



# ST. JEROME'S UNIVERSITY

**Department of Sexuality, Marriage, and Family Studies**

**SMF 310: Fall 2018**

**Sexual and Relational Ethics**

**Tuesdays 2:30-5:20pm, SJ1 3014**

## **Instructor Information**

Instructor: Kevin D. Nixon

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Office Hours: T.B.A. or by appointment.

Lecture Hours: Tuesdays 2:30-5:20pm, Location: SJ1 3014

## **Course Description**

This course will examine the social, cultural, and political relationships and structures that support sexual identities and generate ethical issues related to sexual behaviours, attitudes, and values at both the individual and group level. This course will address sexual and relational ethics on a local, national, and transnational scale focusing on how issues of sexual and relational ethics and morality have been socially constructed historically and cross-culturally. Among the topics we will be discussing are pornography, sex work, rape culture, HIV/AIDS, BDSM, trans issues, sex education, and female genital cutting. Lectures and discussions will be informed by issues of intersectionality emphasizing how race, class, ethnicity, ability, religion, politics, and socio-economic factors influence the social forces that contribute to the construction of sex, gender, and sexuality-based identities. The texts studied in the course will expose students to a variety of critical theoretical approaches to sexual and relational ethics.

## **Course Goals and Learning Outcomes**

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

- A. Critically analyze various topics dealing with sexual and relational ethics from multiple theoretical perspectives while making connections between theory and social practice beyond the classroom (at local, national, and transnational levels).
- B. Identify key forces that influence how society constructs identities, sexual relationships, and issues/questions related to sexual and relational ethics and morality.
- C. Develop an ability to work with others to create a respectful and inclusive learning environment where students are able to articulate well-informed arguments about sexual and relational ethics in small and large group discussions.
- D. Conduct research on sexual and relational ethics and present that research effectively in written form.

## Required Text

All required texts can be found on LEARN as downloadable PDFs or Word documents under the “Course Readings” tab.

## Readings Available on LEARN

All readings will be made available on LEARN.

## Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
- Attendance and Participation	- Each class.	10%
- Group Discussion Facilitation (5%) + Handout (5%)	- Once throughout the term.	5%+5%=10%
- Critical Reading Responses X 2	- Twice throughout the term**	5%+5%=10%
- Take Home Midterm	- Posted: Oct. 16th/Due: Oct. 26th	20%
- Research Paper Proposal	- November 9th	5%
- Research Paper	- November 30th	30%
- Electronic Portfolio Presentation	- December 14th	15%
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Total		100%

\*\*The first of the two (2) Critical Reading Responses **MUST** be submitted within the first 4 weeks of classes. This is done to both ensure students do not leave their Critical Reading Responses to the last minute and to provide you with graded feedback on your written work prior the midterm. Please bear in mind that if you feel you need feedback on your written work prior to the drop date you **MUST** submit a response before Sept. 26th (penalties begin on Sept. 27th for late withdrawal, i.e. a WD is assigned on your transcript).

## Attendance and Participation (10%)

Student success in this course is dependent on consistent attendance and participation. Students are expected to attend each class and actively participate in small group and large class discussions. In this course we will be reading some very challenging pieces, which at times can be quite theoretically rigorous. For this reason, regular attendance is essential for developing a sophisticated understanding of course concepts and theories. In this course I expect that students will come to class having read all of the assigned readings and having prepared notes and questions of their own to help stimulate class discussion (this is especially important during the weeks where students act as “discussion facilitators”). In this course it is essential to think critically, to voice your opinion, and to challenge (respectfully) your fellow classmates and instructor. I cannot stress enough the importance of regular attendance and active participation. Students who come to class ill prepared or who miss class (without medical and/or other valid forms of documentation) will receive a reduction in their participation grade.

## Discussion Facilitation (5%) and Handout (5%)

During the first two weeks of classes students will sign-up to act as weekly “Discussion Facilitators.” The Discussion Facilitators are responsible for leading our class discussions (which take place in the last 2

hours of each class) and are designed to explore the application of knowledge around sexual and relational ethics (gained through readings and lectures) to current events/issues outside the classroom. Our class discussions will be structured around a popular media article from a magazine, newspaper, or web blog, which addresses a current event or issue regarding questions of sexual and relational ethics and pertaining specifically to the issue being addressed in class that week (i.e. pornography, BDSM, adult-child sexual relations, sex work, etc.). Discussion Facilitators will be responsible for: (1) offering a short 10-15 minute group presentation which summarizes and begins to critically evaluate the current event or issue in the popular media piece using the assigned readings for that week and (2) provide the class with thought provoking questions or comments regarding the popular media piece, which will ideally stimulate discussion and debate (students often incorporate games or small/large group activities into their discussion facilitation in order to achieve this end). Discussion Facilitators will also be responsible for creating a handout for the class which summarizes the current event or issue addressed in the media article (point form – key points, main themes, concepts, and theories only) and includes at least 5 CRITICAL discussion questions/comments, which address how the theoretical contributions made in class readings and lecture could apply or relate to the current event/issue detailed in the popular media piece. In addition, these class discussions are an opportunity for facilitators to ask clarification questions regarding the readings themselves [I do not expect everyone to grasp all of the theories and concepts immediately]. The presentation is an opportunity for you to present on what you do understand and have gained from the readings, while also applying your newly gained knowledge to issues and concerns emerging outside the classroom.

Groups can submit their handout to me on Monday by 11:59pm, via the dropbox on LEARN unless you wish to print the handout yourself in which case you can simply bring them to class on Tuesday. The media article your group is critically evaluating MUST also be submitted to me on Monday by 11:59pm (at the absolute latest), so students have a chance to read it before class on Tuesday at 2:30pm. The popular media piece must be at least 2 printed pages in length (but no more than approximately 5 printed pages) and MUST address a current event or issue regarding questions of sexual and relational ethics pertaining to the topic for that week. This popular media piece MUST have been written within the last 10 years. Your group handout should be approximately 1 page in length. These handouts also MUST be incorporated into each group member's final ePortfolio project. Students acting as Discussion Facilitators will be graded on both their ability to lead a stimulating class discussion and on the quality of their completed handout. A more detailed breakdown of the Discussion Facilitators responsibilities will be given out during the first week of classes. Students will be working in groups for this assignment and are therefore required to also submit a copy of the Faculty of Arts "Group Assignment Checklist" (which will be provided on LEARN as a downloadable PDF). This checklist is designed to ensure accountability from all group members engaged in this type of collaborative assignment. It MUST be signed and submitted to the instructor on the day of your group discussion facilitation (one copy needed per group).

### **Take Home Midterm Test (20% posted Oct. 16th, due Oct. 26th)**

The Take Home Midterm Test is designed to ensure that students keep up with their readings and to ensure their comprehension of course content. It will be based on both my informal lectures and the

readings from weeks 1 through 6. The midterm will consist of four essay-style questions (of which students will select two). Each response must be approximately 2-3 double-spaced pages long (for a total of 4-6 double-spaced pages for the midterm). Responses must be in 12-point font (Arial or Times New Roman). More detailed instructions regarding the Take Home Midterm will be disseminated closer to the midterm posting date.

### **Critical Reading Responses (2 x 5% each = 10%)**

Course readings are an integral component of this course and must be completed in a timely manner. Therefore, I believe it is essential for students to provide a Critical Reading Response for at least two weeks of classes, which demonstrates your knowledge and ability to critically engage with the course readings for that week. Students are open to pick any two weeks to submit their Critical Reading Responses for (and are welcome to create responses for more than two weeks [although only 2 are officially required] ...creating additional reading responses may help with completing your final ePortfolio project). The Critical Reading Responses must be at least 2-3 pages (max.) in length and double-spaced (12pt Times New Roman or Arial font). Please be sure to include citations for any paraphrased or directly quoted material. My only stipulation regarding the submission of Critical Reading Responses is that one (1) response MUST be submitted within the first 4 weeks of classes.

Your Critical Readings Responses MUST consist of the following (4) components: (1) they should include the main arguments of at least two of the week's readings (try to avoid too much summary though – this should NOT be the main component of your responses), (2) they should engage with specific concepts/themes/theories from the articles (this means that you MUST show evidence that you read the articles/chapters assigned that week in their entirety), (3) it should attempt to elucidate connections between the readings for each week (as these readings were not \*randomly\* assigned – there are relationships between what each author is arguing for any given week of readings), and (4) they must show evidence that you were thinking critically and engaging with questions of sexual and relational ethics. Your Critical Reading Responses must be submitted to me via the dropbox on LEARN prior to the class the readings were assigned for (i.e. they must be submitted by 2:30pm on Tuesdays). Your edited Critical Reading Responses should be incorporated into your final ePortfolio project.

### **Research Paper Proposal (5% due November 9th)**

Students must submit a Research Paper Proposal (for instructor's approval) prior to embarking on writing their major research papers. This proposal is designed to give me an opportunity to learn a bit more about your individual research projects and to give you some pointers on direction and potential research sources. The research paper proposal must be approximately 4-5 pages in length (double-spaced, 12pt font). The first 2 pages should include a description of your desired research project (along with any potential thesis statements you may have developed or any points of argumentation/perspective you may take...basically try to tell me what you plan on researching, how you plan on doing that research, and why you think it is important!). The latter 2-3 pages should be an annotated bibliography (I will go over exactly what this is in class, but basically it is a bibliography that includes a small paragraph summary under each citation which describes some of the key points in the article/book you plan on citing). You must have an annotated bibliography of at least 4 sources. Your Research Paper Proposal must be submitted to me via the dropbox on LEARN by 11:59pm on Friday

November 9th).

### **Research Paper (30% due November 30th)**

The research paper is an integral component of this course and offers each student an opportunity to explore a topic of interest to them, which pertains to questions of sexual and relational ethics. Students should start thinking about potential research topics as early as possible and are welcome to discuss potential research topics with me via email or during a scheduled office hour's appointment (my preference would be for the latter). Students' research paper proposals should act as a good starting point for organizing their papers and beginning the research process. Please DO NOT leave the research paper writing to the last minute. Your research paper can be a critical analysis of a topic discussed in class or of a topic not addressed in the course, but it still must fall under the purview of issues in sexual and relational ethics (the proposal is designed to help me ensure that you all pick topics which are appropriate to what we are addressing in the course). Typically, research papers that offer an in-depth analysis of a limited set of sources are encouraged (students MUST consult at least 8 academic sources for this paper).

The goal of this paper is for students to think creatively and critically about a topic of interest to them in sexual and relational ethics. Your paper should include a clear, concise, and coherent thesis statement (i.e. I expect you to take a side, to make an argument, or to write from a particular perspective). Your overall analysis should be detailed and show evidence that you understand the topic and that you have some familiarity with the corpus of literature in that research area. Your research paper should be approximately 10 pages in length (excluding your "references cited" page) and must be double-spaced and 12-point font. I will post a "Research Paper Guidelines" document during the second week of classes, which will address these instructions in more detail. Your Research Papers must be submitted to me via the dropbox on LEARN at 11:59pm on Friday November 30th).

### **Electronic Portfolio Presentation (15% due December 14th)**

The creation of an Electronic Portfolio Presentation is an essential part of this course, which allows students an opportunity to chart their learning in the course in creative, diverse, and entertaining ways. The ePortfolio presentation acts as a sort of "final exam" in the course and is your opportunity to link learning within the classroom to the world outside the classroom. Throughout this course you will be participating in activities that force you to think critically and to analyze a variety of texts dealing with issues of sexual and relational ethics. Your individual ePortfolio presentations will help to document your competency in these areas. The creation of an ePortfolio presentation is a reflective activity. You will collect materials throughout the term to go into your ePortfolio presentation (I have provided a sample list of documents to put into your ePortfolio below). Please keep in mind that your ePortfolio documents (including reflections, linked videos, articles, blogs, etc.) will not be visible to other students, but those that you put into your ePortfolio presentation potentially will be. Consistent work throughout the term on your ePortfolio presentation is absolutely essential to success with this assignment. Your final ePortfolio presentation is due to me via the Dropbox on LEARN on Friday December 14th by 11:59pm.

The ePortfolio is about showcasing your competency and creativity in linking your learning in SMF310 to what you experience and observe outside the classroom. You will choose what to include in the final version you submit to me. I am specifically looking for you to display your ability to think critically with your overall knowledge of sexual and relational ethics. Regular reflection on your learning is highly recommended so that you can trace your learning over time.

Your ePortfolio MUST include:

- A “selection” from each of your Critical Reading Responses (and any additional reflective materials you may write...this is HIGHLY recommended).
- An “abstract” + “key words” describing your Research Paper with a link to your actual paper (as an attachment). [This version of your paper should be edited and included as a polished final document without your assigned grade and my critical comments].
- Your handout from your discussion facilitation.

Your ePortfolio MUST also include at least (4) four of ANY of the following document types:

- Media Reflection - A written reflection which applies issues and questions of sexual and relational ethics to a film, novel, or television show (must be at least 250-500 words).
- Current Issues Reflections – A written reflection, which applies issues and questions of sexual and relational ethics to current news events (must be at least 250-500 words).
- Creative Writing – A piece of creative writing (prose, poetry, a rant, etc.), which address themes in the course (you may only have one example of this document type in your ePortfolio).
- Filmed Interviews – You could film an interview with family member or friends addressing themes in the course (you may only have one example of this document type in your ePortfolio).
- Linked Video Clips/Blog Posts – which apply to issues/questions of sexual and relational ethics (must include a “critical commentary” which is at least 250-500 words).

### **Class Rules:**

I will be holding weekly office hours throughout the course (both for an hour before and after class). For students with very detailed questions regarding course expectations and assignments or for students looking for research assistance/writing guidance, I implore you to come and see me during my scheduled office hours or to make an appointment to see me outside them. For students with questions about course content or material, please try to ask these types of questions in class (as your fellow classmates could benefit from my or your other classmates’ responses).

Please DO NOT email me questions that require immediate responses. Please allow for at least 24-48 hours for email responses. Please write SMF310 in the subject line of your emails.

NOTE REGARDING CONDUCT – This is a sexuality course and as such we will be addressing material, which can frequently lead to highly contentious discussions and debates, and also content that may potentially be triggering for some students. Please be considerate of your fellow classmates and treat everyone with the dignity and respect that they deserve. Please be respectful of any individual’s need to NOT disclose details regarding their personal sexual and/or gender behaviours/identities/histories. This class will be taught from an anti-oppressive perspective and I expect students to be considerate of

differences amongst their classmates in terms of race, ethnicity, religious affiliation, class, gender, sexuality, and ability.

**CONTENT WARNING:** This course addresses material that may be personally triggering for students who have experienced forms of social inequality and inequity (whether based on race, sex, gender, sexuality, or ability) or personal trauma/violence (whether physical, emotional, mental, or sexual). If a student has any concerns regarding the content of a particular class or course reading, please come up and discuss these with me as soon as possible. If this is a concern for any student, I highly recommend thoroughly reviewing the syllabus during the first week of classes and meeting with me to discuss any concerns you may have.

### **Class Structure**

This course is designed to incorporate both lecture and seminar-style pedagogical methods. Approximately the first 50 minutes to 1 hour of class will be lecture with some minimal class discussion. During this time, I will provide a review of the necessary background material (including research studies/histories) and theoretical orientations/frameworks, which are essential for framing our class discussions. The remaining hour and 50 minutes to 2 hours of every class each week will be student facilitated class discussions. Please note that there will be some deviations from this “typical” pattern periodically, especially during the classes in which we will be watching films or potentially be having guest lecturers or discussants.

### **CLASS TIMELINE:**

2:30-3:20/3:30pm: Lecture

3:20/3:30 to 5:20pm: Student facilitated discussions (both large and small group).

**\*\*Note attendance and participation is ABSOLUTELY mandatory for both components of our classes.**

### **Course Outline / Class Schedule**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
FIRST CLASS 1	Sept. 11th	Introductions and Syllabus Overview / “Sexuality” and “Ethics”: A Primer	No Readings
2	Sept. 18th	Conceptualizing “Sexuality” and “Ethics”: The “Individual” and the “Social” / The Feminist Sex Wars / Sexual “Panics”  <b>**GROUP DISCUSSION FACILITATORS ASSIGNED.</b>	Soble – The Fundamentals of the Philosophy of Sex (2002). xvii-xi  Nagel – Sexual Perversion (2013). 33-45.  Dixon-Mueller et al. Towards a Sexual Ethics of Rights and Responsibilities (2009). 111-119.
3	Sept. 25th	Sex Work/Prostitution: Questions of Structure vs. Agency  <b>**Sept. 26th – last day to drop classes without a penalty. WD assigned beginning on the Sept. 27th.</b>	Shrage – Should Feminists Oppose Prostitution? (1989). 347-361.  Overall – What’s Wrong with Prostitution? (1992). 705-724.

Week	Date	Topic	Readings Due
			<p>Barton – Dancing on the Mobius Strip: Challenging the Sex War Paradigm (2002). 585-602.</p> <p>RECOMMENDED:            *Bell – A Feminist Argument on How Sex Work Can Benefit Women (2009).  <a href="http://www.inquiriesjournal.com/articles/28/a-feminists-argument-on-how-sex-work-can-benefit-women">http://www.inquiriesjournal.com/articles/28/a-feminists-argument-on-how-sex-work-can-benefit-women</a></p>
4	Oct. 2nd	Pornography and Censorship: Interrogating Critical Feminist Perspectives.	<p>Segal – Only the literal: The Contradictions of Anti-Pornography Feminism (1998) 43-62.</p> <p>MacKinnon – Sexuality, Pornography, and Method: Pleasure Under Patriarchy (1989). 314-346.</p> <p>Cruz – Beyond Black and Blue: BDSM, Internet Pornography, and Black Female Sexuality (2015). 409-436.</p> <p>RECOMMENDED:            *Vance – Negotiating Sex and Gender and the Attorney General’s Commission on Pornography (1997). 441-452.</p>
5	Oct. 9th (Midterm Study Break) class moved to Thurs. Oct. 11th.	Monogamy, Non-Monogamy, and Polyamory.	<p>Wood et al. – Reasons for Sex and Relational Outcomes in Consensually Nonmonogamous and Monogamous Relationships: A Self-Determination Theory Approach (2018). 632-654</p> <p>Sheff – Poly Hegemonic Masculinities (2006). 621-642.</p> <p>Aguilar – Situational Sexual Behaviours: The Ideological Work of Moving towards Polyamory in Communal Living Groups (2013). 104-129.</p> <p>RECOMMENDED:            - Richie and Barker – “There Aren’t Words for What We Do or How We Feel So We Have To Make Them Up”: Constructing Polyamorous Languages in a Culture of Compulsory Monogamy (2006). 584-601.            - Schippers, M. (Book): Beyond Monogamy: Polyamory and the Future of Polyqueer Sexualities (2016).            - Easton and Hardy (Book): The Ethical Slut: A Guide to Infinite Sexual Possibilities (1997).            - Taormino, T. (Book): Opening Up: A Guide to</p>



Week	Date	Topic	Readings Due
			Creating and Sustaining Open Relationships (2008).
6	Oct. 16th	Exploring "Sexual Consent" Discourses and Propagation of "Rape Culture"  **TAKE HOME MIDTERM posted to LEARN	Beres – Rethinking the Concept of Consent for Anti-Sexual Violence Activism and Education (2014). 373-389.  Mardorossian – Towards a New Feminist Theory of Rape (2002). 743-775.  Cahill – Why "Derivization" is Better than "Objectification" (2013) 335-357.
7	Oct. 23rd	HIV, Condom-less Sex, and the Criminalization of Positive Serostatus Non-Disclosure / The Politics of PreP and U=U.  **TAKE HOME MIDTERM is due Fri. Oct. 26th at 11:59pm (uploaded to LEARN).	Mykhalovskiy – The Problem of "Significant Risk": Exploring the Public Health Impact of Criminalizing HIV Non-disclosure (2011). 668-675.  Frasca et al. – The Ethics of Barebacking: Implications of Gay Men's Concepts of Right and Wrong in the Context of HIV (2013). 1-16.  Huebenthal – Un/Detectability in Times of "Equality": HIV, Queer Health, and Homormativity (2017). 1-22.  RECOMMENDED: Dean – Breeding Culture: *Barebacking, Bug-Chasing, and Gift-Giving. (2008) 80-94. - Dean T. (Book): Unlimited Intimacy: Reflections on the Subculture of Barebacking (2009).
8	Oct. 30th	Feminist Debates in Transgender Studies: On the Limits of "Trans/Transgender" and the Resurgence of TERFs (Trans-Exclusionary Radical Feminists).	Elliott – Feminist Embattlement on the Field of Trans (2010). 17-31.  Stone – The Empire Strikes Back: A Post-Transsexual Manifesto (2006). 221-235.  Bettcher – Trans Women and the Meaning of "Woman" (2013). 233-250.  RECOMMENDED: Stryker, S. (Book): Transgender History (2008). Books: Transgender Studies Readers 1 and 2. (1: Stryker and Whittle eds.) (2: Stryker and Aizura eds.).
9	Nov. 6th	Intergenerational Sexuality, "Pedophilia," and Adult-Child Sexual Relations: Issues of "Consent"  **RESEARCH PAPER PROPOSAL is due	Angelides – Feminism, Child Sexual Abuse and the Erasure of Child Sexuality (2004). 141-177.  Beresford – The Age of Consent and the Ending of Queer Theory (2014). 759-779.

Week	Date	Topic	Readings Due
		Fri. Nov. 9th (uploaded to LEARN by 11:59pm).	Lancaster – Innocents at Home: How Sex Panics Reshaped American Culture (2010). 389-404.  RECOMMENDED: - Mullis and Baunach – The Social Control of Adult-Child Sex (2010). 389-404.
10	Nov. 13th	Sex Education Debates: Children’s “Safety,” Childhood “Autonomy”, Parental Rights, and Inquiries into The Politics of Inclusion/Exclusion.	Bialystok – “My Child, My Choice”? Mandatory Curriculum, Sex, and the Conscience of Parents (2018). 11-29  Shipley – Religious and Sexual Orientation Intersections in Education and Media: A Canadian Perspective (2014). 512-528.  Robinson - In the Name of 'Childhood Innocence': A Discursive Exploration of the Moral Panic Associated with Childhood and Sexuality (2008). 113-129.  RECOMMENDED: *Dhoot – Homonationalism and the Failure to Interpellate: The “Queer Muslim Woman” In Ontario’s “Sex Ed Debates” (2017). 49-65.
11	Nov. 20th	Issues in Approaching Sexual and Relational Ethics in a Non-Euroamerican/Non-Western, Transnational, and Diasporic Context.  AND  Feminist Sexual and Relational Ethics, White Supremacy, Settler Colonialism, and the [Queer] Feminist of Colour Critique.	Abu-Lughod – Do Muslim Women Need Saving? Anthropological Reflections on Cultural Relativism and Its Others (2002). 783-790.  Mohanty – Under Western Eyes: Feminist Scholarship and Colonial Discourses (1988). 61-88.  Lorde – “The Master’s Tools Will Never Dismantle the Master’s House” (1984) AND “An Open Letter to Mary Daly” (1979).  RECOMMENDED: - Morgensen, S.L. (Book): Spaces Between Us: Queer Settler Colonialism and Indigenous Decolonization (2011). - Stoler, A. L. (Book): Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule (2010).
12	Nov. 27th	Kink and BDSM: Critical Feminist and Queer Perspectives  **RESEARCH PAPER is due Fri. Nov. 30th at 11:59pm (uploaded to LEARN).	Duncan - Identity, Power, and Difference: Negotiating Conflict in an SM Dyke Community (1996). 87-114.  Weiss – Beyond Vanilla: Public Politics, Private Selves (2011). 143-187.

Week	Date	Topic	Readings Due
		**EPORTFOLIO PRESENTATION is due Fri. Dec 14th @ 11:59pm (uploaded to LEARN).	RECOMMENDED: - Weiss, M. (Book): Techniques of Pleasure: BDSM and the Circuits of Sexuality (2011).

### Late Work

Late assignments will be deducted 5% per day of lateness (including weekends). Assignments that are more than one week late (without adequate medical and/or other requested forms of documentation) will not be graded (THIS IS A FIRM RULE). Extensions will only be granted in exceptional circumstances (for physical and/or mental health issues, bereavement, etc.) and must be approved by the course instructor well in advance of the assignment due date. Medical and/or other forms of requested documentation would be required in order for an extension to be granted.

### Information on Plagiarism

As this course involves a number of written assignments, avoiding plagiarism should be of the utmost importance to all students in SMF310. Should there be any questions about the legitimacy of your paper, you will be expected to produce all notes and drafts and discuss your paper in a meeting with the course instructor. Please see the notes on "Academic Integrity" below for more information. I will go over proper citation methods prior to the submission of your research papers.

### Electronic Device Policy

Please turn all cellphones, smartphones, and handheld electronic devices off at the beginning of class. Laptops will be permitted, but as this is largely a discussion-based course they should primarily be used only for recording class notes during the lecture portions of each class. Be careful to not allow your electronic usage to affect your participation in the class (this could have a negative effect on your final course grade).

### Attendance Policy

Students MUST attend all classes. Attendance will be noted at the beginning of each class. IMPORTANT: Students who do not attend class on a regular basis may receive a reduction in their overall participation grade. Extreme cases of absenteeism may result in a failing grade.

### Important Information:

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility.

**[Academic Integrity Office \(UW\)](#):** A resource for students and instructors.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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

professor, 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](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 \(Student Discipline\)](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome's University.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services \(AS\) Office](#), located in Needles Hall, Room 1132, 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 the AS Office at the beginning of each academic term. Please note I welcome students with diverse learning needs and styles in this course, please feel free to come and talk with me during the first couple weeks of classes, if you would like to discuss methods for approaching effective learning in this course.