



ST. JEROME'S UNIVERSITY

Department of Sexuality, Marriage, & Family Studies (SMF)

SMF 101: Relationships & Families

Winter 2022: Remote Online

Instructor #1 (until February 27, 2022): Angela Underhill (pronouns: she/her)

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Instructor #2 (beginning February 28, 2022): Dr. Denise Whitehead (pronouns: she/her)

Office: SH 2217

Email: denise.whitehead@uwaterloo.ca

Student Drop-in Hours: By appointment (we can find a time that works for you and for me and we will meet via phone or Zoom).

Teaching Assistants (TA): To be announced

Note: ALL course inquiries should be directed to Angela Underhill until February 27, 2022. Beginning February 28, 2022, all course inquiries should be directed to Dr. Denise Whitehead.

WELCOME TO SMF 101!! Dr. Denise Whitehead and I are delighted that you have chosen to enroll in this course about relationships and families. Past teaching has taught us (in the whole SMF department) that students are super interested in understanding how to engage in meaningful relationships with positive and happy connections. Relationships are complex, dynamic, interactional processes that provide a range of experiences over our lifetime. Relationships can bring about acceptance, safety, love, belonging, and connection, while also presenting challenges in these same areas. In this course, you will learn about the range of relational processes and choices people are faced with daily and throughout their lives. In other words, together we will explore some of “the good, the bad, and the ugly” aspects of relational life. With this interdisciplinary course, we aim to provide respect for human variation, diversity, and inclusion while addressing many key issues in relationships and families. With major contributions and past conceptual development from many of our SMF faculty, including Drs. Denise Whitehead and Toni Serafini, as well as Carm De Santis and Angela Underhill, we are sure there is something in this course for everyone!

COURSE CALENDAR DESCRIPTION

This course provides an overview of couple, marital, and family relationships from a broad, interdisciplinary perspective. [Note: Formerly SMF 206]

AntiReq: SMF 206

Connecting with your Professor(s)

Let's do our best to stay in touch this term. The best way to reach your instructor this term is via email (see above) for personal inquiries or questions, or through the Ask the Instructor discussion board for questions that your peers are also likely to have (e.g., around assignment requirements). I am also very happy to meet with you via Zoom to chat about what you're thinking about based on the course and/or talk about your progress. **My job is to support you, so please know I am very happy to 'meet'!**

Email Communication

Your instructor will respond to emails within 48 business hours (i.e., Monday to Friday), and at other times when possible. If you haven't heard from me within 48 hours during the business week, please resend your email in case it wasn't received. 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).**

Always use your UWaterloo email address when reaching out, and please include "SMF 101" in the subject line along with indication regarding the email (e.g., SMF 101: question about Week 1 content).

Please contact me if you are having medical/psychological/personal concerns that are compromising your ability to complete the course successfully. Informing me of these concerns earlier, rather than later in the course generally allows for more options.

MENTAL HEALTH SERVICES

We are all human, and we all need support sometimes – I think now more than ever. For your convenience, please refer to the list below for a list of mental health services.

On Campus

- Counseling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655.
- MATES: peer support program offered by Federation of Students (FEDS) and Counseling Services.
- Health Services Emergency service: across the creek from the Student Life Centre and across the street from St. Jerome's University.

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454.
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880.
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247.
- 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.

Course Structure: This course has been formulated as a REMOTE course during this still uncertain time of COVID-19. Genuine efforts have been made to adapt this course to maximize your learning and engagement. In addition, careful attention has been paid to adapting assessments to make them relevant, reasonably flexible, and accessible. That said, further adaptations to this course may be undertaken as this remote course unfolds or if timing of content needs to be adjusted.

Since this course is being offered **ASYNCHRONOUSLY**, there will be **NO required, formal meeting time.**

Rather, there are online lectures that are posted at the beginning of each week (by 9:30 am each Monday), as well as readings to be completed by the end of each week as outlined in this syllabus in the section “Course Schedule” below.

LEARN: The LEARN D2L platform is a critical resource to this remote, online course. You are encouraged to become **highly** familiar with how to access content, lectures, take the quizzes, and access information to assist you in completing the assessments. LEARN also serves as the main centre for me to keep in touch with all of you. I will post reminders, updates and other little items that catch my attention to share with you. Please access the course a few times a week to stay current.

Weekly Time Allocation for SMF 101: University students are generally expected to devote an average of 8-10 hours per week per course (this includes reviewing weekly recorded lectures [in place of live lectures], readings, studying, and completing assessments). For a full term (at 5 courses), this is about the equivalent of a full-time job.

Remote learning doesn't change that expectation. Instead of spending time “attending lectures in a classroom” you will need to attend to the course material being presented via lecture notes, audio visual material, and other forums of information provided weekly on LEARN. Course readings are a critical part of your learning process. The onus is on you, the student, to devote sufficient time to this course and your learning. You may not be aware of this expectation so plan accordingly as you review the course schedule and assessments in this syllabus.

Time Zones: During this time of remote learning, we are aware that you will be connecting from all over the world. All quizzes and assignments have due dates with time requirements. It is up to each student to figure out how their time zone works relative to the University of Waterloo and to plan accordingly. All course timelines follow time zone for Toronto, Ontario, Canada.

Here are a couple of things to know:

- UW (key reference point is Toronto) is currently (at the beginning of the term) in Eastern Standard Time (EST; also fondly known as Daylight Savings Time).
- This ends in March, when we return to Eastern Daylight Time (and the clocks go forward one hour).
- **If you are concerned about how time zone differences may affect your ability to complete course components, please reach out to me ahead of the deadline to discuss options.**

COURSE GOALS AND LEARNING OUTCOMES

This course provides an overview of relationality from a broad interdisciplinary perspective. This is an introductory course designed to introduce students to some critical theories and diverse perspectives that underpin the interdisciplinary study of relationships and families. At the core of this course is the development and application of critical thinking skills. Various topics of relationships and families will be covered that are attuned to diversity, dominant discourses, power relations, class, race, and dis/abilities, to name a few. If any of these words are new to you, don't worry! We will explain the terms as we go.

This course has several learning and assessment components that have been designed to work together for an integrated learning experience that will engage you, encourage you to question your own thinking and assumptions, and provide you with new insights and knowledge. We also hope this course will provide you with meaningful information that can be applied to your relational life. This course is designed to give you a little bit of information about a lot of topics; it grounds you in the field so you can continue to build on this base.

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

1. Articulate key theoretical ideas related to the study of relationships and families.
2. Describe how social norms, dominant discourses, and laws shape ideas about family and relationship formation and dissolution.
3. Identify and describe how social, political, economic and cultural factors advantage/disadvantage certain families and relationships.
4. Critique how gender roles, power distribution, and relational dynamics impact relationships.
5. Reflect on how your socio-political-cultural context combined with your own family, values, and life experiences have shaped your understanding and expectations of relationships and families.
6. Develop critical thinking skills through reading, writing, and discussion of course material.

REQUIRED BOOKS: TEXTBOOK AND FICTION BOOK (2 required books)

Textbook: Welch, K. (2021). *Family life now* (3rd ed.). Sage Publications. (available as an e-book, paperback, or loose-leaf)

Fiction Book: Brown, K. (2020). *Recipe for a perfect wife*. Penguin Random House Canada.

Books may be purchased/ordered through the University of Waterloo Bookstore. They have mailout services for textbooks, in addition to curbside pickup. The printed book can be ordered online from wstore.ca, as well as the access code. You can log in to UWaterloo BookLook, using your UWaterloo email and password, to view your personalized booklist and add items directly to your shopping cart. Please note that access codes ordering through the MyBookLook are filled manually, and can take up to 3 business days to process. A common list of online questions, such as shipping rates and returns, can be found on their website at wstore.ca/help.

The Bookstore has recently signed on with **Vitalsource** as well, and can offer students direct links to e-book options – for the Welch textbook, the following is available: [Family Life Now 3rd edition | 9781544371023, 9781544371054 | University of Waterloo \(vitalsource.com\)](https://www.vitalsource.com/products/9781544371023). Please be cautious of timing – you will need the textbook right up until you finish your final assignment (this might mean you need to finish your final assignment a bit early if you purchase the textbook early or purchase the 90 day option). You can, of course, purchase a copy via other methods, such as the used bookstore or student groups.

The fiction book, *Recipe For A Perfect Wife* (Brown, 2020) can also be purchased through the UW Bookstore for \$9.99. It is also available as an Ebook through the usual sources: Amazon/Kindle, Chapters Indigo KOBO, Ebooks.com (Approximate Cost: \$14). In some areas, Community/City Libraries might have the book available for you to borrow for free.



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COURSE REQUIREMENTS AND ASSESSMENTS

ASSESSMENTS	DATE OF EVALUATION	WEIGHTING
Pre-Course Planning Assignment	Available from January 5 at 12:01 am – January 16 at 11:59 pm on LEARN (Quizzes)	2.5%
Weekly Quizzes	See course schedule and LEARN (Quizzes)	52.5%
Reflection Paper	Anytime between February 1, 2022 and February 18, 2022 at 11:59 pm to the LEARN Dropbox	10%
Book Report Critique	Due April 10, 2022 by 11:59 pm to the LEARN Dropbox	35%
Total		100%

LATE PENALTY POLICY (Please read carefully)

Quizzes are open for one week; therefore, no extensions will be given for the quizzes except for compassionate grounds. We recommend you complete the weekly content and quiz early in the week to prevent any unforeseen circumstances on a Sunday evening.

For the Reflection Paper and Book Report Critique assignments, the following late policy applies to ALL students, regardless of circumstance or reason: there will be a grace period of 48 hours for these two assignments. 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 your 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 grace period will be subject to a 10% 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.

IMPORTANT: The Reflection Paper and Book Report Critique will NOT be accepted after 4 days past the original due date (unless you have made arrangements with me directly). Any assignment submitted after this cut-off will receive a grade of zero (0). You are reminded to plan for the original deadline (NOT the grace period), so as to prevent unexpected events such as illness, work obligations or family events from coming up during the grace period.

If you are having profound issues related to finishing the course (or others) please contact your Academic Advisor for assistance. <https://uwaterloo.ca/registrar/current-students/advisors>

RECEIPT OF GRADES

We will do our best to return all assignments and feedback in a timely manner. 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.

Pre-Course Planning Quiz (1 short 'quiz' @2.5%)

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 (including my welcome video), click on the Pre-Course Planning Assignment. You can keep your syllabus open while you complete it. There will be multiple choice questions based on the course expectations as well as three, optional short answer questions (for you to share a bit more about what you hope to get out of this course). I will do my best to use these quizzes to address and clarify any concerns raised from the course outline, as well as integrate material throughout the course that may speak directly to your interests. Note that there are 20 questions, but only the multiple choice and true/false questions are marked (quiz out of 17).

Weekly Quizzes (52.5% total = 11 completed quizzes, with lowest two dropped = 9 quizzes @ 5.83% each for final grade)

Beginning in Week 2, there will be a weekly quiz on information related to the readings (textbook chapters and additional articles/videos), lecture material (i.e., weekly recorded lectures uploaded into LEARN), and all other course material outlined in the Content section of LEARN every week (see course schedule below, and LEARN). Remember, all weekly content is testable with the exception of items marked "OPTIONAL" or "NOT TESTABLE". Note that the number of assigned readings vary from week-to-week, as do the lectures and videos. We keep the lectures and videos under 3 hours each week to align with a 'live' class. These quizzes are designed to help you acquire the foundational knowledge you will need to complete the other assessments in this course (the *Reflection Paper* and the *Book Report Critique*). All quizzes will be conducted online via LEARN. Each weekly quiz will be available for completion at the start of the week (Monday at 12:01 am) and remains open/available until the following Sunday at 11:59 p.m.

You have **ONE (1) attempt to complete the quiz. Do NOT start the quiz until you are ready to complete it – you cannot leave and come back.** You will be presented with 20 randomly assigned questions and have 20 minutes to respond. After submitting your quiz, you will be immediately informed of your grade.

Quizzes must be completed independently without consultation with other students, individuals, or the Internet. Please review and follow the expectations regarding academic integrity outlined later in this syllabus.

You have the opportunity to complete a total of 11 quizzes – one each week beginning in Week 2. **Only your top 9 scores will contribute to your final grade on this assessment (9 quizzes @ ~5.83% each**

= 52.5%). This means that if you perform poorly or have to miss a quiz or two due to illness or other circumstances, you can do so without penalty. These 2 “freebies” are applied to everyone in the class. You are encouraged to complete all quizzes, as this helps you stay on top of the content and better prepares you for the larger written assignments.

Reflection Paper (10%)

Full assignment instructions (and a grading rubric) are available on LEARN (see “Reflection Paper” under content). This assignment is meant to provide an opportunity for you to integrate and apply your learning in this course in critical and personal ways. You will be required to identify one (or at most two) topics that stand out to you in the course (for whatever reason). You will be asked to summarize the content that stood out to you with citations to course content, and then view this content through your own lens of experiences (e.g., your family of origin and those relationships you have witnessed/experienced, culture, race, religion, sexuality, other social locations, etc.). The reflection paper will be a maximum of two pages, double-spaced. As this is a personal reflection, the paper should be written in first-person (i.e., “As I read xx, I was reminded of ...”).

SMF 101 Book Report Critique (35%)

In this time of virtual learning we are pleased to introduce the SMF Book Report Critique with a very poignant 2020 best seller by Canadian author, Karma Brown. Her new book, *Recipe For A Perfect Wife*, provides an engaging way to consider the topic of relationships, both modern and from the past.

This is a work of fiction that creates a compelling opportunity for our class to consider the topics that we will be discussing in this course. As in many of life’s relationships, there is love, joy, and friendship. This novel also unearths the darker side of relationships: inter-partner violence, access to and use of power, rigid gender roles, **sexual assault (Note: graphically portrayed in pages 178-181)**, as well as workplace sexual harassment, betrayal, divorce, estrangement, infertility, and abortion. These topics can be very difficult to address on various levels. For some of us, it might be disruptive and bring forward personal and/or familial experiences.

For many of us in this class, some of the book’s themes are similar to our own lived experiences. As a result, you might find the information validating, providing you opportunity to name and attend to past and/or current issues and propelling you forward with affirmation and confidence. For others, this learning process might present challenges, resulting in experiencing a range of emotional responses that may feel overwhelming. You are encouraged to reach out to the mental health resources outlined in this syllabus, and to consider reaching out to people you trust and count on. Ultimately, we hope that providing the “Book Report Critique” will serve as a platform to consider the many real facets that relationships encounter and provide a means for the materials in the textbook to come to life. Fundamentally, we want this to be an opportunity for you to be reflective and consider the relational choices that will lay ahead of you and that you will witness others face over the lifespan.

Full details about the *SMF Book Report Critique* assignment can be found in the LEARN Content section under “SMF Book Report.” The marking rubric for this assignment is also posted. Please be sure to review the assignment instructions, the rubric, and the APA styling guide in full before completing your assignment.

Weekly Class Schedule – see table on next page.



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COURSE SCHEDULE

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
1	Jan 5. – Jan. 9* *For ease, I have structured this class to run weekly from Monday to Sunday 11:59 pm (EDT). The exception here is Week 1, which is a shorter week (with less tasks)	Welcome & Introduction to Course	<ul style="list-style-type: none">• <u>Review syllabus</u>• All Week 01 Content (see LEARN)• All assignment instructions (via LEARN)• Textbook (Welch): Chapter 1	<ol style="list-style-type: none">1. Buy the textbook: <i>Family Life Now 3rd Ed.</i>2. Buy fiction book: <i>Recipe For A Perfect Wife</i>3. DEADLINE: complete the Pre-Course Planning Assignment by Jan. 16 at 11:59 pm (via LEARN Quizzes)
2	Jan. 10 – Jan. 16	Understanding Families (research and theory) and Relationship Choices	<ul style="list-style-type: none">• All Week 02 Content (see LEARN)• Textbook (Welch): Chapter 2	<ol style="list-style-type: none">1. DEADLINE: Week 02 Quiz due Jan. 16 at 11:59 pm. Testable content: Chapters 1 & 2, lecture material (weeks 1+2), any additional readings/videos posted in LEARN
3	Jan. 17 – Jan. 23	Gender & Diversity 2sLGBTQIA+ Relationships	<ul style="list-style-type: none">• All Week 03 Content (see LEARN)• Textbook (Welch): Chapter 4	<ol style="list-style-type: none">1. DEADLINE: Week 03 Quiz due Jan. 23 at 11:59 pm. Testable content: Chapter 4, lecture material, any additional readings/videos posted in LEARN.2. Recommended: begin reading <i>Recipe for A Perfect Wife</i>: Chapters 1-9

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
4	Jan. 24 – Jan. 30	Intimacy and Communication	<ul style="list-style-type: none"> All Week 04 Content (see LEARN) Textbook (Welch): Chapters 3 and 5 	<ol style="list-style-type: none"> DEADLINE: Week 04 Quiz due Jan. 30 at 11:59 pm. Testable content: Chapters 3 and 5, lecture material, any additional readings/videos posted in LEARN. Recommended: continue reading <i>Recipe for A Perfect Wife</i>: Chapters 10-14 Tip: If you haven't already, start planning your Reflection Paper
5	Jan. 31 – Feb. 6	Liking and Loving	<ul style="list-style-type: none"> All Week 05 Content (see LEARN) Textbook (Welch): Chapter 6 	<ol style="list-style-type: none"> DEADLINE: Week 05 Quiz due Feb. 6 at 11:59 pm. Testable content: Chapter 6, lecture material, any additional readings/videos posted in LEARN. Recommended: continue reading <i>Recipe for A Perfect Wife</i>: Chapters 15-21 Recommended: Start writing your Reflection Paper. Reach out to your instructor with any questions as you begin.
6	Feb. 7 – Feb. 13	Attraction & Commitment: Singlehood, Dating, Coupling, Marriage, Cohabitation, and Living Apart Together (LAT)	<ul style="list-style-type: none"> All Week 06 Content (see LEARN) Textbook (Welch): Chapters 7 and 8 	<ol style="list-style-type: none"> DEADLINE: Week 06 Quiz due Feb. 13 at 11:59 pm. Testable content: Chapters 7 and 8, lecture material, any additional readings/videos posted in LEARN. Recommended: Finish writing your Reflection Paper and submit early 😊 Recommended: continue reading <i>Recipe for A Perfect Wife</i>: Chapters 22-28
7	Feb. 14 – Feb. 18* *NOTE: this is a short week due to Reading Week! 😊	Sexuality in Relationships	<ul style="list-style-type: none"> All Week 07 Content (see LEARN) Textbook (Welch): Chapter 9 	<ol style="list-style-type: none"> DEADLINE: Week 07 Quiz due Feb. 28 at 11:59 pm. Testable content: Chapter 9, lecture material, any additional readings/videos posted in LEARN. NOTE: I highly recommend finishing this quiz long before the deadline (i.e., aim for February 18). DEADLINE: Reflection paper due Feb. 18 at 11:59 pm Recommended: continue reading <i>Recipe for A Perfect Wife</i>: Chapters 29-35 Tip: Celebrate submitting your Reflection paper!
OFF	Feb. 19 – 27	READING WEEK!	<ul style="list-style-type: none"> NONE! 	<ol style="list-style-type: none"> ENJOY! 😊

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
NOTE	February 28	Instructor Change	Beginning February 28, 2022, all course inquiries should be directed to Dr. Denise Whitehead.	
8	Feb. 28 – Mar. 6	Planning for Parenthood, Becoming Parents, and Diversity in Parenting in Parenting	<ul style="list-style-type: none"> All Week 08 Content (see LEARN) Textbook (Welch): Chapters 10 and 11 	<ol style="list-style-type: none"> DEADLINE: Week 08 Quiz due Mar. 6 at 11:59 pm. Testable content: Chapters 10 and 11, lecture material, any additional readings/videos posted in LEARN. Recommended: Finish reading <i>Recipe for A Perfect Wife</i>: Chapters 36-44
9	Mar. 7 – Mar. 13	Family Life, Work & Finances, and Finding Balance	<ul style="list-style-type: none"> All Week 09 Content (see LEARN) Textbook (Welch): Chapter 12 	<ol style="list-style-type: none"> DEADLINE: Week 09 Quiz due Mar. 13 at 11:59 pm. Testable content: Chapter 12, lecture material, any additional readings/videos posted in LEARN.
10	Mar. 14 – Mar. 20	Family Changes: Stress, Crises, Transitions, Violence & Abuse	<ul style="list-style-type: none"> All Week 10 Content (see LEARN) Textbook (Welch): Chapter 15 	<ol style="list-style-type: none"> DEADLINE: Week 10 Quiz due Mar. 20 at 11:59 pm. Testable content: Chapter 15, lecture material, any additional readings/videos posted in LEARN. Tip: Begin your Book Report Critique. Reach out to the instructor with any questions that come up.
NOTE	March 22, 2022	LAST day to drop a class and receive WD (Withdraw, NO credit granted).	<i>Dropping course after this date results in WF (Withdraw/Failure, no credit granted, value 32% - grade assigned for class(es) dropped during this period)</i>	

Week	Dates	Topic	Assigned Readings & Content	Action Items and Notes
11	Mar. 21 – Mar. 27	Divorce, Remarriage, & Stepfamilies	<ul style="list-style-type: none"> All Week 11 Content (see LEARN) Textbook (Welch): Chapters 13 and 14 	<ol style="list-style-type: none"> DEADLINE: Week 11 Quiz due Mar. 27 at 11:59 pm. Testable content: Chapters 13 and 14, lecture material, any additional readings/videos posted in LEARN. Tip: Complete Book Report Critique draft. Leave time for editing and revisions (Due Apr. 10).
12 <i>Classes end April 5th</i>	Mar. 28 – Apr. 3	The Later Years: Family Life and Aging	<ul style="list-style-type: none"> All Week 12 Content (see LEARN) Textbook (Welch): Chapter 16 	<ol style="list-style-type: none"> DEADLINE: Week 12 Quiz due Apr. 3 at 11:59 pm. Testable content: Chapter 16, lecture material, any additional readings/videos posted in LEARN. Tip: Finalize Book Report Critique. You can always submit early 😊
DUE DATE	Apr. 10	Final Assessment Due: Book Report Critique Upload into LEARN DropBox		



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University of Waterloo Student Health and Academic Support Services

Note: Due to COVID-19 and campus closures, UWaterloo in-person counselling services may still be limited, and support can still be provided online or by phone. Students are advised to contact Counselling Services by phone or email.

UWaterloo Campus Resources

Counselling Services

Email: 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, but they provide incredible support and resources. Please see below for a crisis service if you need one.

svpro@uwaterloo.ca

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

UW Police Services

Phone: 519-888-4911

Alternate phone: ext. 22222

AccessAbility Services

Email: access@uwaterloo.ca

<https://uwaterloo.ca/accessability-services/>

Phone: 519-888-4567 ext. 35082

Centre for Mental Health Research

Email: cmhr@uwaterloo.ca

Phone: 519-888-4567 ext. 33842

Student Success Office

Phone: 519-888-4567 ext. 84410



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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

<https://uwaterloo.ca/arts/>



OTHER IMPORTANT INFORMATION

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 relationships and families; we will talk more about this throughout the term.

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/ for more information.]

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](#). 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/ 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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-SJUSCapproved.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/.

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 me (the Instructor) informed. This allows me to know what you are facing and for me to brainstorm options and solutions to help you complete the course.

Self-declaration of COVID symptoms. The University of Waterloo has provided a self-declaration for COVID symptoms for students via Quest. Please note that while I can access this information you must ALSO email me if you have made this declaration.

<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>

As you will see on the above website this is for 14 days. Other illnesses, or if the illness will last greater than fourteen days, must be reported using the Verification of Illness Form.

As the website notes:

“Ultimately, the authority for deciding whether your request for consideration will be granted rests with the instructor. Regardless of whether consideration is provided, you are responsible for contacting the instructor/faculty member to discuss how you will meet the course requirements.”

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor(s), 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 WRITTEN 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 express written 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®) will 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. Consider this your due notice. 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 in an alternate manner.