



ST. JEROME'S UNIVERSITY

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

SMF 204 Winter 2023

Introduction to Human Sexuality

Time: Mondays and Wednesdays, 11:30 to 12:50 PM

Location: SJ2 1002

1. INSTRUCTOR INFORMATION

Instructor: Angela Underhill (she/her)
Office: SJU Sweeney Hall 2215
Class Schedule: Mondays and Wednesdays from 11:30 am – 1:00 pm
Student drop-in hours: Mondays in person from 9:30 to 10:30 AM, or by appointment (we can find a time that works for you and me!)
Email: angela.underhill@uwaterloo.ca

2. COURSE DESCRIPTION

This course provides a broad interdisciplinary overview of theories and research on human sexuality. Topics may include: Human anatomy, sexual health, sexual response cycle, sexual orientation, gender, sex work, sexual practices, fetishes and paraphilias, and attraction/intimacy/love.

Antireq: PSYCH 236

Disclaimer

Topics in sexuality can evoke a range of emotions: fun, excitement, relief, embarrassment, fear, worry...topics can be welcoming, sensitive, controversial, challenging, etc. For this class to be an environment of learning, all participants (students and the instructor) need to engage respectfully with one another. We all have different histories, values, and beliefs that we will be bringing to the classroom. I am counting on your ability to engage in constructive dialogue with myself and others, which involves taking the time to listen to others and being open to hearing other perspectives and experiences. If any of the course topics might create personal, unmanageable

distress on an intellectual and/or emotional level, please check in with yourself. Do you have the supports you need to complete this course at this time? Are there things you/we can set-up now to ensure the course is a positive (or transformative) experience for you? We will, as a class, work together to set ground rules. However, we expect that the course will be activating (in positive, negative, and transformative ways) on different levels for different folks throughout the term. We will work together to cultivate a brave space and to step up for one another. If you are feeling very unsure about completing the course, please reach out to me. It is okay to give yourself permission to not take this course at this time if that is what is best for you. If any of the presenting topics create some concern for students, it is also recommended that students seek support. See below for a list of resources or contact me (Angela) and I can try to connect you with an appropriate service.

MENTAL HEALTH SERVICES

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

UWaterloo Campus Resources

Counselling Services

Email: counseling.services@uwaterloo.ca

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

Phone: 519-888-4567 ext. 32655

Health Services

Phone: 519-888-4096

Sexual Violence Prevention and Response Office

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

svpro@uwaterloo.ca

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

UW Special Constable Services

Phone: 519-888-4911

Alternate phone: ext. 22222

Centre for Mental Health Research

Email: cmhr@uwaterloo.ca

Phone: 519-888-4567 ext. 33842

Student Success Office

Phone: 519-888-4567 ext. 84410

Off campus resources, available 24/7

Good2Talk

Phone: 1-866-925-5454

Alternate Phone: 211

Here24/7

1-844-437-3247

Waterloo Region Sexual Assault and Domestic Violence Treatment Centre

Phone: 519-749-6994

Grand River Hospital

Phone: 519-742-3611

Waterloo Regional Police

Phone: 911

Sexual Assault Support Centre (24 hour helpline)

Phone: 519-741-8633

SHORE Centre

Phone: 519-743-9360

OK2BME

Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo.

Phone: 519-884-0000 x222

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

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

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

3. COURSE OBJECTIVES

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

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

1. Recognize the extent to which human sexuality is a complex and multidimensional domain of life.
2. Understand the basic sociocultural (e.g., normative, political), relational (e.g., interactional, negotiatory), psychological (e.g., cognitive, emotional), and biological (e.g., anatomical, physiological) underpinnings of human sexuality.
3. Identify and critically reflect upon the meaning of sexuality for self and others, while working with others to create a learning environment that is exploratory, respectful, safe and inclusive for you, your classmates, guest speakers and instructor.
4. Understand how sexuality and sexual health is impacted by, and intersects with: age, gender, sexual orientation, ability/disability, overall health, the health care system, culture, ethnicity, religion, income, body image, family relationships, societal expectations, media and education.
5. Recognize and challenge potentially harmful normative scripts surrounding sexuality and sexual health and understand the role of research in this field.

4. REQUIRED TEXTS

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

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

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

5. COURSE REQUIREMENTS AND ASSESSMENTS

5.1 Assessments

Assessments	Date of Evaluation	Weighting
Pre-Course Planning Quiz	January 13 by 11:59 pm in the LEARN Quizzes	2.5%
Tests	Various	50%
Test #1 (Module 1 content)	January 30 (in class)	(10%)
Test # 2 (Module 2 content)	March 1 (in class)	(15%)
Test # 3 (Module 3 content)	To be determined (exam period)	(25%)
Group paper: Popular article critique	Various	35%
Group Deliverable #1: Consultation, Discussion, and Deliverable	January 25 (in class, and to be submitted to the LEARN Dropbox before class begins)	(5%)
Group Deliverable # 2: Consultation, Discussion, and Deliverable	February 27 (in class, and to be submitted to the LEARN Dropbox before class begins)	(5%)
Final paper	Mar. 29 by 11:59 pm in the LEARN Dropbox	(25%)
Group Assignment Self and Peer Evaluation	Mar. 29 by 11:59 pm in the LEARN Dropbox	(ungraded, but required)
Collaborative Learning	Ongoing; Sign-up deadline is January 16 via the link in LEARN	2.5%
Participation	Ongoing; participation self-evaluation due Apr. 5 by 11:59 p.m. in Dropbox	10%
Total		100%

5.2 Assessment descriptions

Tests

There will be three tests in this course. The first test will focus on Module #1, the second test will focus on Module #2, and the final test will focus on Module #3. Tests #1 and #2 will be completed in class; Test #3 will be held during the exam period. They increase in weight over time; this way, you will have the chance to get accustomed to the format of the tests when the stakes are low (and then do better in each subsequent test). All content (assigned readings, lecture material, other course material outlined in the Content section of LEARN every week, and guest speakers if applicable) is testable except for items marked or disclosed during class as “OPTIONAL” or “NOT TESTABLE”.

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

Papers

Papers must be formatted according to APA 7th edition guidelines:

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

Information on these guidelines is freely available online:

- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

An example of a formatted paper will be made available on LEARN.

Group paper – Popular article critique

In groups of three to four people (dependent on class enrolment), you will write a six-to-seven-page critique of a popular article (e.g., newspaper article, blog post) on a sexuality-related topic. Full instructions and the rubric are available on LEARN.

To support your development of the critique (and group work process), there will be two classes devoted to your group assignment. Prior to these classes, you will (as a group) have a deliverable to produce and submit to the associated Dropbox. During the actual class, you will have time to meet with your group, work on the next step of your paper, and meet with me to discuss your ideas. This will give me a chance to review your work, brainstorm with you, and address any questions specific to your paper. Deliverable instructions are available in the “Popular Article Critique Instructions” document in LEARN and will also be explained in class. In short:

- Group Consultation #1: Find at least three popular articles of interest and three relevant journal articles (one per article of interest for a total of three)
- Group consultation #2: Show a content outline in bullet points

Points for deliverables will be provided individually for each team member. Please see the assignment instructions for the details.

A Group and Self Evaluation form (found with the assignment instructions in LEARN) must be completed by each team member and submitted by the final paper deadline to the Dropbox. The instructor reserves the right to adjust the grade of individual team members based on the group evaluations.

Collaborative Learning

Grades in this class are not competitive – everyone has the opportunity to earn 100%. However, each of you enter this class with your own histories, obligations, and current life circumstances. Some of you may be able to attend class every week; some of you may have urgent situations come up that prohibit you from attending (or perhaps something prohibits you from learning that day). This means some of you may lose the opportunity to access in-class material without support. Let's support each other while we support our own learning. When we teach others, we are more likely to understand the material ourselves. Each of you will have the opportunity to sign up for 2 classes where you will share your notes on the "Class Notes" Discussion board. You are only required to fulfil 1 of these commitments (though you are encouraged to fulfil both). In addition to your notes (and in the body of the discussion board post), include a personal anecdote, made-up example, and/or relevant news/online example to help your peers understand one of the concepts discussed that day.

Participation

You are expected to actively participate in the course; this includes group discussions and class activities. Active participation facilitates your own learning and supports and augments the learning of your peers.

The idea of speaking in front of a group, even a group of one's own peers, may induce some anxiety among students; however, various forms or degrees of public speaking are essential, and often required, in several aspects of life (e.g., the workplace). It is my hope that we may facilitate a supportive, respectful classroom environment wherein you may feel increased comfort to take risks around contributing your thoughts, ideas, and wonderings to the small and large group discussions.

In the spirit of sensitivity to diverse learning needs and comforts, a variety of activities and ways to participate are worked into this course. The instructor will assign a participation grade based upon her observations, her review of class activities (some of which will be submitted), and the student's submitted self-reflection and participation log (optional, but recommended). Class attendance will not be evaluated directly; simply showing up (or not) does not demonstrate active participation. Similarly, completing the assigned readings does not demonstrate participation; this is a minimal requirement of the course.

See the participation assignment in LEARN for more information.

The rest of this page has been left intentionally blank. Please see next page for the course schedule.

6. COURSE SCHEDULE

Class	Dates	Topic(s)	Assigned Readings/Content	Notes/Action Items
Classes 1-7	Jan. 9 - 30	Module #1: Historical, social, and cultural variations of sexuality	See below	See below
1	Jan. 9	1. Introduction to the course	1. Syllabus 2. Class 01 Content (see LEARN) 3. All assignment instructions (via LEARN)	
2	Jan. 11	1. Introduction to human sexuality	1. Jackson, S., & Scott, S. (2010). Feminist engagements: Politicizing the personal and engendering theory. In S. Jackson and S. Scott, <i>Theorizing sexuality</i> , 25-49. McGraw-Hill International. 2. Class 02 Content (see LEARN)	1. DEADLINE: complete the Pre-Course Planning Assignment by Jan. 13 at 11:59 pm (via LEARN Quizzes) 2. RECOMMENDED: Fill out the sample participation log to help you gauge your involvement through the term
3	Jan. 16	1. Theories and Research in Human Sexuality	1. Rathus et al. (2019). Using theory to understand human sexuality. In Rathus et al, <i>Human Sexuality in a World of Diversity</i> (6 th ed.), 34-60. 2. Class 03 Content (see LEARN)	1. DEADLINE: Sign up for two days to share your class notes by 11:59 pm Jan. 16 via the link in LEARN 2. DEADLINE: Groups to be determined by Jan. 18 3. RECOMMENDED: Book a meeting with your group members
4	Jan. 18	1. Theories and Research in Human Sexuality, Continued		1. RECOMMENDED: Fill out the participation log for the week

Class	Dates	Topic(s)	Assigned Readings/Content	Notes/Action Items
5	Jan. 23	1. Gender and sexual diversity 2. Relationship diversity	3. Iantaffi A & Barker M-J (words), Scheele J (illustrations), & van Anders SM (ideas), 2018. Mapping Your Sexuality: From Sexual Orientation to Sexual Configurations Theory. 4. Fairbrother, N., Hart, T. A., & Fairbrother, M. (2019). Open relationship prevalence, characteristics, and correlates in a nationally representative sample of Canadian adults. <i>The Journal of Sex Research</i> , 56(6), 695-704.	1. RECOMMENDED: Fill out the participation log for the week
6	Jan. 25	1. Group consultation #1	None – study for your test ☺	1. DEADLINE: Group consultation #1 deliverable due in LEARN Dropbox before class Jan. 25 (to be discussed in class)
7	Jan. 30	1. Test #1	None – celebrate when you finish your first test ☺	1. DEADLINE: Test #1 to be completed in class Jan. 30
Classes 8 - 14	Feb. 1 – Mar. 1	Module 2: Biopsychosocial foundations of sexual development and functioning	See below	See below
8	Feb. 1	1. Anatomy, Part 1	1. Fausto-Sterling, A. (2016). On the critiques of the concept of sex: An interview with Anne Fausto-Sterling. <i>differences</i> , 27(1), 189-205. 2. Class 08/09 Content (see LEARN)	1. RECOMMENDED: Fill out the participation log for the week
9	Feb. 6	1. Anatomy, Part 2	1. See above	

Class	Dates	Topic(s)	Assigned Readings/Content	Notes/Action Items
10	Feb. 8	1. Arousal and Response	1. Basson, R. (2001). Human sex-response cycles. <i>Journal of Sex & Marital Therapy</i> , 27(1), 33-43. 2. Kleinplatz, P. J., Ménard, A. D., Paquet, M. P., Paradis, N., Campbell, M., Zuccarino, D., & Mehak, L. (2009). The components of optimal sexuality: A portrait of “great sex”. <i>The Canadian Journal of Human Sexuality</i> , 18(1-2), 1-13 3. Class 10 Content (see LEARN)	1. RECOMMENDED: Fill out the participation log for the week
11	Feb. 13	1. Menstruation and Menopause	1. Class 11 Content (see LEARN)	
12	Feb. 15	1. Sexuality Across the Lifespan	1. Moshman, D. (2014). Sexuality development in adolescence and beyond: Commentary on Arbeit. <i>Human Development</i> , 57(5), 287-291. 2. Class 12 Content (see LEARN)	1. RECOMMENDED: Fill out the participation log for the week
Reading Week	Feb. 18 - 26	Fun! Reading! Relaxing!	You pick!	Enjoy!
13	Feb. 27	1. Group consultation #2	None – study for test # 2 ☺	1. DEADLINE: Group Consultation #2 deliverable deadline due in LEARN Dropbox before class Feb. 27 (to be discussed in class)
14	Mar. 1	1. Test #2 (Module 2)	None – celebrate when you finish test #2!	1. DEADLINE: Test #2 to be completed in class Mar. 1

Class	Dates	Topic(s)	Assigned Readings/Content	Notes/Action Items
Classes 15 - 24	Mar. 6 – Apr. 5	Module 3: Interpersonal relationship considerations involving sexuality	See below	See below
15	Mar. 6	1. Sexual Behaviours and Fantasies	1. Joyal, C. C., Cossette, A., & Lapierre, V. (2015). What exactly is an unusual sexual fantasy?. <i>The Journal of Sexual Medicine</i> , 12(2), 328-340. 2. Class 15 Content (see LEARN)	
16	Mar. 8	1. Contraception and Safer Sex, Part 1	1. Class 16 Content (see LEARN) 2. Teal, S., & Edelman, A. (2021). Contraceptive selection, effectiveness, and adverse effects. <i>The Journal of the American Medical Association</i> , 326(24), 2507-2518. 3. Sibonney, C. (2020). A bitter pill. <i>Today's Parent</i> , 37(4), 68-72.	1. RECOMMENDED: Fill out the participation log for the week
17	Mar. 13	1. Contraception and Safer Sex, Part 2	2. See above	
18	Mar. 15	1. A biopsychosocial perspective on sexually transmitted infections	1. Carter, A., et al. (2017). The problematization of sexuality among women living with HIV and a new feminist approach for understanding and enhancing women's sexual lives. <i>Sex Roles</i> , 77, 779-800. 2. Class 18 Content (see LEARN)	1. RECOMMENDED: Fill out the participation log for the week
19	Mar. 20	1. Pregnancy and Pregnancy Options	1. Renner et al. (2022). Abortion services and providers in Canada in 2019: Results of a national survey. <i>The Canadian Medical Association Journal</i> , 10(3), e856-e864. 2. Class 19 Content (see LEARN)	

Class	Dates	Topic(s)	Assigned Readings/Content	Notes/Action Items
20	Mar. 22	1. Consent and Sexual Violence (Guest Speaker)	1. MacDougall, A., Craig, S., Goldsmith, K., & Byers, E. S. (2020). #consent: University students' perceptions of their sexual consent education. <i>The Canadian Journal of Human Sexuality</i> , 29(2), 154-166. 2. Class 20 Content (see LEARN)	1. RECOMMENDED: Fill out the participation log for the week
21	Mar. 27	1. Relationship Initiation, Maintenance, and Endings	1. Ogolsky, B. G., Monk, J. K., Rice, T. M., Theisen, J. C., & Maniotes, C. R. (2017). Relationship maintenance: A review of research on romantic relationships. <i>Journal of Family Theory & Review</i> , 9(3), 275-306. 2. Class 21 Content (see LEARN)	
22	Mar. 29	1. Sexual 'Disorders' and 'dysfunctions'	1. All Class 22 Content (see LEARN)	1. DEADLINE: Popular Article Critique due Mar. 29 by 11:59 pm (via LEARN Dropbox) 2. DEADLINE: Self- and Group evaluations due Mar. 29 by 11:59 pm (via LEARN Dropbox) 3. RECOMMENDED: Update participation log
23	Apr. 3	1. Class Choice	1. All Class 23 Content (see LEARN)	
24	Apr. 5	1. Final Reflections and Moving Forward	1. None	1. DEADLINE: Participation Self-Reflection due Apr. 5 by 11:59 pm (via LEARN Dropbox)
Exam Period	TBD	Final Test: Module 3	All of Module 3	

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

7. COVID-19 MANAGEMENT AND CONTINGENCY PLANS

7.1 Student COVID-19 cases (and other illnesses).

Please do NOT come to class or other in-person activities if you are experiencing COVID-19 symptoms or are required to self-isolate. Or in general, if you are feeling unwell. Let's keep each other as safe and healthy as we can.

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

You can self-declare an absence on Quest for pandemic-related reasons or short-term reasons. A short-term absence, is for any reason, that is a maximum length of 48 hours. (see link for more details). Here are the highlights:

- The declaration of a short-term absence is available to all undergraduate students taking courses at the University of Waterloo.
- Only one short-term absence can be self-declared per academic term.
- All of your instructors will be notified by email of your absence, as indicated in Quest.
- You are excused from all assessments due during the absence window.
- You are required to reach out to your instructors within the first 24 hours to discuss possible accommodations for missed due dates.
- For other medical issues (particularly if longer than 48 hours) you can obtain a Verification of Illness Form (VIF) for other conditions and follow the instructions for submission of a VIF and/or supporting documentation. The VIFS will be reviewed in the Arts Undergraduate Office (AUO) for appropriate dates and signatures before being accepted.

Once you have self-declared or submitted an VIF ALL of your professors will be notified by the AUO.

Students are asked NOT to send VIFs or other medical documentation directly to their professors. Submitting only to the AUO allows students some privacy. Accommodations will then be negotiated with the Arts Undergraduate Office who will assist in providing direction to the professor on needed student accommodations.

7.2 Alternate arrangements due to COVID-19-related cancellations of in-person classes

- **Short-term and longer-term cancellation of in-person classes, whether for the particular course or University-wide:** Lectures will be held online in an asynchronous format and made available on LEARN. Consultation sessions will be held online in a synchronous format during usual class hours.
- **Cancellation of in-person tests:** Tests will be re-scheduled for a later date. They will be held during usual class hours. Any lecture that has been replaced by examinations will be held online in an asynchronous format and made available on LEARN. These lectures will still be considered required material. If for some reason we are unable to find a new, in-person date, the test will be moved online and completed via the LEARN quiz tool.

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

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

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

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

9. CORRESPONDENCE

There are many ways to reach me this term. The best way to reach me this term is in-person during class – a real divergence from the last few years! You may also drop in to my scheduled, in-person student drop-in hours (Mondays from 9:30 – 10:30 am) or book an appointment with me at a time that works for us both. I am generally only on campus on in-person class days; however, I am very happy to meet via Zoom or by phone on alternate days. I will also be available via email (see above), or through the Ask the Instructor discussion board. My job is to support you this term, so please know I am very happy to meet with you!

I will respond to emails within 2 business days (i.e., Monday to Friday), and at other times when possible. Generally, I do not respond to email on weekends or to last minute requests (e.g., right before an assignment is due) -- not because I do not want to help you, but because I cannot guarantee I will have access to my email during these times. For this reason, please ensure you give me enough time to problem-solve any concerns you have (this might mean starting assignments early to identify potential concerns). If you haven't heard from me within 2 days during the business week, please resend your email in case it was not received. Always use your UWaterloo email address when reaching out since other email accounts sometimes delay routing of the messages or simply get blocked by the university servers. Please include "SMF 204" in the subject line along with a descriptor of the email content (e.g., "SMF 204 : Question on individual paper"). It is also helpful to end the email with your name and student number.

10. ELECTRONIC DEVICE POLICY

In the spirit of creating a respectful classroom environment conducive to learning, I ask that you restrict your laptop and smartphone use to classroom activities such as notetaking, accessing LEARN, etc. to avoid distracting the people around you. Please turn your phones to off or silent. In a shared learning environment, messaging, tweeting, googling, watching videos, emailing, etc. can be distracting to other students and to myself. If you suspect that you may need to distract yourself on a particular day (e.g., due to the subject content), please try to select a seat at the back of the classroom to limit distractions for others. Your respectful consideration of others is very much appreciated.

11. RECEIPT OF GRADES

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

14. IMPORTANT DATES TO REMEMBER

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

15. OTHER IMPORTANT INFORMATION

Academic Integrity

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

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

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

1. Every statement of fact not generally known, and every opinion which is not arrived at independently, requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced. Students should use direct quotations sparingly, as they do not adequately demonstrate understanding of the material.
3. Every quotation requires a reference, including page number.
4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also, of course, be referenced.

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

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, https://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Discipline.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>. For typical penalties, check the Guidelines for the Assessment of Penalties, <https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>

Appeals

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

Intellectual property

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

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);

- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

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

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

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

TurnItIn

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Territorial acknowledgement

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

Chosen/preferred name

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