Note: this syllabus is subject to change

Sex Education Policy

Spring 2025 – WGS 29003-01

Lecturer: Dr. Hunter Kincaid (*hkincaid@hunter.cuny.edu*)

Mon/Weds 5:30pm-6:45pm West Bldg 506

Office hours Weds 3pm-5:15pm West Bldg 608

Course Description:

An exploration of sex education policy in the United States; with a focus on how policy creators use gender roles, race, and sexual identity to make decisions with lasting impacts on individual health and society at large.

Expanded Course Description:

Policies concerning sex ed at both the state and federal level have lasting impacts on the daily lives of those in the United States. This course will introduce students to the historical contexts from which modern sex education policy emerged, along with the science and theory around gender/sexuality used to create and shape sex education policy in the United States. In each domain of sex ed policy and science we will be examining how different people, groups, and identities are served/helped/harmed/ignored by the policies within, and how we could go about making improvements to current policy to take the harmed/ignored out of that equation. Readings come from various sciences essential to understanding sex ed policy, with a focus on: gender studies, sociology, psychology, biology, education, and history.

Course Objectives:

-Learn about the empirical science that helps determine the best sex education practices

-Learn about the historical contexts in which United States sex education policy was created

-Explore how race/class/gender/sexuality/religion inform and are impacted by sex education policy

-Critically examine the reality of what it takes to change sex education policy to implement best practices

Note: this syllabus is subject to change

Student Learning Outcomes:

-Write papers evaluating peer-reviewed research on sex education and provide a critical analysis of the findings

-Document the historical progression of sex education in the United States

-Be able to identify major sources of reliable sex education science and information

-Be able to identify major sources of reliable information on sex education policy for each state

-Craft and give presentations designed to inform sex education policymakers and sway their opinions to implement the best sex education practices possible

Required Materials:

Blackboard/Textbook: No textbook required. I have selected readings that are posted on Blackboard that you are required to read. A full reading list is at the bottom of the syllabus.

Course Requirements:

1. *Reflection Homework:* On random weeks you will be assigned a reflection assignment that asks you to thoughtfully respond to a few questions about one of the topics and/or readings we are discussing that week. If you engage thoughtfully with the question and show up for discussion in class you will get full credit for that assignment, points are docked for not being present for discussion but otherwise is graded pass/fail. (6 assignments at 25 points each) = 150 points

2. *Exams*: This class consists of two exams, a midterm and a final. You are given study guides ahead of time with all the possible exam questions. There are 10 questions on an exam that you answer with a brief paragraph each. (2 exams at 100 points each) = 200 points

3. *Class Presentation:* As a final project for the course, you will be asked to present sex ed policy and improve upon it (or build it from scratch where none exists) using knowledge gained from the course. The last days of class are scheduled as presentation days. We will have several workshops throughout the semester focusing on how to do this presentation successfully. = 150 points

4. Late work/Extra credit: I only accept late work if you tell me before the time that it is due that you need an extension, then we can come to an agreement about a new due date. You are allowed to do this for only ONE assignment. Extra credit is offered only on exams to bring it up to a score of 70%.

5. *Attendance*: While there is no grade attached to daily attendance, you are expected to attend each class and can expect an e-mail from me if you skip multiple classes.

Note: this syllabus is subject to change

GRADING:

Class Presentation = 150pts
Exams (2 @ 100pts) = 200pts
Reflection Homewrk = 150pts
TOTAL = 500pts

Grade	Undergraduate	Grade Scale %	Graduate	Grade Scale %
A+	4.0	97.5 -100	4.0	97.5 - 100
A	4.0	92.5 - 97.4	4.0	92.5 - 97.4
A-	3.7	90.0 - 92.4	3.7	90.0 - 92.4
B+	3.3	87.5 - 89.9	3.3	87.5 - 89.9
B	3.0	82.5 - 87.4	3.0	82.5 - 87.4
B-	2.7	80.0 - 82.4	2.7	80.0 - 82.4
C+	2.3	77.5 - 79.9	2.3	77.5 - 79.9
C	2.0	70.0 - 77.4	2.0	70.0 - 77.4
D	1.0	60.0 - 69.9	N/A	N/A
F	0	0.0 - 59.9	0	0.0 - 69.9
WU	0	N/A	0	N/A
WN	0	N/A	0	N/A
FIN	0	N/A	N/A	N/A
FAB	0	N/A	N/A	N/A

ADA Statement

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or VRS (646) 755-3129

Academic Integrity

Plagiarism not only constitutes a serious breach of academic integrity and can have severe disciplinary consequences attached to it, it signifies inadequate learning. Plagiarism is defined as "any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source" (Hunter catalog, p. 43). If it is found that you have committed plagiarism in this class, you will at a minimum fail the course. You may also be subject to other disciplinary measures.

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College

Academic Integrity Procedures. Written assignments from a previous or concurrent course cannot be used without prior permission of the instructor

Gender Pronouns and Preferred Name

The Department of Women and Gender Studies affirms all forms of gender expression and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to immediately correct me on your gender pronouns if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. CUNY is better than in previous years about changing preferred names in the system for Blackboard, let me know if you need assistance doing so.

Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123. CUNY Policy on Sexual Misconduct http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf

Copyright: Materials in this course—unless otherwise indicated—are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use and study and should not be shared, distributed, or sold in print—or digitally—outside the course without permission.

As a student your ability to post or link to copyrighted material is also governed by United States copyright law. The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course work. Instructors—or other staff of the institution—reserve the right to delete or disable your post or link if in their judgment it would involve violation of copyright law.

Note: this syllabus is subject to change

DATE	LECTURE
1/27	Introductions – Victorian Era and Historical Influence
(no class 1/29) meet 2/3	Victorian Era and Historical Influence
2/5	State vs. Federal Policy
2/10	Modern Policy
(college closed 2/12 & 2/17) meet 2/18 Tuesday as a Monday	Modern Policy
2/19	Scientific Approach – Methods, Theory, and Empirical Study
2/24	Scientific Approach – Methods, Theory, and Empirical Study
2/26	Abstinence vs. Comprehensive Education
3/3	Abstinence vs. Comprehensive Education
3/5	Teen Pregnancy
Thursday as a Wednesday 3/6	Teen Pregnancy
3/10	STI Prevention
3/12	STI Prevention
3/17	Midterm Exam
3/19	College Sexual Culture
3/24	College Sexual Culture
3/26	Healthy Relationships
(no class 3/31) meet 4/2	Healthy Relationships
4/7	Hookup Culture
4/9	Hookup Culture
(spring break) meet 4/21	Rigid Categories in Sex Education
4/23	Rigid Categories in Sex Education
4/28	Rape Culture
4/30	Rape Culture
5/5	Class Presentations
5/7	Class Presentations
5/12	Class Presentations
5/14	Class Presentations
5/21 5:20pm-7:20pm	Final Exam (and finishing Class Presentations if necessary)

Note: this syllabus is subject to change

Reading list (all are posted on Blackboard)

Lecture 1 Victorian Era and Historical Influence

Rury, J. L. (1987). “We teach the girl repression, the boy expression”: Sexuality, sex equity and education in historical perspective. *Peabody Journal of Education*, *64*(4), 44-58.

Schultheiss, D., & Glina, S. (2010). Highlights from the history of sexual medicine. *The journal of sexual medicine*, *7*(6), 2031-2043.

Lecture 2 State vs. Federal Policy

Garg, N., & Volerman, A. (2021). A national analysis of state policies on lesbian, gay, bisexual, transgender, and questioning/queer inclusive sex education. *Journal of School Health*, *91*(2), 164-175.

Landry, D. J., Darroch, J. E., Singh, S., & Higgins, J. (2003). Factors associated with the content of sex education in US public secondary schools. *Perspectives on Sexual and Reproductive Health*, *35*(6), 261-262.

Lecture 3 Modern Policy

Huber, V. J., & Firmin, M. W. (2014). A history of sex education in the United States since 1900. *International journal of educational reform*, *23*(1), 25-51.

Lindberg, L. D., Santelli, J. S., & Singh, S. (2006). Changes in formal sex education: 1995–2002. *Perspectives on sexual and reproductive health*, *38*(4), 182-189.

Lecture 4 Scientific Approach – Methods, Theory, and Empirical Study

Astle, S., Toews, M., Topham, G., & Vennum, A. (2022). To talk or not to talk: An analysis of parents’ intentions to talk with children about different sexual topics using the theory of planned behavior. *Sexuality Research and Social Policy*, *19*(2), 705-721.

Blaise, M., & Taylor, A. (2012). Using queer theory to rethink gender equity in early childhood education. *YC Young Children*, *67*(1), 88.

Hermann, C., Liang, C. T., & DeSipio, B. E. (2018). Exploring sexual consent and hostile masculine norms using the theory of planned behavior. *Psychology of Men & Masculinity*, *19*(4), 491.

Lecture 5 Abstinence vs Comprehensive Education

Tolman, D. L. (2000). Object lessons: Romance, violation, and female adolescent sexual desire. *Journal of Sex Education and Therapy*, *25*(1), 70-79.

Elia, J. P., & Eliason, M. J. (2010). Dangerous omissions: Abstinence-only-until-marriage school-based sexuality education and the betrayal of LGBTQ youth. *American Journal of Sexuality Education*, *5*(1), 17-35.

Santelli, J. S., Kantor, L. M., Grilo, S. A., Speizer, I. S., Lindberg, L. D., Heitel, J., ... & Heck, C. J. (2017). Abstinence-only-until-marriage: An updated review of US policies and programs and their impact. *Journal of Adolescent Health*, *61*(3), 273-280.

Lecture 6 Teen Pregnancy

Barcelos, C. A. (2014). Producing (potentially) pregnant teen bodies: Biopower and adolescent pregnancy in the USA. *Critical Public Health*, *24*(4), 476-488.

Chmielewski, J. F., Tolman, D. L., & Kincaid, H. (2017). Constructing risk and responsibility: a gender, race, and class analysis of news representations of adolescent sexuality. *Feminist Media Studies*, *17*(3), 412-425.

Hanson, J. D., McMahon, T. R., Griese, E. R., & Kenyon, D. B. (2014). Understanding gender roles in teen pregnancy prevention among American Indian youth. *American journal of health behavior*, *38*(6), 807-815.

Lecture 7 STI Prevention

Haberland, N. A. (2015). The case for addressing gender and power in sexuality and HIV education: A comprehensive review of evaluation studies. *International perspectives on sexual and reproductive health*, *41*(1), 31-42.

Herr, S. W., Telljohann, S. K., Price, J. H., Dake, J. A., & Stone, G. E. (2012). High School Health-Education Teachers' Perceptions and Practices Related to Teaching HIV Prevention. *Journal of School Health*, *82*(11), 514-521.

Phillips, G., McCuskey, D. J., Felt, D., Curry, C. W., Ruprecht, M. M., Wang, X., & Beach, L. B. (2020). Association of HIV education with HIV testing and sexual risk behaviors among US youth, 2009–2017: Disparities between sexual minority and sexual majority youth. *Prevention Science*, *21*(7), 898-907.

Lecture 8 College Sexual Culture

Astle, S., McAllister, P., Emanuels, S., Rogers, J., Toews, M., & Yazedjian, A. (2021). College students' suggestions for improving sex education in schools beyond 'blah blah blah condoms and STDs'. *Sex Education*, *21*(1), 91-105.

Buck, A., & Parrotta, K. (2014). Students teach sex education: introducing alternative conceptions of sexuality. *Sex Education*, *14*(1), 67-80.

Rutledge, S. E., Siebert, D. C., Chonody, J., & Killian, M. (2011). Information about human sexuality: sources, satisfaction, and perceived knowledge among college students. *Sex Education*, *11*(4), 471-487.

Lecture 9 Healthy Relationships

Anderson, J. C., Richter, R. K., Hawk, M., Egan, J., Miller, E., Lampe, K., ... & Chugani, C. D. (2021). Exploring Definitions of Consent and Healthy Relationships Among College Students with Disabilities:"I think it's fuzzy". *Journal of Family Violence*, 1-14.

Antle, B. F., Sullivan, D. J., Dryden, A., Karam, E. A., & Barbee, A. P. (2011). Healthy relationship education for dating violence prevention among high-risk youth. *Children and Youth Services Review*, *33*(1), 173-179.

Tolman, D. L., Davis, B. R., & Bowman, C. P. (2016). “That’s just how it is” A gendered analysis of masculinity and femininity ideologies in adolescent girls’ and boys’ heterosexual relationships. *Journal of Adolescent Research*, *31*(1), 3-31.

Lecture 10 Hookup Culture

Kettrey, H. H. (2018). “Bad girls” say no and “good girls” say yes: Sexual subjectivity and participation in undesired sex during heterosexual college hookups. *Sexuality & Culture*, *22*(3), 685-705.

Spell, S. A. (2017). Not just black and white: How race/ethnicity and gender intersect in hookup culture. *Sociology of Race and Ethnicity*, *3*(2), 172-187.

Tholander, M., & Tour, N. (2022, July). The shame of casual sex: Narratives of young Swedish women. In *Women's Studies International Forum* (Vol. 93, p. 102618). Pergamon.

Watson, R. J., Shahin, Y. M., & Arbeit, M. R. (2019). Hookup initiation and emotional outcomes differ across LGB young men and women. *Sexualities*, *22*(5-6), 932-950.

Lecture 11 Rigid Categories in Sex Education

Henningham, M., & Jones, T. (2021). Intersex students, sex-based relational learning & isolation. *Sex Education*, *21*(5), 600-613.

McNeill, T. (2013). Sex education and the promotion of heteronormativity. *Sexualities*, *16*(7), 826-846.

Jackson, J. (2010). ‘Dangerous presumptions’: how single-sex schooling reifies false notions of sex, gender, and sexuality. *Gender and Education*, *22*(2), 227-238.

Lecture 12 Rape Culture

Clonan-Roy, K., Goncy, E. A., Naser, S. C., Fuller, K. A., DeBoard, A., Williams, A., & Hall, A. (2021). Preserving abstinence and preventing rape: How sex education textbooks contribute to rape culture. *Archives of sexual behavior*, *50*(1), 231-245.

Reling, T. T., Barton, M. S., Becker, S., & Valasik, M. A. (2018). Rape Myths and Hookup Culture: An Exploratory Study of US College Students' Perceptions. *Sex Roles*, *78*(7-8), 501-514.

Jozkowski, K. N. (2015). Beyond the dyad: An assessment of sexual assault prevention education focused on social determinants of sexual assault among college students. *Violence against women*, *21*(7), 848-874.