Term Information

Effective Term: Autumn 2014
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change course number to ESCFE 4015 and course name.

What is the rationale for the proposed change(s)?
This course is crosslisted with T&L 4015 and changing the number and name will mean that both courses are consistent.

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: Educ Sts: Cultural Foundations
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 4015
Previous Value: 4215
Course Title: Sexualities in Education
Previous Value: Sexualities and Education
Transcript Abbreviation: Sexualities & Ed
Course Description: Examination of sexual orientation as an arena of diversity in K-12 and higher education as well as society.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
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

Prerequisites/Corequisites
Exclusions Not open to students with credit for EduPL 415.

Cross-Listings

Cross-Listings Crosslisted with EDUTL 4015.

Subject/CIP Code

Subject/CIP Code 13.0901
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes
• 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.

Content Topic List
• issues related to lesbian, gay, bisexual, transgendered, and Queer or Questioning (LGBTQ) youth, parents, and educators
• a social-constructivist view of difference and identity
• the intersectional relationship of sexual orientation to other identity categories, such as gender, race, class, ethnicity, nationality, disability, etc.
• inequities surrounding sexualities and education
• anti-oppressive teaching strategies and interventions and resistance to these concepts and interventions.

Attachments
• ESCF_4215_T&L_4015.doc
  (Syllabus. Owner: Wheaton, Joe Edward)
• concurrence_and_support.docx
  (Concurrence. Owner: Wheaton, Joe Edward)

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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<td>Submitted</td>
<td>Wheaton, Joe Edward</td>
<td>12/31/2013 01:09 PM</td>
<td>Submitted for Approval</td>
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<td>Achterberg, Cheryl L. Warnick, Bryan R. Odum, Sarah A. Zircher, Andrew Paul</td>
<td>12/31/2013 01:09 PM</td>
<td>College Approval</td>
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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, and administrators. 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.

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:
• You can get these from the university bookstore.

There are additional required readings on carmen:

There is also a collection of films.
• 20 straws produced by Youth Video Outreach.
• Pridehouse http://www.sfu.ca/pridehouse/
• Ugly Ducklings. Produced by Hardy girls healthy women.
• Through Their Eyes. Produced by Appalshop.
We will watch these together during class.

There are also several websites that will be of some use to you:
- There is a link to the 2011 National School Climate Survey – Full Report at http://www.glsen.org/cgi-bin/iowa/all/news/record/2897.html.
- You can find summaries of laws at:
  - http://www.gaylawnet.com/
  - National Gay and Lesbian Taskforce website: http://www.thetaskforce.org/

**Expectations:**

**Attendance, Preparation, & Participation (15%)**
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:**

**Reflection Papers (35%)**
Over the course of the semester, you will write seven reflection papers, approximately one every other week. They will focus on the course topics (sex ed: schools, students, and curriculum and LGBT issues: schools, students, teachers, and curriculum). Each reflection should be 2-3 pages, should cite the scholarship read and the films viewed on the topic, and assert a stance on the issue of focus.

**Proposal (15%)**
Approximately half way into the semester, you will submit a proposal for the line of inquiry you will pursue for the remainder of the semester, particularly for you final
assignment. The proposal will begin with a brief description (1 page) of the line of inquiry and your rationale for pursuing it. The description will be followed by a tentative but developed outline (2 pages) of the kinds of things you are learning and want to learn about the line of inquiry. This outline should include references to course literature. This literature should be cited in a reference list (approximately 5). Additionally, your proposal should include a list of complementary readings (at least 5) you have identified as pertinent to your topic and that you intend to read and include in your final project.

**Multimedia Presentation (35%)**

Early in the semester, you will propose a line of inquiry that you wish to follow throughout the course. All of your reflections may attend to this line of inquiry, but they do not have to. At the end of the semester, you will prepare, present, and turn in a multimedia presentation that clearly articulates your line of inquiry, follows your thinking about this topic throughout the semester, and makes some assertion about your current thinking on this topic. The presentation should cite the scholarship read and the films viewed on the topic. Moreover, it should reference a collection of texts that you studied to complement the knowledge offered by the course materials.

**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:

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<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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<tr>
<td>A-</td>
<td>3.7</td>
<td>A-</td>
<td>3.50</td>
<td>3.84</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>B+</td>
<td>3.15</td>
<td>3.49</td>
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<tr>
<td>B</td>
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<td>2.85</td>
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<td>B-</td>
<td>2.7</td>
<td>B-</td>
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<td>C+</td>
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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>
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<tbody>
<tr>
<td>1</td>
<td>Overview of Issues in Sex Ed</td>
<td><em>Sex Education</em> issue of <em>At Issue</em> Edited by Bailey (05)</td>
<td></td>
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<tr>
<td>2</td>
<td>Schools</td>
<td>Differences and divisions in <em>Sexualities in Education</em> Fields (12)</td>
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<tr>
<td>3</td>
<td>Students</td>
<td><em>Sex Ed and Youth</em> issue of <em>Our Schools, Our Selves</em> Wild, Kelly, Blackburn, and Ryan</td>
<td></td>
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<tr>
<td>4</td>
<td>Curriculum</td>
<td>A Different Idea in <em>Sexualities in Education</em> Casemore (12) <em>National Sexuality Education Standards</em> (12)</td>
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<tr>
<td>5</td>
<td>Curriculum</td>
<td><em>Sex Ed for Caring Schools</em> Lamb (13)</td>
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<tr>
<td>6</td>
<td>Curriculum</td>
<td><em>Sex Ed for Caring Schools</em> Lamb (13)</td>
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<tr>
<td>7</td>
<td>Overview of LGBT Issues in Ed</td>
<td>How sweet it is! in <em>Sexualities in Education</em> Blount (12) The Religious Right in <em>Sexualities in Education</em> Lugg (12) Screaming Queens Brother Outsider Out of the Past</td>
<td></td>
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<td>8</td>
<td>Schools</td>
<td>GLSEN’s 2011 School Climate Survey Full Report</td>
<td></td>
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<tr>
<td>9</td>
<td>Students</td>
<td><em>In Your Face!</em></td>
<td>20 Straws Pridehouse</td>
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<tr>
<td>10</td>
<td>Students</td>
<td><em>Out in the Country</em></td>
<td>Ugly Ducklings Through Their Eyes</td>
</tr>
<tr>
<td>11</td>
<td>Teachers</td>
<td><em>Acting Out!</em> Blackburn, Clark, Kenney, Smith</td>
<td></td>
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<tr>
<td>12</td>
<td>Teachers</td>
<td><em>Acting Out!</em> Blackburn, Clark, Kenney, Smith</td>
<td>It’s Elementary</td>
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<tr>
<td>13</td>
<td>Pedagogy &amp; Curriculum</td>
<td>Quinlivan &amp; Town (1999)</td>
<td>That’s a Family? Let’s Get Real?</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).
Below is an email interaction that conveys concurrence from Eric Anderman, Chair of Educational Studies and support of Debra Moddelmog, Director of Sexuality Studies. The former is highlighted in yellow.

This is great news! Do you need anything from me?

And, by the way, I love your syllabus. Our students need this course, and I am certain we can bring a steady stream of them to the class whenever it's offered. It's vital not only to the Education focus but also to a number of our other focus areas, including Health, Adolescent Sexuality, and Counseling. I predict it will be one of our more popular courses for both the major and the minor.

Debra

Professor of English
Coordinator, Sexuality Studies Program
Ohio State University
421 Denney Hall
164 W. 17th Ave.
Columbus, OH 43210-1370
https://sexualitystudies.osu.edu
https://disco.osu.edu

From: Blackburn, Mollie [blackburn.99@osu.edu]
Sent: Saturday, December 07, 2013 2:06 PM
To: Anderman, Eric
Cc: Mercerhill, Jessica; Clark, Caroline; Moddelmog, Debra; Wheaton, Joe
Subject: Re: Sexualities in Education

Wonderful. Thanks so much.
Sent from my iPhone

On Dec 7, 2013, at 1:37 PM, "Anderman, Eric" <anderman.1@osu.edu> wrote:

HI Mollie. I checked with the faculty, and I am glad to concur with this request. Let me know if you need any additional documentation from me.

Thanks,
Eric.

From: Blackburn, Mollie  Sent: Thursday, December 05, 2013 2:38 PM  To: Anderman, Eric  Cc: Mercerhill, Jessica; Clark, Caroline; Moddelmog, Debra  Subject: Sexualities in Education

Dear Dr. Anderman:

I am hoping you might recall discussions from last year about ESCF 4215 (Do I have the prefix right?). As you might remember the issue was (and is) that the course has not been offered in many years (since spring of 2006). This is problematic for the Sexuality Studies Program, which includes the course as a part of the minor and major. Indeed, it is essential for the education track within the major. Because of this, Dr. Clark proposed cross listing the course so that it may be taught in either ES or T&L. As I recall, you expressed a willingness to go this route. It has taken me a while to pull together a syllabus for the proposed change, but I have (finally) done this. It is attached. I am hoping that you might offer concurrence for the proposed change, that is offer your support for changing the course from solely an ESCF course to a cross listed course with T&L. Would you be willing to lend your support to this effort? If so, I would be so grateful. If, though, you have any questions or concerns, I welcome the opportunity to discuss those with you. Thanks so much, in advance, for your consideration.

Sincerely, Mollie Blackburn