



University of North Texas
Department of Kinesiology, Health Promotion & Recreation

HLTH 2200.410 Family Life and Human Sexuality Spring 2026 3W1

Instructor: Dr. Sam Dardaman

Email: sam.dardaman@unt.edu

Office Hours: by appointment only, please email me to set up a time at least 24h in advance

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.

Please Note: HLTH 2200 satisfies the Cross-Cultural, Diversity and Global Studies requirement of the university core curriculum

TEXTBOOK: *HUMAN SEXUALITY: Diversity in Contemporary Society* (11th edition)

Authors: Yarber & Sayad

Year: 2022

Publisher: Mc-Graw Hill

This course uses a required digital text site called *connect* through McGraw Hill. You **MUST purchase** the *connect* access to the textbook to complete this course. **Please use the McGraw-Hill menu item link on the Canvas home page for this class to purchase access to the connect digital text.** In connect you will do your course readings and take your quizzes and exams. (*You have a two-week free trial that once it expires you will no longer have access to the site or materials for the class*).

IMPORTANT!

- 1. Please make sure that you use your UNT email address to sign up for your McGraw-Hill account or your grades will NOT show up in Canvas.**
- 2. You must use the links in Canvas to access the McGraw-Hill course materials; if you go directly through the website, your grades will not sync with Canvas and will not show up in the gradebook.**

COURSE OBJECTIVES (CO)

- 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 3, 4, 10, 13, 14, 15, 16)
- 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, 7, 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 and 2)
- CO 4. Identify the types and methods used in research conducted in relation to human sexuality. (Ch 2)
- CO 5. Identify the variations in sexuality, to include typical and atypical sexual expression and sexual dysfunction. (Ch 13 and 14)
- CO 6. Identify the commercialization of sexuality, sexual exploitation, coercion and abuse. (Ch 17, 18)

EVALUATION PROCEDURE

Exams: 300 pts. (3 @ 100 points each)

Quizzes: 160 pts. (16 @ 10 points each)

Discussion Boards: 10 pts. (Introduction @10)

Perspective Papers: 75 pts. (3 perspective papers @ 25 points each)

Total Points available = 545 points

Points Scale:

A = 488 - 545

B = 434 - 487

C = 379 - 433

D = 325 - 378

F = < 325

Questions in the book are purely self-test questions and there are no points assigned for completing the reading assignments. The points in the course are from the chapter quizzes linked directly through canvas.

QUIZZES & EXAMS

Quizzes will be completed in Canvas / McGraw-Hill connect website. Each quiz/exam must be completed by 11:59PM on the date posted. No late quizzes/exams will be accepted.

- You will have 30 minutes to complete a quiz
- You will have 90 minutes to complete an exam

WRITTEN ASSIGNMENTS

I. Discussion Board: The purpose of this assignment is to:

- Get to know your classmates
- Learn and grow from experiences of others

To compose your **POST** hit the **reply** button under the discussion board prompt.

Discussion Board #1: “Get to Know You Post”

- *Introduce yourself*
- *Describe who you are and your academic goals*
- *Identify hobbies*
- *Share anything else appropriate*

Grading for the Discussion Board Post (10 points total)

- Your post introducing yourself = 5 points (no post = 0 points)
- 1 point for each response made to a classmate up to 5 points (so 5 responses = 5 points)

II. PERSPECTIVE PAPERS

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.

Before beginning, be sure to refer to the grading rubric (in Canvas) so you know how you'll be assessed for each paper. **Your papers should be approximately one page double-spaced, using 12-point font and 1-inch margins. MLA, APA or similar style.** Be sure to proofread prior to submitting.

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

Perspective Paper #1 (CO3)

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

- *Perspectives on human sexuality has changed over time.*
 - *What aspects have shaped your perspectives on human sexuality (on you own and other people's sexuality) and how do they fit into the historical context and the current time in history?*

Perspective Paper #2 (CO2)

- A college student is using a dating App. They come across a profile that looks very appealing. They are attracted to the person's pictures and as they quickly read through the profile, they find that the interests, hobbies, politics, answers to profile question etc. seems like a great match for what they are looking for in someone to date. The student reads the profile again and realizes that they accidentally skipped part of the first sentence where the person writes that they are transgender.
 - *Consider that this student is either you or a close friend. From that perspective, write a brief paper (1 page) of how/if that would affect the student's decision to pursue a date with the person in the profile.*

Perspective Paper #3 (CO6)

- You have met someone on a dating app. You agree to meet them in person at a bar or coffee bar. After talking for a while, you agree to go with them to their home for a drink or coffee. Once there, the person suggests that you have sex and states that you have agreed to have sex with them because you agreed to go home with them.
 - *Write a brief paper (1 page) answering the following:*
 - *Do you agree that your actions in the scenario above obligates you to have sex? Why or Why not? Please include what you learned [including key legal term(s)] in this class that informs your answer?*
 - *If at that time, you do not want to engage in sex, how you would you handle this?*

TENTATIVE COURSE SCHEDULE & CHECKLIST

This course is a wintermester (3 week) course. According to the UNT calendar, the dates that you should be “attending” class (e.g., online and completing assignments) are:

- December 15 – December 24
- January 2 – January 9

In order to complete all the course materials in a timely fashion, please adhere to the following course schedule. You can also print this out and use it as a checklist to keep you on track.

December 15 (First Day of Class)

- Complete “Get to Know You” Discussion Board post (**due 12/16 by 11:59PM**)
- Read Chapter 1, view PowerPoint, and complete Chapter 1 quiz (**due 12/17 by 11:59PM**)
- Read Chapter 2, view PowerPoint, and complete Chapter 2 quiz (**due 12/17 by 11:59PM**)
- View the following website: [The history of Sex: A Brief Timeline. The Lazy Historian](#)
- View the following website: [A brief cultural history of sex](#)

December 16

- Read Chapter 3, view PowerPoint, and complete Chapter 3 quiz (**due 12/17 by 11:59PM**)
- Read Chapter 4, view PowerPoint, and complete Chapter 4 quiz (**due 12/17 by 11:59PM**)
- Complete Perspectives Paper #1 (**due 12/18 by 11:59PM**)

December 17

- Complete Exam 1 over chapters 1-4 (**due 12/18 by 11:59PM**)

December 18

- Read Chapter 6, view PowerPoint, and complete Chapter 6 quiz (**due 12/22 by 11:59PM**)
- Read Chapter 7, view PowerPoint, and complete Chapter 7 quiz (**due 12/22 by 11:59PM**)
- Watch the following video: [Sex needs a new Metaphor. Al Vernacchio](#)
- Watch the following video: [Sex Ed 201: How to have better sex. Liz Klinger](#)

December 19

- Read Chapter 8, view PowerPoint, and complete Chapter 8 quiz (**due 12/22 by 11:59PM**)
- Read Chapter 9, view PowerPoint, and complete Chapter 9 quiz (**due 12/22 by 11:59PM**)
- Watch the following video: [Relationships are hard, but why? Stan Tatkin](#)
- Watch the following video: [Hookup Culture: The unspoken rules of sex on college campuses](#)

December 22-23

- Read Chapter 5, view Powerpoint, and complete Chapter 5 quiz (**due 12/23 by 11:59PM**)
- Read Chapter 10, view Powerpoint, and complete Chapter 10 quiz (**due 12/23 by 11:59PM**)

December 24

- Complete Exam 2 over chapters 5-10 (**due 12/24 by 11:59PM**)
- Complete Perspectives Paper #2 (**due 1/2 by 11:59PM**)

January 2

- Read Chapter 13, view Powerpoint, and complete Chapter 13 quiz (**due 1/5 by 11:59PM**)
- Read Chapter 14, view Powerpoint, and complete Chapter 14 quiz (**due 1/5 by 11:59PM**)
- View the following website: [Sexual Dysfunction in Men and Women](#)

January 5

- Read Chapter 15, view Powerpoint, and complete Chapter 15 quiz (**due 1/7 by 11:59PM**)
- Read Chapter 16, view Powerpoint, and complete Chapter 16 quiz (**due 1/7 by 11:59PM**)
- Watch the following video: [Our treatment of HIV has advanced: Why hasn't the stigma changed?](#)

January 6

- Read Chapter 17, view Powerpoint, and complete Chapter 17 quiz (**due 1/7 by 11:59PM**)
- Watch the following video: [The Reporting System That Sexual Assault Survivors Want](#)
- Complete Perspectives Paper #3 (**Due 1/8 by 11:59PM**)

January 7

- Read Chapter 18, view Powerpoint, and complete Chapter 18 quiz (**due 1/8 by 11:59PM**)
- Watch the following video: [The laws that sex workers really want Juno Mac](#)

January 9

- Complete Exam 3 over chapters 13-18 (**due 1/9 by 11:59PM**)

Please note: Late work will not be accepted in this course unless extenuating circumstances exist. It is important that you communicate with your instructor if something arises so that alternative arrangements can be made.

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. 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.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

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 at disability.unt.edu.

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

For students with accessibility needs/screen reader users, for the best user experience, consider using Firefox and NVDA for the McGraw Hill Connect Product

EMERGENCY NOTIFICATION & PROCEDURES

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 the UNT Learning Management System (LMS) for contingency plans for covering course materials.

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.