



St. Jerome's University in the University of Waterloo
Department of Sexuality, Marriage and Family Studies
SMF 215
Sexuality and Popular Culture
Fall 2020
Remote Learning

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: Virtual

Office Hours: Available for Zoom/WebEx meetings by appointment

Email: jpazzano@uwaterloo.ca

COMMUNICATION INFORMATION

- Please feel free to email me or set up a time to chat with me on WebEx/Zoom. I am more than happy to discuss course materials, provide advice on assignments and writing, or talk about careers or graduate school.
- 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

“This course examines how sexuality is depicted in, shaped by, and contested in popular culture. It introduces different theories in the study of popular culture and sexuality through a range of historical and contemporary texts and practices.” See <http://www.ucalendar.uwaterloo.ca/2021/COURSE/course-SMF.html>.

COURSE STRUCTURE

Have you ever seen a depiction of sexuality on television, in the movies, in books, or on the news and experience a strong – maybe even visceral – reaction? Maybe that reaction was anger, sadness, frustration, happiness, or joy. Or maybe it was relief or excitement to see something about your identity reflected on the small or silver screens. Popular culture has the potential to shape the course of social norm development, inform or change individual views, or influence how we define and perceive sexuality. The course is premised upon the idea that popular culture

is much more than entertainment – it provides with ways to think about, practice, and reenact sexual thoughts and behaviours, and reimagine sexualities, genders, and identities.

Drawing upon interdisciplinary theories and methods from cultural studies, critical theory, history, queer theory, feminist theory, and gender studies, this course will ask you to reflect on what popular culture is, how popular culture shapes and is shaped by sexuality, how sexuality is depicted in popular culture, why we are influenced by what we see in popular culture, and how ideas and norms of sexuality have shifted in popular depictions over time.

Remote learning: This is a remote learning course, and is each module is shaped to mirror a course with two 80 minute weekly lectures. If this were an in-person class, we would spend one of those lecture periods reviewing a piece of pop culture (e.g., a film or tv show). We would use the other lecture period for discussion and lecture. As a result, the LEARN site is set up to mirror this format. In each LEARN module, you will find: the link(s) to the media for that week; a series of short lecture videos; and a discussion forum. Think of your work in this course as follows:

- Complete the readings as you would for an in-person course – i.e., read them before you begin the rest of the module content
- Watch the film or tv show for that week, as you would in the first lecture period of the week
- Watch the lecture content for the week
- Then, finally, offer your responses in the discussion group to the discussion question(s) posed for the week.

Each module has a checklist of tasks to help you stay on track.

The modules will open on Sunday of each week. You should aim to complete all of your tasks in each module by Saturday of each week, so you're ready for the next module on Sunday.

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

By the end of this course, you should be able to:

- Understand, critically reflect upon, and apply cultural theories, the study of popular culture, and pop culture's intersections with sexuality;
- Describe how identities, sexualities, and genders are socially constructed, represented, and performed through pop culture;
- Apply cultural and sexuality theories to cultural artefacts to critically reflect upon such artefacts with attention to themes, structure, imagery, discourse, and symbolism;
- Identify the artefact's treatment of identity, gender, sexuality, and other elements of relevant intersectional identities;
- Identify and explain relationships between identity formation, community formation, and representations of identities and communities in pop culture;
- Critique societal and pop cultural representations of normativity, sexualities, and genders.

REQUIRED READING

Popular Culture: A User's Guide, 4th Edition (2018) by Susie O'Brien and Imre Suzeman. ISBN: 9780176700140. eBook available. Avoid the use of the 3rd edition.

COURSE REQUIREMENTS AND ASSESSMENTS

Assessment	Date of Evaluation	Weighting
Syllabus Quiz, Participation & Engagement	Ongoing	20%
Critical Reflection	Due by the Saturday at 9:00 pm during the week of your chosen topic, modules 3-12 (Dec. 5 is last possible day)	20%
Quiz #1	October 23, 2020	15%
Quiz #2	December 4, 2020	15%
Final Research Essay	November 21, 2020	30%
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Total		100%

DESCRIPTION OF COURSE ASSIGNMENTS

Syllabus Quiz, Participation, and Engagement (20%)

Your participation in discussions is vital to the success of the course and the fruitfulness of our time together. Students should make every effort to contribute meaningfully to online discussions, offer original viewpoints, engage respectfully and constructively with your classmates' perspectives, and be mindful of balancing their own participation with listening to and absorbing the comments of others. You should participate consistently over the course of the term. **Your participation grade will be comprised of both your completion of the online modules, the completion of each of the discussion posts, and the quality of your discussion posts. You must also complete the syllabus quiz in the first module. You can take the syllabus quiz as many times as it takes to get 100%, but you must get 100% to get credit.**

Your participation will be graded as follows:

9-10 = Outstanding level of participation, exceptional engagement with and critical reflection on the issues, participate throughout the course, responded to the comments of other classmates and made exceptional

SMF 215 – Sexuality and Popular Culture | Fall 2020 | Prof. Joseph Pazzano

connections between classmates' comments, the literature, themes of the course, and prior discussions in the course.

7-5-8.5 = Participated in most of the discussions during the course, usually offered engagement with and reflection on the issues, usually responded to classmates' comments and made some connections between classmates' comments, literature, themes and prior discussions of the course.

6-7= Average contribution to the course, perhaps limited in quality or quantity or both. More often does not consistently engage with and critically reflect on the issues, only sometimes responds to the comments of others, and doesn't usually make connections between classmates' comments, literature, themes, and prior discussions.

5-5.5= Minimal participation, most often descriptive rather than analytical. Substantial limitation in quality or quantity or both.

1-4.5 = Limited attendance and participation.

Critical Reflection (20%)

You are invited to write **one critical reflection paper** over the course of the term. The reflection paper will connect the readings and the media (e.g., tv show or film) for that week. You will critically identify how the concepts from the reading are reflected or not reflected in the assigned media for that module. **The critical reflection paper requires no external research, but you MUST demonstrate original and individual critical thought. Because the lectures will also critique the readings and media for that week, you should refrain from watching the lectures for your chosen week until you've completed your reflection. You will be asked to submit a self-declaration on your assignment to this effect.** You are free to write on the readings of your choice, but you must write for a topic within modules 3-12. Each reaction paper should be 3-4 double spaced pages (or approximately 750-1000 words). **Each reaction paper is due online on the Dropbox by 9:00 pm on the Saturday of the week of your chosen topic. A detailed assignment description will be posted on LEARN.**

Quiz #1 and Quiz #2 (15% each)

There will be **two online quizzes** that you must complete during on **October 23** and **December 4**. The quizzes will be available on 9:00 am Friday of each week and must be completed by 9:00 pm Friday of the same week. You should log on to Courouselink and complete the multiple choice quiz. The first quiz will cover modules 1-6. The second quiz will cover the entire course, with an emphasis on modules 7-12. The quiz will be open book, and you are allowed to use any notes or class materials to complete the quiz. You are **NOT** allowed to work with others in the course or outside of the course or consult the class notes of other students – doing so would be considered an act of academic misconduct.

Final Research Essay (30%)

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 November 21 and should be uploaded online. Essays will be screened through Turnitin.**

SCHEDULE OF CLASSES

Module 1 – Class Introduction

Dates	Topic	Media & Readings	Assignments Due
Week of Sept. 7	Introduction to the Course	Textbook, Preface	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complete Syllabus Quiz on LEARN by Friday, September 11 <input checked="" type="checkbox"/> Introduce yourself on the Discussion Board by Friday, September 11 <input checked="" type="checkbox"/> Complete your first discussion in your groups, answering the question “what is popular culture?”

Module 2

Class & Date	Topic	Media & Readings	Assignments Due
Week of Sept. 14	Foundations: Introducing Popular Culture	Textbook, Chapter 1: Introducing Popular Culture	

Module 3

Class & Date	Topic	Media & Readings	Assignments Due
Week of Sept. 21	History of Sexuality and Popular Culture	<p>Textbook, Chapter 2: The History of Popular Culture</p> <p>Media: On LEARN, watch:</p> <ul style="list-style-type: none"> • “I, Darrin, Take This Witch, Samantha,” <i>Bewitched</i>, season 1, episode 1, directed by William Asher, aired 17 September 1964. • “It’s So Nice to Have a Spouse Around the House,” <i>Bewitched</i>, season 5, episode 5, directed by William Asher, aired 24 October 1968 (Culver City, CA: Sony Pictures Entertainment), 	

		<ul style="list-style-type: none"> • “My Hero?,” <i>I Dream of Jeannie</i>, season 1, episode 2, directed by Gene Nelson, aired 18 September 1965 (Culver City, CA: Sony Pictures Entertainment). 	
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Module 4

Class & Date	Topic	Readings	Assignments Due
Week of Sept. 28	Representation and the Construction of Social Reality	<p>Textbook, Chapter 3: Representation and the Construction of Social Reality</p> <p>Media: On LEARN, watch:</p> <ul style="list-style-type: none"> • Kasdan, J. (Director). (2014). Sex Tape. Sony Pictures Releasing. Retrieved from CTV. 	

Module 5

Class & Date	Topic	Readings	Assignments Due
Week of Oct. 5	Production of Popular Culture	<p>Textbook, Chapter 4: The Production of Popular Culture</p> <p>Media: On LEARN, watch:</p> <ul style="list-style-type: none"> • White, R. (Director). (2019). Ask Dr. Ruth. Mongrel Media. Retrieved from Kanopy. 	

Fall Reading Week

Class & Date	Topic	Readings	Assignments Due
Fall Reading Break from Oct. 10 to Oct. 18			
Enjoy! ☺			

Module 6

Class & Date	Topic	Readings	Assignments Due
Week of Oct. 19	Commodification and Consumption	<p>Textbook, Chapter 5: The Consuming Life</p> <p>Media:</p>	QUIZ #1 AVAILABLE ON OCT. 23 – OPEN

		<p>On LEARN, watch:</p> <ul style="list-style-type: none"> • Teen Mom 2, Season 10, Episode 1 – New Season, Old Wounds. • The Big Bang Theory, Season 2, Episode 22, The Classified Materials Turbulence 	<p>FROM 9:00 AM TO 9:00 PM.</p> <p>The test must be completed by 9:00 pm on October 23.</p>
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Module 7

Class & Date	Topic	Readings	Assignments Due
Week of Oct. 26	Identity I: Reading Popular Culture Through Genders, Bodies, and Embodiment	<p>Textbook, Chapter 6: Identity and the Body</p> <p>Media: On LEARN, watch:</p> <ul style="list-style-type: none"> • Feder, S. (Director). (2014). Kate Bornstein is a Queer and Pleasant Danger [Video file]. Moving Train Media. Retrieved from Kanopy. 	

Module 8

Class & Date	Topic	Readings	Assignments Due
Week of Nov. 2	Identity II: Reading Sexuality and Popular Culture Through Critical Race Theory	<p>Read: bell hooks, “Eating the Other: Desire and Resistance” [available on LEARN]</p> <p>Media: On LEARN, watch:</p> <ul style="list-style-type: none"> • dorosh-walther, b. (Director). (2014). Out in the Night [Video file]. New Day Films. Retrieved from Kanopy. 	

Module 9

Class & Date	Topic	Readings	Assignments Due
Week of Nov. 9	Identity III: Reading Sexuality and Popular Culture Through A Post-Colonial Lens	<p>Textbook, Chapter 7: Identity, Community, Collectivity</p> <p>Media: On LEARN, watch:</p> <ul style="list-style-type: none"> • Lipschutz, M. Rosenblatt, R. (Director). (2013). Young Lakota [Video file]. Cine Qua Non. Retrieved from Kanopy. 	

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Module 10

Class & Date	Topic	Readings	Assignments Due
Week of Nov. 16	Redefining and Challenging Culture: Subcultures and Countercultures	<p>Textbook, Chapter 8: Subcultures and Counter-Cultures</p> <p>On LEARN, watch:</p> <ul style="list-style-type: none"> Nichols, M. (Director). (1996). The Birdcage [Video file]. Nichols Film Company. Retrieved from CTV. 	FINAL RESEARCH ESSAY DUE NOV. 21 at 9:00 PM

Module 11

Class & Date	Topic	Readings	Assignments Due
Week of Nov. 23	Reading Popular Culture Through Current Events	<p>Read: Casciotti, D. M., Smith, K. C., Tsui, A., & Klassen, A. C. (2014). Discussions of adolescent sexuality in news media coverage of the HPV vaccine. <i>Journal of Adolescence</i>, 37(2), 133-143. doi:https://doi-org.proxy.lib.uwaterloo.ca/10.1016/j.adolescence.2013.11.004 [posted on LEARN per licensing requirements]</p> <p>Media: On LEARN, watch:</p> <ul style="list-style-type: none"> Series of YouTube videos with clips from recent news reports 	

Module 12

Class & Date	Topic	Readings	Assignments Due
<p>Week of Nov. 30</p> <p>Dec. 7. = last day of class</p>	Cultures of the Future?	<p>Textbook, Chapter 10: Popular Culture in the 21st Century</p> <p>Read: Katrin Horn, "Camping with the Stars: Queer Performativity, Pop Intertextuality, and Camp in the Pop Art of Lady Gaga," <i>COPAS, Current Objectives in Postgraduate American Studies</i>, Vol. 11, 2010. [posted on LEARN]</p> <p>Media: On LEARN, watch the following music videos:</p> <ul style="list-style-type: none"> <i>Telephone</i>, Lady Gaga feat. Beyoncé 	<p>QUIZ #2 AVAILABLE ON DEC. 4 – OPEN FROM 9:00 AM TO 9:00 PM.</p> <p>The test must be completed by 9:00 pm on December 4.</p> <p>DECEMBER 5 at 9:00 PM is the LAST DAY TO</p>

		<ul style="list-style-type: none"> • <i>WAP</i>, Cardi B feat. Megan Thee Stallion • “Parents React to WAP – Cardi B feat. Megan Thee Stallion” 	<p>SUBMIT CRITICAL REFLECTION</p> <p><i>Online submission – Dropbox</i></p>
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CLASS POLICIES

Use of LEARN

Course announcements, course outline, lecture recordings, assignment instructions, etc. will be posted on LEARN.. 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 in the appropriate Dropbox by the due date on this syllabus.

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. Please note that if you have documentation or a self-declaration form for an illness, any written assignment will be due within 7 days of your return to class date, unless an alternate due date is agreed upon in writing. For quizzes, you will be required to write those on originally scheduled dates if they fall after your return to class date. If you miss a quiz due to an accommodation or medical issue, I will work with you to reschedule the quiz on LEARN.

Testing Accommodations

Medical and Religious Accommodations

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

1. Please note that guidelines re: testing may change as COVID-19 develops. Please watch uwaterloo.ca/coronavirus for details. Please also note that there is a self-declaration system in place for Influenza-like illness. See: <https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>
2. “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.”

3. The University of Waterloo Verification of Illness form is normally the only acceptable medical documentation.
4. A false claim of illness is an academic offence and will result in disciplinary action under Policy 71.
5. Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an accommodation.
6. 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.
7. 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. I will work with you to open up the quiz on LEARN at an alternate date.
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.

Attendance Policy

It is expected that you complete every module and take part in every discussion forum. You will be responsible for the content in all lectures and your success requires regular and attentive engagement. 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 engagement 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: 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/.

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.