



# ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo  
Department of Sexuality, Marriage, and Family Studies**

SMF 215 Winter 2023  
Sexuality and Popular Culture  
Remote Asynchronous

## 1. INSTRUCTOR INFORMATION

Instructor: Angela Underhill (she/her)

Office: SJU Sweeney Hall 2215

**Virtual** Student drop-in hours: Wednesdays from 11:00 am – 12:00 pm, or by appointment (we can find a time that works for you and for me and we will meet via phone or Zoom).

Email: [angela.underhill@uwaterloo.ca](mailto:angela.underhill@uwaterloo.ca)

*WELCOME TO SMF 215!!* I am so excited that you have chosen to enroll in this course about sexuality and popular culture. In this course, you will learn about the many different ways popular culture influences, and is influenced by sexuality. Each week we will frame our discussion using a different theoretical perspective and we will consider how each one helps us to understand the complexities of sexuality and popular culture. A variety of forms of popular culture will be considered over the course, including television; advertising; podcasts; art; comic books; fashion; popular discourses; and more. With this interdisciplinary course, we aim to provide respect for human variation, diversity, and inclusion while addressing many key issues that arise in our everyday depictions and interactions with life. I am sure there is something in this course for everyone – though, you are forewarned that after taking such classes in the past, many students share that they can no longer see their everyday surroundings in the same way (we take this as a positive!).

## 2. COURSE DESCRIPTION

This course examines how sexuality is depicted in, shaped by, and contested in popular culture. It introduces different theories in the study of popular culture and sexuality through a range of historical and contemporary texts and practices.

## **Disclaimer**

Topics in sexuality can evoke a range of emotions: fun, excitement, relief, embarrassment, fear, worry...topics can be welcoming, sensitive, controversial, challenging, and more. In this class, we will be using a variety of theoretical perspectives to more deeply understand how sexuality is shaped by, and shapes popular culture. These perspectives can be challenging on a variety of levels too: they challenge much of what we engage with on a day-to-day basis, and this can be challenging to grapple with and reconcile (or not). For this class to be an environment of learning, all participants (students and the instructor) need to engage respectfully with one another. We all have different histories, values, and beliefs that we will be bringing to the classroom. I am counting on your ability to engage in constructive (virtual) dialogue with myself and others, which involves taking the time to really reflect on the material presented and deeply consider how it relates to popular culture mediums and discourses. If any of the course topics might create personal, unmanageable distress on an intellectual and/or emotional level, please check in with yourself. Do you have the supports you need to complete this course at this time? Are there things you/we can set-up now to ensure the course is a positive (or transformative) experience for you? I expect that the course may be activating (in positive, negative, and transformative ways) on different levels for different folks throughout the term. We will work together to cultivate a brave space and to step up for one another. If you are feeling very unsure about completing the course, please reach out to me. It is okay to give yourself permission to not take this course at this time if that is what is best for you. If any of the presenting topics create some concern for students, it is also recommended that students seek support. See below for a list of resources or contact me (Angela) and I can try to connect you with an appropriate service.

## **MENTAL HEALTH SERVICES**

We are all human, and we all need support sometimes. Please contact your instructor if you are having medical/psychological/personal concerns that are compromising your ability to complete the course successfully. Informing your instructor of these concerns earlier, rather than later in the course generally allows for more options. For your convenience, please refer to the list below for a list of mental health services.

### **UWaterloo Campus Resources**

#### ***Counselling Services***

Email: [counseling.services@uwaterloo.ca](mailto:counseling.services@uwaterloo.ca)

<https://uwaterloo.ca/campus-wellness/counselling-services>

Phone: 519-888-4567 ext. 32655

#### ***Health Services***

Phone: 519-888-4096

***Sexual Violence Prevention and Response Office***

Note: this is **NOT** a crisis service. Please see below for a crisis service if you need one.

[svpro@uwaterloo.ca](mailto:svpro@uwaterloo.ca)

<https://uwaterloo.ca/human-rights-equity-inclusion/svpro>

***UW Special Constable Services***

**Phone: 519-888-4911**

**Alternate phone: ext. 22222**

***Centre for Mental Health Research***

Email: [cmhr@uwaterloo.ca](mailto:cmhr@uwaterloo.ca)

Phone: 519-888-4567 ext. 33842

***Student Success Office***

Phone: 519-888-4567 ext. 84410

**Off campus resources, available 24/7**

***Good2Talk***

Phone: 1-866-925-5454

Alternate Phone: 211

***Here24/7***

**1-844-437-3247**

***Waterloo Region Sexual Assault and Domestic Violence Treatment Centre***

Phone: 519-749-6994

***Grand River Hospital***

Phone: 519-742-3611

***Waterloo Regional Police***

Phone: 911

***Sexual Assault Support Centre (24 hour helpline)***

Phone: 519-741-8633

***SHORE Centre***

Phone: 519-743-9360

***OK2BME***

Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo.  
Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS website.

[Download UWaterloo and regional mental health resources \(PDF\).](#)

[Download the WatSafe app](#) to your phone to quickly access mental health support information.

The rest of this page is left intentionally blank. Please continue to the next page for the course requirements.

### 3. COURSE OBJECTIVES

This course is a very broad introduction to the interdisciplinary scientific study of sexuality and popular culture. Material in this course is drawn from a social science perspective, which means that we will concentrate on psychological, cultural, communication, and social aspects. When appropriate, we will also draw from disciplines such as biology, anthropology, and sociology perspectives amongst others. In addition to examining sexuality and popular culture from a theoretical and empirical point of view, we will discuss potential applications.

Upon completion of this course, you should be able to:

1. Work with others to create a learning environment that is exploratory, respectful, safe and inclusive for you, your classmates, your teaching assistant(s) and instructor.
2. Recognize the extent to which human sexualities (inclusive of gender) are complex and multidimensional domain of everyday life, and how they appear (and don't appear) within popular culture forms.
3. Identify and critically reflect upon the meaning of sexuality for self and others, as well as where these meanings may come from, how they may change, and how they may be perpetuated.
4. Understand how representations of sexuality intersect with: age, gender, sexual orientation, ability/disability, overall health, the health care system, culture, ethnicity, religion, income, body image, family relationships, societal expectations, media and education.
5. Recognize and challenge potentially harmful normative scripts surrounding sexuality, sexual health, and gender in popular culture representations, and understand the role of research in critically evaluating these representations.
6. Apply critical thinking skills and demonstrate these skills (written, oral, and/or otherwise) to the analysis of popular culture and sexuality.

### 4. REQUIRED TEXTS

In this course we will only use readings that are **free** to you via the University of Waterloo Library. These readings are available through Course reserves and/or through LEARN. You can find a link to [Course reserves on the library homepage](#) or on LEARN.

LEARN: The LEARN D2L platform is a critical resource to this course. You are encouraged to become highly familiar with how to access content and assignments. LEARN also serves as the central communication centre for our course. I will post reminders, updates and other little items that catch my attention that I want to share with you. Please access your course LEARN a few times a week to stay current.

## 5. COURSE REQUIREMENTS AND ASSESSMENTS

### 5.1 Assessments

Assessments	Date of Evaluation	Weighting
<b>Pre-Course Planning Quiz</b>	May 19 by 11:59 pm in the LEARN Quizzes	<b>2.5%</b>
<b>Tests</b>		<b>50%</b>
Test #1 (Weeks 1 – 5)	Available from June 12 at 12:01 am – June 14 at 11:59 pm in the LEARN Quizzes	(25%)
Test # 2 (Weeks 6 – 10)	Available from July 17 at 12:01 am – July 19 at 11:59 pm in the LEARN Quizzes	(25%)
<b>Group discussions</b>	Various	<b>15%</b>
Group Discussion # 1	Available from May 8 at 12:01 am – May 14 at 11:59 pm	(2.5%)
Group Discussion # 2	Pre-submission required by June 21 at 11:59 pm Discussion open from June 26 at 12:01 am – July 5 at 11:59 pm	(10%)
Group Discussion # 3	Available from July 24 at 12:01 am – July 30 at 11:59 pm	(2.5%)
<b>Course Learning/Engagement Log</b>	Ongoing; final submission due July 30 at 11:59 pm in Dropbox	<b>7.5%</b>
<b>Creative Assignment</b>	August 6, 2023 at 11:59 pm in Dropbox	<b>25%</b>
<b>Total</b>		<b>100%</b>

### 5.2 Assessment descriptions

#### PRE-COURSE PLANNING QUIZ

I want you to do well in this class. For this to happen, there needs to be effort on both of our parts. Therefore, I have created a ‘pre-course planning assignment’ for you to complete via the “Quizzes” tool in LEARN. Once you read through this syllabus in whole and complete the content included in the Week One section on LEARN, click on the Pre-Course Planning Assignment. You can keep your syllabus open while you complete it. There will be 15 multiple choice questions based on the course expectations.

#### ONLINE TESTS

There will be two tests that focus on content from all readings, videos, lectures, activities, and more. Test 1 will focus on content from Weeks 1 – 5. Test 2 will focus on content from Weeks 6 – 10. These will be online. You are reminded that academic integrity is expected – each student

is to complete the tests on their own without any contact or consultation with another student or individual. That said, these tests are “open book” so you may consult your readings and other course materials.

As noted above, the tests will be open for 72 hours. You can sign in anytime during the 72 hours to complete each test. If you have any concerns about these times please reach out. You will have only ONE (1) opportunity to complete the test and there will be a time limit on how long you have to complete the test once you have begun. You are advised to study for these tests as you won’t have enough time to search for all the answers during the time allotted.

Questions will be designed in various formats, including (but not limited to) true or false, multiple choice, multiple true or false questions, and short answer. Questions may be designed to test not only a surface understanding of concepts learned in class but also a deeper understanding and the ability to apply those concepts.

## **DISCUSSIONS**

There will be three (3) required online discussions this term. You will be randomly assigned to a discussion group of approximately 10-15 students. Each discussion group will have a private discussion where only group participants can read these discussions. Your first discussion (week 2) will begin our class conversations about sexuality and popular culture. Your second discussion will allow you to share a piece of your final course assignment with your peers, receive feedback, and contribute to ongoing analysis of your peers’ assignments as well. Please note: your second discussion will require you to submit a draft of one of your final assignment components **in advance of the discussion opening**. Your third and final discussion will invite you to reflect on your learnings in the course and what you will be taking with you. You will not be able to see your peers’ posts until you make an original post; this is to allow you to be original and creative in your first post. Try to make at least THREE (3) meaningful postings (**no longer than 250 words each**) and/or replies to your peers for each discussion. There will be discussion prompts to guide you along. The discussion period lasts one week (or, in the case of discussion 2, a little longer) – so log in and make your posts early to contribute to the discussion. Be sure to check back. This is a discussion after all – try to converse and connect with your peers 😊

Full discussion instructions are available in the “Discussion Assignment” document in LEARN.

## **COURSE ENGAGEMENT/LEARNING LOG**

As this course is remote and asynchronous, it is important to stay on top of your assignments independently. I have developed a course engagement/learning log to give you a ‘task’ for each week (that you will submit at the end of the term). I highly recommend saving a copy of the Course Engagement/Learning log to your computer now. At the end of each week (or when you

finish the content for the week), spend a few minutes briefly reflecting on your main takeaways and make a new connection. A template and further instructions are available in LEARN.

## **FINAL CREATIVE ASSIGNMENT**

Think of this as a creative collection of your learnings, wonderings, and applications. The complete details for this assignment are contained in a separate document and posted on LEARN. **I highly recommend that you work on this throughout the whole term.** After completing the course material each week, I suggest you make notes, collect materials (such as images, social media posts, etc.), and/or draft what you would like to include in the assignment; then, when you return to complete the assignment at the end of the term, you will be able to easily assemble your ideas and polish them. This collection will document your learnings, reflections, and critiques through the term, and offer synthesis and critical analysis of the course material in an intellectual and professional manner. The collection can come in any form you wish: a virtual scrapbook with pictures/tweets/memes/etc. paired with written reflections connecting the material to the course; blog posts; short, written records of your responses to the course material; found media with your personal memes in response (along with a short explanation for your choices connecting the material to the course); vlogs; podcasts; rewritten popular songs, scenes of movies or comic books challenging the original problematic message; recorded presentations; a combination of some or all of the above; the options are truly endless. **Please reach out to me to discuss your ideas if you are feeling any apprehension about how to approach the assignment.** This is meant to be a fun, creative exercise that will enable you to summarize, critique, and apply your learning.

## **Citations**

Assignments must be formatted according to APA 7<sup>th</sup> edition guidelines:

- American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Information on these guidelines is freely available online:

- [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

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## 6. COURSE SCHEDULE

**\*NOTE: A pulse will be taken throughout the term to see if any topics need to be further expanded, revised, or a new topic added based on student interests/positioning/etc. Therefore, check your weekly content overview to ensure readings have not been added/removed/changed.**

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
1	May 8 – May 1 *For ease, I have structured this class to run weekly from Monday at 9:30 am to Sunday 11:59 pm (EST).	Welcome & Orientation to the Course	<ol style="list-style-type: none"> <li>1. Review syllabus</li> <li>2. All assignment instructions (via LEARN)</li> <li>3. All Week 01 Content (see LEARN)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>DEADLINE:</b> complete the Pre-Course Planning Assignment by May 19 at 11:59 pm (via LEARN Quizzes)</li> <li>2. <b>DEADLINE:</b> complete Discussion # 1 (open from May 8 at 12:01 am – May 14 at 11:59 pm)</li> </ol>
2	May 15 – May 21	What is Popular Culture? What are Sexualities?	<ol style="list-style-type: none"> <li>1. Grossman, D. (2020). Sexuality and popular culture. In <i>Companion to Sexuality Studies</i>, 281 – 298.</li> <li>2. Barker, M-J. Gill, R., &amp; Harvey, L. (2018). Mediated intimacy: Sex advice in media culture. <i>Sexualities</i>, 21(8), 1337-1345.</li> <li>3. All Week 02 Content (see LEARN)</li> </ol>	
3	May 23 – May 28	How did we get here? Who benefits?	<ol style="list-style-type: none"> <li>1. Taylor, S. R. (2018). Shame, guilt, and apology – then and now. In S. R. Taylor, <i>The Body is Not an Apology</i>, 29-45.</li> <li>2. hooks, b. (1992). Eating the other. Desire and resistance. In <i>Black Looks: Race and Representation</i>, pp. 21-39.</li> <li>3. All Week 03 Content (see LEARN)</li> </ol>	

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
4	May 29 – June 4	Scripted Sexuality	<ol style="list-style-type: none"> <li data-bbox="932 147 1396 428">1. Fought, C., &amp; Eisenhauer, K. (2022). Representation, speech amounts and talkativeness. In C. Fought and K. Eisenhauer, <i>Language and Gender in Children’s Animated Films</i>, pp. 44-75.</li> <li data-bbox="932 440 1396 683">2. Comunello, F. et al. (2020). Negotiating gender scripts in mobile dating apps: Between affordances, usage norms and practices. <i>Information, Communication &amp; Society</i>.</li> <li data-bbox="932 695 1396 764">3. All Week 04 Content (see LEARN)</li> </ol>	
5	June 5 – June 11	Queering Media	<ol style="list-style-type: none"> <li data-bbox="932 950 1396 1193">1. Woods, N. &amp; Hardman, D. (2022). ‘It’s just absolutely everywhere’: Understanding LGBTQ experiences of queerbaiting. <i>Psychology &amp; Sexuality, 13</i>(3), 583-594.</li> <li data-bbox="932 1205 1396 1317">2. GLAAD. (2023). Where we are on TV Report – 2022-2023. (linked in LEARN)</li> <li data-bbox="932 1328 1396 1398">3. All Week 05 Content (see LEARN)</li> </ol>	

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
6	June 12 – June 18	Femmephobia (it affects everyone!)	<ol style="list-style-type: none"> <li data-bbox="932 154 1396 521">1. Hoskin, R. A. (2020). Femininity? It's the aesthetic of subordination": Examining Femmephobia, the gender binary, and experiences of oppression among sexual and gender minorities. <i>Archives of Sexual Behavior</i>, 49, 2319-2339.</li> <li data-bbox="932 532 1396 688">2. Zaslow, S. (2022). Mainstream novelty: Examining the shifting visibility of drag performance. <i>Sexualities</i>, 0(0), 1-26.</li> <li data-bbox="932 699 1396 855">3. Documentary: The Mask You Live In (available through Kanopy with your UWaterloo account)</li> <li data-bbox="932 867 1396 941">4. All Week 06 Content (see LEARN)</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="1421 154 1999 269">1. <b>DEADLINE:</b> complete Test 1 via LEARN Quizzes tool (open from June 12 at 12:01 am – June 14 at 11:59 pm)</li> </ol>

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
7	June 19 – June 25	Thickening our perspectives of bodies, sexuality, and desirability	<ol style="list-style-type: none"> <li data-bbox="932 142 1396 511">1. Biefeld, S. D., Stone, E. A., &amp; Brown, C. S. (2021). Sexy, Thin, and White: The Intersection of sexualization, body type, and race on stereotypes about women. <i>Sex Roles</i>, 85(5-6), 287-300. <a href="https://doi.org/10.1007/s11199-020-01221-2">https://doi.org/10.1007/s11199-020-01221-2</a></li> <li data-bbox="932 521 1396 596">2. All Week 07 Content (see LEARN)</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="1421 142 1999 261">1. <b>DEADLINE:</b> Discussion 2 pre-submission due to the Discussion board by June 21 at 11:59 pm</li> </ol>
8	June 26 – July 2	Beauty Projects	<ol style="list-style-type: none"> <li data-bbox="932 609 1396 764">1. Edwards, T. (2020). Living dolls? The role of clothing and fashion in ‘sexualisation’. <i>Sexualities</i>, 23(5-6), 702-716.</li> <li data-bbox="932 774 1396 1019">2. Rice, C. (2018). Beauty projects: Conformity and resistance. In M. Hobbs and C. Rice, <i>Gender and women’s studies, second edition: Critical Terrain</i>, pp. 432-449. Canadian Scholars.</li> <li data-bbox="932 1029 1396 1104">3. All Week 08 Content (see LEARN)</li> </ol>	<ol style="list-style-type: none"> <li data-bbox="1421 609 1999 727">1. <b>DEADLINE:</b> complete Discussion # 2 (open from June 26 at 12:01 am – July 5 at 11:59 pm)</li> </ol>

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
9	July 4 – July 9	Sexual Health	<ol style="list-style-type: none"> <li data-bbox="932 146 1396 430">1. Griffin, M., &amp; Fournet, A. (2020). F**k B*tches raw on the kitchen floor: A feminist examination of condom messages in hip hop and rap music, 1991-2017. <i>Sexuality &amp; Culture</i>, 24, 291-304.</li> <li data-bbox="932 438 1396 722">2. Moyer-Gusé, E., Chung, A. H., &amp; Jain, P. (2011). Identification with characters and discussion of taboo topics after exposure to an entertainment narrative about sexual health. <i>Journal of Communication</i>, 61, 387-406.</li> <li data-bbox="932 730 1396 852">3. Kingston, A. (2017). A symptom of a deeper problem. <i>Maclean's</i>.</li> <li data-bbox="932 860 1396 933">4. All Week 09 Content (see LEARN)</li> </ol>	
10	July 10 – July 16	Moving from Rape Culture to Consent Culture	<ol style="list-style-type: none"> <li data-bbox="932 948 1396 1021">1. All Week 10 Content (see LEARN)</li> </ol>	
NOTE	July 18, 2023	LAST day to drop a class and receive WD (Withdrew, NO credit granted).	Dropping course after this date results in WF (Withdrew/Failure, no credit granted, value 32% - grade assigned for class(es) dropped during this period)	

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
11	July 17 – July 23	Guest Lecture from Dr. Andrew Deman: Sexuality and Comics	1. All Week 11 Content (see LEARN)	1. <b>DEADLINE:</b> complete Test 2 via LEARN Quizzes tool (open from July 17 at 12:01 am – July 19 at 11:59 pm)
12	July 24 – July 30	#Resistance, #Activism, and other #FutureDirections	1. Hargons, C. N. & Thorpe, S. (2022). #HotGirlScience: A liberatory paradigm for intersectional sex-positive scholarship. <i>Journal of Positive Sexuality</i> , 8(1), 3-11. 2. All Week 12 Content (see LEARN)	1. <b>DEADLINE:</b> complete Discussion # 3 (open from July 24 at 12:01 am – July 30 at 11:59 pm)
<b>DUE DATE</b>	<b>Aug. 6</b>	<b>Final Assessment Due: Creative Assignment Upload into LEARN Dropbox by 11:59 pm</b>		

University students are generally expected to devote 8-10 hours per week per course (inclusive of lectures [3 hours], readings, studying, and completing assessments). Thus, a reasonable amount of time for this course is approximately 8-10 hours/week.

## **7. Illness**

People get sick. And during this pandemic there are new ways to become ill. The best way to handle this situation is to keep your instructors informed. This allows me to know what you are facing and for me to brainstorm options and solutions to help you complete the course.

The Faculty of Arts has implemented new procedures starting January 1, 2023 for students needing accommodations for medical reasons. Students will now be required to access the central portal [Accommodations and Illness](#) page for a variety of medical issues – such as self-declarations of illness, pandemic declarations, or to upload your completed [Verification of Illness Form \(VIF\)](#).

Once you have self-declared or submitted a VIF ALL of your professors will be notified by the AUO. Students are asked NOT to send VIFs or other medical documentation directly to their professors. Submitting only to the AUO allows students some privacy. Accommodations will then be negotiated with the Arts Undergraduate Office who will assist in providing direction to the professor on needed student accommodations.

## **8. POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS**

There will be a grace period of 48 hours for the final creative assignment. This means if your assignment is due on a Sunday at 11:59 pm, you may submit it up until the following Tuesday at 11:59 pm without penalty. Please do not email me (the instructor) for this; just submit it within the 48 hours. All assignments are due in Dropbox on the date and time noted in the syllabus. Any assignment submitted after the Dropbox due date/time will be subject to a 5% penalty per day (including weekends) EXCEPT under documented grounds for compassionate consideration. Time starts to run as soon as the paper misses the date AND time following the grace period. Assignments submitted 7 days or more following the original due date (NOT the grace period) will receive a grade of zero EXCEPT under documented grounds for compassionate consideration. Please contact me in advance of the deadline (i.e., BEFORE the grace period begins) for this to be arranged.

For information on what to do when you are ill and/or information on how to submit a Verification of Illness, please visit [the University of Waterloo's Accommodations and Illnesses](#) page (and/or see above).

If you feel that you have a medical or personal problem that is interfering with your work or has the possibility to interfere with your work (e.g., chronic, recurring stress-induced migraines; anxiety; stress-induced allergies; medication that is impeding studying), you should contact me or your academic advisor (and/or Accessibility Services Office) as soon as possible. These circumstances may then be documented and possible arrangements to assist you can be discussed in advance and/or at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (from the University of Waterloo website: if a student completes an exam while ill, the grade stands). Making an instructor aware of pre-existing conditions prior to a request for accommodation based on that condition is a wise course of action.

## **9. CORRESPONDENCE**

There are many ways to reach me this term. The best way to reach me this term is via the Ask the Instructor Discussion board and/or by email. I will be checking the Ask The Instructor Board at least every other day. You may also drop in to my scheduled, virtual student drop-in hours (Wednesdays from 11:00 am – 12:00 pm) or book

an appointment with me at a time that works for us both. I am very happy to meet via Zoom or by phone. My job is to support you this term, so please know I am very happy to meet with you!

I will respond to emails within 2 business days (i.e., Monday to Friday), and at other times when possible. Generally, I do not respond to email on weekends or to last minute requests (e.g., right before an assignment is due) -- not because I do not want to help you, but because I cannot guarantee I will have access to my email during these times. For this reason, please ensure you give me enough time to problem-solve any concerns you have (this might mean starting assignments early to identify potential concerns). If you haven't heard from me within 2 days during the business week, please resend your email in case it was not received. Always use your UWaterloo email address when reaching out since other email accounts sometimes delay routing of the messages or simply get blocked by the university servers. Please include "SMF 215" in the subject line along with a descriptor of the email content (e.g., "SMF 215 : Question about creative assignment"). It is also helpful to end the email with your name and student number.

## **10. RECEIPT OF GRADES**

With the exception of the final assignment, I aim to post all grades within two weeks following an assignment deadline and/or submission (whichever is later). After you receive a grade on LEARN, please review your feedback. If you have questions or concerns, please wait 24 hours following the release of grades to contact the course instructor. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

## **11. IMPORTANT DATES TO REMEMBER**

Please see the U Waterloo website for important dates (e.g., last day to drop a class; reading week; etc.): [https://uwaterloo.ca/registrar/important-dates/list?academic\\_term=50&academic\\_year=266&audience=202&date=All&page=1](https://uwaterloo.ca/registrar/important-dates/list?academic_term=50&academic_year=266&audience=202&date=All&page=1)

## **12. OTHER IMPORTANT INFORMATION**

### **Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as his or her own, may experience disciplinary action in the form of academic penalties.

In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently, requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced. Students should use direct quotations sparingly, as they do not adequately demonstrate understanding of the material.
3. Every quotation requires a reference, including page number.



4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also, of course, be referenced.

PLEASE NOTE: Professors are required to report suspected cases of plagiarism to the appropriate Dean's office for investigation and, if guilty, an assessment of penalty. Proper APA referencing and appropriate use of quotation marks often goes a long way in avoiding plagiarism.

### **Artificial Intelligence**

With respect to the use of artificial intelligence (AI), please note that using AI to complete an assignment for this course (a discussion post, the creative assignment, or to answer quiz questions) will be considered a breach of academic integrity. The assignments in this course are designed to evaluate your critical thinking and engagement with the course material. Asking an AI tool to produce such an analysis would therefore not enable us to evaluate your learning, and it would suggest that you have not met the course objectives. On a more practical level, we have run the prompts for some of the assignments through some of these AI tools – they failed, miserably. AI is still not capable of the critical thinking required to meet the objectives of this course, and it tends toward the biases we see in everyday life (biases we challenge in this course with research). I therefore invite you to instead work on building your critical thinking and communication skills and produce your assignments independently. All that being said, tools that help with spelling/grammar (and not complete sentence structure) will be acceptable. You may also use AI to support a graphic design production, if you submit the idea to the system.

### **Grievance**

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, [www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

### **Discipline**

A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, [https://www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Discipline.pdf](https://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Discipline.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>. For typical penalties, check the Guidelines for the Assessment of Penalties, <https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>

## Appeals

A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCAppeared.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCAppeared.pdf).

## Note for students with disabilities

AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, [www.uwaterloo.ca/accessability-services/](http://www.uwaterloo.ca/accessability-services/).

## Intellectual property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

## TurnItIn

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated

bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

### **Territorial acknowledgement**

I (Angela Underhill) am a White settler and I recognize that this has shaped my experiences and life circumstances, just as your relationship to this land and the people around you will have shaped yours. I am grateful to be working and studying on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River. Acknowledging Canada's history (and ongoing practices) of colonialism are critical to consider in the context of human sexuality; we will talk more about this throughout the term.

### **Chosen/preferred name**

Do you want professors and interviewers to call you by a specific first name that may not be aligned with your registration name? Take a minute now to verify or tell us your chosen/preferred name by logging into [WatIAM](#). For more details, visit [Updating Personal Information](#).