



Office of the Director

School of Physical Activity & Educational Services  
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February 20, 2006

Dr. Debra Moddelmog  
Associate Dean  
College of Humanities  
186 University Hall  
230 North Oval Mall  
[moddelmog.1@osu.edu](mailto:moddelmog.1@osu.edu)  
CAMPUS

Dear Dr. Moddelmog:

This letter represents the School of Physical Activity & Educational Services supports EDU PAES 204: Sexuality and Health and Edu PAES 614: Sport & Sexuality be listed as core courses for the Sexuality Studies minor. We also highly recommended that PAES/Comp Studies 214: Introduction to Sexuality Studies be added to the core curriculum of the Sexuality Studies minor.

As Interim Director of the School of Physical Activity and Educational Services, I offer full support for the afore-mentioned courses to be added to the core curriculum of the Sexuality Studies minor. By doing this, we are able to offer more flexibility to the students with their programs.

Sincerely,

Donna L. Pastore, PhD  
Professor



22 February 2006

Debra Moddelmog, Associate Dean  
College of Humanities  
186 University Hall  
230 North Oval Mall  
CAMPUS

Dear Debra,

I am pleased to write in support of the inclusion of Comparative Studies/PAES 214, "Introduction to Sexuality Studies," in the core curriculum of the minor in sexuality studies. The course seems an ideal gateway into such a minor, and will further help to hold together courses drawn from a variety of disciplines.

Although I expect that we will frequently be able to staff 214 with faculty from Comparative Studies, I also hope that we can find ways regularly to have qualified faculty from other units teach the introductory course.

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "David Horn".

David Horn  
Professor and Chair

**The Ohio State University**  
**School of Physical Activity and Educational Services**  
**EDU PAES 204 – Sexuality and Health (3 credits)**

<b>Instructor:</b>	Emily Stevens	<b>Call Number:</b>	05393-2
<b>Office:</b>	2064 CETE, 356 Cunz Hall	<b>Class Location:</b>	CL 220
<b>Office Hours:</b>	Mon: 10:00-11:00 Or by appointment	<b>Meeting Time:</b>	Monday, Wednesday 8:30A-9:48
<b>Email Address:</b>	Stevens.353@osu.edu	<b>Quarter, Year:</b>	Autumn, 2005
<b>Mailbox:</b>	Cunz Hall, 240		
<b>SFHP Website:</b>	<a href="http://education.osu.edu/paes/sfhp">http://education.osu.edu/paes/sfhp</a>		
<b>Course Website:</b>	<a href="http://carmen.osu.edu">http://carmen.osu.edu</a>		

**Course Description**

This course is designed to study sexuality as an aspect of the healthy individual; the demythologizing of sexual beliefs and behaviors; sexual behavior and attitudes in young adults.

**Relationship to Other Courses**

This is a basic lecture course in the Sport, Fitness, and Health Program. It is open to any student at The Ohio State University. There are no prerequisites for this course.

**Off Campus Field Experience**

This course does not have an off-campus field experience.

**Diversity**

The curriculum and experience is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help *all* students learn.

**Technology**

The use of Carmen ([www.carmen.osu.edu](http://www.carmen.osu.edu)) is employed in this course for the dissemination of course materials such as syllabus, handouts and course notes.

**Required Text**

Janet Shibley Hyde & John D. DeLamater. (2004). Understanding Human Sexuality (9<sup>th</sup> edition). McGraw Hill Publishing. ISBN 0-07-249471-9

## Course Objectives

1. List the major gender differences and similarities with respect to reproductive physiology.
2. List and describe the major developmental influences on human sexuality.
3. Describe the process of human sexual response in terms of a response model.
4. Explain the psychosocial influences on sexual decision-making, and how they impact specific sexual behaviors.
5. Understand some basic principles of sexuality and communication.
6. Select an effective method of contraception based on a sound knowledge of individual methods.
7. Describe the process of conception, gestation, labor and delivery, demonstrating knowledge of the physical, emotional and consumer-related aspects of pregnancy.
8. Show a greater understanding of alternate sexual orientations.
9. Explain the current problems with STD & AIDS containment, and demonstrate knowledge of the most common STDs, their symptoms and treatment.
10. Experience an increase in perceived susceptibility to personal risk for STD and HIV infection.
11. Understand the impact of physical and psychosexual changes in aging on sexuality.
12. List and define various types of sexual behavior deemed to be atypical.
13. Demonstrate an understanding of current lifestyle issues and possible future changes in this area.
14. Consider the total concept of human sexuality
15. Encourage and broaden viewpoints & attitudes about diverse sexual issues

## Course Requirements/Evaluation

Attendance	50 points
Reaction Papers (4)	100 points
Article Critique	100 points
Midterm Exam	100 points
Final Exam	200 points
Total	<hr/> 550 points

### **REACTION PAPERS: (100 points, 25 points each)**

Write a 1-2 page (double spaced) reaction to 4 of the lecture topics, discussions, guest speakers, or videos that we cover in class. These reaction papers should cover your own insight, thoughts, and impressions on the topic of interest and why you chose to write about that particular topic. You may hand in the reaction papers at the beginning of any lecture class, but no more than one paper from each student will be accepted at a time. No more than 2 reaction papers will be accepted the last week of class.

### **ARTICLE CRITIQUE: (100 points)**

Choose 1 journal article, from a peer reviewed journal, on a topic that interests you and is related to human sexuality and/or the topics we discuss in class. The article must present a research study in the area of sexuality and it must have been published in a research journal within the last 10 years. If you are in doubt whether the article you have selected fits the criteria for this assignment, please see me. Complete an abstract of the article covering the following areas, and provide a hard copy of the article attached to your abstract:

- 1) **Introduction** – provide a summary of the points made in the introduction of the article, the importance of the study, and the authors' hypotheses.
- 2) **Methods** – Summarize the following parts of the methods:
  - a) Participants/Subjects – number, type, and recruitment
  - b) Instruments & Variables – what did they measure and how did they do it?
  - c) Procedures – what did they do in what order?
- 3) **Results** - provide a summary of the results of the study
- 4) **Discussion** – Summarize how the author(s) made sense of the results of the study. What was important to the author(s) and why? What did the author(s) conclude about the hypotheses?
- 5) Provide a personal reflection on the article. What was interesting to you and why? How did the findings of this study relate to your other readings in the course? Of what practical relevance do you think this study has? Provide a question for future research on this topic.

The abstracts should be typed, double spaced, in a 12-point font, and 3-5 pages in length. At the top of the abstract, please type the full reference of the article. The abstract will only be accepted in hard copy. Article Abstracts are due during class on Monday, November 14; late abstracts will be accepted for a 5-point deduction per day.

### **MIDTERM EXAM (100 points)**

The midterm exam will cover the information provided to you up to that point. Questions and format for the exam will be discussed prior to the exam. The midterm exam will be given during class on Wednesday, October 26.

### **FINAL EXAM (200 points)**

The final exam will be cover the totality of information provided to you the student in class. Questions and format for the exam will be discussed prior to the exam. The final exam will be given on Tuesday, December 6, from 7:30-9:18 AM.

### **Grading Scale:**

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	E	59% or below
C+	77-79%		

Students who have arranged through their College to take this course under the **Pass/Nonpass** grading option must achieve a minimum of 60% to receive a Passing (P) grade.

## Classroom Policies

1. **Attendance** will be monitored and is worth 10% of your total course grade. It is the student's responsibility to turn in the attendance papers at the end of each class.
2. All students are expected to attend class on time and participate in all class sessions. Students who arrive more than 15 minutes late for class will not be permitted into class unless prior arrangements have been made between the student and the instructor.
3. **Readings and assignments** must be completed on time. Class format is part lecture, part discussion and part student independent work.
4. **Exams** will **ONLY** be given on the scheduled dates unless the student has a University **excused absence** (see policy 5). Exam questions will be taken from the text, lectures, speakers, assignments and in videos when appropriate.
5. **Absence from class:** There are four situations which constitute an "excused absence" from the class meeting time. They are: 1) students who participate in a documented University sanctioned event, 2) students who have a documented death in the family, 3) students who are observing a religious holiday and 4) students who are unable to attend class due to a documented medical reason. In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor **within the first two weeks of the quarter**. Students who will be observing a religious holiday must provide date/event written notification to the instructor **within the first two weeks of the quarter**. Students with a medical excuse must have documentation which states that the student could not have been in attendance at class as a result of the medical condition. Documentation only stating that the student was seen by a physician on the date of the class will not be accepted. **It is the students' responsibility to make up any such missed classes within two weeks of the absence.** Failure to complete the missed material within two weeks will result in that absence becoming an unexcused absence and a zero for any materials not completed.
6. **Academic Misconduct:** Students are to do their own original work within the confines of the course objectives and evaluation procedures. Any deviation from these expectations is considered academic misconduct and Faculty Rule 3335-31-02 will be enforced. Academic misconduct includes, but is not limited to, cheating on tests/quizzes, plagiarism, forging another students name on attendance sheets, or violating any rules.
7. **Assignments:** All assignments are to be typed. No hand-written work will be accepted. Hard copies of the assignments should be turned in during class on the due date. . Late assignments will not be accepted except when the student has an "excused absence" (See item #5 above). If a student must be absent from class, it is the student's responsibility to obtain any class material/assignments missed and get assignments to the instructor by 5:00 pm on the day the assignment is due. Students will lose 5 points per day for assignments turned in late.

8. **Class Participation:** For this to be a rewarding academic experience, everyone must contribute to class discussion. This requires that EVERYONE come to class prepared (reading and written assignments completed), attend class regularly/punctually, and actively participate in all assignments.
  
9. **Respect:** In order to maintain a positive learning environment, the following ground rules will be followed:
  - a. Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable.
  - b. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc. Debates will be appropriate when specified.
  - c. If group projects are assigned, it is the responsibility of group members to delegate work. All members of a group must present on the project and all will receive the same grade.
  - d. Because of our sensitive subject matter, courtesy needs to be maintained in the classroom at all times. Students need to arrive early and be prepared for class when it begins. Students will not hold private conversations when another person is talking. Students will not pack materials up or leave the classroom until class is dismissed.
  - e. If a student's behavior in the classroom is disruptive, the instructor will give the student an opportunity to correct the behavior without penalty. If the student's behavior continues to be disruptive, he or she will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).
  
10. Students with **extenuating circumstances** that are in conflict with these set policies are encourage to contact the instructor during office hours or by appointment.

### **Statement of Student Rights**

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.” Students with a disability should work through the Office of Disability Services to secure appropriate accommodations (292-3307).

**Course Calendar** (may be subject to change)

1	9/21	1	Introduction & Course Syllabus, Carmen Sexuality in Perspective	
2	9/26	4	Sexual Anatomy Cancer of the Sex Organs	
3	9/28	5	Sex Hormones Sexual Differentiation	
4	10/3	6	The Menstrual Cycle Menopause	
5	10/5	13	Attraction, Intimacy, and Love	
6	10/10	10	Techniques of Arousal and Communication	
7	10/12		"Pure Romance" –Guest Speaker	
8	10/17	9	Physiology of the Sexual Response	
9	10/19	7	Conception, Pregnancy, and Childbirth	
10	10/24		"Conception to Birth" Video	
11	10/26		No Lecture	Midterm Exam
12	10/31	11	Sexuality and the Life Cycle: Childhood and Adolescence	
13	11/2	12	Sexuality and the Life Cycle: Adulthood	
14	11/7	8	Methods of Birth Control "Contraception Grab Bag"- Guest Speaker	
15	11/9	20	Sexually Transmitted Diseases	
16	11/14		"STD Jeopardy"- Guest Speaker	Article Critique
17	11/16		Sexual Orientation "Guess the Gay"- GLBTSS Guest Speaker	
18	11/21	15	Sexual Orientation: Gay, Straight, or Bi	
19	11/23		Catch up Lecture and Review	
20	11/28	17	Sexual Coercion	
21	11/30		Review for the Final Exam	
21	12/6		No Lecture	Final Exam 7:30-9:18 AM



**The Ohio State University**  
**Physical Activity and Educational Services/Comparative Studies**

**Sample syllabus for PAES/CS 214: Introduction to Sexuality Studies (5 credit hours)**

**Course Description:** This course will provide an introduction to sexuality studies through an interdisciplinary approach that will include material in history, sociology, law, political science, psychology, education, literature, cultural studies, and other disciplines. To apply the knowledge gained in the classroom, the course will require a fieldwork component.

**Course objectives:** Upon completing this course, students should have acquired the following knowledge and skills:

- Understanding of how sexuality has been framed in medical, psychological, historical, political, and legal discourses;
- Recognition of the diversity of sexual experiences and identities;
- Understanding of how race, class, gender, and other aspects of identity can influence perceptions and experiences of sexuality;
- Familiarity with current research and debates around sexuality and sexual identity;
- Skills for presenting this information to others and for working effectively in creating a climate of understanding on campus.

**Field Experience:** Students taking the course will be required to participate in the Speakers Bureau sponsored by the office of GLBT Student Services or to engage in some kind of comparable fieldwork approved by the instructor. For example, students might interview (and present a report on) one or two officials who work in organizations that address issues related to sexuality, such as the Buckeye Region Anti-Violence Organization (BRAVO), Planned Parenthood, the Sexual Assault Response Network of Central Ohio (SARNCO), Advocates for Youth, an abstinence-only high school program, or Kaleidoscope Youth Coalition. The minimum number of hours students should spend “in the field” on this assignment is six; and students should remember that their grade will be based on the quality of their work, not on the amount of time they’ve invested in it beyond the minimum six hours.

**Diversity Statement:** Ohio State prohibits discrimination against any individual based upon age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status. The University’s Diversity Action Plan goes further, calling upon units and departments to “create a supportive environment that is welcoming for all.” Similarly, one of the main strategies of Ohio State’s Academic Plan is to “create a diverse University community.” In keeping with these policies, this course will be designed, implemented, and evaluated in a manner that fosters an inclusive classroom climate and that enables all students to learn.

**Technology:** All students in the course are expected to use WebCT to obtain course materials and participate in course communication. Additional technology required for the course includes the use of email for communicating with the instructor outside of class time.

## Sample Course Outline

Date	Topic	Assignments/ Class Activities	Readings
Week 1	Introductions; Approaches to the Study of Sexuality	Discussion of fieldwork activity	Du Cille (1990); Hammonds (1999); Takagi (1993); Halperin (1993)
Week 2	Histories of Sexuality	GLBT interview or other comparable experience	Rupp (1999), Ch. 3-6; D'Emilio and Freedman (1988), Ch. 1-3
Week 3	Theorizing Race and Sexual Differences	Film: <i>Flag Wars</i>	Almaguer (1993); Lorde (1993); Moraga (1983); Harper (1996), Ch. 5; Lang (1999)
Week 4	Medical Science and the Construction of Deviance		Somerville (1994); Terry (1999), Ch. 2; Clare (1999); Groneman (1995)
Week 5	Beyond Sexual and Gender Binaries	Film: <i>Is It a Boy or a Girl?</i>	Rodríguez Rust (2000); Kessler (1998); Moreno (1999); Green (2004); Minter (2003)
Week 6	Sexuality and Reproductive Politics		Mink (1990); Polikoff (2000); Hartouni (1991); Kunzel (1994)
Week 7	Sexuality in Post-World War II America		Irvine (1990), Ch. 1; Meyerowitz, (1994); Serlin (1995); Penn (1994)
Week 8	Contemporary Theories of Sexual Identity Development; Youth Sexuality		D'Augelli (1994); Rust (1996); Phoenix (1993); Rankin (2003)
Week 9	Contemporary Legal & Political Issues	Film: <i>One Wedding and a Revolution</i>	Cahill (2004), Ch. 1 & 3; McFeelly (2000); Irwin, Millen, & Fallows (2003), Ch. 1 & 2; Carbado (1999)
Week 10	Media Representations Summation and Conclusion		Gross & Woods (1999); Gross (2002), Ch. 14 & 15; Riggs (1999)

## Course Requirements/Evaluation:

Students who participate in the GLBT Speakers Bureau will conduct four panels along with two or three other classmates (for a total of three or four presenters on each panel). Students are also responsible for turning in a written report about their experience (see below). Except in extreme cases, the failure to show up for a panel on which a student is scheduled to participate will significantly lower the student's field experience grade. Missing two panels will likely result in a failing grade for the course. Students who choose another type of field experience must consult with the instructor about the type of experience and written or oral work that will be expected.

## Grading:

A	93.33 - 100%	B-	80 - 83.33%	D+	66.66 - 70%
A-	90 - 93.33%	C+	76.66 - 80%	D	63.33 - 66.66%
B+	86.66 - 90%	C	73.33 - 76.66%	E	63% and below
B	83.33 - 86.66%	C-	70 - 73.33%		

## Grade Components:

1. Response Papers (30%): You will be responsible for a weekly one-page (single-spaced) paper based on your responses to the readings. This paper should identify the author of one of the readings and his/her main points, and then explain how the piece relates to the themes of the course or determine how successful the author is in making his/her argument (e.g., is there missing evidence? does the author draw legitimate conclusions from the evidence? what action, if any, does the author advocate, and how effective might it be? where and how might the argument be expanded?).
2. Field Experience (30%): The agency supervisor or the people requesting Speakers Bureau panels will complete an evaluation form. Your field experience grade will be based on this evaluation and on your written report of the experience (approximately five double-spaced pages). This report should be an assessment of the experience (goals, self-evaluation of your contribution), but it should also tie the experience into one or more of the readings for the course. If you choose an alternative field experience, the instructor will determine the assignment and evaluation criteria in consultation with the student.
3. Attendance and Class Participation (10%): Because attendance and participation are critical to the success of this course, you will be allowed only one unexcused absence without your final grade being affected and you will be expected to contribute regularly to class discussions. Except in cases of an emergency, you must notify the instructor in advance that you will be missing a class to receive an excused absence. It is your responsibility to contact another student for an explanation of what was covered during an excused or unexcused absence. Class participation also includes showing up on time, paying attention in class, and doing the reading.
4. Final Exam (30%): The exam will be comprehensive (i.e., it will cover all the material we read and discussed in this course).

## Reading Packet:

(available on electronic reserve at the OSU Library web page: <http://library.ohio-state.edu/search>)

- Almaguer, Tomás. 1993. "Chicano Men: A Cartography of Homosexual Identity and Behavior." In Henry Abelow, Michèle Aina Barale, & David M. Halperin (Eds.), *The Lesbian and Gay Studies Reader* (pp. 255-273). New York: Routledge.
- Cahill, Sean. 2004. *Same-Sex Marriage in the United States: Focus on the Facts*. Lanham, MD: Lexington Books.
- Carbado, Devon W. "Black Rights, Gay Rights, Civil Rights." In Devon W. Carbado (Ed.), *Black Men on Race, Gender, and Sexuality: A Critical Reader* (pp. 283-302). New York: New York University Press.
- Clare, Eli. 1999. "Freaks and Queers." In *Exile and Pride: Disability, Queerness, and Liberation* (pp. 67-101). Cambridge, MA: South End Press.
- D'Augelli, Anthony R. 1994. "Identity Development and Sexual Orientation: Toward a Model of Lesbian, Gay, and Bisexual Development." In E. J. Trickett, R. J. Watts, & D. Birman (Eds.), *Human Diversity: Perspectives on People in Context* (pp. 312-33). San Francisco: Jossey-Bass.
- D'Emilio, John, & Estelle B. Freedman. 1988. *Intimate Matters: A History of Sexuality in America*. New York: Harper & Row.
- Du Cille, Ann. 1990. "'Othered' Matters: Reconceptualizing Dominance and Difference in the History of Sexuality in America." *Journal of the History of Sexuality* 1 (1), 102-127.
- Green, Jamison. 2004. "How Do You Know?" In *Becoming a Visible Man* (pp. 1-26). Nashville, TN: Vanderbilt University Press.
- Groneman, Carol. 1995. "Nymphomania: The Historical Construction of Female Sexuality." In Jennifer Terry and Jacqueline Urla (Eds.), *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*. Bloomington: Indiana University Press.
- Gross, Larry. 2002. *Up from Invisibility: Lesbians, Gay Men, and the Media in America*. New York: Columbia University Press.
- Gross, Larry, & James D. Woods. 1999. "Introduction: Being Gay in American Media and Society." In Larry Gross & James D. Woods (Eds.), *The Columbia Reader on Lesbians and Gay Men in Media, Society, and Politics* (pp. 1-22). New York: Columbia University Press.
- Halperin, David M. "Is There a History of Sexuality?" In Henry Abelow, Michèle Aina Barale, & David M. Halperin (Eds.), *The Lesbian and Gay Studies Reader* (pp. 416-431). New York: Routledge.
- Hammonds, Evelyn M. 1999. "Toward a Genealogy of Black Female Sexuality: The Problematic of Silence." In Janet Price & Margrit Shildrick (Eds.), *Feminist Theory and the Body: A Reader* (pp. 93-104). New York: Routledge.
- Harper, Phillip Brian. 1996. *Are We Not Men?: Masculine Anxiety and the Problem of African-American Identity*. New York: Oxford University Press.
- Hartouni, Valerie. 1991. "Containing Women: Reproductive Discourse in the 1980s." In Constance Penley and Andrew Ross (Eds.), *Technoculture* (pp. 27-56). Minneapolis: University of Minnesota Press.

- Irvine, Janice M. 1990. *Disorders of Desire: Sex and Gender in Modern American Sexology*. Philadelphia: Temple University Press.
- Irwin, Alexander, Joyce Millen, & Dorothy Fallows. 2003. *Global AIDS: Myths and Facts: Tools for Fighting the AIDS Pandemic*. Cambridge, MA: South End Press.
- Kessler, Suzanne J. 1998. "The Medical Construction of Gender." In *Lessons from the Intersexed* (pp. 12-32). New Brunswick, NJ: Rutgers University Press.
- Kunzel, Regina. 1994. "White Neurosis, Black Pathology: Constructing Out-of-Wedlock Pregnancy in the Wartime and Postwar United States." In Joanne Meyerowitz (Ed.), *Not June Cleaver: Women and Gender in Postwar America, 1945-1960* (pp. 304-334). Philadelphia: Temple University Press.
- Lang, Sabine. 1999. "Lesbians, Men-Women and Two-Spirits: Homosexuality and Gender in Native American Cultures." In Evelyn Blackwood & Saskia E. Wieringa (Eds.), *Female Desires: Same-Sex Relations and Transgender Practices Across Cultures* (pp. 91-116). New York: Columbia University Press.
- Lorde, Audre. 1993. "The Uses of the Erotic: The Erotic as Power." In Henry Abelove, Michéle Aina Barale, & David M. Halperin (Eds.), *The Lesbian and Gay Studies Reader* (pp. 339-343). New York: Routledge.
- McFeelly, Tim. 2000. "Getting It Straight: A Review of the 'Gays in the Military' Debate." In John D'Emilio, William B. Turner, & Urvashi Vaid (Eds.), *Creating Change: Sexuality, Public Policy, and Civil Rights* (pp. 236-250). New York: St. Martin's Press.
- Meyerowitz, Joanne. 1994. "Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946-1958." In Joanne Meyerowitz (Ed.), *Not June Cleaver: Women and Gender in Postwar America, 1945-1960* (pp. 229-262) Philadelphia: Temple University Press.
- Mink, Gwendolyn. 1990. "The Lady and the Tramp: Gender, Race, and the Origins of the American Welfare State." In Linda Gordon (Ed.), *Women, the State, and Welfare* (pp. 92-122). Madison: University of Wisconsin Press.
- Minter, Shannon. 2003. "Representing Transsexual Clients: Selected Legal Issues." National Center for Lesbian Rights.
- Moraga, Cherrie. 1983. "La Güera." In Cherrie Moraga & Gloria Anzaldúa (Eds.), *This Bridge Called My Back: Writings by Radical Women of Color* (pp. 27-34). New York: Kitchen Table: Women of Color Press.
- Moreno, Angela. 1999. "In Amerika They Call Us Hermaphrodites." In Alice D. Dreger (Ed.), *Intersex in the Age of Ethics*. Hagerstown, MD: University Publishing Group.
- Penn, Donna. 1994. "The Sexualized Woman: The Lesbian, the Prostitute, and the Containment of Female Sexuality in Postwar America." In Joanne Meyerowitz (Ed.), *Not June Cleaver: Women and Gender in Postwar America, 1945-1960* (pp. 358-381). Philadelphia: Temple University Press.
- Phoenix, Ann. 1993. "The Social Construction of Teenage Motherhood: A Black and White Issue?" In Annette Lawson and Deborah L. Rhode (Eds.), *The Politics of Pregnancy: Adolescent Sexuality and Public Policy* (pp. 74-97). New Haven, CT: Yale University Press.
- Polikoff, Nancy D. 2000. "Raising Children: Lesbian and Gay Parents Face the Public and the Courts." In John D'Emilio, William B. Turner, & Urvashi Vaid (Eds.), *Creating Change: Sexuality, Public Policy, and Civil Rights* (pp. 305-35). New York: St. Martin's Press.

- Rankin, Susan R. 2003. *Campus Climate for Gay, Lesbian, Bisexual, and Transgender People: A National Perspective*. New York: The National Gay and Lesbian Task Force Policy Institute.
- Riggs, Marlon T. "Black Macho Revisited: Reflections of a SNAP! Queen." Carbado, Devon W. In Devon W. Carbado (Ed.), *Black Men on Race, Gender, and Sexuality: A Critical Reader* (pp. 306-311). New York: New York University Press.
- Rupp, Leila. 1999. *A Desired Past: A Short History of Same-Sex Love in America*. Chicago: University of Chicago Press.
- Rust, Paula C. Rodríguez. 2000. "The Biology, Psychology, Sociology, and Sexuality of Bisexuality." In *Bisexuality in the United States: A Social Science Reader* (pp. 403-70). New York: Columbia University Press.
- Rust, Paula. 1996. "Finding a Sexual Identity and Community: Therapeutic Implications and Cultural Assumptions in Scientific Models of Coming Out." In Esther D. Rothblum & Lynne A. Bond (Eds.), *Preventing Heterosexism and Homophobia* (pp. 87-123). Thousand Oaks, CA: Sage.
- Serlin, David H. 1995. "Christine Jorgensen and the Cold War Closet." *Radical History Review* 62, 136-165.
- Somerville, Siobhan B. 1994. "Scientific Racism and the Emergence of the Homosexual Body." *Journal of the History of Sexuality* 5 (2), 243-66.
- Takagi, Dana Y. 1993. "Maiden Voyage: Excursion into Sexuality and Identity Politics in Asian America." *Amerasia Journal* 20 (1), 1-17.
- Terry, Jennifer. 1999. *An American Obsession: Science, Medicine, and Homosexuality in Modern Society*. Chicago: University of Chicago

**Statement of Student Rights:** Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.

**Academic Integrity:** The School of Physical Activity and Educational Services and the Department of Comparative Studies follow university procedures regarding academic misconduct. All papers and tests will represent your own work. You are responsible for understanding the limits of collaboration on all work in this class. Any use of others' ideas and words without proper citation of the sources is plagiarism and will result in a formal response (including failure of the assignment and, possibly, of the course). Additionally, all assignments submitted in the course should be work produced specifically for this course.

**Professional Statement:** In participating on panels or working with community organizations and/or their officials, you serve as a representative of both the class and the Ohio State University. As such, you will be expected to act in an ethical and professional manner, which includes showing up on time and following the guidelines established by the agency.

## Sexuality and Sport

EDU PAES 614 (07086-9)

Winter 2006

TO 250

MW 1030-1218

**Instructor:** Megan Chawansky  
**Office Hours:** Th 1230-230  
**Office Location:** Cunz 334  
**Mailbox:** Cunz 155  
**E-mail:** Chawansky.1@osu.edu

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### **COURSE DESCRIPTION:**

This course utilizes an interdisciplinary lens to examine the ways that ideas about sexuality shape and are shaped by the institution and culture of sport. By employing a critical sports perspective, this course will highlight the ways in which sexualities are reproduced, resisted and transformed via sport and will also analyze the sexual politics embedded in U.S. sport culture. Acknowledging the diversity found among sport participants and the ways in which social identities intersect with notions of sexuality will be a focal point throughout the course. This course will pay particular attention to the ways that sexualities are shaped by sporting roles (i.e. coach or athlete) and social identities such as gender, race, ethnicity, class, sexuality, age, and ability status.

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### **COURSE OBJECTIVES:**

Upon successful completion of this course, it is my intent that students will have acquired introductory-level knowledge of:

1. The core concepts, theories and methods of sexuality and critical sport studies;
2. The social, cultural, and political forces that influence and shape sexuality and expressions of sexuality within sport; and
3. The current debates and concerns of those researching sexualities within sport.

Please set two additional goals for yourself this quarter:

- 1.
- 2.

### **REQUIRED TEXTS:**

Anderson, Eric. (2005). *In the Game: Gay Athletes and the Cult of Masculinity*. Albany: SUNY Press.  
Howard, Johnette. (2005). *The Rivals: Chris Evert vs. Martina Navratilova*. New York: Broadway Books.

Additional course readings are available on electronic reserve (ER) and Web CT (CT).

ER: <http://library.ohio-state.edu/search/p>

-At the prompt, you may search by my name, CHAWANSKY, or the course, PAES 614.

CT: [www.class.osu.edu](http://www.class.osu.edu)



## COURSE REQUIREMENTS AND GRADE DISTRIBUTION:

I expect students to bring class notes, texts, and readings to every class period, and students are also required to complete all assigned readings by the date specified on the syllabus. Reading the texts and participating in discussions, in conjunction with personal interaction, reflection, and analysis, will enable us to actively engage with the course material.

Additionally, I expect students to take ownership for their learning. This includes offering suggestions and giving feedback about class format and content, asking questions, making comments, providing constructive criticism, identifying problems, and making suggestions. This also includes requesting additional work and readings should that which is assigned prove inadequate.

Assignment	Point Value	Due Date
Artifacts	2 @ 10 = 20	Ongoing
Web review	10	Ongoing
Book review	10	Ongoing
Attendance/Participation	20	Week 10
Final Project	40	March 13, 2006

### Grading Scale:

A	93 - 100%	A-	90 - 92%
B+	87 - 89%	B	83 - 86%
B-	80 - 82%	C+	77 - 79%
C	73 - 76%	C-	70 - 72%
D+	67 - 69%	D	60 - 66%
E	59% and below		

### ASSIGNMENTS:

All assignments must be **typed** and are due **at the beginning of class**. Do not submit assignments via e-mail; they will not be accepted. Late assignments will not be accepted and eligible for full credit unless prior arrangements have been made. Each submission must be typed, double-spaced, contain citations in an approved (MLA, APA, or Chicago) style, and be written in a manner appropriate for college students.

**\*\*Should the need arise, students are encouraged to seek assistance with writing skills at the Writing Center (<http://cstw.osu.edu>).**\*\*

#### Artifact Offering (aka Applied theory) 2 @ 10 points each

We will model the "artifact offering" on some items I give you on the first day of class. After that, you will each bring in TWO other artifacts for sharing and briefly present (3-5 minutes) on the significance of your chosen artifact to you/us and our work this quarter. Think of the artifact offering as a kind of "warm up" to begin our class each day. I'll begin each class period with time for artifact presentations.

Your artifacts should come from the world around you and they should, of course, be related to "sexuality and sport" in some way—a text you ran into recently, some choice quotation, an advertisement, song lyrics, TV show, film, media character, newspaper story on a "real person" or event, a toy, a moment in your own life.

You will submit to me a brief description (a paragraph) of your artifact as well as a paragraph or two of your ruminations about it. Please also post this on the WebCT site so others in the class may read it as well.

#### Attendance/Participation 20 points

The success of this course rests upon your attendance and active participation. Hence, attendance is *strongly* encouraged. I will permit two unexcused absences for the semester, but because a portion of the course grade is based on participation, more than two absences will adversely affect your grade. In addition, I expect you to be on time and stay until the class is over. In the event that you miss a class, it is your responsibility to get the notes and/or announcements that were missed, preferably from a classmate. Should a personal emergency or illness demand an extended absence, please contact me to make any necessary arrangements.

Verbal and written participation is expected of every class member, but participation in class also includes respectful listening of others' comments, questions and insights. Please remember that members of this class come from diverse backgrounds and experiences, and that everyone is entitled to an atmosphere in which they can learn and are respected. In this classroom, we will abide by the University's nondiscrimination policy, which reads: "The Ohio State University is committed to nondiscrimination, equal employment opportunity and affirmative action. This commitment is both a matter of law and moral imperative consistent with an intellectual community in which individual differences and diversity are celebrated. Accordingly, discrimination against any individual for reasons of race, color, creed, religion, sexual orientation, national origin, sex, age, disability or veteran status is specifically prohibited." If you anticipate having difficulty adhering to this policy, please speak with me privately as soon as possible.

#### Web/Book Review 2 @ 10 points each

This assignment involves both a brief oral and written component. I have included a number of books and Web sites on the course outline. You are to choose ONE book and ONE Web site and then write a brief review of your choice (1-2 pages). Write about how/where/why sexuality and sport play out within this text and/or Web site. Consider especially how this reading or Web site supplements, enhances or contradicts the other readings for the day.

Please also include 2-3 discussion questions at the bottom of your review. We will use these questions within our discussion for that day. Papers are due the day that they are listed on the syllabus and you will be asked to briefly summarize your review and present your questions on that day.

#### Final Paper/Project 40 points

Come talk with me early and often about what you think you'd like to do for a final paper or project in the class. Standard critical papers in the 12-15 page range are welcome. But so are oral presentations (working toward a conference), creative works with "cover letters," video projects, annotated bibliographies, etc. Start by thinking about what you would most like to do and go from there. I welcome projects that have practical applications with your other courses, your other lives, your program of study, etc. You will spend a considerable amount of time on this so

make it special to you. Your project is *yours* for this course! (You are welcome, however, to make it a collaborative project as well.)

There are 3 elements of this project:

1. A one-paragraph statement of/gameplan for your project idea due by the end of our 7<sup>th</sup> week (February 15, 2006).

2. There will be an ORAL presentation. You will share the aims and elements of your project in a 10 minute presentation during our last week of classes. If you need VCR, projection, etc. please let me know so we can plan ahead.

We will present these on March 6 & 8, 2006.

3. There will be a WRITTEN document. (due March 13, 2006 by 4:00 p.m.) Length and form of the written component depends heavily upon the nature of your project. You and I will discuss this together.

### **Academic Integrity**

All acts of dishonesty in any work constitute academic misconduct and The Ohio State University Code of Student Conduct applies. For details on the policy and procedure please see <http://oaa.osu.edu/coam/home.html>. All papers and responses must be your own work and must be original for this course. All sources that you use (either directly or indirectly) must be cited in a consistent manner.

### **Accommodation of students with special needs**

To request disability accommodations, contact the office for Disability Services in 150 Pomerene Hall (292-3307). After initial arrangements with that office, please contact me to discuss the course format, anticipate your needs, and explore potential accommodations.

**Cell phones and beepers are prohibited from this class and if they go off, you will be asked to leave the class and will be considered absent.**

### **Course Outline:**

#### **WEEK ONE**

W 1-4

**Introduction and Overview: What are we doing here?**

Distribution of syllabus

#### **WEEK TWO**

M 1-9

**The Athletic and the Erotic**

Guttman, "Sport, Eros and Popular Culture"

<http://www.stanford.edu/group/SHR/6-2/html/guttman.html>

Guttman, Concluding Arguments from *The Erotic in Sport* ER

W 1-11

**Sexualizing Female (Hetero-)Sexuality**

Anderson, "The Other Side of Jenny" CT

Riley, "Bare in Mind" CT

Hyman, "The Babe Factor in Women's Soccer" CT

WSF, "Media-Images and Words in Women's Sports: The Foundation Position" CT

View: *Playing Unfair: The Media Image of the Female Athlete* (2002)

WEEK THREE

**Femininity, Sexualities and Sport**

M 1-16

No Class

W 1-18

*Rivals*, 1-161

Web <http://www.womenssportsfoundation.org/cgi-bin/iowa/issues/itat/index.html>  
[www.gayconference.org](http://www.gayconference.org)

WEEK FOUR

**Femininity, Sexualities and Sport, con't**

M 1-23

Finish *Rivals*, 162-end

Evert Lloyd, "In Defense of Billie Jean" HO

Spencer, "America's Sweetheart and Czech-mate" CT

Forman and Plymire "Amelie Mauresmo's Muscles: The Lesbian Heroic in Women's Professional Tennis" ER

Web [www.sportinsociety.org](http://www.sportinsociety.org)  
[www.neverstopthinking.org](http://www.neverstopthinking.org)

W 1-25

Guest: Megan Stocker

**READ: Billie Jean King *Billie Jean***

**READ: Adrienne Blue *The Lives and Times of Martina Navratilova***

**READ: Susan Cayleff *Babe: The Life and Times of Babe Didrickson Zaharias***

**READ: Sharon Kinney-Hanson *The Life of Helen Stephens: The Fulton Flash***

WEEK FIVE

**Masculinity, Sexualities and Sport**

M 1-30

*In the Game*, Chapters 1-6

Dunbar, "Dennis Rodman: Barbie Doll Gone Horribly Wrong" CT

**READ: Dennis Rodman *Bad As I Wanna Be***

Web [www.glaad.org](http://www.glaad.org)  
<http://www.jeffsheng.com/index.html>

W 2-1

*In the Game*, Chapters 7-end

View: *Murderball* (2005)

Guest: Sarah Smith

**READ: Dan Woog *Jocks: True stories of America's gay male athletes***

**READ: Toby Miller *Sportsex***

**READ: Billy Bean *Going the Other Way: Lessons from a Life In and Out of Major League Baseball***

**READ: David Kopay *The David Kopay Story: An Extraordinary Revelation***

**READ: Dave Pallone *Behind the Mask: My Double Life in Baseball***

WEEK SIX

**Gay Games**

M 2-6

Krane & Waldron "The Gay Games: Creating our Own Sports Culture"  
ER

Krance & Romant "Female Athletes' Motives and Experiences During the Gay Games" CT

Lenskyj, "Gay Games or Gay Olympics: Implications for Lesbian Inclusion" CT

Web [www.gaygames.com](http://www.gaygames.com)  
<http://www.ohiosplash.org/index.html>

W 2-8 Guests: Ohio Splash

**READ:** Roy M. Coe *A Sense of Pride: The Story of Gay Games II*

**READ:** Tom Waddell *Gay Olympian: The Life and Death of Dr. Tom Waddell*

Web [www.gaysports.com](http://www.gaysports.com)

### WEEK SEVEN

#### **Tragic Magic**

M 2-13

Wachs & Dworkin, "There's no such thing as a Gay Hero" CT

Burke, "Can Sport Cope With a 'Wimpy Virus'? Using Questions Not Asked in HIV and Sport Discourses to Resist Discrimination" CT

**READ:** Earvin "Magic" Johnson *My Life*

**READ:** Greg Louganis *Breaking the Surface*

Web <http://www.personproject.org/>

W 2-15

#### **Trans-actions in Sport**

Birrell & Cole, "Double Fault: Renee Richards and the Construction and Naturalization of Difference" ER

Reifer, "Switching Gears" HO

IOC "Statement of the Stockholm consensus" CT

Butler, "Athletic Genders: Hyperbolic Instance and/or the Overcoming of Sexual Binarism"

<http://www.stanford.edu/group/SHR/6-2/html/butler.html>

View: *Iron Ladies*

**READ:** Renée Richards *Second Serve: The Renée Richards Story*

Web [www.transgenderlawcenter.org](http://www.transgenderlawcenter.org)

**\*\*POST FINAL PROJECT GAMEPLAN ON WEB CT and PRESENT IDEAS IN CLASS**

### WEEK EIGHT

#### **Sexualities, Power and Coaching**

M 2-20

Wahl, Wertheim & Dohrmann, "Passion Plays" CT

NCAA News, "Institutions challenged to set boundaries for dating game" CT

Bergmann Drewe, "The Coach-Athlete Relationship: How Close Is Too Close?" ER

Web [www.ncirights.org](http://www.ncirights.org)  
[www.ncaa.org](http://www.ncaa.org)

W 2-22

Sandoval, "Going Behind the Back" CT

Rene Portland Stuff (See Penn St. scandal under "Links") CT

Griffin, "Four R's for L/G/B Coaches and Teachers" CT

Rochman, "A Different Diversity" CT  
View: *It Takes a Team!*

**READ: Pat Griffin *Strong Women, Deep Closets***

**READ: Eric Anderson *Trailblazing: The True Story of America's First Openly Gay Track Coach***

**Web [www.glsen.org](http://www.glsen.org)**

**WEEK NINE**

**Sexualities, Power and Violence**

M 2-27

Katz, "Reconstructing Masculinity in the Locker Room" ER  
Messner & Solomon, "Outside the Frame" ER

**READ: Jeff Benedict *Public heroes, private felons: Athletes and crimes against women.***

**Web [www.outsports.com](http://www.outsports.com)**

W 3-1

**Queer Theories for Sport**

Sykes, "Turning the Closet Inside/Out"  
Juffer, "Why We Like to Lose: On Being a Cubs Fan in the Heterotopia of Wrigley Field" CT

**WEEK TEN**

**SHOWTIME: Presentation of Projects**

M 3-6

**Presentation of Projects**

W 3-8

**Presentation of Projects, continued**

Concluding Remarks, Course Evaluations

Final Papers Due Monday March 13, 2006, by 4:00 pm in my mailbox, CUNZ 155

Parting "shots" (or assignments after you leave this course)

- Continue to enjoy sport, yet find time to analyze it from a critical perspective.
- Help make sport more enjoyable, uplifting and humane for all those involved.