschool.org/marxist-analysis-attacks-reproductive-rights/>
- Harris, L., H. (2022). Navigating Loss of Abortion Services — A Large Academic Medical Center Prepares for the Overturn of Roe v. Wade. *The New England Journal of Medicine*, 386(22), 2061–2064. <https://doi.org/10.1056/NEJMp2206246>
- Greene Foster, D. (N.D.). *The Turnaway Study*. [ANSIRH](#).
- Film: [RBG](#)

Week 10: Sex Education

- Vallin, L. M. (2021). Critical Pedagogy in Sexuality Education: Moving Toward Student Sexual Literacy as a Human Right. In, Herdt, G, Marzullo, M, & Polen Petit, N (Eds.), *Critical Sexual Literacy: Forecasting Trends in Sexual Politics, Diversity and Pedagogy*. London, UK: Anthem Press.

Week 11: Sexual Pleasure

- Rye, B. J., & Meaney, G. J. (2019). The pursuit of sexual pleasure. In Stomblor, M., et al. (Eds.), *Sex Matters: The sexuality & society reader*, (pp. 331-342). New York, NY: Norton.
- Stevens, B. (2019). Disability and sexuality myth-busting: Non-normative sex liberates us all. In Stomblor, M., et al. (Eds.), *Sex Matters: The sexuality & society reader*, (pp. 230-233). New York, NY: Norton.

Week 12: Sexual Wellness

- Ford, J. V., Ivankovich, M. B., Douglas, J. M., Hook, E. W., Barclay, L., Elders, J., Satcher, D., & Coleman, E. (2017). The Need to Promote Sexual Health in America: A New Vision for Public Health Action. *Sexually Transmitted Diseases*, 44(10), 579–585. <https://doi.org/10.1097/OLQ.0000000000000660>
- Stark, B. A., Obedin-Maliver, J., & Shindel, A. W. (2021). Sexual Wellness in Cisgender Lesbian, Gay, and Bisexual People. *Urologic Clinics of North America*, 48(4), 461–472. <https://doi.org/10.1016/j.ucl.2021.06.005>
- Cookingham, L. M., & Ryan, G. L. (2015). The Impact of Social Media on the Sexual and Social Wellness of Adolescents. *Journal of Pediatric and Adolescent Gynecology*, 28(1), 2–5. <https://doi.org/10.1016/j.jpog.2014.03.001>

Week 13: Privilege and Oppression

- Shaw, S., M., and Lee, J. (2012). Systems of privilege and inequality. In *Women's Voices: Feminist visions, classic and contemporary readings* (5th ed.) (pp. 42-59). New York, NY: McGraw-Hill.
- Hill Collins, P. (1993). Toward a new vision: Race, class and gender as categories of analysis and connection. In *Women's Voices: Feminist visions, classic and contemporary readings* (5th ed.) (pp. 60-67). New York, NY: McGraw-Hill.
- Lorde, A. (1983). There is no hierarchy of oppressions. *Bulletin: Homophobia and education*, 14(3/4), 9.

Week 14: Fall Break

Week 15: Challenging Heteronormativity

- Fausto-Sterling, A. (2019). Gender/Sex, Sexual Orientation, and Identity Are in the Body: How Did They Get There? *The Journal of Sex Research*, 56(4-5), 529–555. <https://doi.org/10.1080/00224499.2019.1581883>

Week 16: Course Wrap-up

- No readings this last week of class