

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
HLTH 2200: Family Life and Human Sexuality
Fall 2022

Instructor: Ms. Doryce Judd

Email: Doryce.Judd@unt.edu

Office Hours: online by appointment

CATALOG 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.

**HLTH 2200 satisfies the Cross-Cultural, Diversity and Global Studies requirement of the University Core Curriculum.*

TEXT – Yarber, W.L. & Sayad, B. W. (2019). **HUMAN SEXUALITY: Diversity in Contemporary Society** (10th ed). New York: McGraw-Hill Education publisher.

Course Objectives

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)

ACADEMIC INTEGRITY

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY INFORMATION

Students have the right to expect that grades will be kept confidential. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

In this class, this applies to treating all classmates with respect and courtesy, learning from each other and providing quality critical thinking based on your readings and experiences.

EVALUATION PROCEDURE

Exams: 300 pts. (3 @ 100 points each)
Quizzes: 160 pts. (16 @ 10 points each)
Discussion Board: 10 pts. (Introduction @10)
Early Thoughts Paper: 25 pts.
Perspective Papers: 75 pts. (3 perspective papers @ 25 points each)
Reflection Paper: 25 pts.

Total Points available = 595 pts.

Points Scale

A = 535 - 595
B = 476 - 534
C = 416 - 475
D = 357 - 415
F = <357

Tentative Course Schedule

Late work will NOT be accepted.

es	Readings	Assignments
8/29 – 9/2	<p>Ch. 1 - Perspectives on Human Sexuality</p> <p>The history of Sex: A Brief Timeline. The Lazy Historian (Website) https://lazyhistorian.com/the-history-of-sex-a-brief-timeline/</p> <p>A brief cultural history of sex (Website) https://www.independent.co.uk/life-style/love-sex/culture-of-love/a-brief-cultural-history-of-sex-938527.html</p> <p>Powerpoints: 1: Perspectives on Human Sexuality</p>	<p>Quiz ch 1: Opens 8am 8/29 closes 11:59pm 9/1</p> <p>Get to know you discussion board: Opens 8am – 8/29 Closes 11:59pm – 9/2</p>
9/5-9/9	<p>Ch. 2 – Studying Human Sexuality</p> <p>A brief cultural history of sex (Website) https://www.independent.co.uk/life-style/love-sex/culture-of-love/a-brief-cultural-history-of-sex-938527.html</p> <p>Powerpoints: 2: Studying Human Sexuality</p>	<p>Quiz ch 2: Opens 8am 9/5 closes 11:59pm 9/8</p> <p>Early Thoughts Paper Opens 8am – 9/5 Closes 11:59pm – 9/9</p>
9/12-9/16	<p>Ch. 3 – Female Sexual Anatomy, Physiology, and Response</p> <p>Powerpoints: 3: Female Sexual Anatomy, Physiology, and Response</p>	<p>Quiz ch 3: Opens 8am 9/12 - closes 11:59pm 9/15</p>
9/19-9/23	<p>Ch. 4 – Male Sexual Anatomy, Physiology, and Response</p> <p>Powerpoints: 4: Male Sexual Anatomy, Physiology, and Response</p>	<p>Quiz ch 4: Opens 8am – 9/19 - closes 11:59pm 9/22</p>

9/26-9/30	<p>Ch. 6 – Sexuality in Childhood and Adolescence</p> <p>Sex needs a new Metaphor. Al Vernacchio (Video)</p> <p>https://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_heres_one/transcript?language=en</p> <p>Powerpoints: 6: Sexuality in Childhood and Adolescence</p>	<p><u>EXAM 1</u> <u>Opens 8am 9/26 -</u> <u>closes 11:59 pm 9/29</u></p> <p>Quiz ch 6: Opens 8am 9/26 - closes 11:59pm 9/29</p>
10/3-10/7	<p>Ch. 7 – Sexuality in Adulthood</p> <p>https://www.youtube.com/watch?v=7gzspv0GU5E</p> <p>Sex Ed 201: How to have better sex. Liz Klinger (video)</p> <p>Powerpoints: 7: Sexuality in Adulthood</p>	<p>Quiz ch 7: Opens 8am 10/3 - closes 11:59pm 10/6</p> <p>Perspective Paper #1 Opens 8am 10/3 Closes 11:59pm 10/7</p>
10/10-10/14	<p>Ch. 8 – Love and Communication in Intimate Relationships</p> <p>https://www.youtube.com/watch?v=2xKXLPuju8U</p> <p>Relationships are hard, but why? Stan Tatkin (Video)</p> <p>Powerpoints: 8: Love and Communication in Intimate Relationships</p>	<p>Quiz ch 8: Opens 8am 10/10 - closes 11:59pm 10/13</p>
10/17-10/21	<p>Ch 9 – Sexual Expression</p>	<p>Quiz ch 9: Opens 8am 10/17 - closes 11:59pm 10/20</p>

	https://www.npr.org/2017/02/14/514578429/ hookup-culture-the-unspoken-rules-of-sex-on-college-campuses Hookup Culture: The unspoken rules of sex on college campuses (Video) Powerpoints: 9: Sexual Expression	
10/24-10/28	Ch. 5 – Gender and Gender Roles https://www.youtube.com/watch?v=VjzpRvXNh7Q The Gender Tag: Authentic Gender Expression (Ashley Wylde) Ch. 10 – Variations in Sexual Behavior https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1115095/ Sexual Variations (website) Powerpoints: 9: Gender and Gender Roles 10: Variations in Sexual Behavior	Quiz ch 5: Opens 8am 10/24 - closes 11:59pm 10/27 Quiz ch 10: Opens 8am 10/24 - closes 11:59pm 10/27 Perspective Paper #2 Opens 8am 10/24- Closes 11:59pm 10/28
10/31-11/4	Ch. 13 – The Sexual Body in Health and Illness https://familydoctor.org/condition/sexual-dysfunction/ Powerpoints: 13: The Sexual Body in Health and Illness	EXAM 2 <u>Opens 8am 10/31 - closes 11:59 pm 11/3</u> Quiz ch 13: <u>Opens 8am 10/31 - closes 11:59 pm 11/3</u>
11/7-11/11	Ch. 14 – Sexual Function Difficulties, Dissatisfaction, Enhancement and Therapy	Quiz ch 14: Opens 8am 11/7 - <u>closes 11:59 pm 11/10</u>

	<p>Sexual Dysfunction in men and women (website)</p> <p>14. Sexual Function, Difficulties, Dissatisfaction, Enhancement, and Therapy</p> <p>Powerpoints: 14. Sexual Function, Difficulties, Dissatisfaction, Enhancement, and Therapy</p>	
11/14-11/18	<p>Ch. 15 – Sexually Transmitted Infections https://www.ted.com/talks/arik_hartmann_our_treatment_of_hiv_has_advanced_why_hasn_t_the_stigma_changed#t-223819</p> <p>Powerpoints: 15: Sexually Transmitted Infections</p>	<p>Quiz ch 15: Opens 8am 11/14 - <u>closes 11:59 pm 11/17</u></p> <p>Perspective Paper #3 Opens 8am 11/14 - <u>closes 11:59 pm 11/18</u></p>
11/24-11/25	Thanksgiving	Thanksgiving
11/28 - 12/2	<p>Ch. 16 – HIV and AIDS Our treatment of HIV has advanced: Why hasn't the stigma changed? Arik Hartmann (Video)</p> <p>Ch. 17 – Sexual Assault and Sexual Misconduct</p> <p>https://www.ted.com/talks/jessica_ladd_the_reporting_system_that_sexual_assault_survivors_want</p> <p>The reporting system that sexual assault survivor . Jessica Jadd (video)</p> <p>Powerpoints: 16: HIV and AIDS 17: Sexual Assault and Sexual Misconduct</p>	<p>Quiz ch 16: Opens 8am 11/28 - <u>closes 11:59 pm 12/1</u></p> <p>Quiz ch 17: Opens 8am 11/28 - <u>closes 11:59 pm 12/1</u></p> <p>Quiz ch 18: Opens 8am 11/28 - <u>closes 11:59 pm 12/1</u></p> <p>Reflection Paper Opens 8am 11/28 - <u>closes 11:59 pm 12/2</u></p>
12/5-12/9	EXAM 3	<p>EXAM 3 Opens 8am 12/5 - <u>closes 11:59 pm 12/8</u></p>

	<p>Ch. 18 – Sexually Explicit Materials, Sex Workers, and Sex Laws</p> <p>https://www.ted.com/talks/juno_mac_the_laws_that_sex_workers_really_want#t-298922</p> <p>The laws that sex workers really want Juno Mac (video)</p> <p>Powerpoint: 18. Sexually Explicit Materials, Sex Workers, and Sex Laws</p>	
12/12-12/16	<p>FINAL EXAMS (WE DO NOT HAVE A FINAL EXAM)</p>	

Written Assignments

I. Discussion Board:

The purposes of the **Discussion Board** assignment are to:

1. Get to know your classmates
2. Learn and grow from experiences of others
3. Apply content from your chapter(s) reading(s) to your opinions.

To compose your **POST** hit the **reply** button.

Discussion Board #1

Note: This is worth 10 points. You either do this fully or you don't – for the 10 points.

Get to Know You:

1. Introduce yourself,
2. Describe who you are and your academic goals
3. Identify hobbies
4. Share anything else that is appropriate

II Early Thoughts Paper

The purpose of the Early Thoughts Paper is to get a starting point of how you feel and think about Human Sexuality. I am hoping that you reflect on what you know and project what you hope to learn.

Write a brief (one page) paper explaining what you expect this course will teach you. Include in the paper what you already know and believe regarding this course. Please include

1. What you expect to learn and why.
2. What you bring to this course that will help you (your experience and what it has taught you).

Early Thoughts Rubric				
Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Critical Thinking Ideas, Critical Thinking and Analysis	15.0 pts Exceeds expectations	10.0 pts Meets Expectations	4.0 pts Below Expectations	15.0 pts
	Ideas expressed in the paper include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking, reasoning, and analysis.	Ideas expressed in the paper are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part.	Ideas expressed lack an understanding of the topic. Comments are irrelevant, off-topic, and/or confusing to follow. Comments demonstrate limited to no critical thinking or analysis.	
This criterion is linked to a Learning Outcome Writing Quality of Writing	10.0 pts Exceeds Expectations	6.0 pts Meets Expectations	3.0 pts Below Expectations	10.0 pts
	Paper is well written and clearly articulated using standard English, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling.	Paper shows above average writing style that is clear using standard English with minor errors in grammar, punctuation, usage, and/or spelling.	Paper shows a below average/poor writing style that lacks standard English, and/or is difficult for readers to follow. Contains frequent errors in grammar, punctuation, usage, and spelling.	
Total Points: 25.0				

III Perspective Papers

The purpose of the Perspective Paper assignment is to delve into specific aspects of the course and examine YOUR views based upon readings from 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 below.

Perspective Papers:

Perspective Paper #1

Considering all the perspectives of sexuality; biological, evolutionary, cross-species, sociological, and psychological, please consider the scenario below.

You are a college student and are attending a family wedding. The wedding is being held at a destination that is far away from your home. At one of the celebrations, you meet someone and have unprotected sex.

From YOUR view, write a brief paper (1 page) of the possible outcomes of your decision.

Please note: We recognize the perspectives you are about to address may be uncomfortable. We will not judge your viewpoints. However, we would like for you to critically think about how you feel.

Perspective Paper #2

You are a college student and are attending a family wedding. The wedding is being held at a destination that is far away from your home. At one of the celebrations, you meet someone and have unprotected sex.

You decide you want to see this person again. You run into them and have an impromptu coffee date. During the conversation, they share with you that they are transgender. What do you think? Does that change the way you feel about yourself? Does that change the way you feel about the other person? Would you still consider dating them?

Include thoughts from Chapter 5 and the clip “The Gender Tag: Authentic Gender Expression” in your response.

Perspective Paper #3

Choose ONE ;of the three below.

1. What considerations do you have before you would use a contraceptive? With whom would you discuss these? What sources of information might you use to verify your concerns or issues?

2. Individuals who are diagnosed with an HIV infection react in many ways. How do you think you would react?

3. Have you observed any LGBTQ prejudice? If so, what could be done to prevent or address it? If you have not observed any, how might you work to ensure this does not happen?

Criteria	Ratings		
This criterion is linked to a Learning OutcomeIdeas, Critical Thinking and Analysis	15.0 to >9.0 pts Exceeds expectations Ideas expressed in the paper include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking, reasoning, and analysis.	9.0 to >4.0 pts Meets expectations Ideas expressed in the paper are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part.	4.0 to >0 pts Below expectations Ideas expressed lack an Comments are irrelevant to follow. Comments d thinking or analysis.
This criterion is linked to a Learning OutcomeConnection to course reading	5.0 to >3.0 pts Exceeds expectations Strong, direct connections are made to readings and are clearly stated.		3.0 to >2.0 pts Meets expectations Some direct connections are made to readings and are clearly stated for the most part.
This criterion is linked to a Learning OutcomeQuality of Writing	5.0 to >3.0 pts Exceeds expectations Paper is well written and clearly articulated using standard English, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling.	3.0 to >2.0 pts Meets expectations Paper shows above average writing style that is clear using standard English with minor errors in grammar, punctuation, usage, and/or spelling.	
Total Points: 25.0			

Perspectives Assignment Rubric

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IV. Reflection Paper

Write a brief paper reflecting on what you learned this semester. Reference your *Early Thoughts Paper* and compare what you expected to learn with what you actually learned. You will need to address the following.

1. Was this course what you expected; why or why not?
2. Did this course broaden your perspectives regarding Human Sexuality?
3. What topic(s) had the biggest impact on you and why.

Reflection Rubric				
Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Ideas, Critical Thinking and Analysis	15.0 to >10.0 pts Exceeds expectations Ideas expressed in the paper include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking, reasoning, and analysis.	9.0 to >4.0 pts Meets expectations Ideas expressed in the paper are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part.	4.0 to >0 pts Below expectations Ideas expressed lack an understanding of the topic. Comments are irrelevant, off-topic, and/or confusing to follow. Comments demonstrate limited to no critical thinking or analysis.	15.0 pts
This criterion is linked to a Learning Outcome Connection to course reading	5.0 to >3.0 pts Exceeds expectations Strong, direct connections are made to readings and are clearly stated.	3.0 to >2.0 pts Meets expectations Some direct connections are made to readings and are clearly stated for the most part.	2.0 to >0 pts Below expectations Minimal to no connections are made to readings , and/or if made, are not clearly stated.	5.0 pts
This criterion is linked to a Learning Outcome Quality of Writing	5.0 to >3.0 pts Exceeds expectations Paper is well written and clearly articulated using standard English, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling.	3.0 to >2.0 pts Meets expectations Paper shows above average writing style that is clear using standard English with minor errors in grammar, punctuation, usage, and/or spelling.	2.0 to >0 pts Below expectations Paper shows a below average/poor writing style that lacks standard English, and/or is difficult for readers to follow. Contains frequent errors in grammar, punctuation, usage, and spelling.	5.0 pts

Criteria	Reflection Rubric Ratings	Pts
Total Points: 25.0		