



## HLTH 2200: Family Life & Human Sexuality

Summer 2026 (3W) — Online

Dec 15, 2025 – Jan 9, 2026

### Your Instructor

**Andrew Colombo-Dougovito**, Ph.D, CAPE

*known to answer to:* Dr. Colombo-Dougovito, Dr. C-D, or CD.

*Pronouns:* He/Him/His

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**Office hours:** Virtual, by appointment.

To schedule, use my [booking page](#).

### Teaching Assistant:

Stephanie Gonzalez, [StephanieGonzalez5@my.unt.edu](mailto:StephanieGonzalez5@my.unt.edu)

### Course Description:

- \* This online course emphasizes issues related to sexual health from historical, physiological, psychological, social, and cross-cultural perspectives. It incorporates a multicultural, multiethnic perspective on human sexuality, reflecting the diversity of sexual experiences in our society and world.

### Required Text:

- \* Yarber, W.L. & Sayad, B. W. (2021). *Human Sexuality: Diversity in Contemporary Society* (11<sup>th</sup> ed). New York: McGraw-Hill Education publisher.

**Note:** You will purchase access to this text and its accompanying materials through Canvas. This purchase is necessary to complete the requirements for this course.

## Course Objectives

There are five (5) course objectives that guide this course; these objectives are also align directly with prescribed course content.

- \* CO 1. Identify and discuss the biological aspects of human sexuality, to include sexual anatomy, the sexual response cycle, conception and birth, contraception, sexually transmitted infections and treatment methods. (Ch 2, 3, 4, 13)
- \* CO 2. Identify the psychosocial aspects of human sexuality, to include discussion of gender roles, attraction and love, sexual expression, sexual orientation, and relationship development. (Ch 5, 6, 8, 9)
- \* CO 3. Identify and discuss the cultural aspects of human sexuality as they have changed over time, to include the historical perspective, contemporary attitudes, and how they are influenced by social institutions. (Ch 1)
- \* CO 4. Identify the types and methods used in research conducted in relation to human sexuality. (Ch 7)
- \* CO 5. Identify the variations in sexuality, to include typical and atypical sexual expression and sexual dysfunction. (Ch 11)
- \* CO 6. Identify the commercialization of sexuality, sexual exploitation, coercion and abuse. (Ch 15)

## Assignments

**All assignments are to be completed using Canvas:**

*See the tentative schedule and Canvas for additional information.*

**Note regarding all assignments:** Assigned due dates are meant to keep you “on track” with the content for the semester; however, all work submitted prior to the “available until” date on Canvas will be considered without penalty.

*Exams and quizzes can be taken more than once, and your best score will be counted. You may take each exam up to 3 times; there is no limit to the number of times you can retake a quiz.*

### Online Exams

**(300 points – 100 points x 3 exams)**

- \* There are three exams to be completed throughout the semester. Each exam will consist of multiple choice and true/false questions that are related to the course content covered up to the examination; exams are not cumulative.
- \* Each exam will have 50 questions. You will have 2 hours (240 minutes) to complete the test, which must be completed in one sitting.

### Online Quizzes (150 points)

- \* Each learning module has two or more main topics. Within each topic there is a quiz, which covers the information from associated reading, powerpoint, and video.
- \* Each quiz will have 10 questions; there is no time limit for the quiz. You may retake each quiz as many times as necessary to achieve a satisfactory score. Quizzes should be completed in one sitting.
- \* There are 16 quizzes throughout this course; your lowest quiz grade will be dropped.

### Perspective Papers (125 points)

- \* You will be asked to write five papers through the semester. Each written assignment will begin with a prompt that will ask you to be reflective about the topics in this class, possible scenarios related to topics in this class, or about your broader experience during the course.
- \* Each paper should be approximately 600 to 1000 words or approximately 1-2 single-space pages. Papers that are thoughtful, written clearly and concisely, and provide a well-reasoned and -justified perspective will receive the highest-marks.
- \* The purpose of the 'Perspective Paper' assignments is to delve into specific aspects of the course and examine YOUR views based upon what you have learned in the readings of the text chapter(s), as well as your experiences. I am looking for critical thinking and application of content. The content may be taken from your text and/or a reading/video that accompanies the chapter. You must identify specifically the content support (citation is needed).
- \* There is not a "right" or "wrong" to these perspective paper topics. Points will be deducted if you do not follow the components of the rubric in Canvas. Be sure to proofread prior to submitting.
- \* Papers completed using generative AI such as ChatGPT will not be accepted.

### Grades

575 points are available.

<b>A =</b>	≥ 514	(89.5–100%)
<b>B =</b>	457 – 513 pts	(79.5–89.4%)
<b>C =</b>	399 – 456 pts	(69.5–79.4%)
<b>D =</b>	342 – 398 pts	(59.5–69.4%)
<b>F =</b>	≤ 341 pts	(59.4% and below)

## Frequently Asked Questions (FAQ) and Instructions

### How can I get the best grade possible?

- \* You are strongly encouraged to complete all the available materials before attempting a quiz or exam.
- \* You should attempt to complete each module on Canvas during the week that it is assigned so that you do not become overwhelmed near the end of the semester. I recognize that these are not typical times, so if you fall behind, please let me know ASAP.
- \* You must follow the instructions outlined in each assignment's grading rubric. If you have any questions, please message me as early as possible.
- \* Refer to the schedule regarding assignments. If you are unable to turn in an assignment on time, it is your responsibility to talk with me. **Please talk to me as soon as you are know there will be an issue.**
- \* You should check your grade book in Canvas **weekly** and contact me with questions. **Do NOT** wait until the end of the semester to ask questions.
- \* You are expected to use Canvas to access class materials. It is your responsibility to make sure you are receiving emails from Canvas, familiarize yourself with and regularly check Canvas as I will often post messages and instructions – failure to follow these instructions may result in the loss of credit.

### How can I communicate with you?

- \* You can communicate with me through my faculty email address ([andrew.colombo-dougovito@unt.edu](mailto:andrew.colombo-dougovito@unt.edu))— sending message through Canvas directly is not preferred as I may miss the notification. When sending emails make sure you do not use 'texting' language and abbreviations, please be concise and make your request clear. **Please allow 48 hours for an email response; do not expect a response the night before an assignment is due.**
- \* I check messages a few times each day; however, rarely will I check messages after 7 pm on weekdays and very rarely during the weekend. Emails received outside of my typical work schedule will be responded to promptly the following working day (which may be Monday if you send a message after working hours on Friday).
- \* Be proactive and contact me early. I also use an easy scheduler (see above) so you can schedule a time that is convenient and a location you are comfortable; if you can't make those times, email me and we can meet at an alternative time.
- \* If you receive a message outside of my typical working hour, or your working hours, know that I do not expect an "immediate" response. Please respond at your earliest opportunity but do not sacrifice your personal time.

### What happens if I plagiarize?

- \* It is expected that all submitted work is your own. You must not submit work that has been copied and pasted as this is considered plagiarism, even if it is only a single piece. If you plagiarize an assignment, you will receive an F for that assignment and an academic integrity report will be filed with the University. If you have previous reports on file, UNT's Academic Integrity Officer will determine repercussions.
- \* This expectation of academic integrity extends to exams and quizzes, as well. All submitted work should be your own.
- \* The use of generative-AI is not wholly discouraged—**however**, it should not be used as a shortcut or to make the final draft. Using AI to refine a paper may be helpful, but you should always edit and check any outputs thoroughly before submitting the assignment.

*Assignments done solely with ChatGPT or similar services rarely earns full marks, in my experience.*

- \* All class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. You may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is also a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

### **Do I need to worry about attendance?**

- \* This class meets asynchronously, so I do not expect you to be online at any specific time or for any amount of time per visit. You can work through this course material at your pace and can complete readings or assessments at a time that works best for your schedule.
- \* I do not mandate any specific amount of time be spent view course material or that you be online any specific days, it is your responsibility to engage with the content as much as necessary for you and to complete assignments when required.
- \* While I will not be monitoring how much time or when you are logged in to Canvas, I will be monitoring your progress with the course materials. If you fail to login or submit an assignment for two consecutive modules, I will check in with you and may file an EagleAlert.

### **What about late assignments?**

- \* The deadlines set in this class are to ensure that you stay on track with course content and items don't get backlogged so much that you feel overwhelmed later in the semester. It is highly recommended that you turn work in on or before the designated date. With that said, **I will accept work submitted to Canvas any time up to the last day of the last day of this course ("available until" date).**
- \* All assignments offer multiple attempts to "submit" the appropriate document; I will grade the most recently submitted document.
- \* I will work diligently to grade your work and return a grade to you within 14 days of the assignment deadline or sooner. I will assign a zero (0) to any assignment that has not been submitted at the time I have entered the grades for others; if you submit your work after this zero has been awarded, then I will grade your assignment and update the new grade in Canvas.
- \* Be aware, however, due dates are like **best-by dates**. The longer you wait to submit an assignment past the due date, the less thorough I may be able to provide feedback.
- \* All scores for exams and quizzes will be calculated immediately.

### **What happens if I have internet issues around an assignment deadline?**

- \* The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents you from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. You should immediately report any problems to me (the instructor) and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. I and the UNT Student Help Desk will work with you to resolve any issues as quickly as we can.

### **Will any extra credit or bonus points be offered?**

- \* No individual extra credit will be available, so please do not ask. Any extra credit opportunities offered throughout the semester are at the discretion of the instructor and will be offered equally to all students.

### **What are your responsibilities, Dr. C-D?**

- \* Good question! I have gathered all the materials for our semester and will be working to make sure that the content is available for you promptly.
- \* I have developed the module content, so that you can access the information easily and can clearly engage with the important topics of the class—if anything is not working for you (and it's not an IT thing), please let me know.
- \* I'll make time available in my schedule for the duration of the semester so that you can schedule a remote meeting. This can be to answer broad questions or just to chat about an issue you might be facing.
- \* I will also work to have graded work back to you as quickly as I can. There are many of you in this class so certain graded work might take me longer than usually; however, I will try to have your work graded within 2 weeks of the deadline. For many of your assignments (such as the quizzes), your grades will be returned to you immediately.
- \* I also pride myself in being responsive to questions of students. Typically, I will reply within 48 hours or sooner—though, if it is over the weekend, I will likely not respond until Monday morning (I need a break occasionally, too). I typically try to be more responsive around deadlines but do not expect an email to be returned between 8 pm and 8 am.
- \* I also pledge to give fair notice about any changes regarding the course. I try not to make changes, however, sometimes they are necessary—I will let you know about it and why.

### **UNT Policies**

#### **Academic Integrity**

- \* According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

#### **ADA Policy**

- \* UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website.

#### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

- \* The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and

university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **Emergency Notification & Procedures**

- \* UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **Retention of Student Records**

- \* Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Tentative Outline for Class Topics, Readings, and Assignments

\*Due dates and topics may be adjusted at the discretion of the instructor. Students will be notified prior on Canvas to any change in the schedule.

*Readings, Quizzes, and any additional assignments are  
“due” by Friday at 11:59 pm.*

#### Module 1: Introduction to Human Sexuality & Sexuality Across the Lifespan

Date	Materials	Assignments
5/11 – 5/15	<p>Topic #1: Perspectives &amp; Studying Human Sexuality</p> <ul style="list-style-type: none"><li>• <b>Read:</b> Chapter 1 &amp; 2</li><li>• <b>Review:</b> Powerpoints – (1) “Perspectives on Human Sexuality” &amp; (2) “Studying Human Sexuality”</li><li>• <b>Watch:</b> <a href="#">The history of Sex: A Brief Timeline.</a></li><li>• <b>Visit:</b> <a href="#">A brief cultural history of sex</a></li></ul> <p>Topic #2: Female Sexual Anatomy, Physiology, and Response</p> <ul style="list-style-type: none"><li>• <b>Read:</b> Chapter 3</li><li>• <b>Review:</b> Powerpoint – “Female Sexual Anatomy, Physiology, and Response”</li></ul> <p>Topic #3: Male Sexual Anatomy, Physiology, and Response</p> <ul style="list-style-type: none"><li>• <b>Read:</b> Chapter 4</li><li>• <b>Review:</b> Powerpoint – “Male Sexual Anatomy, Physiology, and Response”</li></ul> <p>Topic #4: Sexuality in Childhood and Adolescence</p> <ul style="list-style-type: none"><li>• <b>Read:</b> Chapter 6</li><li>• <b>Review:</b> Powerpoint – “Sexuality in Childhood and Adolescence”</li><li>• <b>Watch:</b> <a href="#">Sex needs a new metaphor.</a></li></ul> <p>Topic #5: Sexuality in Adulthood</p> <ul style="list-style-type: none"><li>• <b>Read:</b> Chapter 7</li><li>• <b>Review:</b> Powerpoint – “Sexuality in Adulthood”</li><li>• <b>Explore:</b> <a href="#">Sex Ed 201: How to have better sex.</a></li></ul>	<p><i>Quizzes –</i></p> <ul style="list-style-type: none"><li>• Chapter 1</li><li>• Chapter 2</li><li>• Chapter 3</li><li>• Chapter 4</li><li>• Chapter 6</li><li>• Chapter 7</li></ul> <p><b>Early Thoughts Paper</b></p> <p><b>Perspectives Paper #1</b></p> <p><b>Exam 1 Covers</b></p> <ul style="list-style-type: none"><li>• Chapter 1</li><li>• Chapter 2</li><li>• Chapter 3</li><li>• Chapter 4</li><li>• Chapter 6</li><li>• Chapter 7</li></ul>

## Module 2: Sexual Expression and Gender Roles

Date	Materials	Assignments
5/18 – 5/22	<p>Topic #1: Love and Communication in Intimate Relationships</p> <ul style="list-style-type: none"><li>• <b>Read:</b> Chapter 8</li><li>• <b>Review:</b> Powerpoint – “Love and Communication in Intimate Relationships”</li><li>• <b>Watch:</b> <a href="#">Relationships are hard, but why?</a></li></ul> <p>Topic #2: Sexual Expression</p> <ul style="list-style-type: none"><li>• <b>Read:</b> Chapter 9</li><li>• <b>Review:</b> Powerpoint – “Sexual Expression”</li><li>• <b>Watch:</b> <a href="#">Hookup Culture: The unspoken rules of sex on college campuses</a></li></ul> <p>Topic #3: Gender Roles</p> <ul style="list-style-type: none"><li>• <b>Read:</b> Chapter 5</li><li>• <b>Review:</b> Powerpoint – “Gender Roles”</li><li>• <b>Watch:</b> <a href="#">The Gender Tag: Authentic Gender Expression</a></li></ul> <p>Topic #4: Variations in Sexual Behavior</p> <ul style="list-style-type: none"><li>• <b>Read:</b> Chapter 10</li><li>• <b>Review:</b> Powerpoint – “Variations in Sexual Behavior”</li><li>• <b>Explore:</b> <a href="#">Sexual Variations</a></li></ul>	<p><i>Quizzes –</i></p> <ul style="list-style-type: none"><li>• Chapter 8</li><li>• Chapter 9</li><li>• Chapter 5</li><li>• Chapter 10</li></ul> <p><b>Perspective Paper #2</b></p> <p><b>Exam 2</b></p> <p><i>Covers</i></p> <ul style="list-style-type: none"><li>• Chapter 5</li><li>• Chapter 8</li><li>• Chapter 9</li><li>• Chapter 10</li></ul>

### Module 3: The Sexual Body & (Some) “Taboos” of Sexuality

Date	Materials	Assignments
5/25 – 5/29	<p>Topic #1: The Sexual Body in Health and Illness</p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 13</li> <li>• <b>Review:</b> Powerpoint – “The Sexual Body in Health and Illness”</li> </ul> <p>Topic #2: Sexual Function, Difficulties, Dissatisfaction, Enhancement and Therapy</p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 14</li> <li>• <b>Review:</b> Powerpoint – “Sexual Function, Difficulties, Dissatisfaction, Enhancement and Therapy”</li> <li>• <b>Read:</b> <a href="#">Sexual Dysfunction in Men and Women</a></li> </ul> <p>Topic #3: Sexually Transmitted Infections</p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 15</li> <li>• <b>Review:</b> Powerpoint – “Sexually Transmitted Infections”</li> </ul> <p>Topic #4: HIV &amp; AIDS</p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 16</li> <li>• <b>Review:</b> Powerpoint – “HIV &amp; AIDS”</li> <li>• <b>Watch:</b> <a href="#">Our treatment of HIV has advanced; Why hasn't the stigma changed?</a></li> </ul> <p>Topic #5: Sexual Assault and Sexual Misconduct</p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 17</li> <li>• <b>Review:</b> Powerpoint – “Sexual Assault and Sexual Misconduct”</li> <li>• <b>Watch:</b> <a href="#">The reporting system that sexual assault survivors want.</a></li> </ul> <p>Topic #6: Sexually Explicit Materials, Sex Workers, and Sex Laws</p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 18</li> <li>• <b>Review:</b> Powerpoint – “Sexually Explicit Materials, Sex Workers, and Sex Laws”</li> <li>• <b>Watch:</b> <a href="#">The laws that sex workers really want</a></li> </ul>	<p><i>Quizzes –</i></p> <ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• Chapter 14</li> <li>• Chapter 15</li> <li>• Chapter 16</li> <li>• Chapter 17</li> <li>• Chapter 18</li> </ul> <p><b>Perspective Paper #3</b></p> <p><b>Final Reflection Paper</b></p> <p><b>Exam 3</b></p> <p><i>Covers</i></p> <ul style="list-style-type: none"> <li>• Chapter 13</li> <li>• Chapter 14</li> <li>• Chapter 15</li> <li>• Chapter 16</li> <li>• Chapter 17</li> <li>• Chapter 18</li> </ul>