Course Meeting Times: ONLINE
Instructor: Marisa Moore, M.S.
On Campus Office Hours: M/W 9:00-11:15a; other times by appointment
Online Office Hours: M-F 9am-5pm. **These times will vary, depending on my own insomnia (no lie!), sense of urgency in need to respond, availability (I DO teach 2 other courses, all on campus, both with +50 students).
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CATALOG DESCRIPTION

This 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.*


NOT REQUIRED: REVEL


**NOTE: as a state funded university, this item cannot be mandatory. Students have the option of purchasing the 3-D app to assist in visualizing human anatomy. This app can help with male/female sexual anatomy for this course, sexual anatomy research options, and if students are taking Anatomy & Physiology, may be helpful for that course as well.

GENERAL OBJECTIVES: A student who has successfully completed this course will be able to:

1. Explain the different theoretical perspectives on human sexuality, including the historical, biological, cross-species, cross-cultural, psychological, sociological, anthropological, and educational determinants of human sexuality.
2. Discuss the scientific approach to human sexuality to include the survey, observational, experimental, correlational, and case-study methods.
3. Describe the physiology of the male and female reproductive systems. Focus will be on cognitive and affective understanding of these systems.
4. Explain gender identity and gender roles, emphasizing cultural correlates.
5. Explain attraction and love and gender differences; relationship, intimacy and communication and the contribution of culture.
6. Describe and evaluate sexual techniques and behavior patterns, emphasizing cultural and racial-ethnic differences.

7. Examine sexual orientation and the biological, cultural and psychological perspectives.

8. Discuss the physical, psychological, and cultural implications of childbirth and pregnancy. Familiarity with fertility and pregnancy counseling resources will be emphasized.

9. Describe the different modes of contraception and demonstrate understanding of the physical, social, emotional, religious, and cultural barriers to the use of contraceptive health services.

10. Delineate the sexual developmental tasks associated with the human growth cycle: infancy, childhood, adolescence, adulthood and the elderly. Highlight cultural attitudes toward aging and sexuality.

11. Discuss origins, types, and treatment of sexual dysfunctions.

12. Explain origin, type, treatment and prevention of sexually transmitted diseases. Discuss how race and ethnicity are important predictors of STD rates and patterns.

13. Discuss prevalence, progression, transmission, diagnosis, and prevention of HIV/AIDS, emphasizing cultural and psychological correlates.

14. Examine the problems of sexual abuse, incest, harassment, rape, and domestic violence.

15. Discuss the role of commercial sex in contemporary US society, comparing across global cultures.

16. Discuss the role of sex in advertising and pornography and obscenity laws.

17. Examine the role information and values play in sexual decision making.

18. Discuss role of intimacy and communication in relationships, emphasizing cultural and gender differences.

**Instructor Responsibilities**

The student can expect the following from the instructor:

- Fair and impartial treatment
- Regularly scheduled office hours and opportunities to schedule appointments if additional time is needed
- Advance knowledge when possible of class or office hour cancellation
- Prompt return of examinations and other assignments
- Clear statements of acceptable work standards
- Respect for his/her right of privacy to personal views

**ADA Statement**

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](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.
The designated liaison for the department is Mrs. Doryce Judd, Physical Education Building – Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disability conditions that will require modifications to avoid discrimination.

**Federal Educational Rights and Privacy Act (FERPA)**

The University is required to follow the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended. The purpose of FERPA is to afford certain rights to students concerning their educational records. In essence, FERPA grants students the right to inspect and review their educational records, to seek to have their records amended and to have limited control over the disclosure of information contained in the records. UNT’s Family Educational Rights and Privacy Act and privacy policies are available at [http://policy.unt.edu/policydesc/ferpa-policy-18-1-9](http://policy.unt.edu/policydesc/ferpa-policy-18-1-9).

**Academic Dishonesty and Misconduct**

Academic dishonesty and misconduct includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on assignments and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person. Academic dishonesty and misconduct will not be tolerated in this class. Individuals caught in academic dishonesty and misconduct will be charged under the University’s Code of Student Conduct. Students found guilty run the risk of having their score changed to a zero, receiving a grade of “F” for the course, and/or dismissal from the University. If you have questions about cheating or plagiarism, please see me.

**Email Policy**

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit [http://eaglemail.unt.edu](http://eaglemail.unt.edu). E-mail will be used for communication purposes outside of class. In your emails, for the subject line, please put your last name, HLTH 2200 (Moore-HLTH 2200) is what it should look like. In the email body, please use a salutation (greeting), give me your NAME and what it is you are asking, and a closing. **IF you do not identify yourself, I WILL NOT RESPOND. IF you write the email in text messaging format (hi ms moore my name is…), I WILL NOT RESPOND.** It is expected that individuals become proficient in the use of and checking of their e-mail regularly. At a minimum, e-mail should be read prior to each class. Since this class is online, mass announcements and individual emails will be the primary sources of communicating with you all so make sure you check **DAILY** and **MULTIPLE TIMES** daily. ☑ There will be a 24-48 hour turnaround time in answering emails. As stated before, I teach 2 other relatively big classes and they have emails too. My team of Teaching Assistants will be on hand to answer your emails, but that won’t be in place until next week.

**Class Attendance:** This class is all online so, unlike my on campus classes, this class does not have a mandatory attendance policy. Rather, students will work at their own pace to complete all mandatory assignments, and any additional assignments students choose to complete, by set **DATE** and **TIMES WITHIN EACH MODULE.**
**EVALUATION PROCEDURE**

A. **Exams**: there will be 3 **REQUIRED** examinations. Only **objective questions (50 in each examination)** will be used to test your understanding of content presented in class, textbook, films.

Each examination will only cover **selected chapters**. **Examinations are not comprehensive!** Since this is an online course, exams will be administered electronically. However, the rules for exams online are the same as they are for in-house (on campus) exams. Exams are multiple choice, T/F, there is no code to log in for access, and there is no time limit. Questions are randomized and once answered, students will **NOT** be permitted to go back and change answers. **SEE BELOW FOR THE EXAM SCHEDULE**. On the schedule students will note that one calendar week is devoted to exams. You are responsible for logging in **DURING A 5-DAY PERIOD (M-F)** to complete the exam. Further exam instructions will be provided on exam day.

For taking an online exam, it is **STRONGLY** recommended that students attempt and complete exams on a **WIRED, SECURE SYSTEM, AND IN ONE ATTEMPT**. This means, if you are on campus, take the exam at Sage Hall, the Testing Center, anyplace on campus where you can access the exam is an excellent example of wired location. **IF** you use Wi-Fi, you are taking a gamble of getting kicked off, losing your answers, and all other kinds of problems. **PLAN ACCORDINGLY**; meaning dedicate time (at least one hour), and find a solid, secure location.

**Missing Exams**: the University of North Texas has policies (what constitutes as an ‘excuse’) regarding missing an exam. Please see the link below as it is **VERY** important students are **CLEAR** as to what constitutes missing an exam.

https://policy.unt.edu/sites/default/files/06.039_StudentAttendance_2016.pdf

Simply, “I forgot”, or, “I didn’t put it on my schedule” is **CLEARLY** not a university excuse and I will **NOT** open an exam because you simply “missed” it. That said, there is a way for students to recoup missed exam points through Quizzes (see next section below).

B. **Quizzes**: since this is an online course, we don’t physically come to class. Within each weekly chapter module, students will find weekly quizzes over chapter material. This is my way of having students ‘come to class’, if you will. By logging into Canvas each week and completing these weekly mandatory quizzes, you let me know that you’ve checked in and gained points. It also provides students a chance to look over additional posted material, journal articles, videos, etc. These weekly required quizzes will **SHUT DOWN** at the conclusion of each chapter week.

C. **Discussion Boards (DB)**: for the Summer II session, 4 are **REQUIRED**. The first Discussion Board is the Introductory, ‘Get to Know You’. This is my way of taking attendance and, since we are online, a way we can familiarize ourselves with one another. Within certain modules (most, not all), students will be able to find discussion topics. In the discussions, students will find 1-2 discussion topics, research articles, news articles, videos, TED Talks, etc…..all related to the topic. If none of the topics are of interest to students, students do not have to complete one for that week-they can choose another DB. **On their own, students can research various journal databases, health organizations, government health agencies to answer the questions and support their stances.** Discussion Boards will open in accordance with weekly chapters and **WILL CLOSE AT SET DUE DATES**. The first due date is July 20th, the second due date is August 3rd. If students do not log in and check what’s available weekly, these points will be missed and I will **NOT** open them later in the semester. Below is a list of Discussion Board topics:
a. **Introduction:** Getting to Know You (REQUIRED)
b. **Chapter 1:** Alfred Kinsey vs. Masters and Johnson: Who did it better?
c. **Chapter 2:** Boobs: An American Obsession
   I’m Barbie Girl! Barbie’s Controversial History and Image
d. **Chapter 3:** To Circumcise or Not Circumcise?
e. **Chapter 4:** Transsexual Adjustments
f. **Chapter 6:** ‘What’s Love Got to do With It?’
g. **Chapter 7:** Limitations to Masters and Johnson’s Sexual Response Cycle
   ‘You Can’t Touch This!’ - Public Response to Masturbation

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D. **Movies/TV Shows/Video Links:** students will find throughout the course various links to TED Talks, YouTube, movies, TV shows and interviews. These are optional to watch UNLESS students have chosen a Discussion Board or project. I am not requiring students to watch these. HOWEVER, it is HIGHLY RECOMMENDED that you watch them, if not all, then some.

a. My highest recommendation comes in watching our first movie, Kinsey. It is based on the research of Alfred Kinsey, whom is mentioned in Chapter 1 and, along with Masters, Johnson, Ellis, and Kaplan, and are mentioned throughout the text. **IF** students are feeling uncomfortable with some of the terminology (masturbation, oral-anal, penile penetration), then this movie will help break that for you. Of course, it is a Hollywood movie so some things have been embellished. I am not sure how easy it is to find streaming online. I have the luxury of a partner with a movie addiction so I can easily access it. It is no penalty if you can’t…just a great movie related to our topic! To off-set that, I have linked in the Kinsey Sex Institute website to demonstrate his work and for students to research his legacy. If after you watch this movie you’re still uncomfortable with the material, it may be that this is not the course for you. FYI-this movie has a GREAT CAST and is a well done film (Liam Neeson as Kinsey, Laura Linney as his wife, Mac). 😊

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E. **Grading Rubrics:** these are grading guidelines for Discussion Boards. In them, students will find the expectations of the papers/projects (did they meet content criteria, formatting, spelling and grammar, REFERENCES). Students may access them within the project and discussion board folders.

*EXTRA CREDIT ** THERE IS NONE, SO DON’T ASK!!**

| Examination 1: Chapters 1-4 | Open from July 15-20 2019 |
| Examination 2: Chapters 5-8 | Open from July 22-27, 2019 |
| Examination 3: Chapters 9, 11, 13, 15 | Open from August 5-8, 2019 |

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**GRADING SCALE:** what is REQUIRED for the course:

Exams (3 @ 100 pts. each) 300 points
Weekly Quizzes (10 @ 10 pts. each, 1 @ 18 pts.) 118 points
Discussion Boards (4 required, including Introduction) 132 points
550 points total
Points Scale
A = 495-550
B = 440-494
C = 385-439
D = 330-384
>329 = Failing

The grading scale is a pure points scale. Nothing is weighed twice, exams are not 40-50% of your overall grade, etc….. I am NOT that fancy with math so I keep it simple.

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED**

* Enrolling in and attending this course may potentially expose you to sexually explicit material (video clips, images, etc.). If you are unwilling to be exposed to such information and material, this course is not for you. BY REMAINING IN THIS COURSE, YOU AGREE THAT THIS IS AND WILL NOT CREATE AN ISSUE OR A PROBLEM.

**DISCLAIMER: INSTRUCTOR RESERVES THE RIGHT TO CHANGE SCHEDULE AT ANYTIME DUE TO CIRCUMSTANCES**
Tentative Course Schedule

Week 1: July 8th-13th
- Course Introduction
- Read Chapter 1: What is Human Sexuality?
- Read Chapter 2: Female Sexual Anatomy and Physiology
- **DUE:** Discussion Board (REQUIRED): ‘Get to Know You’; Kinsey Sex Literacy Quiz

Week 2: July 15th-20th
- Read Chapter 3: Male Sexual Anatomy
- Read Chapter 4: Gender: Identity, Roles and Differences
- Read Chapter 5: Sexual Orientation
- Discussion Board Topics:
  - To Circumcise or Not Circumcise?
  - Boobs: An American Obsession
  - I’m Barbie Girl! Barbie’s Controversial History and Image
- **DUE:** Weekly quizzes; EXAM 1

Week 3: July 22nd-27th
- Read Chapter 6: Attraction and Love
- Read Chapter 7: Sexual Response and Sexual Behavior
- Read Chapter 8: Relationships & Communication
- Discussion Board Topics:
  - Transsexual Adjustments
  - ‘What’s Love Got to do With It?’
  - ‘You Can’t Touch This!’-Public Response to Masturbation
- **DUE:** Weekly Quizzes; EXAM 2

Week 4: July 29th-August 3rd
- Read chapter 9: Conception, Pregnancy & Childbirth
- Read chapter 11: Sexuality through the Lifespan
- Read chapter 13: Sexually Transmitted Infections
- **DUE:** Weekly Quizzes

Week 5: August 5th-9th
- Read chapter 15: Sexual Coercion
- **DUE:** Weekly Quiz; EXAM 3