



ST. JEROME'S UNIVERSITY

Department of Sexuality, Marriage, and Family Studies

SMF 310: Fall 2021

Sexual and Relational Ethics

(Online Remote Learning: Lectures Provided Asynchronously every Monday / Class Presentations/Discussions every Thursday from 4:00pm – 5:20pm – Synchronous Delivery via Virtual Classroom on LEARN)

Instructor Information

Instructor: Kevin D. Nixon, MA, PhD Candidate, Department of Anthropology, University of Toronto.

Office: SH 2114 (STJ) [Instructor will be working remotely for Fall 2021 semester].

Phone: 416-606-4084 [emergencies only, please text message].

Email: knixon@uwaterloo.ca

Office Hours: T.B.A. or by appointment. [Office hours will be arranged via Microsoft Teams, Zoom, or by telephone].

Class Time: Lectures will be released for asynchronous viewing by 11:59pm EDT/EST on Mondays (this excludes Week 1). In SMF310 attendance is mandatory for synchronous presentations and discussions/Q&A sessions every Thursday from 4:00pm to 5:20pm via Virtual Classroom on LEARN. Please note that although these sessions will be recorded (for students who a *periodically* absent from discussion), synchronous attendance and participation is required and expected. If students are unable to meet this synchronous learning requirement on Thursdays, it is recommended that they delay taking SMF310 until a return to full in-class learning. Pedagogically, some level of synchronous engagement in this course is absolutely essential.

Course Description

This course will examine the social, cultural, and political structures and relationships that support sexual identities and generate ethical/moral issues related to sexual behaviours, attitudes, and values at both the individual and group (social) level. This course will address sexual and relational ethics at a local, national, and transnational scale focusing on how systems of sexual and relational 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 intergenerational sexuality. Lectures and discussions will be informed by concerns for 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 and group formations. The texts studied in the course will expose students to a diverse array of critical theoretical approaches to sexual and relational ethics in both the humanities and social sciences.

Course Goals and Learning Outcomes

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

- A. Critically analyze various topics related to 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.
- 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.

Land Acknowledgement:

We at Sexuality, Marriage, and Family Studies acknowledge that we live and work on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Note on Learning During the Continued COVID-19 Pandemic:

Living and learning through this pandemic has been challenging for everyone. COVID-19 has forced us to make some very difficult yet necessary choices to how we approach post-secondary teaching. I know the shift from in-person to remote (online) learning can leave some feeling further isolated and disconnected from peers, administrators, and instructors (I know it has for me 😊). Remember that self-care is your top priority! I want you all to be as happy and healthy as possible and I am more than willing to work with each of you during this trying time to achieve your scholastic goals and desired course outcomes. Please do not hesitate to contact me if you need to negotiate deadlines, chat about course materials/assignments, or even need to step away from the course temporarily. I am also more than willing to point anyone towards mental health and other associated services if you need support in this regard at any time.

Required Text

All required texts can be found on LEARN as downloadable PDFs, Word documents, or webpage links under the "Course Readings" tab.

Readings Available on LEARN

All readings will be made available on LEARN. This course has no required textbook or associated purchases.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
- Discussion Question Responses (5 out of 12 weeks)	- Any 5 weeks throughout the term*	10%
- Group Presentation and Discussion	- Once throughout the term.	15%
- Take-Home Midterm Examination	- Due October 18th.	20%
- Research Paper	- Due November 22nd.	25%
- Take-Home Final Examination	- Due December 13 th .	25%
- Online Participation and Attendance (via Discussion Board and Thursday Synchronous Sessions)	- Each Week (see details below).	5%
Total		100%

*Two (2) must be submitted within the first 5 weeks of classes (by Sunday October 10th at 11:59pm). Extensions cannot be provided on discussion question responses.

Weekly Discussion Question Responses (5 X 2% each = 10%)

For any five (5) weeks throughout the term (beginning in Week 2 and ending Week 13) students will be expected to provide one (1), 250-500-word response to one of the three (3) critical discussion questions posed by our student presenters for that week (for more details regarding the “Group Presentation and Discussion” assignment, see below). These five (5) responses MUST be critically engaged and theoretically nuanced. They should show evidence that the student has: (A) viewed the lecture for that week, (B) viewed the student-led group presentation for that week (exception is Week 2 where I will lead the discussion and provide the discussion questions), (C) read the assigned course materials, and (D) carefully considered and crafted their response to stimulate further debate and discussion. In terms of your responses, you may either (1) respond DIRECTLY to one of the presenters’ discussion questions, or (2) respond to a classmate’s response to a discussion question (to further the discussion thread). There are no official deadlines for posting your weekly responses, but two (2) must be posted by the take-home midterm examination release date (up until and including Week 5 – due as discussion board posts by Sunday October 10th at 11:59pm). I HIGHLY recommend that students keep an eye on the discussion board and review their fellow classmate’s responses regularly. This will lead to a richer course experience and more engaged discussions/debates regarding the issues/topics each week. In terms of grading, each student will write five (5) responses (commencing Week 2). Responses will be graded out of two (2) marks for 2% each: 0.5 = needs improvement, 1 = satisfactory, 1.5 = good, and 2 = excellent. 10% of your final course grade is accorded to these five (5) responses. Please note extensions will NOT be permitted on discussion question responses. Two must be completed by October 10th by 11:59pm and the remaining 3 must be completed by the end of Week 13 (discussion board closes December 6th at 11:59pm). No exceptions here. Please also note that you can ONLY respond to one (1) discussion question per week (i.e., you cannot respond to two or three in one week – they must be five separate weeks of classes total).

Group Presentation and Discussion (15%: schedule TBD)

During the first two (2) weeks of classes students will be randomly assigned to a “presentation/discussion facilitation group” for the term and also to a week in which their group will be expected to present and facilitate discussion. These presentations and discussions will begin in Week 2 (with the first week led by myself) and will occur during our synchronous class time (from 4:00pm-5:20pm on Thursdays). This assignment involves your group preparing (1) a 10–15-minute (maximum) presentation which critically engages with a *popular media piece* of your group’s choice (whether an online newspaper/magazine article, weblog, YouTube video, series of Tweets, etc.) that is in some way associated with the assigned sexual and relational ethics topic for that week (i.e., BDSM, sex work, pornography, etc.), and (2) facilitating a class wide discussion/question and answer (Q&A) session (which I will also aid in facilitating). In order to do the group presentation and facilitation, students will be expected to undertake some minor independent research with their group and utilize both the readings and lecture from that week to critically engage with the selected popular media piece drawing out some of the more nuanced theoretical concerns, issues, debates, definitions, quandaries, and questions that emerge in association with that sexual and relational ethics topic.

For the presentation, groups can use any number of platforms including, but not limited to, PowerPoint, Prezi, Zoom, or even a recorded video session (organized remotely and edited together). Please be as creative, critically engaged, and theoretically nuanced as possible! Grades will be assigned here for content, creativity, and critical engagement. Your job with this assignment is to basically apply what we have learned in lectures and readings to a “real world” current event or issue.

For the discussion/post-presentation Q&A session, students will be graded on their ability to facilitate discussion (for approximately 1 hour) following their group's presentation. I also highly recommend here that students try to be as creative and critically engaged as possible. In the past students have incorporated games, Doodle Polls, film/video clips, etc. to help stimulate debate, discussion, and further conversation following their presentations.

Students should submit their popular media piece to me (for review and posting to LEARN) by 11:59 pm (EDT/EST) on WEDNESDAY OF THE WEEK YOU PRESENT to ensure the rest of the class can read the piece before our Thursday presentation/discussion facilitations (please submit to the assigned Dropbox on LEARN). Please note that Thursday presentation/discussion facilitations will be recorded, and that attendance is mandatory (and noted) each week for these synchronous sessions. No exceptions can be made here as this component is integral to the nature of this course. Along with the Thursday presentations/discussion facilitations, groups MUST also submit three (3) critical discussion questions to me to be posted on the discussion board on LEARN following their presentation. These discussion questions can be submitted via the appropriate dropbox on LEARN.

In terms of group communication for preparation of the presentation and discussion facilitation activity, please feel free to use any and all platforms available to you to engage (i.e., Facebook, Snapchat, Zoom, email, etc.). I will introduce you to your group via a private discussion board thread on LEARN, you are also welcome to use this medium for preparation and communication. I highly recommend that as soon as you are assigned a group, you do try to get in touch with your fellow group members to open up lines of communication and introduce yourself. For more detailed information and assignment instructions for the "Group Presentation and Discussion", please see the assignment guide posted to LEARN.

Take-Home Midterm Examination (20%: released Friday October 8th @ 4pm EDT/EST on LEARN; due Monday October 18th @ 11:59pm EDT/EST on LEARN).

The take-home midterm examination is designed to test student's comprehension of course content and theories. It is also intended to ensure students keep up with the assigned readings (which is essential to success in this course). The take-home midterm will cover all lectures, course readings, and student-led group presentations from Weeks 1-6. The structure will consist of short answer questions and one to two essay style (long answer) questions. Students will have one full week to complete the midterm. Take-home midterms will require citations and references for all material that is not your own. Your take-home midterm examination will be due on Monday October 18th (following Fall Reading Week) at 11:59pm as a Word or PDF document uploaded to the appropriate Dropbox on LEARN. A detailed "Take-Home Midterm Examination Guide" will be released on LEARN closer to the midterm release date.

Research Paper (25%: due Monday November 22nd @ 11:59pm EDT/EST on LEARN)

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 hours appointment via Microsoft Teams, Zoom, or by telephone. 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 the 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 (if you are unsure if your topic is appropriate, please email me for approval). Typically, research papers that offer an in-depth analysis of a limited set of sources are encouraged (students MUST consult at least 6 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**).

IMPORTANT: This research paper is NOT meant to be purely descriptive in nature, but argumentative. You MUST take a firm position on an ethical quandary or question (I cannot stress this enough). 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 8-10 pages in length (excluding your “references cited” page) and must be double-spaced and 12-point Times New Roman or Arial 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 Monday November 22nd. Please submit as a Word or PDF document. No other file formats will be accepted.

Take-Home Final Examination (25%: released Friday December 3rd @ 4pm EDT/EST on LEARN; due Monday December 13th @ 11:59pm EDT/EST on LEARN)

The take-home final examination questions will be posted to LEARN on Friday December 3rd (during the last week of classes). It will test students’ knowledge of lectures, course readings, and student-led presentations from Weeks 7-13. The take-home final examination will focus on synthesis-style questions which assess students’ abilities to note theoretical connections and linkages between topics, debates, and issues in the latter half of the course. The exam will consist of several essay-style/long answer questions (similar to the midterm, but slightly more detailed). Like the midterm, students will have one full week to complete the take-home final examination. Like the take-home midterm examination, the take-home final examination will require references and citations for all material that is not your own. The take-home final examination is due during the fall exam period on Monday December 13th at 11:59pm and must be uploaded to the appropriate dropbox on LEARN. Please take extra care to submit the take-home final examination in a timely manner as grades are due shortly after the final examination period.

General Online Participation and Synchronous Class Attendance on Thursdays (5%)

Active participation in the synchronous presentations and discussions on Thursdays from 4:00pm-5:20pm is essential and required in this course. Missing one or two Thursday sessions will not significantly impact your grade, but a general pattern of absence and disengagement from the synchronous sessions certainly will. Students are required to attend these mandatory synchronous meetings every Thursday (beginning Week 2). **Absolutely no exceptions can be made here.** Unfortunately, this also includes students who are operating in different time zones, for this I do apologize, but SMF310 is largely a seminar-style course and requires some level of student interaction on a regular basis – ethics courses simply cannot be taught without direct discussion and debate.

Class Rules:

I will be available for remote office hours by appointment (via Microsoft Teams, Zoom, or by telephone). For students with very detailed questions regarding course expectations and assignments or for students looking for research assistance/writing guidance, I implore you to arrange an appointment with me via email for a meeting. For simpler inquiries, I can usually respond to these quickly via email alone. Please DO NOT email me questions though that require immediate responses. Please allow for at least 48 hours for email responses. Please note that I do not respond to student emails over the weekend (Saturdays/Sundays). Please write SMF310 in the subject line of your emails. For emergency inquiries

you can text me at the phone number provided above. Please only use this number in emergency situations (unless I have asked you to do so for a pre-arranged phone meeting).

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 which 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, or 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, ability, etc.) 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 email me as soon as possible and we can arrange a discussion regarding your concerns. I would highly recommend that all students thoroughly review the syllabus during the first week of classes and email me to discuss any potential concerns you feel you may have with the material. If you are comfortable, I am ALWAYS open and available for these types of discussions.

***NOTE:** I realize the above concerns may be experienced ever more acutely within the current context of the COVID-19 pandemic. Please understand that I am here for you if you need to talk, I am happy to work with to ensure your success in the course.*

Course Structure

This course is designed to incorporate both asynchronous lecture and synchronous seminar-style pedagogical methods (presentations/discussions).

- **Lectures (Asynchronous)** will be 1-1.5 hours and will typically be posted every Monday by 11:59pm (EDT/EST). Lectures are largely designed to provide students with a solid grounding in the history, philosophical/theoretical frameworks, and key debates concerning the various sexual and relational ethics topics addressed each week. Lectures are also an opportunity for me to break down the readings (which can be quite theoretically challenging at times). For students who have questions regarding lecture material, please email me to arrange a meeting or bring your questions to the synchronous presentation/discussion sessions on Thursdays where I will be happy to provide some time to address them.
- **Student-led Group Presentations and Discussions/Q&A Sessions (Synchronous - Thursdays)**. Presentations will be approximately 10-15 minutes, followed by a student-led discussion/Q&A session for the remaining hour or so. Please note, I will also aid in the facilitation of the discussion/ question and answer sessions in order to also address general questions regarding the lecture for that week. The presentations will come in various formats. Each will include an analysis of a popular media piece (which is in some way related the ethical issue for that week). Student-led Group Presentations and Discussions are **REQUIRED viewing and attendance is mandatory**. Some material from the presentations may be included on the take-home midterm and take-home final examination. The sessions begin (officially) in Week 2 and will run until the end of the course. I will lead Week 2, student-led discussions begin Week 3.

WEEKLY CLASS TIMELINE:

MONDAYS = lectures released by 11:59pm (EDT/EST) (please try your best to view the lecture prior to the Group Presentations/Discussions on Thursdays). Time: 1-1.5 hours/week.

WEDNESDAYS = Groups must send their popular media piece to the instructor for posting (and review by fellow classmates prior to Thursday presentations/discussions).

THURSDAYS = Group Presentations/Discussions/Q&A Sessions. Every Thursday from 4pm to 5:20pm (beginning Week 2 – Instructor-led/Week 3-13 – Student-led).

Course Outline - Weekly Schedule:

Important Note: Dates in **RED** denote synchronous requirements. Attendance here (with the exception of Week 1 which is optional) is *mandatory and required* in SMF310. Due dates are highlighted in **YELLOW**

Week	Topic	Readings / Assignments Due
1 (Sept. 6-10) Sept. 6 th : Labour Day (Holiday) Classes begin Sept. 8 th at SJU and UWaterloo.	Introductions and Syllabus Overview / “Sexuality” and “Ethics”: A Primer	<p><u>Required Academic Readings:</u></p> <p>Read the syllabus thoroughly! 😊.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture [Lecture for Week 1 will be posted on Friday by 11:59pm. All other lectures will be posted on Mondays by 11:59pm].</p> <p>Thursday Sept. 9th (4:00-5:20pm): SMF310 Virtual Meet and Greet / Syllabus Review with Instructor (Kevin Nixon). <u>Attendance is optional</u> this week.</p> <p>Answer “Getting to Know You” Question on Discussion Board (counts for general participation marks).</p> <p>Groups assigned. Introduce yourself to your fellow group members 😊. Decide on a platform to communicate for Group Presentation/Discussion Facilitation Assignment.</p> <p>Weekly Group Presentation and Discussion topics <u>randomly assigned by instructor</u>. (Posted by Friday Sept 10th at the latest) – the schedule of presentations will be posted to LEARN.</p>
2 (Sept. 13-17)	Conceptualizing “Sexuality,” “Relationships” and “Ethics”: The Individual and the Social / The Feminist Sex Wars / Sexual Panics	<p><u>Required Academic Readings:</u></p> <p>Soble – The Fundamentals of the Philosophy of Sex (2002). xvii-xi</p> <p>Dixon-Mueller et al. - Towards a Sexual Ethics of Rights and Responsibilities (2009). 111-119.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture [Released every Monday by 11:59pm from this week until end of term].</p> <p>Thursday Sept. 16th (4:00-5:20pm): Discussion/Q&A Session</p>

Week	Topic	Readings / Assignments Due
		<p>(Sept. 16th). Facilitated by instructor (synchronous – attendance and participation required).</p> <p>Respond to Weekly Discussion Questions (Instructor-provided).</p> <p>Research Paper Instructions released. Begin thinking about research topics (please email me if you have any questions, concerns, or are looking for instructor suggestions/input).</p>
<p>3 (Sept. 20-24)</p>	<p>Sex Work/Prostitution: Questions of Structure vs. Agency</p>	<p><u><i>Required Academic Readings:</i></u></p> <p>Shrage – Should Feminists Oppose Prostitution? (1989). 347-361.</p> <p>Doezema – Forced to Choose: Beyond the Voluntary vs. Forced Prostitution Dichotomy (1998). 34-50.</p> <p><u><i>Required Tasks and Assignments:</i></u></p> <p>View posted lecture.</p> <p>Thursday Sept. 23rd (4:00-5:20pm): First Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions (Student-provided moving forward; associated with weekly presentations/discussions).</p>
<p>4 (Sept. 27- Oct.1)</p> <p>Sept. 28th Last Day to Drop Classes without WD.</p>	<p>Pornography and Censorship: Interrogating Critical Feminist Perspectives.</p>	<p><u><i>Required Academic Readings:</i></u></p> <p>MacKinnon – Sexuality, Pornography, and Method: Pleasure Under Patriarchy (1989). 314-346.</p> <p>Segal – Only the literal: The Contradictions of Anti-Pornography Feminism (1998) 43-62.</p> <p><u><i>Required Tasks and Assignments:</i></u></p> <p>View posted lecture.</p> <p>Thursday Sept. 30th (4:00-5:20pm): Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions.</p>
<p>5 (Oct. 4-8)</p>	<p>Monogamy, Non-Monogamy, and Polyamory.</p>	<p><u><i>Required Academic Readings:</i></u></p> <p>Sheff – Poly Hegemonic Masculinities (2006). 621-642.</p> <p>Noël – Progressive Polyamory: Considering Issues of Diversity (2006). 602-620</p> <p><u><i>Required Tasks and Assignments:</i></u></p>

Week	Topic	Readings / Assignments Due
		<p>View posted lecture.</p> <p>Thursday Oct. 7th (4:00-5:20pm): Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions.</p> <p>Take-Home Midterm Examination Instructions are released on Friday October 8th by 4pm (EDT/EST) on LEARN.</p> <p>By Sunday October 10th at 11:59pm (EDT/EST) students must have posted at least two (2) responses to one discussion question from two separate weeks of classes.</p>
<p>6 (Oct. 11-15)</p> <p>Oct. 11 Thanksgiving Day (Holiday)</p>	<p>Reading Week (no classes).</p>	<p>Complete Take Home Midterm Examination (and enjoy your holiday!)</p> <p>Note: Requests for accommodations on religious grounds for final examination period are due Oct. 15th.</p>
<p>7 (Oct. 18-22)</p>	<p>Exploring “Sexual Consent” Discourses and Propagation of “Rape Culture”</p>	<p><u>Required Academic Readings:</u></p> <p>Mardorossian – Towards a New Feminist Theory of Rape (2002). 743-775.</p> <p>Cahill – Why “Derivization” is Better than “Objectification” (2013) 335-357.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Thursday Oct. 21st (4:00-5:20pm): Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions.</p> <p>Take-Home Midterm Examination is due by Monday October 18th at 11:59pm (EDT/EST) on LEARN.</p>
<p>8 (Oct. 25-29)</p>	<p>HIV, Condom-less Sex, and the Criminalization of Positive Serostatus Non-Disclosure / The Politics of PrEP and U=U.</p>	<p><u>Required Academic Readings:</u></p> <p>Grant – The Over-Criminalization of Persons with HIV. (2013). 475-484.</p> <p>Huebenthal – Un/Detectability in Times of “Equality”: HIV, Queer Health, and Homormativity (2017). 1-22.</p> <p><u>Required Tasks and Assignments:</u></p>

Week	Topic	Readings / Assignments Due
		<p>View posted lecture.</p> <p>Thursday Oct. 28th (4:00-5:20pm): Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions.</p>
<p>9 (Nov. 1-5)</p>	<p>Feminist Debates in Transgender Studies: On the Limits of “Trans/Transgender” and the Resurgence of TERFs (Trans-Exclusionary Radical Feminists).</p>	<p><u>Required Academic Readings:</u></p> <p>Elliott – Feminist Embattlement on the Field of Trans (2010). 17-31.</p> <p>Stone – The Empire Strikes Back: A Post-Transsexual Manifesto (2006). 221-235.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Thursday Nov. 4th (4:00-5:20pm): Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions.</p>
<p>10 (Nov. 8-12)</p>	<p>Intergenerational Sexuality, “Pedophilia,” and Adult-Child Sexual Relations: Issues of Consent</p>	<p><u>Required Academic Readings:</u></p> <p>Angelides – Feminism, Child Sexual Abuse and the Erasure of Child Sexuality (2004). 141-177.</p> <p>Beresford – The Age of Consent and the Ending of Queer Theory (2014). 759-779.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Thursday Nov. 11th (4:00-5:20pm): Final Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions.</p>

Week	Topic	Readings / Assignments Due
<p>11 (Nov. 15-19)</p>	<p>Sex Education Debates: Children’s “Safety,” Childhood “Autonomy”, and Parental Rights Discourses.</p>	<p><u>Required Academic Readings:</u></p> <p>Bialystok – “My Child, My Choice”? Mandatory Curriculum, Sex, and the Conscience of Parents (2018). 11-29</p> <p>Robinson – In the Name of ‘Childhood Innocence’: A Discursive Exploration of the Moral Panic Associated with Childhood and Sexuality (2008). 113-129.</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Thursday Nov. 18th (4:00-5:20pm): Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions.</p>
<p>12 (Nov. 22-26)</p>	<p>Issues in Approaching Sexual and Relational Ethics in a Non-Euromerican/Non-Western, Transnational, and Diasporic Context.</p> <p>AND</p> <p>Feminist Sexual and Relational Ethics, White Supremacy, Setter Colonialism, and the [Queer] Feminist of Colour Critique.</p>	<p><u>Required Academic Readings:</u></p> <p>Abu-Lughod – Do Muslim Women Need Saving? Anthropological Reflections on Cultural Relativism and Its Others (2002). 783-790.</p> <p>Mohanty – Under Western Eyes: Feminist Scholarship and Colonial Discourses (1988). 61-88.</p> <p>Lorde (links provided to online essays) - “The Master’s Tools Will Never Dismantle the Master’s House” (1984). “An Open Letter to Mary Daly” (1979). “The Uses of Anger: Women Responding to Racism” (1981).</p> <p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Thursday Nov. 25th (4:00-5:20pm): Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions.</p> <p>Research Paper is due Monday November 22nd @ 11:59pm (EDT/EST) on LEARN.</p>
<p>13 (Nov. 29-Dec. 3)</p> <p>Dec. 7th: Classes end at SJU and UWaterloo.</p>	<p>Kink and BDSM: Critical Feminist and Queer Perspectives</p>	<p><u>Required Academic Readings:</u></p> <p>Cruz - Playing with the Politics of Perversion: Policing BDSM, Pornography, and Black Female Sexuality (2016). 379-407.</p> <p>Weiss – Beyond Vanilla: Public Politics, Private Selves (2011). 143-187.</p>

Week	Topic	Readings / Assignments Due
		<p><u>Required Tasks and Assignments:</u></p> <p>View posted lecture.</p> <p>Thursday Dec. 2nd (4:00-5:20pm): Student-Led Presentation and Discussion/Q&A Session.</p> <p>Respond to Weekly Discussion Questions.</p> <p>Take-Home Final Examination Instructions are released on Friday December 3rd by 4pm (EDT/EST) on LEARN.</p> <p>Take-Home Final Examination is due Monday December 13th by 11:59pm (EDT/EST) on LEARN.</p> <p>Discussion Boards Close Monday December 6th at 11:59pm (EDT/EST). No responses will be accepted as posts after this date. All five (5) must be completed.</p>

Late Work

Late assignments will be deducted 5% per day of lateness (including weekends). Assignments that are more than one week (7 days) late (without adequate medical and/or other requested forms of documentation) will not be graded (THIS IS A FIRM RULE). Extensions can be granted with instructor approval (for physical and/or mental health issues, bereavement, etc.) but, when possible, please try to make these requests well in advance of the assignment due date. Medical and/or other forms of requested documentation may be required in order for an extension to be granted.

***Please note exceptions can also be made for course meetings and assignment deadlines that fall on cultural and religious observances. If this is the case for any student, please let me know as soon as possible.

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.

Re-Grading Policy

All assignments in this course are graded by the instructor. If a student wishes to contest a grade, they must wait at least 24-48 hours beyond when assignment grades are released to submit a 0.5 to 1-page (single-spaced) document outlining in detail where they feel they were graded unfairly, too harshly, inappropriately, etc. With this document submitted, the instructor will undertake the re-grading process, which may result in a grade being increased, decreased, or remaining the same, depending on the instructor's more detailed evaluation. If a student further wishes to contest a grade, they can contact the instructor for a Microsoft Team or Zoom meeting to consult on furthering the grade contestation procedure.

Important Information (St. Jerome's University and University of Waterloo):

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.