## Term Information

<table>
<thead>
<tr>
<th>Effective Term</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Value</td>
<td>Summer 2012</td>
</tr>
</tbody>
</table>

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

update cross-listed subject code: Right now, it lists “Cross-listed in EduPAES 7744.” It should be “Cross-listed in KnSiSM 7744.”

What is the rationale for the proposed change(s)?

This text was missed in the larger subject code change.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

### Course Bulletin Listing/Subject Area
Education: Teaching & Learning

### Fiscal Unit/Academic Org
School of Teaching & Learning - D1275

### College/Academic Group
Education & Human Ecology

### Level/Career
Graduate

### Course Number/Catalog
7000

### Course Title
Sexuality and Education

### Transcript Abbreviation
Sexuality & Educ

### Course Description
Examination of the role that sexuality plays in the US educational system.

### Semester Credit Hours/Units
Fixed: 3

## Offering Information

### Length Of Course
14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)

### Flexibly Scheduled Course
Never

### Does any section of this course have a distance education component?
No

### Grading Basis
Letter Grade

### Repeatable
No

### Course Components
Lecture

### Grade Roster Component
Lecture

### Credit Available by Exam
No

### Admission Condition Course
No

### Off Campus
Never

### Campus of Offering
Columbus

## Prerequisites and Exclusions
**Course Change Request**

**7000 - Status: PENDING**

**Last Updated:** Mercerhill, Jessica Leigh  
**07/15/2013**

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**Prerequisites/Corequisites**

**Exclusions**

Not open to students with credit for 744.

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**Cross-Listings**

**Cross-Listings**

Cross-listed in KNSISM 7744 (EduPAES 7744.)

**Previous Value**

Cross-listed in EduPAES 7744.

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**Subject/CIP Code**

**Subject/CIP Code**

13.0101

**Subsidy Level**

Doctoral Course

**Intended Rank**

Masters, Doctoral

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**Requirement/Elective Designation**

The course is an elective (for this or other units) or is a service course for other units.

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**Course Details**

**Course goals or learning objectives/outcomes**

- By the end of this course students will have:
  - (a) a grasp of the ways in which sexuality affects the learning environment from the perspectives of students and educators;
  - (b) an awareness of the ideologies, values, policies, laws, and informal norms and methods that serve to control and monitor sexuality;
  - (c) a greater understanding and appreciation of how sexuality plays out in education which in turn reflects its role in the larger community; and
  - (d) stronger critical thinking, reading, and writing skills.

**Previous Value**

**Content Topic List**

- Legal Issues; Pregnancy
- Theorizing Sexuality in Education
- Sex Education
- Physical Education, Sport, and Outdoor/Adventure Recreation
- School Policies and Practices around Sexuality
- Sexuality and Teaching
- Sexuality and the Curriculum
- Historical perspectives on sexuality in education. Adolescent sexuality and schooling; Sexuality, education, and media
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Attachments

- T&L_7000_syllabus[1].doc: syllabus (from SP13)
  (Syllabus. Owner: Odum,Sarah A.)

Comments

Workflow Information

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<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Odum,Sarah A.</td>
<td>07/15/2013 04:32 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>07/15/2013 04:36 PM</td>
<td>Unit Approval</td>
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<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>07/15/2013 04:36 PM</td>
<td>College Approval</td>
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Sexuality and Education
Spring Semester 2013

Dr. Mollie Blackburn  Dr. Sarah K. Fields
Assoc Professor, T&L  Assoc Professor, Sport Humanities

Office Hours:  TBA     TBA
Office:  222 A Ramseyer Hall    A268 PAES Building
Phone:  247-7310    614-292-0739
E-mail:  mblackburn@ehe.osu.edu  fields.214@osu.edu

Class Meetings: Thursdays, 4:30-6:48pm in Arps 274

Course Description:
Sexuality in public education has become an increasingly important and potentially
divisive issue in communities. This course utilizes an interdisciplinary approach to
examine the importance of issues of sexuality in classrooms and schools from the varied
perspectives of students, families, teachers, administrators, and policymakers. The
course explores the rights and duties of all stakeholders and considers how to help make
classrooms engaging for all students.

Course Objectives:
The purpose of this course is to use an interdisciplinary framework to explore the role of
sexuality in the classroom and school and to examine its impact on all those involved in
the educational experience. In this endeavor, students are exposed to the tools and
methods used by scholars in the fields of pedagogy, law, sociology, history, women’s
studies, and queer theory. Students discuss social, pedagogical, and legal policies that
have been and should be enacted at local, collegiate, national, and international levels to
address issues relevant to the topic of sexuality and education.

By the end of this course students will have:
(a) a grasp of the ways in which sexuality affects the learning environment from the
    perspectives of students and educators;
(b) an awareness of the ideologies, values, policies, laws, and informal norms and
    methods that serve to control and monitor sexuality;
(c) a greater understanding and appreciation of how sexuality plays out in education
    which in turn reflects its role in the larger community; and
(d) stronger critical thinking, reading, and writing skills.

Texts:
There is a collection of books you will need to get:


• Graves, K. (2009). *And they were wonderful teachers: Florida’s purge of gay and lesbian teachers*. Chicago: University of Illinois.


You can get these from the university bookstore.

There is a coursepack of required readings:


You can get this coursepack from zip publishing.

There is also a collection of films.
• *Out of the past.*  
• *Screaming queens.*  
• *Brother outsider.*  
• *20 straws.*  
• *Pridehouse.*  
• *Ugly Ducklings*  
• *Through Their Eyes*  
• *Out in the Silence*  
• *It’s Elementary*  
• *That’s a Family?*  
• *Let’s Get Real?*  
• *Bullied!*

One of them, Pridehouse, can be viewed online at [http://www.sfu.ca/pridehouse/](http://www.sfu.ca/pridehouse/). I will schedule a time for us to watch all of the others together and put them on reserve at the main library in case you cannot make the scheduled screening.

There are also several websites that will be of some use to you:
• There is a link to the 2009 National School Climate Survey – Full Report at [http://www.glsen.org/cgi-bin/iowa/all/news/record/2624.html](http://www.glsen.org/cgi-bin/iowa/all/news/record/2624.html).
• You can find the Blackburn (2003) article at:
  [http://www.urbanedjournal.org/articles/article0008.html](http://www.urbanedjournal.org/articles/article0008.html).
• You can find summaries of laws at:
  o Lambda Legal website, search school:
    [http://www.lambdalegal.org/cgi-bin/iowa/index.html](http://www.lambdalegal.org/cgi-bin/iowa/index.html) or go directly to
  o National Gay and Lesbian Taskforce website:
  o National Lesbian and Gay Law Association website:
    [http://www.nlglaw.org/news.htm](http://www.nlglaw.org/news.htm)

**Expectations:**  
**Attendance, Preparation, & Participation (20%)**  
You are expected to be present and punctual at each class meeting. You are expected to stay through the duration of each class meeting. This is a course requirement. If you cannot meet this requirement, please contact me in advance via phone or e-mail.
Full participation and collaboration from all students is expected. Full participation does not necessarily mean a lot of talking (in fact, dominating discussions is not valued), but it does mean thoughtful and attentive participation. Such participation will require that you read and journal outside of class.

You will be assessed on your attendance, preparation, and participation.

**Assignments:**

**Annotated Bibliography (40%)**
Reflect on the ways in which the course content connects with your particular area of interest. This may be defined in terms of grade level(s), content area(s), role(s) within educational contexts, field(s) within the larger field of education, etc. Write a brief *preface* (approximately 1 page) explaining the parameters of your search.

Identify related academic texts (4 books, 20 articles, or some combination in which 1 book is equivalent to 5 articles). Read and *annotate* these *texts*. The purpose is to remind you what you have read so you won’t need to reread when you revisit the topic later. With this in mind, make annotations long enough to summarize the text and remind you of its significance, strengths, and shortcomings, particularly relevant to your interests, but short enough that you will find what you need immediately. For a general range, think 4-7 pages.

Distribute your annotated bibliography to the class electronically. Present the preface and texts to the class in no more than 5 minutes.

**Scholarly & Reflective Paper (40%)**
In the paper, you will describe a related educational dilemma you have encountered in the past, are experiencing currently, or could face in the future. Contextualize the dilemma; connect the dilemma to the course readings, topics, and discussions; and, based on our work together, discuss how you will handle the situation (or would have handled it differently, if given the opportunity). Identify potential obstacles, and consider ways you may work to overcome them. This paper will be 12-15 pages long, and the presentation of it will be approximately 5 minutes.

**Assessment:**
You and I will assess your attendance, preparation, and participation; your annotated bibliography; and your final paper using rubrics that I have drafted and we have edited and revised together.

The grading scale is the official OSU grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
<th>Final Scale</th>
<th>From</th>
<th>To</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>A</td>
<td>3.85</td>
<td>4.00</td>
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<td>A-</td>
<td>3.7</td>
<td>A-</td>
<td>3.50</td>
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<td>Grade</td>
<td>3.3</td>
<td>B+</td>
<td>3.15</td>
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<td>-------</td>
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<td>3.0</td>
<td>B</td>
<td>2.85</td>
<td>3.14</td>
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<td>B-</td>
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</table>

In general, I do not prefer to give incompletes. If circumstances require that you take extra time to complete this course, the default grade will be an E, and the highest grade possible will be a B.

If you have questions about your grade, please contact me as soon as possible.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Films</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
<td>Out of the Past</td>
</tr>
<tr>
<td>2</td>
<td>History</td>
<td>Fit to Teach</td>
<td>Screaming Queens</td>
</tr>
<tr>
<td>3</td>
<td>History</td>
<td>And they were Wonderful Teachers</td>
<td>Brother Outsider</td>
</tr>
<tr>
<td>3</td>
<td>Schools</td>
<td>GLSEN’s 2009 School Climate Survey Full Report</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers</td>
<td>Unmasking Identities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clarke (1998)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sparkes (1994)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers</td>
<td>Acting Out!</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students</td>
<td>In Your Face!</td>
<td>20 Straws Pridehouse</td>
</tr>
<tr>
<td>7</td>
<td>Students</td>
<td>Out in the Country</td>
<td>Ugly Ducklings Through Their Eyes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Out in the Silence</td>
</tr>
<tr>
<td>8</td>
<td>Students</td>
<td>PREGNANCY – Articles from Sarah?</td>
<td></td>
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<tr>
<td>9</td>
<td>Families</td>
<td>Lesbian and Gay Parents and their Children</td>
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<td>10</td>
<td>Families</td>
<td>Gay Parents/Straight Schools</td>
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<tr>
<td>11</td>
<td>Pedagogy &amp; Curriculum</td>
<td>Queering Elementary Education</td>
<td>It’s Elementary That’s a Family? Let’s Get Real?</td>
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<td>Quinlivan &amp; Town (1999)</td>
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<tr>
<td>12</td>
<td>Physical Education</td>
<td>Hemphill &amp; Symons (2009)</td>
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Notes:
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.
If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).