Instructor: Jakob Vingren
Office: PEB 209
Office Hours: By appointment
Email: Jakob.Vingren@unt.edu

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.*


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: https://vpaa.unt.edu/ss/integrity

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 https://studentaffairs.unt.edu/office-disability-access. 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 https://policy.unt.edu/policy/07-012.
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 (16 @ 10 points each)  
**Discussion Board:** 10 pts. (Introduction 10 points)  
**Perspective Papers:** 50 pts. (2 perspective papers @ 25 points each)

**Total Points available = 520 pts.**

**Points Scale**  
A = 468 - 520  
B = 416 - 467  
C = 364 - 415  
D = 312 - 363  
F = <312

**Tentative Course Schedule**

Late work will NOT be accepted.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Assignment</th>
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| 5/15  | Ch. 1 - Perspectives on Human Sexuality  
       |        | Quiz ch 1  
       |       | Quiz ch 2  
       |       | Quizzes ch 1&2  
       |       | opens 5/15 at 12:00am  
       |       | Closes 5/16 at 11:59pm  
       |       | Get to know you discussion board  
       |       | (Due on Canvas by 11:59 on 5/18) |
|       | Ch. 2 – Studying Human Sexuality  
       |       |  
       |       | The history of Sex: A Brief Timeline. The Lazy Historian (Website)  
       |       | A brief cultural history of sex (Website)  
       |       | Powerpoints:  
       |       | 1: Perspectives on Human Sexuality  
       |       | 2: Studying Human Sexuality  
| 5/16  | Ch. 3 – Female Sexual Anatomy, Physiology, and Response  
       |       | Quiz ch 3  
       |       | Quiz ch 4  
       |       | Ch. 4 – Male Sexual Anatomy, Physiology, and Response  
       |       | Powerpoints:  
<pre><code>   |       | 3: Female Sexual Anatomy, Physiology, and Response |
</code></pre>
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<thead>
<tr>
<th>Date</th>
<th>Schedule</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5/17</td>
<td>EXAM 1</td>
<td>Exam I (chapters 1 – 4) opens at 12:00am and closes at 11:59pm same day</td>
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<td>5/18</td>
<td>Ch. 6 – Sexuality in Childhood and Adolescence &lt;br&gt;Sex needs a new Metaphor. Al Vernacchio (Video) &lt;br&gt;<a href="https://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one/transcript?language=en">https://www.ted.com/talks/al_vernacchio_sex_needs_a_new_metaphor_here_s_one/transcript?language=en</a> &lt;br&gt;Ch. 7 – Sexuality in Adulthood &lt;br&gt;<a href="https://www.youtube.com/watch?v=7gzspv0GU5E">https://www.youtube.com/watch?v=7gzspv0GU5E</a></td>
<td>Quiz ch 6 &lt;br&gt;Quiz ch 7 &lt;br&gt;Quizzes ch 6&amp;7 opens 5/17 at 12:00am and closes 5/20 at 11:59pm</td>
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<td>5/22</td>
<td>Ch. 8 – Love and Communication in Intimate Relationships &lt;br&gt;Ch 9 – Sexual Expression &lt;br&gt;<a href="https://www.youtube.com/watch?v=2xKXLpju8U">https://www.youtube.com/watch?v=2xKXLpju8U</a> &lt;br&gt;Relationships are hard, but why? Stan Tatkin (Video) &lt;br&gt;<a href="https://www.npr.org/2017/02/14/514578429/hookup-culture-the-unspoken-rules-of-sex-on-college-campuses">https://www.npr.org/2017/02/14/514578429/hookup-culture-the-unspoken-rules-of-sex-on-college-campuses</a></td>
<td>Quiz ch 8 &lt;br&gt;Quiz ch 9 &lt;br&gt;Quizzes ch 8&amp;9 opens 5/19 at 12:00am and closes 5/23 at 11:59pm</td>
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| 5/23 | 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: Sexual Expression  
10: Variations in Sexual Behavior |
| Quiz ch 5  
Quiz ch 10  
Quizzes ch 5&10 opens 5/19 at 12:00am  
Closes 5/23 at 11:59pm |
| 5/24 | EXAM 2 |
| Exam 2 (chapters 5 -10)  
opens at 12:00am and closes at 11:59pm same day |
| 5/25 | Ch. 13 – The Sexual Body in Health and Illness  
Ch. 14 – Sexual Function Difficulties, Dissatisfaction, Enhancement and Therapy  
https://familydoctor.org/condition/sexual-dysfunction/  
Sexual Dysfunction in men and women (website)  
Powerpoints:  
13: The Sexual Body in Health and Illness  
14. Sexual Function, Difficulties, Dissatisfaction, Enhancement, and Therapy |
| Quiz ch 13  
Quiz ch 14  
Quizzes ch 13&14 opens 5/24 at 12:00am  
Closes 5/31 at 11:59pm |
| 5/26 | Ch. 15 – Sexually Transmitted Infections  
Ch. 16 – HIV and AIDS  
https://www.ted.com/talks/arik_hartmann_our_treatment_of_hiv_has_advanced_why_hasn_t_the_stigma_changed#t-223819  
Our treatment of HIV has advanced: Why hasn’t the stigma changed? Arik Hartmann (Video)  
Powerpoints:  
15: Sexually Transmitted Infections  
16: HIV and AIDS |
| Quiz ch 15  
Quiz ch. 16  
Quizzes ch 15&16 opens 5/24 at 12:00am  
Closes 5/31 at 11:59pm  
Perspective Paper #2 – Opens 5/23 at 12:00am and closes 5/26 by 11:59 p.m. |
| 5/30 | Ch. 17 – Sexual Assault and Sexual Misconduct |
| Quiz ch 17 |
Written Assignments

I. Discussion Board:

The purposes of the Discussion Board assignments 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), and express your opinions.

To compose your POST hit the reply button.

The following guidelines apply to discussion boards.

Be respectful to others.

1. Use complete sentences and be mindful of good grammar and spelling.
2. Use language that is supportive and inclusive of others.
3. Do not be petty or argumentative with others – this is not a persuasion assignment.
4. Post your response to the prompt below and then reply to 3 others for EACH DISCUSSION BOARD.

Discussion Board #1 – Due 12/21

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 appropriate

II. 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 (due 5/21)

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. You can specify if specific outcomes covered in the chapters do not apply.

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 would feel.

Perspective Paper #2 (due 5/26)

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.

**Perspectives Assignment Rubric**

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<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tbody>
<tr>
<td>This criterion is linked to a Learning Outcome Ideas, Critical Thinking and Analysis</td>
<td><strong>Exceeds expectations</strong>&lt;br&gt;15.0 to &gt;9.0 pts&lt;br&gt;Ideas expressed in the paper include original thought, substantial depth, and are relevant to topic. Viewpoint shows strong logical thinking, reasoning, and analysis.</td>
<td>15.0 pts</td>
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<td><strong>Meets expectations</strong>&lt;br&gt;9.0 to &gt;4.0 pts&lt;br&gt;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.</td>
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<td><strong>Below expectations</strong>&lt;br&gt;4.0 to &gt;0 pts&lt;br&gt;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.</td>
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<tr>
<td>This criterion is linked to a Learning Outcome Connection to course reading</td>
<td><strong>Exceeds expectations</strong>&lt;br&gt;5.0 to &gt;3.0 pts&lt;br&gt;Strong, direct connections are made to readings and are clearly stated.</td>
<td>5.0 pts</td>
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<td><strong>Meets expectations</strong>&lt;br&gt;3.0 to &gt;2.0 pts&lt;br&gt;Some direct connections are made to readings and are clearly stated for the most part.</td>
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<td><strong>Below expectations</strong>&lt;br&gt;2.0 to &gt;0 pts&lt;br&gt;Minimal to no connections are made to readings, and/or if made, are not clearly stated.</td>
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<tr>
<td>This criterion is linked to a Learning Outcome Quality of Writing</td>
<td><strong>Exceeds expectations</strong>&lt;br&gt;5.0 to &gt;3.0 pts&lt;br&gt;Paper is well written and clearly articulated using standard English, characterized by elements of a</td>
<td>5.0 pts</td>
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<td><strong>Meets expectations</strong>&lt;br&gt;3.0 to &gt;2.0 pts&lt;br&gt;Paper shows above average writing style that is clear using standard English with minor errors in</td>
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<td><strong>Below expectations</strong>&lt;br&gt;2.0 to &gt;0 pts&lt;br&gt;Paper shows a below average/poor writing style that lacks standard English, and/or is difficult for</td>
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<td>Criteria</td>
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<td>strong writing style with correct grammar, punctuation, usage, and spelling.</td>
<td>grammar, punctuation, usage, and/or spelling.</td>
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<td>readers to follow. Contains frequent errors in grammar, punctuation, usage, and spelling.</td>
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Total Points: 25.0