



ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo
Department of Sexuality, Marriage and Family Studies
SMF 205**

The Dark Side of Sexuality

Fall 2018

**Tuesdays and Thursdays 11:30 – 12:50
Building SJ2, Room 2003**

I would first like to respectfully acknowledge that we live and work on the traditional territory of the Attawandaron (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 kilometers on each side of the Grand River.

INSTRUCTOR INFORMATION

Instructor: Prof. Joseph Pazzano

Office: SH 2111

Office Hours: Thursdays, 1:00-2:00 pm, or by appointment

Email: jpazzano@berkeley.edu (UWaterloo email TBD)

COMMUNICATION INFORMATION

- Please feel free to email me or visit me during office hours. I am more than happy to discuss course materials, provide advice on assignments and writing, or talk about careers or graduate school. I am available to meet during office hours or, if that time is not convenient for you, we can set up a mutually convenient time to chat.
- I will generally provide a response to your email within 24 hours, excluding weekends. Please provide your name and the course code in your email. If you have not heard from me within 36 hours, feel free to resend your email.
- Please use your official uwaterloo email address to ensure your email does not get lost in the spam filter.

CALENDAR DESCRIPTION

“As with all profound and meaningful human activities, sexuality has the potential to involve harm, manipulation, and abuse. This course offers a theoretical and empirical examination of the dark side of human sexuality. Topics may include sex work, pornography, sexual violence and abuse, incest, compulsive sexual behaviour, and paraphilias.” See <http://www.ucalendar.uwaterloo.ca/1819/COURSE/course-SMF.html>.

COURSE STRUCTURE

How do we determine which expressions of sexuality are healthy, acceptable, and normal? How do we decide which expressions of sexuality are bad, dark, or deviant? And how do we decide how the state and/or society should

sanction, punish, or criminalize “dark” expressions of sexuality? These are hard questions, and they are some of the most important questions we will explore in this class.

Deeming a sexual activity, behaviour, act, or desire to be “dark” is an endeavour that is challenging and subject to interpretation. For example, some might consider pornography to be dark because of its ability to channel sexual pleasure through avenues external to monogamous relationships or because they identify potential for abuse of sex workers. But others might consider those who seek to restrict access to pornography as the “dark side” of sexuality – a manifestation of restrictive societal (and maybe even legal) constraints which attempt to define what acceptable sexual behaviour is. We will explore these types of contradictions and perspectives throughout the term, as we seek to define individually and collectively what we think the “dark side of sexuality” includes.

We will have three units in this course to explore those questions. **In unit one**, we will explore the sociological, sexuality/queer, and psychological theories that will inform our discussions throughout the term. Then, we will spend the rest of the course exploring specific manifestations of deviant and dark sexuality. This will take place by exploring two broad categories, with one unit focused on each: **(1) traditional deviance** – sexual expressions and practices that society historically deemed to conflict with the heterosexual, monogamous, Judeo-Christian, and/or marital mold of “normal” sexuality; and **(2) modern deviance** – contemporary problems in sexuality which we can conceptualize as negative and harmful sexual behaviours, expressions, or reactions.

In exploring these categories, it will be tempting to apply our existing biases to definitively label a behaviour as good, bad, or even disgusting, but I encourage you to be introspective and be critical of every label in this course. We will problematize contemporary sexual expressions that are labelled “good” by asking what opportunities exist for harm and abuse. Likewise, even if we are deeply disturbed by “dark” sexual expressions, we will explore the ways in which state and societal responses could be construed as overly punitive, unjust, or overly encompassing. In doing so, we will problematize the idea that the only actors who commit “dark” sex acts are criminals living on the margins; indeed, we will see that state and societal actors may also constrain sexuality in dark and disturbing ways.

TRIGGER WARNINGS AND NOTES ON INCLUSION

TW: This class will involve discussion of potentially sensitive topics, such as sexual abuse, harassment, nonconsensual sexual activity, discrimination, and stigmatizing attitudes such as homophobia, transphobia, racism, and sexism. You should feel free to engage in self-care as necessary and as you see fit, including stepping out of the classroom during discussions or being absent during particular lectures. The topics are noted on the syllabus, so you will have notice of which topics are occurring when.

Inclusion: My number one goal in delivering this course is that all students feel welcome and included in the discussion. If there is any aspect of this course that is impeding your ability to succeed, you should feel free to let me know in any manner you see fit. This may include anything from the seating arrangement to the volume of lectures to a particular mental or physical health crisis that is affecting your ability to complete assignments on time. My intention is to work with you to find a solution, and if there is anything I am overlooking in creating an equitable and inclusive classroom, please let me know.

Safe Space: Because this course involves difficult subject matter, this classroom must be a safe space to discuss your perspectives and your concerns. We must, collectively, respect each other’s voices, recognizing how much space we are taking up and when, and be mindful of the language we are using in discussing topics. Discussions must be free-flowing and organic, but I won’t tolerate hateful or discriminatory speech.

Language: While some early scholarly works are essential for us to understand current contexts and debates, some language is used in these works which today would be considered unacceptable, politically incorrect, insensitive, and/or stigmatizing. I will make every effort to point out these occurrences to you and suggest alternative word choices for our discussions.

COURSE OBJECTIVES

This course is designed to:

- 1) **Build theoretical knowledge** – to help you understand and apply interdisciplinary scholarly perspectives on sexuality, deviance, and social control;
- 2) **Demythologize** – to present you with accurate information about various sexual practices and break down the myths which have informed societal definitions of sexual behaviours;
- 3) **Articulate** – to assist you in ascertaining and articulating why certain sexual practices are (or are perceived as) harmful;
- 4) **Reflect upon and critically evaluate your existing beliefs**– to encourage you to explore your own reactions to various sexual behaviours and practices as a means of applying what you learn in class;
- 5) **Situate your ideas within a broader context** – to understand how historical, legal, social, and political contexts generate sexual norms and the ways in which society is resistant to challenging those norms; and
- 6) **Recognize intersectional effects** – to recognize the themes of this course in an intersectional manner, examining how sexuality intersects with gender, disability, race, and ethnicity.

REQUIRED READING

There is no textbook for this course. All of the readings will be posted on the course reserves, on LEARN, or linked to in the syllabus. Instructions to access the course reserves will be provided on LEARN. Feel free to ask for assistance in locating the readings.

COURSE REQUIREMENTS AND ASSESSMENTS

| Assessment | Date of Evaluation | Weighting |
|------------------------------------|---|-----------|
| Reading Reflection #1 | Due on the date of assigned reading Any topic weeks 2-7 | 15% |
| Reading Reflection #2 | Due on the date of assigned reading Any topic weeks 9-13 | 15% |
| Midterm Test (in-class) | Thursday, October 25 | 30% |
| Essay Abstract and List of Sources | Thursday, October 16 | 5% |
| Final Research Essay | Thursday, November 29 Last Day of Class | 35% |
| <hr/> | | |
| Total | | 100% |

DESCRIPTION OF COURSE ASSIGNMENTS

Reading Reflections (2 x 15% each)

You are invited to write **two** reaction papers over the course of the term. Each reaction paper will respond to the reading(s) for one lecture. You are free to write on the readings of your choice, but one must be written for a topic in units 1 or 2 (weeks 2-7) and one must be written for a topic in unit 3 (weeks 9-13). Each reaction paper should be 3-4 double spaced pages (or approximately 750-1000 words). **Each reaction paper is due in hard copy at the beginning of class you are writing about *and also be uploaded online* when you hand in the hard copy.** While you may elect to write reflection papers in weeks 8 and 13, please note that you will be creating a heavy workload for yourself, as there are other assignments due in those weeks. A detailed assignment description will be posted on LEARN.

Midterm Test (30%)

A midterm test will be held in-class on Thursday, October 25. After the tests are distributed, you will have the whole class period to complete it. The test will be closed book and cover material from weeks 2-7, including content from **both** lectures and assigned reading. The test may include a combination of multiple choice, true and false, and

short answer questions. The multiple choice portion will be completed on a Scantron, so be sure to bring a pencil. Please also bring a piece of photo ID. Test results will be posted to LEARN and graded short answer questions will be returned to you in class. More detail will be provided in class in advance of the midterm test.

Final Research Essay (35%)

You will submit a research paper on a topic related to the course, drawing on course readings, themes, and discussions, in addition to external research. **A list of suggested topics and detailed instructions will be posted on LEARN.** You should feel free to either write on one of the suggested topics or develop your own topic. If you choose not to write on one of the suggested topics, you must sufficiently explain your idea in the essay abstract assignment, and I must approve it before you may proceed. Research essays should be 6-8 pages double-spaced (in addition to a title page and bibliography) with standard formatting as outlined in the assignment instructions. You should feel free to slightly exceed the page limits if you feel you need more space but are by no means expected to do so. The essay should draw on 6-8 scholarly sources, including books and journal articles. **The essay will be due on the last day of class, November 29, in hard copy at the beginning of class and also be uploaded online.**

Essay Abstract and List of Sources (5%)

Prior to submitting their final research essay, you will submit either (1) **a short paragraph** summarizing your proposed topic (if not choosing a suggested topic) **or** (2) **a short paragraph** summarizing the argument/thesis you think you will develop in response to one of the proposed topics (this may change as you write your paper and that is absolutely fine). The abstract need not be longer than a half page single spaced. You will also provide a list of **approximately 5 proposed sources.** Although you may use more sources in your final paper and/or you may not end up using all of your proposed sources, this is meant to provide a starting point for your research. This assignment is not meant to be onerous or lengthy but rather act as a prompt to get you started in thinking about your topic and to help you find sources. It also gives me an opportunity to give you suggestions, provide additional readings if I think they would be beneficial, and provide additional direction on your argument. **The essay abstract and list of sources is due in class on Tuesday, October 16 in hard copy. I will make every effort to return them to you quickly, so you will have plenty of time to finish your essays.**

SCHEDULE OF CLASSES

INTRODUCTION

Week 1 – Class Introduction

| Class & Date | Topic | Readings | Assignments Due |
|--------------------------------|----------------------------|-------------|-----------------|
| Class One Thursday, Sept. 6 | Introduction to the Course | No readings | |

UNIT ONE – THEORIES OF SEXUALITY AND DEVIANCE

Week 2 – Theory I

| Class & Date | Topic | Readings | Assignments Due |
|--|--|--|-----------------|
| Class One Tuesday, Sept. 11 | Sexual Hierarchies and the Social Construction of Sexuality | 1. Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," in <i>Culture, Society, and Sexuality</i> 2 nd Edition, eds. Richard Guy Parker and Peter Aggleton (New York: Routledge, 2007), 150-188. | |
| Class Two Thursday, Sept. 13 | Sociological Theories of Deviance | 1. Erich Goode, "Sexual Deviance," Ch. 9 in <i>Deviant Behavior</i> 10 th Edition (New York: Routledge, 2015), 200-219. | |

Week 3 – Theory II

| Class & Date | Topic | Readings | Assignments Due |
|--|--|--|-----------------|
| Class One Tuesday, Sept. 18 | Paraphilias and Psychological Theories of Deviance | 1. Andreas De Block and Pieter Adriaens, "Pathologizing Sexual Deviance: A History," <i>Journal of Sex Research</i> 50, no. 3-4 (April 2013), 276-295. 2. Harold Leitenberg and Kris Henning, "Sexual Fantasy," <i>Psychological Bulletin</i> 117, no. 3 (May 1995). - Only pages 486-490 (the section on Sexual Fantasies and Sexual Offenses) | |
| Class Two Thursday, Sept. 20 | Cultural, Political, and Legal Constraints on Sexuality | 1. Melissa Murray, "Marriage as Punishment," <i>Columbia Law Review</i> 112, no. 1 (January 2012), 1-64. - Note: pay particular attention to section IV (Marriage as Discipline) and section V (The Two Panopticons) - You may skim the rest of the sections, and I will provide a summary on LEARN of those sections | |

UNIT TWO – TRADITIONAL CONCEPTIONS OF “DARK” SEXUALITY

Week 4 – Pornography

| Class & Date | Topic | Readings | Assignments Due |
|--|--|--|-----------------|
| Class One Tuesday, Sept. 25 | Feminist Perspectives on Pornography | 1. Clarrisa Smith and Feona Attwood, “Emotional Truths and Thrilling Side Shows: The Resurgence of Antiporn Feminism,” in <i>The Feminist Porn Book: The Politics of Producing Pleasure</i> , ed. Taormino et. al. (New York: The Feminist Press, 2013), 41-57. 2. Dyaln Ryan, “How I Became a Feminist Porn Star.” Available at <i>Jezebel</i> (https://jezebel.com/5984021/how-i-became-a-feminist-porn-star) | |
| Class Two Thursday, Sept. 27 | Queer Perspectives on Pornography: A Legal Case Study | 1. Excerpts from <i>Little Sisters Book & Art Emporium v. Canada</i> , 2000 SCC 69, [2000] 2 S.C.R. (PDF posted on LEARN) | |

Week 5 – Non-Monogamies | Sex Work

| Class & Date | Topic | Readings | Assignments Due |
|--------------------------------------|--|--|-----------------|
| Class One Tuesday, Oct. 2 | Challenging Compulsory Monogamy | 1. Jorge N. Ferrer, “Mononormativity, Polypride, and the ‘Mono-Poly’ Wars.” <i>Sexuality & Culture</i> 22 (January 2018), 817-836. 2. Eric Anderson, “‘At least with cheating there is an attempt at monogamy’: Cheating and monogamism among undergraduate heterosexual men,” <i>Journal of Social and Personal Relationships</i> 27, no. 7 (November 2010), 851-867. | |
| Class Two Thursday, Oct. 4 | Sex Work and Prostitution | 1. Laura María Agustín, “Helping Women Who Sell Sex: The Construction of Benevolent Identities,” <i>rhizomes</i> 10 (Spring 2005), available at http://www.rhizomes.net/issue10/agu-stin.htm 2. Justin Lehmler, “Nearly One in Five Sex Workers Are Men,” available at https://tonic.vice.com/en_us/article/eyvm5vw/nearly-one-in-five-sex-workers-are-men | |

Week 6 – Fall Break | Writing Workshop

| Class & Date | Topic | Readings | Assignments Due |
|--|-------------------|--|---|
| NO CLASS TUESDAY OCT. 9 | | Fall Break Oct. 9-10 Enjoy your fall break! | Assignment: Watch lots of Netflix or do whatever it is that makes you happy 😊 |
| Class One Thursday, Oct. 11 (university follows a Tuesday schedule) | Public Sex | 1. Frederick J. Desroches, “Tearoom Trade: A Research Update,” <i>Qualitative Sociology</i> 13, no. 1 (1990), 39-60. | |

Week 7 – BDSM

| Class & Date | Topic | Readings | Assignments Due |
|---|---|---|---|
| Class One Tuesday, Oct. 16 | BDSM: Psychological Evolutions? | 1. Merissa Nathan Gerson, “BDSM Versus the DSM: A history of the fight that got kink de-classified as mental illness,” <i>The Atlantic</i> , Jan. 13, 2015, available at https://www.theatlantic.com/health/archive/2015/01/bdsm-versus-the-dsm/384138/ 2. Danielle Lindemann, “BDSM as therapy?” <i>Sexualities</i> 14, no. 2 (2011), 151-169. | ESSAY ABSTRACT AND LIST OF SOURCES DUE TODAY Hard copy in class |
| Class Two Thursday, Oct. 18 | BDSM: Social Controls and Community Policing | 1. Karen Holt, “Blacklisted: Boundaries, Violations, and Retaliatory Behavior in the BDSM Community,” <i>Deviant Behavior</i> 37, no. 8 (April 2016), 917-930. 2. Ariane Cruz, “Beyond Black and Blue: BDSM, Internet Pornography, and Black Female Sexuality,” <i>Feminist Studies</i> 41, no. 2 (2015), 409-436. | LAST DAY TO SUBMIT READING REFLECTION #1 Hard copy and online submission |

Week 8 – Writing Workshop | Midterm Exam

| Class & Date | Topic | Readings | Assignments Due |
|--|---|--------------|-----------------|
| Class One Tuesday, Oct. 23 | Writing Workshop and/or Review/Catch- Up (TBD) | No readings. | |

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| Class Two Thursday, Oct. 25 | Midterm Test in Class | | |

UNIT THREE – MODERN CONCEPTIONS OF “DARK” SEXUALITY

Week 9 – Sexual Aggression I

| Class & Date | Topic | Readings | Assignments Due |
|--------------------------------------|---|--|-----------------|
| Class One Tuesday, Oct. 30 | Sexual Harassment: From the Streets to the Workplace | <ol style="list-style-type: none"> Sandy Welsh, “Gender and Sexual Harassment,” <i>Annual Review of Sociology</i> 25 (1999), 169-86. Olivia Farmer and Sara Smock Jordan, “Experiences of Women Coping with Catcalling Experiences in New York City: A Pilot Study,” <i>Journal of Feminist Family Therapy</i> 29, no. 4 (2017), 205-222. | |
| Class Two Thursday, Nov. 1 | Societal Responses | <ol style="list-style-type: none"> Becky Hayes, “The Critics of #MeToo and the Due Process Fallacy,” <i>Medium</i>, Feb. 16, 2018, available at https://medium.com/the-establishment/the-critics-of-metoo-and-the-due-process-fallacy-92870c87c0cd Andrew Coyne, “#MeToo’s moment of reckoning is good, but it has its dangers too,” <i>National Post</i>, January 26, 2018, available at https://nationalpost.com/opinion/andrew-coyne-metooos-moment-of-reckoning-is-good-but-it-has-dangers-too | |

Week 10 – Sexual Aggression II

| Class & Date | Topic | Readings | Assignments Due |
|-------------------------------------|------------------------|---|-----------------|
| Class One Tuesday, Nov. 6 | Sexual Violence | <ol style="list-style-type: none"> Beverly A. McPhail, “Feminist Framework Plus: Knitting Feminist Theories of Rape Etiology Into a Comprehensive Model,” <i>Trauma, Violence, and Abuse</i> 17, no. 3 (2016), 314-326. Tony Ward, Stephanie Fisher, and Anthony Beech, “An Integrated Theory of Sexual Offending,” in <i>Sexual Offending</i>, eds. A. Phenix and H.M. | |

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| | | Hoberman (New York: Springer, 2016), 1-10. | |
| Class Two Thursday, Nov. 1 | Sexual Offenders | <ol style="list-style-type: none"> 1. Andrew Extein, "Why Queers Should Care About Sex Offenders," <i>HuffPost</i>, June 8, 2013, available at https://www.huffingtonpost.com/andrew-extein-msw/why-queers-should-care-about-sex-offenders_b_3386970.html 2. Steven Angelides, "The emergence of the paedophile in the late twentieth century," <i>Australian Historical Studies</i> 36, no. 126 (2005), 272-295. | |

Week 11 – Sexual Aggression III

| Class & Date | Topic | Readings | Assignments Due |
|--|--|--|-----------------|
| Classes One & Two Tuesday, Nov. 13 and Thursday, Nov. 15 | Reproductive Coercion and Control | <ol style="list-style-type: none"> 1. Dorothy Roberts, "Making Reproduction a Crime," in <i>Killing the Black Body: Race, Reproduction, and the Meaning of Liberty</i>. New York: Penguin Random House, 1997, 150-202. 2. Melissa A. Sutherland, Heidi Collins Fantasia, and Holly Fontenot, "Reproductive Coercion and Partner Violence among College Women," <i>Journal of Obstetric, Gynecologic, and Neonatal Nursing</i> 44, no. 2 (March 2015), 218-225. | |

Week 12 – Otherism and Sexuality

| Class & Date | Topic | Readings | Assignments Due |
|---------------------------------------|--|--|-----------------|
| Class One Tuesday, Nov. 20 | Misogyny and the "Respectable" Body | <ol style="list-style-type: none"> 1. Shauna Pomerantz, "Cleavage in a Tank Top: Bodily Prohibition and the Discourses of School Dress Codes," <i>The Alberta Journal of Educational Research</i> 53, no. 4 (Winter 2007), 373-384. | |
| Class Two Thursday, Nov. 22 | Ableism and Sexuality | <ol style="list-style-type: none"> 1. Ana Cristina Santos and Ana Lúcia Santos, "Yes, we fuck! Challenging the misfit sexual body through disabled women's narratives," <i>Sexualities</i> 21, no. 3 (March 2018), 303-315. 2. Alison Kafer, "Desire and Disgust: My Ambivalent Adventures in Devoteeism," | |

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| | | in <i>Sex and Disability</i> , eds. Robert McRuer and Anna Mollow (Durham: Duke University Press, 2012), 331-350. | |
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Week 13 – Otherism Con't | Final Reflections

| Class & Date | Topic | Readings | Assignments Due |
|---------------------------------------|-----------------------------|--|---|
| Class One Tuesday, Nov. 27 | Racism and Sexuality | <ol style="list-style-type: none"> Denton Callander, Christy E. Newman, and Martin Holt, "Is Sexual Racism <i>Really</i> Racism? Distinguishing Attitudes Toward Sexual Racism and Generic Racism Among Gay and Bisexual Men," <i>Archives of Sexual Behavior</i> 44, no. 7 (October 2015), 1991-2000. Alyssa N. Zucker, Caroline Fitz, and Laina Bay-Cheng, "Reverberations of Racism and Sexism Through the Subjective Sexualities of Undergraduate Women of Color," <i>Journal of Sex Research</i> 53, no. 2 (2016), 265-271. | LAST DAY TO SUBMIT READING REFLECTION #2 Hard copy and online submission |
| Class Two Thursday, Nov. 29 | Final Reflections | No readings | FINAL RESEARCH ESSAY DUE TODAY |

CLASS POLICIES

Use of LEARN

Course announcements, course outline, lecture slides, assignment instructions, etc. will be posted on LEARN. Please note that slides serve as a visual aid for lectures and will not include all of the information you need to be successful in this class. Downloading the slides will provide a roadmap for what is discussed in a given lecture, but these are no substitute for your own lecture notes. You should frequently log on and will be held accountable for all information posted there. Please let me know if you have difficulty accessing the site.

Submission of Assignments

In order for an assignment to be considered timely, it must be uploaded to LEARN **and** be submitted in hard copy in class. I will provide comments and feedback to you in hard copy.

Late Work

Unless you seek and are granted an accommodation for a late assignment as detailed below, you will receive a late penalty of 3% per day, including weekends, to a maximum of 7 days. After that, your assignment will not be accepted, and you will receive a score of 0.

Testing Accommodations

Medical and Religious Accommodations

From the University Policies, Guidelines, and Academic Regulations on Assignments, Tests, and Final Exams:

1. “Students who are unable to meet assignment due dates or write a test must provide documentation verifying the events that have precluded them from meeting their academic deadlines. When illness is the cause of a missed deadline, students should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed [University of Waterloo Verification of Illness form](#) to support requests for accommodation due to illness.”
2. The University of Waterloo Verification of Illness form is normally the only acceptable medical documentation.
3. A false claim of illness is an academic offence and will result in disciplinary action under Policy 71.
4. Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an accommodation.
5. The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within one week of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation.
6. Any review of documentation does not automatically result in a testing accommodation. Instructors will use documentation among all information available to them when determining whether accommodation is warranted.

Other Accommodations:

1. If a mental health event prevents you from writing a test or submitting an assignment in this course on time, I will review any provided documentation from a therapist, psychologist, psychiatrist, or other mental health provider. I do not need to know details that you wish not to disclose, just that you were prevented from completing the assignment on time because of a mental health challenge. As discussed in university policy above, I will review this documentation to determine whether you may sit for an alternate date or have a revised deadline.
2. If there is another event that prevents you from completing a test or assignment on time, such as a family emergency, please contact me, and we will discuss suitable accommodations. Please note that you may be asked to provide documentation.
3. If you miss the midterm test in this course, you must sit for a make-up test at the next available opportunity. St. Jerome’s provides make-up tests on Fridays, so you will likely write your test on the next available Friday. We may, however, find an alternate arrangement. Make-up tests may be different and may be modified from the test written by your classmates in class.
4. Any student who does not write a test on the assigned date and does not offer suitable documentation will receive a grade of 0 for that test. Any student who makes a false claim of accommodation will receive a grade of 0 and will be referred to the university for academic misconduct.

Please plan ahead for all class deadlines and if you are having difficulty meeting deadlines, please meet with me. Extensions on assignments will be granted only under circumstances of medical, mental health,

or personal/family emergencies. When emailing me or talking with me about an accommodation, please provide written details of the nature of the emergency, a clear statement of the assignment for which you seek an extension, a clear indication of the start and end date of the emergency (or its ongoing nature), and your proposed revised date.

Electronic Device Policy

Everyone learns differently, and you should feel free to use the technology that best assists you in your learning – this means you should feel free to bring your laptops, tablets, etc. There is a zero-tolerance policy, however, for non-class related activities. I encourage you to turn your WiFi off after you have accessed any necessary resources online. We need to create a classroom environment where your colleagues are able to focus on the material, and we cannot do this if there are distracting screens visible throughout the classroom. If you absolutely must be on your email or another program on a particular day, please let me know why and sit at the back of the room so you are not distracting others.

Attendance Policy

While attendance will not be taken in class, it is expected that you will attend each lecture. You will be responsible for the content in all lectures and your success requires regular and attentive attendance. We will also learn the most from each other if we are actively engaged in the discussion and prepared to discuss the week's topics. I completely understand the unpredictable nature of life and wellbeing, so if regular attendance becomes a problem for whatever reason, please discuss it with me so that we can work through it together and find solutions for you to remain successful in this course.

MENTAL HEALTH SERVICES

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

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

IMPORTANT INFORMATION

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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](#).

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](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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.

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.