

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
HLTH 2200: Family Life and Human Sexuality
Spring 2026

Instructor: Valerie Stevenson, DAT, ATC, LAT, CSCS

Office: ONLINE via Zoom or Teams

Phone: Online via Zoom or Teams

Email: Valerie.stevenson@unt.edu

Office Hours: By appointment via email

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/ONLINE ACCESS

Yarber, W.L. & Sayad, B. W. (2025). **HUMAN SEXUALITY: Diversity in Contemporary Society** (2025 Release). New York: McGraw-Hill Education publisher.

TIME SENSITIVE: This course uses a required digital text site called **econnect**. Thus, you **MUST** purchase the **econnect** access to the textbook to complete this course. 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. Please use the McGraw-Hill menu item link on the Canvas home page for this class to purchase access to the **econnect** digital text. In **econnect** you will do your course readings and take your quizzes and exams.

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.

You must also use the links in Canvas to access the McGraw-Hill materials; if you go directly through the McGraw-Hill website, your grades will not synch 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 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, 2)

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 [UNT's Academic Integrity website](#).

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.

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

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 [Dean of Students](http://www.deanofstudents.unt.edu/). (<http://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 Boards: 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 to 595

B = 476 to 534

C = 416 to 475

D = 357 to 415

F = less than 357

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 for the chapter quizzes linked directly through canvas.

Course Expectations: As you prepare for this course, please keep in mind that the course materials runs over the second 8 weeks of the semester; however you must still satisfy the university requirements for Core course materials. This means that the above assignments will need to be completed in a timely manner and due dates will come quicker than you anticipate. It is expected that each student will complete all assignments by the stated due dates, without exceptions, and maintain regular engagement with the course shell in Canvas. As stated earlier, **LATE WORK WILL NOT BE ACCEPTED**. Any work that is not submitted by the due date will receive a 0 for the assignment.

Tentative Course Schedule

Dates	Readings	Assignments
Week 1: Week 1: 3.16 – 3.22	Ch. 1 - Perspectives on Human Sexuality (ebook) The history of Sex: A Brief Timeline. The Lazy Historian (Website) A brief cultural history of sex (Website) PowerPoints (Canvas module): 1: Perspectives on Human Sexuality	Quizzes Ch 1,2,3: Opens 6 am 3.16; closes 11:59 pm 3.22 Get to know you discussion board: Opens 6 am – 3.16; Closes 11:59 pm –3.22
	Ch. 2 - Studying Human Sexuality (ebook) A brief cultural history of sex (Website)	Early thoughts paper opens 6 am 3.16; closes 11:59 3.22

	<p>PowerPoints (Canvas module): 2: Studying Human Sexuality</p> <p>Ch. 3 – Female Sexual Anatomy, Physiology, and Response (ebook)</p> <p>PowerPoints (Canvas module): 3: Female Sexual Anatomy, Physiology, and Response</p>	
Week 2: 3.30 – 4.5	<p>Ch. 4 – Male Sexual Anatomy, Physiology, and Response (ebook)</p> <p>PowerPoints (Canvas module): 4: Male Sexual Anatomy, Physiology, and Response</p> <p>Ch. 6 – Sexuality in Childhood and Adolescence (ebook)</p> <p>Sex needs a new Metaphor. Al Vernacchio (Video)</p> <p>PowerPoints (Canvas module): 6: Sexuality in Childhood and Adolescence</p>	<p>EXAM 1 Opens 6 am 3.30; closes 11:59 pm 4.2</p> <p>Quizzes Ch 4&6: Opens 6 am 3.30; closes 11:59 pm 4.5</p> <p>Perspective Paper #1 Opens 6 am 3.30; Closes 11:59pm 4.5</p>
Week 3: 4.6 – 4.12	<p>Ch. 7 – Sexuality in Adulthood (ebook)</p> <p>Sex Ed 201: How to have better sex. Liz Klinger (video)</p> <p>PowerPoints (Canvas Module): 7: Sexuality in Adulthood</p> <p>Ch. 8 – Love and Communication in Intimate Relationships (ebook)</p> <p>Relationships are hard, but why? Stan Tatkin (Video)</p> <p>PowerPoints (Canvas Module):</p>	<p>Quizzes Ch 7, 8, 9: Opens 6 am 4.6; closes 11:59 4.12</p>

	<p>8: Love and Communication in Intimate Relationships</p> <p>Ch 9 – Sexual Expression (ebook)</p> <p>Hookup Culture: The unspoken rules of sex on college campuses (NPR Podcast/short article)</p> <p>PowerPoints (Canvas Module): 9: Sexual Expression</p>	
Week 4: 4.13 – 4.19	<p>Ch. 5 – Gender and Gender Roles The Gender Tag: Authentic Gender Expression (Ashley Wylde)</p> <p>Ch. 10 – Variations in Sexual Behavior (ebook)</p> <p>Sexual Variations (website)</p> <p>PowerPoints (Canvas modules): 5: Gender and Gender Roles 10: Variations in Sexual Behavior</p>	<p>Quizzes Ch 5&10: Opens 6 am; closes 11:59 4.19</p> <p>Exam 2 Opens 6 am 4.13; closes 11:59 4.15</p> <p>Perspective Paper #2: Open 6 am 4.13; closes 11:59 4.19</p>
Week 5: 4.20 – 4.26	<p>Ch. 13 – The Sexual Body in Health and Illness (ebook)</p> <p>Sexual Dysfunction in Men and Women (website)</p> <p>PowerPoints (Canvas Module): 13: The Sexual Body in Health and Illness</p> <p><i>For students with accessibility needs: If you have any issues accessing this article, please reach out to your instructor or TA</i></p> <p>Ch. 14 – Sexual Function Difficulties, Dissatisfaction, Enhancement and Therapy</p>	<p>Quizzes Ch 13, 14, 15: Opens 6 am 4.20; closes 11:59 4.26</p> <p>Perspective Paper #3: Opens 6 am 4.20; closes 11:59 4.26</p>

	<p><u>Sexual Dysfunction in men and women (website)</u></p> <p>14. Sexual Function, Difficulties, Dissatisfaction, Enhancement, and Therapy (ebook)</p> <p>PowerPoints (Canvas Module): 14. Sexual Function, Difficulties, Dissatisfaction, Enhancement, and Therapy</p> <p>Ch. 15 – Sexually Transmitted Infections (ebook)</p> <p><u>Our treatment of HIV has advanced: Why hasn't the stigma changed? Arik Hartmann (Video)</u></p> <p>PowerPoints (Canvas Module): 15: Sexually Transmitted Infections</p>	
<p>Week 6 4.27 – 5.3</p>	<p>Ch. 16 – HIV and AIDS (ebook)</p> <p><u>Our treatment of HIV has advanced: Why hasn't the stigma changed? Arik Hartmann (Video)</u></p> <p>PowerPoints (Canvas module): 16: HIV and AIDS</p> <p>Ch. 17 – Sexual Assault and Sexual Misconduct (ebook)</p> <p><u>The Reporting System That Sexual Assault Survivors Want (Video)</u></p> <p>PowerPoint (Canvas module):</p>	<p>Quizzes Ch 16, 17, 18: Open 6 am 4.27; closes 11:59 5.3</p> <p>Reflection paper: Opens 6 am 4.27; closes 11:59 5.3</p>

	<p>17: Sexual Assault and Sexual Misconduct</p> <p>Ch. 18 – Sexually Explicit Materials, Sex Workers, and Sex Laws (ebook)</p> <p>The laws that sex workers really want Juno Mac (video)</p> <p>PowerPoint (Canvas module): 18. Sexually Explicit Materials, Sex Workers, and Sex Laws</p>	
Week 8: 5.4 – 5.6	Exam 3	Exam 3: opens 6 am 5.4; closes 11:59 5.6

Late work will NOT be accepted.

Written Assignments

Note: Before beginning, be sure to refer to the grading rubric (in Canvas) so you know how you'll be assessed for each paper.

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.

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.

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.

Note: 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 appropriate*

II Early Thoughts Paper (CO1-6)

Note: Before beginning, be sure to refer to the grading rubric (in Canvas) so you know how you'll be assessed for this paper.

- *Write a brief (one page) paper explaining what you expect this course will teach you. Include in the paper what you already know regarding the content of the course, as well as your thoughts going into the course. Please include:*
 1. *What do you expect to learn and what do you want to know.*
 2. *What do you bring to this course that will help you (your experiences and what they have taught you).*

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.

Your paper 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.

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 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.

Note: Before beginning, be sure to refer to the grading rubric (in Canvas) so you know how you'll be assessed for each paper.

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.

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.

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.*
 - *(1) What aspects have shaped your perspectives on human sexuality (on you own and other people's sexuality) AND (2) how do they fit into the historical context and the current time in history? (answer both questions)*

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?*

IV. Reflection Paper (CO1-6)

Note: Before beginning, be sure to refer to the grading rubric (in Canvas) so you know how you'll be assessed for this 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? Explain how or how not.
3. What topic(s) had the biggest impact on you and why?

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.

Your paper 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.