

GWS 536: Queering Sexuality Education
University of Wisconsin Madison
Tuesday/Thursday 11:00am-12:15pm Sterling 2301

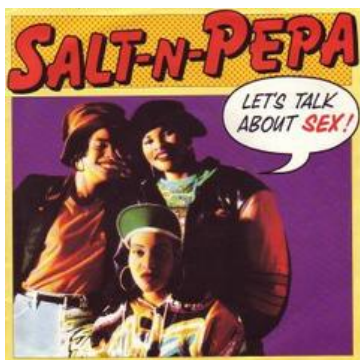
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Office hours: see Canvas

“The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labour for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom”
(bell hooks in Teaching to Transgress, 1994, p. 207).

COURSE DESCRIPTION

Prerequisite: sophomore standing; Social Science designation, Counts as Liberal Arts and Science credit in L&S, Intermediate level; All face-to-face instruction; Credit hours earned by traditional Carnegie definition



Sexuality and sexual health education occurs through a number of sites, including but not limited to K-12 schools, colleges and universities, community-based organizations, activist groups, clinical settings, and state institutions (group homes, prisons, etc.). Despite a shift away from federal funding of “abstinence only until marriage” toward so-called “evidence-based comprehensive” content and instruction, scholars illustrate how sex education remains deeply heteronormative, disregards desire and pleasure, constructs sex and risky and dangerous, reproduces gendered and racist ideologies, and neglects the bodies and experiences of trans and gender-nonconforming people. This course situates sexual health education in

historical and contemporary context by tracing its discursive production and envisioning a queering of both content and practice. What might it mean to queer sex education and what would a queer sex education look like? In addition to utilizing theoretical interventions from critical education studies, queer theory, and transgender studies, we will engage in action-based course projects such as policy analysis or curricula design and implementation.

Course objectives:

- Discuss policies and practices of sexuality education
- Articulate debates related to the implementation and content of sexuality education
- Critique heteronormativity, racism, the disregard of pleasure and desire, and the absence of transgender bodies in sexuality education
- Analyze the relevance of concepts in queer theory and queer pedagogy to the policy and practice of sexuality education

TEACHING APPROACH

There are a number of things about my approach to teaching and learning that you should know in order to have the best possible experience in this course. I use an engaged approach to teaching and learning that is interactive, emphasizes mutual participation and responsibility, and values each individual's contribution to the learning process.

When someone accuses you of being a dramatic gay



What this means is that the course expects you to be an active learner, relate what you learn to your own life, and engage in dialogue with both the instructor and other students on the topics we cover. Especially in the study of the social world, you are already an “expert” on a lot of the topics we cover in this course. In my courses there are no wrong opinions, but there may be assumptions that need challenging. We will discuss some controversial issues in this course, and it is very important to respect other people and “agree to disagree.” While all points of view are respected in my classroom, derogatory or hateful language and statements are never permitted so that the classroom can be the safest space possible for everyone to learn. Likewise, I aim to cultivate mutual respect and care

for each other, especially when we disagree.

Because not everyone learns in the same ways, we will use a lot of different learning strategies in this course, including lectures, films, small and large group discussion, experiential exercises, free-writing, etc. If you anticipated sitting through lectures and then taking a multiple-choice exam, this probably isn't the best class for you.

Statement on names and pronouns

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity (even if they are different in this class than outside of it). Please advise me of your name's proper pronunciation, and any name or pronouns not reflected by the record in your UW account early in the semester so that I may make appropriate changes to my records.

Statement on self- and community-care related to course content

We will cover some intellectually and emotionally challenging topics in this class, **including explicit textual and visual representations of sexuality**. I am committed to making my courses academically rigorous while maintaining an ethic of self- and community- care related to intense content. I aim to help deepen your capacity for both personal/emotional engagement and nuanced political and academic engagement with these topics. I make an effort to give a heads up about potentially intense content, but it is not possible for me to anticipate the potential needs of all students. If you have concerns about your ability to participate in a particular course topic, please notify me at least two weeks in advance so that we can discuss possible arrangements. However, please honestly assess your readiness to participate in this course and its content this semester. Your enrollment in this course indicates that you have read this syllabus, including this statement, and agree to participate in the course in a thoughtful and respectful manner.



READINGS

All other are available as PDF downloads on our Canvas course website.

You should complete the readings by the date listed on the calendar below. This should go without saying, but is worth repeating that *reading is not optional*. Please come to class prepared to discuss the readings. Preparing for class will *definitely* help your participation grade. If you have questions about how to best approach your task of reading and note-taking in order to prepare for class, please come talk to me.

ASSIGNMENTS

- All assignments must be submitted via Canvas at 11:59pm on the day they are due.
- If you are absent on the day a paper is due, you are still responsible for submitting the assignment on Canvas.
- Grading rubrics for all assignments are attached to the assignment on Canvas.
- Late assignments are penalized 10% of the grade for each day they are late; no assignments are accepted more than one week after the due date.
- All papers must use Times New Roman or Calibri font, 12 point, double-spaced, 1 inch margins, with all references cited using APA or Chicago citation style. PRO TIP: the reading schedule below is in APA format!!!

2 pages max: Take some time to reflect on your previous experiences with sexuality education (broadly conceived) and address the following:

- When do you first remembering learning about sex and sexuality?
- Describe your experiences with school-based sex education. What topics did you learn about and how were they taught to you?
- Where else do recall learning about sex and sexuality as a young person? As an adult?
- What was missing from your sexuality education? In other words, what do you *wish* you learned about, and how?

Quizzes

DUE: 2/27, 4/2, and 4/30

There are three quizzes during the semester. The quizzes will be taken on Canvas. *They will be available for 3 days and you will have 1 hour to complete the quiz.* You may use course materials (notes and readings), but you may *not* take the quiz with other students. Quizzes will focus on applying course material from readings and from lecture and may include short answer, multiple choice, and/or essay questions.

Final Project

(25 points project; 5 points presentation)

DUE: 5/7

You have a wide variety of options for your final project in this course. You will work in groups of 2-5 in order to practice collaborative pedagogies. The format is open, but your final project should be a hands-on demonstration of the theories, topics, and methods covered in the course. Your project does not necessarily have to be about LGBTQ+ health, but if not it must *very clearly* connect to course concepts. You may select from the following or propose an alternate project that best your learning and career preparation needs:

- Design a sexuality education curriculum on particular topic(s) for a particular audience (detailed outline and minimum 2 detailed lesson plans w/ activities)
- Revise an existing curriculum
- Develop and implement a health education campaign
- Create a zine/graphic novel/short film/podcast

You will submit a short proposal (1-2 paragraphs) to me outlining the topic and format of your final project (DUE 3/26). I will give you feedback on the feasibility of your project and expectations for the scope (ie: what you actually turn in at the end of the semester). *Failure to submit the proposal will result in a 15% reduction from the final project grade.*

During the last week of the semester students will informally present their projects in class (ie: you will show us your campaign or facilitate an educational activity).

There is no final sit-down exam for this course.

CLASS PARTICIPATION AND ATTENDANCE

Communicating with me

All course announcements will be sent through Canvas, please set your notifications if you want to receive them by email!!!!

Please allow 48 for an email response. If it's been longer than that, a polite reminder is OK. I generally do not answer email past 6pm on weekdays and not at all on weekends. This should go without saying but I do it anyways: Emailing an instructor is not the same as texting a friend. I expect you to write professional emails to me. This includes an informative subject line (*not* just "question" or "GWS 449," addressing the email to me, signing your name, and being polite even if you are upset.

I encourage you to visit my office hours if you need help or just want to chat. If you want to discuss a grade, you must come to office hours; I do not discuss grades over email or before and after class.

Practicing Techno-mindfulness

Many professors at UW and elsewhere prohibit students from using laptops in the classroom. I *do* allow laptops/tablets in the classroom, as I recognize them as tools that can help you learn. You are welcome to use your computer in class in order to take notes or view the readings. You are *not allowed* to use technology in the classroom to absentmindedly surf the web, check email, or use social media. In other words, be present to the class and do not engage in multi-tasking. It is up to you to assess your ability to use your computer in the classroom and be mindful about it.

This policy is open to revision at any time during the semester. Please be mindful that if one person abuses the policy, it affects all of us. If you are caught surfing the web or checking your phone, you will be marked absent for that day, no exceptions. I am really serious about this.

Participation and Attendance

You will be graded on both attendance and your actual participation in our class discussions—in order to get the most out of this course you need to show up *and* participate in the class discussions/activities. I will take attendance using Top Hat (see below).

10% of your participation grade will be determined by me and 10% will be determined by your peers. We will have regular in-class small group discussion (with rotating group members). After each member rotation you will submit an anonymous assessment of each group member's participation. You will be graded on your frequency of participation, quality of participation, and respect of our discussion ground rules.

You may miss 2 course meetings without an effect on the attendance portion of your grade, no questions asked, and you don't need to notify me. Religious observations and UW athletics

participation do not count toward your 2 absences, but please let know in advance. If you have other extenuating circumstances that prevent you coming to class, please contact me IN ADVANCE so that we can work together to find a possible solution. Emailing me after an absence does not constitute approval for that absence. You are responsible for checking with other students about what you may have missed in class. After 4 absences, you will need to schedule a meeting with me in order to stay in the course. After 6 unexcused absences, you will receive an F in the course, no exceptions.

Policy on missing class to attend political actions: As a scholar-activist, I support the learning opportunities that take place through social and political engagement. If you wish to receive an “excused” absence for the purposes of attending a protest, demonstration or similar activity (that is, not counting toward your 2 no questions asked absences) you must 1) notify me *prior* to the absence, and 2) submit a 1-page description and reflection of the activity to me via email by the *next class meeting*. I reserve the right to limit the number of times you use this excused absence opportunity.

I shut the classroom door about 10 minutes past the scheduled start of class; if you enter class after the door is shut, you are considered absent for that day.

Top Hat

Top Hat (www.tophat.com) is an app that helps us engage students during class. It allows you to submit answers to in-class questions and surveys using your phone, tablet, or laptop. You can register by visiting our course website: <https://app.tophat.com/e/144599>. Note: our course's Join Code is 144599.

A Top Hat subscription is \$26 for a semester. This subscription will work for all of your courses that use Top Hat (not just this one). You can also buy a year long subscription for \$38 or a 4-year subscription for \$75.

If you don't have access to a smartphone/laptop/tablet, no problem. Just let me know within the first 2 weeks of the semester. When I pose a Top Hat question in lecture, jot down your response on a piece of paper and submit it to me at the end of class. NOTE: this option is *only* available to students who don't have an electronic device, it's not an option for when you forget your device or it's out of battery!!

GRADING

% of final grade	Course component
10%	In-class attendance and participation
10%	Discussion group peer evaluation
30%	3 quizzes (10%/each)
10%	The Sex Ed (I Wish) I Had
25%	Final group project
10%	Final project presentation
5%	Final project peer evaluation
100%	Total

Final letter grades are as follows:

A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
D	60-69
F	below 60

ACADEMIC HONESTY POLICY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

It is important to understand that academic dishonesty is not only harmful to yourself; it is also harmful to your peers and colleagues at UW as we come together as a community of learners. While there is a zero-tolerance policy of academic dishonesty in this course, we will work together to clear up misunderstandings about appropriate use of sources, appropriate citation and documentation, and the uses of intellectual property.

ACCOMODATION POLICY

I am committed to making sure my courses are accessible to students with a range of disability accommodations and learning needs. If you have a McBurney Faculty Notification Letter, please make it available to me by the end of week 2 of class. If you do not have McBurney documentation but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course, I encourage you to meet with me ASAP to discuss how best to accommodate you. In some cases, I may recommend that you consult with the McBurney Disability Resource Center: <https://mcburney.wisc.edu/>.

COURSE CALENDAR

Please note: This syllabus is a “living document” in the sense that course readings and assignments may change according to the needs of student learning.

PART 1: The Queer Politics of Sex Education	
Week 1: Introduction to course	
Tue., Jan. 21	<ul style="list-style-type: none"> • Read the syllabus. No really, read it. Maybe twice.
Thu., Jan. 23	<ul style="list-style-type: none"> • Fields, J., Gilbert, J., & Miller, M. (2015). Sexuality and education: Toward the promise of ambiguity. In J. DeLamater and R.F. Plante (Eds.), <i>Handbook of the Sociology of Sexualities</i> (pp. 371-387). New York, NY: Springer Publications.
Week 2: A brief history of sex education	
Tue., Jan. 28	<ul style="list-style-type: none"> • Lord, A.M., (2010). In Bed with the Fed. In <i>Condom Nation: The U.S. Government's Sex Education Campaign from World War I to the Internet</i> (pp. 1-24). Baltimore, MD: Johns Hopkins University Press. • Zimmerman, J. (2015). Sex Education and the "Sexual Revolution," 1965-1983. In <i>Too hot to handle: A global history of sex education</i> (pp. 80-114). Princeton, NJ: Princeton University Press.
Thu., Jan. 30	<p>NO CLASS TODAY</p> <p>ASSIGNMENT DUE: <i>The Sex Ed (I Wish) I Had</i></p>
Week 3: The politics of HIV/AIDS and the birth of queer sex ed	
Tue., Feb. 4	<ul style="list-style-type: none"> • Patton, C. (1987). Resistance and the erotic: Reclaiming history, setting strategy as we face AIDS. <i>Radical America</i>, 20(6): 68-78. • Hollibaugh, A. (1996). Seducing women into a “lifestyle of vaginal fisting”: Lesbian sex gets virtually dangerous. In <i>Dangerous Bedfellows</i> (Eds.), <i>Policing Public Sex: Queer Politics and the Future of AIDS Activism</i> (pp. 321-336). Boston: South End Press.
Thu., Feb. 6	<ul style="list-style-type: none"> • Butler-Wall, K. (2016). Viral transmissions: Safer sex videos, disability, and queer politics. <i>Disability Studies Quarterly</i>, 36(4).

Week 4: Sex education and social inequalities, part 1	
Tue., Feb. 11	<ul style="list-style-type: none"> • Elia, J. P., & Tokunaga, J. (2015). Sexuality education: implications for health, equity, and social justice in the United States. <i>Health Education, 115</i>(1), 105-120. • Elliott, S. (2014). "Who's to blame?" Constructing the responsible sexual agent in neoliberal sex education. <i>Sexuality Research and Social Policy, 11</i>(3), 211-224.
Thu., Feb. 13	<ul style="list-style-type: none"> • Garcia, L. (2009). "Now why do you want to know about that?" Heteronormativity, sexism, and racism in the sexual (mis) education of Latina youth. <i>Gender & Society, 23</i>(4), 520-541. • Froyum, C. M. (2010). Making 'good girls': Sexual agency in the sexuality education of low-income black girls. <i>Culture, health & sexuality, 12</i>(1), 59-72.
Week 5: Sex education and social inequalities, part 2	
Tue., Feb. 18	<ul style="list-style-type: none"> • Gill, M. (2015). Pleasure principles: From harm reduction to diversity in sex education. In <i>Already doing it: Intellectual disability and sexual agency</i> (pp. 47-80). Minneapolis: University of Minnesota Press.
Thu., Feb. 20	<ul style="list-style-type: none"> • Sevelius, J. (2009). "There's no pamphlet for the kind of sex I have": HIV-related risk factors and protective behaviors among transgender men who have sex with nontransgender men. <i>Journal of the Association of Nurses in AIDS Care, 20</i>(5), 398-410. • Brömdal, A., Rasmussen, M. L., Sanjakdar, F., Allen, L., & Quinlivan, K. (2017). Intersex bodies in sexuality education: on the edge of cultural difference. In A. Allen and M.L. Rasmussen (Eds.), <i>The Palgrave Handbook of Sexuality Education</i> (pp. 369-390). Palgrave Macmillan, London.
Week 6: The politics of evidence	
Tue., Feb. 25	<ul style="list-style-type: none"> • McClelland, S. I., & Fine, M. (2008). Embedded science: Critical analysis of abstinence-only evaluation research. <i>Cultural Studies? Critical Methodologies, 8</i>(1), 50-81.
Thu., Feb. 27	<ul style="list-style-type: none"> • O'Quinn, J., and Fields, J. (2019). The future of evidence: Queerness in progressive visions of sexuality education. <i>Sexuality Research & Social Policy</i>. First online: https://doi.org/10.1007/s13178-019-00395-z. • TBD <p>ASSIGNMENT DUE: QUIZ 1 (covers weeks 1-5)</p>

Week 7: Queering risk	
Tue., Mar. 3	<ul style="list-style-type: none"> Richters, J., & Clayton, S. (2010). The practical and symbolic purpose of dental dams in lesbian safer sex promotion. Orne, J., & Gall, J. (2019). Converting, Monitoring, and Policing PrEP Citizenship: Biosexual Citizenship and the PrEP Surveillance Regime. <i>Surveillance & Society</i>, 17(5), 641-661.
Thu., Mar. 5	<ul style="list-style-type: none"> Bailey, M. M. (2016). Black gay (raw) sex. In E. P. Johnson (Ed.) <i>No Tea, No Shade: New Writings in Black Queer Studies</i> (pp. 239-61). Durham, NC: Duke University Press.
Week 8: Pleasure and desire	
Tue., Mar. 10 JAY	<ul style="list-style-type: none"> Albury, K. (2014). Porn and sex education, porn as sex education. <i>Porn Studies</i>, 1(1-2), 172-181. Allen, L. (2012). Pleasure's perils? Critically reflecting on pleasure's inclusion in sexuality education. <i>Sexualities</i>, 15(3-4), 455-471.
Thu., Mar. 12	<p>No class: Meet with your final project groups</p> <p>ASSIGNMENT DUE: Peer grading #1</p>
SPRING BREAK!!	
Week 9: Public Health, Public Sex	
Tue., Mar. 24	<ul style="list-style-type: none"> Califia, P. (1994). Public Sex. In <i>Public Sex: The Culture of Radical Sex</i> (pp. 71-82). Jersey City, NJ: Cleis Press. Rubin, G. (1997). Elegy for the valley of kings: AIDS and the leather community in San Francisco, 1981-1996. In Levine, M.P., Nardi, P.M. & Gagnon, J.H. (Eds.) <i>Changing times: Gay men and lesbians encounter HIV/AIDS</i> (pp. 101-144). Chicago, IL: University of Chicago Press.
Thu., Mar. 26	<ul style="list-style-type: none"> Binson, D., Blea, L., Cotten, P. D., Kant, J., & Woods, W. J. (2005). Building an HIV/STI prevention program in a gay bathhouse: a case study. <i>AIDS Education & Prevention</i>, 17(4), 386-399. Meunier, É. (2014). No attitude, no standing around: the organization of social and sexual interaction at a gay male private sex party in New York city. <i>Archives of Sexual Behavior</i>, 43(4), 685-695. <p>ASSIGNMENT DUE: Final project proposal</p>

Part 2: Applying the Theory to the Practice

Week 10: Queer Pedagogies

Tue., Mar. 31	<ul style="list-style-type: none"> hooks., b. (1994). Engaged pedagogy. In <i>Teaching to transgress: education as the practice of freedom</i> (pp. 13-22). New York, NY: Routledge. hooks, b. (1994). Eros, eroticism, and the pedagogical process. <i>Teaching to transgress: education as the practice of freedom</i> (pp. 191-200). New York, NY: Routledge. Shlasko, D. (2005). Queer (v.) pedagogy. <i>Equity & Excellence in Education</i>, 38(2), 123-134.
Thu., Apr. 2	<ul style="list-style-type: none"> Greteman, A. J. (2013). Fashioning a bareback pedagogy: Towards a theory of risky (sex) education. <i>Sex Education</i>, 13(sup1), S20-S31. Coll, L., & Charlton, E. (2018). Not yet queer, here and now for sexualities and schooling. <i>Sex education</i>, 18(3), 307-320. <p>ASSIGNMENT DUE: QUIZ 2 (covers weeks 6-9)</p>

Week 11: Designing curricula

Tue., Apr. 7	<ul style="list-style-type: none"> Fields, J., & Copp, M. (2015). Striving for empathy: affinities, alliances and peer sexuality educators. <i>Sex Education</i>, 15(2), 188–203. Sevelius, J. M. (2013). Gender affirmation: A framework for conceptualizing risk behavior among transgender women of color. <i>Sex roles</i>, 68(11-12), 675-689.
Thu., Apr. 9	<ul style="list-style-type: none"> Bell, A., Goodman, D., and Oulette, M. (2016). Design and Facilitation. In Adams, M. & Bell, L. <i>Teaching for diversity and social justice</i>, 3rd ed. (pp. 56-94). New York, NY: Routledge.

Week 12: Designing campaigns

Tue., Apr. 14	<ul style="list-style-type: none"> TBD
Thu., Apr. 16	<ul style="list-style-type: none"> TBD <p>ASSIGNMENT DUE: Peer grading #2</p>

Week 13: Evaluating educational programs

Tue., Apr. 21	<ul style="list-style-type: none"> TBD <p>And...</p>
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	<p>PICK ONE:</p> <ol style="list-style-type: none"> 1. Reisner, S. L., Hughto, J. M. W., Pardee, D. J., Kuhns, L., Garofalo, R., & Mimiaga, M. J. (2016). LifeSkills for men (LS4M): pilot evaluation of a gender-affirmative HIV and STI prevention intervention for young adult transgender men who have sex with men. <i>Journal of Urban Health, 93</i>(1), 189-205. 2. Garofalo, R., Johnson, A. K., Kuhns, L. M., Cotten, C., Joseph, H., & Margolis, A. (2012). Life skills: evaluation of a theory-driven behavioral HIV prevention intervention for young transgender women. <i>Journal of Urban Health, 89</i>(3), 419-431.
Thu., Apr. 23	<ul style="list-style-type: none"> • Group presentations
Week 14: Group presentations	
Tue., Apr. 28	<ul style="list-style-type: none"> • Group presentations
Thu., Apr. 30	<ul style="list-style-type: none"> • Group presentations <p>ASSIGNMENT DUE: QUIZ 3 (covers weeks 10-13)</p>
FINALS WEEK	
Tue., May 7	ASSIGNMENT DUE: Final Project NO EXCEPTIONS!!