



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

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

SMF 305: Social Issues and Controversies in Human Sexuality

Winter 2023

INSTRUCTOR INFORMATION

Instructor: Angela Underhill (pronouns: she/her)

Office: SH 2215

Email: angela.underhill@uwaterloo.ca

Class Schedule: Mondays and Wednesdays from 2:30 pm – 4:00 pm

Student Drop-in Hours: Wednesdays in person from 9:30 to 10:30 AM, or by appointment (we can find a time that works for you and me!)

WELCOME AND COMMUNICATION

WELCOME TO SMF 305! I am thrilled that you are taking this class. The best way to reach me this term is in-person during class or during the student drop-in hours (Wednesdays from 9:30 am – 10:30 am – this time is set aside just for all of you!). The next best way is via email (see above), or through the Ask the Instructor discussion board. You are also welcome to email me to arrange a mutually convenient time to meet if you want or need more time and/or are unable to see me during the student drop-in. 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. 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. If you haven't heard from me within 2 business days during the business week, please resend your email in case it was not received. Always use your UWaterloo email address when reaching out.

CONTINGENCY PLAN

Please note that this course has been designed as an in-person course. I will post lecture content for Units 01 and 02 (see below). Unit 03 will be presented by guest lecturers and all of you in person. For this reason, if we get the chance to return to in-person, there will be weeks where the course content may not be available in alternate/recorded formats. This is an exciting part of the course as hearing alternate perspectives is key to gaining more breadth and depth regarding social issues in human sexuality.

That being said, I am very aware that we may need to be flexible. Flexibility has been built into the course in terms of assessment requirements related to attending class and I do have contingency plans in place if we later need to turn to remote learning. If in-class learning is not possible due to local health guidelines at any point, please use the following as a reference (and see our course announcements and/or your email for further information):

- **Short-term and longer-term cancellation of in-person classes, whether for the particular course or University-wide:** The majority of lectures will be held online in an asynchronous format and made available on LEARN. There may need to be some held synchronously (i.e., for guest speakers' comfort) – please check LEARN for up-to-date plans if we need to go remote. 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.
- **Please make sure you check LEARN and/or your email every morning before making the trip to campus/planning for synchronous delivery. As we all know by now, we are in an evolving situation and last-minute changes may need to be made.**

DISCLAIMER: POTENTIALLY DIFFICULT COURSE CONTENT

Talking about sexuality can be activating in different ways; it can provoke feelings such as relief; excitement; anxiety; discomfort; and more. In this course, we will explore and address sensitive and/or controversial sexual issues such as sexual abuse, sexual orientation, sexual difficulties, and variations of sexual expression to name a few. If any of these 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 experience for you? We will, as a class, connect at the beginning of the course to work together to set ground rules. However, I expect that the course will be activating 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. It is also recommended, if any of the presenting topics create some concern for students, that students seek support. See below for a list of resources.

MENTAL HEALTH SERVICES

We are all human, and we all need support sometimes. 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.

COURSE DESCRIPTION

This course will provide a detailed examination of selected issues and controversies in the area of human sexuality. Topics may include the role of sex education in schools, nature vs. nurture, censorship, and surrogacy.

Prerequisite: SMF 204 or PSYCH 236; Level at least 2A

COURSE OVERVIEW

This course provides an interdisciplinary, learner-centered perspective of sexual issues and controversies, drawing on family studies, psychology, sociology, feminism, critical scholarship, and more. The course is comprised of lectures, readings, multimedia resources, discussions, and other activities to 1) orient you to the language(s) of various historical, psychological, sociological, anthropological, cultural, and critical theories informing, influencing, and resisting sexual controversies, 2) facilitate the critical thinking that is required for reading and critiquing research in the field of human sexuality, and 3) enable you to apply theories in a variety of ways.

This 300-level Sexuality course is divided into three units to allow us to examine key issues in sexuality that are current, prominent, and controversial. Topics and readings have been chosen to stimulate your thinking about sexuality and challenge your beliefs, values, and attitudes. It is hoped you will approach every class with an open mind, and an attitude of respect and tolerance for those who may think differently than you do and live their lives differently than you do. I intend for this course to be exciting, thought-provoking, and personally meaningful. I will need all of your help to make this happen.

COURSE OBJECTIVES

This course has been designed so that you will be able to:

1. Develop a well-rounded (breadth and depth) understanding of the variety of historical, biological, social, political, religious, and cultural forces that shape controversies in human sexuality across the lifespan;

2. Identify, summarize, and complicate the factors that shape specific controversies and issues related to human sexuality and situate these factors into broader, applicable contexts;
3. Describe and analyze some of the many perspectives that shape our understandings of key social controversies in the field of human sexuality;
4. Apply critical thinking and self-reflective skills (written, oral, and/or otherwise) to the analysis of issues in the field of human sexuality, and be able to assess the strengths, limitations, and implications of your own values and positionality;
5. Develop skills in personal attitude recognition and management;
6. Become aware of personal values, biases, and beliefs regarding sexual issues and how these biases affect others;
7. Communicate about matters related to human sexuality respectfully in a variety of forms (written, oral), while allowing yourself to be open to listening to and evaluating (from a place of evidence) competing perspectives;
8. Become more aware and accepting of the diverse lifestyles and sexual value systems of others, and understand how moving beyond tolerance (into acceptance, or support) can transform relationships and human experiences;
9. Understand, synthesize, apply and challenge (when appropriate) research about sexuality and comprehend the use of such research in personal and professional contexts;
10. Continue to develop academic writing skills by 1) effectively utilizing academic sources in your assignments as part of your analysis, and 2) demonstrating high APA compliance when referencing.

REQUIRED TEXTS [AND OTHER REQUIRED/SUGGESTED RESOURCES]

There is no assigned textbook for this course. Required readings consist of journal articles and other resources which can be accessed through [the Course Reserves system](#). A full list is provided in your course LEARN (Required Reading). Instructions for accessing these readings are available in LEARN.

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COURSE REQUIREMENTS AND ASSESSMENT

Assessments	Date of Evaluation	Weight
Introduction and Values Survey	January 11 at 11:59 pm in LEARN Survey tool	Ungraded, but helpful
Midterm (Weeks 1-7)	March 6 in class	25%
Group Presentation	3 parts – see below for breakdown	25%
Presentation Sign-up	January 29 (via Doodle and the Media Choice Discussion Board – see assignment instructions)	(Ungraded; required)
Presentation	TBD (as per student completion of Doodle). Presentation documents will be due by 9:00 am on the day of the presentation to the LEARN Dropbox.	(25%)
TBD by class: Self- and Peer- Evaluation	TBD (as per student completion of Doodle).	(ungraded; required)
Research Paper	3 Parts – see below for breakdown	40%
Part 1 - Reflection	February 12 at 11:59 p.m. in the LEARN Dropbox	(10%)
Part 2 – Annotated Bibliography	March 12 at 11:59 p.m. in the LEARN Dropbox	(10%)
Part 3 – Final Paper	April 13 by 11:59 p.m. in the LEARN Dropbox	(20%)
Participation	3 Parts – see below for breakdown	10%
Peer/Guest Speaker Reflection Surveys (~7 opportunities; top 5 included in final grade)	Ongoing; see Course Schedule below. All Reflection surveys will be due by 11:59 pm the Sunday following the presentation via the Surveys tool in LEARN	(5%)
Collaborative Learning	Ongoing; Sign-up deadline is January 16 via the link in LEARN	(2.5%)
In-class/Discussion Board Activities (self-evaluation required)	Ongoing; Self-evaluation due via the “Participation Self-Evaluation” ‘Quiz’ by Apr. 6 at 11:59 pm	(2.5%)
		100%

Midterm Quiz

You will have one midterm based on information related to the readings (articles and additional articles/videos), lecture material, and all other course material outlined in the Content section of LEARN every week until Week 6 (see course schedule below and LEARN). Remember, all weekly content is testable apart from items marked “OPTIONAL” or “NOT TESTABLE”. This quiz is designed to help you acquire the foundational knowledge you will need to complete the other assessments in this course. The quiz will be conducted in-class.

You will have ONE (1) attempt to complete the quiz. You will be presented with randomly assigned questions and have 80 minutes to respond. More details will be shared closer to the exam. You are reminded that academic integrity is expected – each student is to complete the tests on their own without any contact or consultation with another student or individual.

Group Presentation

Full assignment instructions (and a grading rubric) are available in LEARN (see “Group Presentation” under content). This presentation has been designed to help you achieve learning objectives 1, 2, 3, 4, 7, and 9 (see above). In short, this assignment will consist of the following:

1. Sign up for your presentation slot (Doodle – see assignment instructions) and announce your chosen media for analysis on the Media Choice Forum Discussion (required; ungraded).
2. Prepare and deliver your presentation to the class. Presentations will be done in small groups of up to 3 people. Depending on class enrolment, we may be able to allow individual presentations if desired/needed. Presentations will be due in the Dropbox by 9:00 am on your presentation day.
3. TBD: Based on a vote, a peer- and self-evaluation may be required.

Research Paper

Full assignment instructions (and a grading rubric) are available in LEARN (see “Final Paper” under content). In short, this assignment will consist of three components spread out throughout the term:

1. **Reflection.** Pick a topic for your research paper (remember that it should be something ‘controversial’ related to human sexuality). Unpack this content through your own lens of experiences (e.g., your family of origin and those relationships you have witnessed/experienced, culture, race, religion, sexuality, other social locations, etc.). See assignment instructions for more information.
2. **Annotated bibliography.** An annotated bibliography helps us understand a chosen topic more fully, and it can also help you organize your thoughts on the topic. For this annotated bibliography, you must include at least 4 journal articles. Although controversies around human sexuality are rarely as binary as we think, try to ensure there are at least two opposing views represented in the bibliography. See assignment instructions for more information.
3. **Critical literature review.** Building on parts 1 and 2, complete a research paper examining your controversial topic. See assignment instructions for more information.

Participation

Your participation grade will be broken down into three components: peer and guest speaker reflection surveys; collaborative learning; and a submitted self-reflection (maximum of 250 words) regarding your contributions over the term to the class (in-class and through the discussion boards). These components will help you achieve learning objectives 2, 4, 5, 7, and 9 (see above).

Peer and Guest Speaker Reflection Surveys

There will be approximately 7 classes devoted to hearing from diverse perspectives: specifically chosen guest speakers with expertise in their field, and you and your peers! Hearing competing perspectives and from a variety of sources exposes us to new ideas and can challenge our preconceived ideas. It can also nudge us in the direction of exploring our biases further and looking into evidence we may not have otherwise sought. On guest speaker/peer presentation days, you will be asked to complete a very short reflection survey. You will have until the Sunday following the presentation to submit the survey. Your top 5 surveys will be considered in the grading process. If you are unable to attend a class, consider that one of your 'freebies'. Since we do not know when we might be unable to attend, I highly encourage everyone to attend every class they can so that the 'freebies' are not used up before they are actually needed.

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 3 classes where you will share your notes on the "Class Notes" Discussion board. You are only required to fulfil 2 of these commitments. 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 Self-Evaluation

Let's make this easy: sign onto the "Participation Self-Evaluation" 'quiz' in LEARN and respond to the questions by the last day of class. It will be short and sweet. Your instructor reserves the right to adjust your recommended grade based on your class contributions.

COURSE SCHEDULE

Readings will be available through LEARN/Course Reserves via LEARN (found under the heading "Library Resources"; a list of the readings is also available in LEARN). We will continue to add readings, podcasts, videos, etc. as we progress through the course and want to explore new themes and territories. You are responsible for all material that is assigned in this course (unless

it is noted as “optional” or “not testable”). Content for the week will be posted at the beginning of each week with the exception of lectures. Lectures will be posted within one week following the class (this does not apply to guest speaker or peer presentations), as some details may be added based on class discussion. Changes to any processes, or relevant updates will be posted in the LEARN Announcements. I recommend that everyone subscribe to the Announcements to receive these updates directly to their email.

This syllabus may be subject to change at the discretion of the instructor (e.g., some topics may come up that require further attention in a future week).

For a full schedule, see below.



Week	Topics	Assigned Readings/Content	Notes/Action Items
Unit 01: Laying the Groundwork			
1: Jan. 9 – Jan. 15	<ul style="list-style-type: none"> Introduction to the course Theories of Sexuality 	<ul style="list-style-type: none"> Week 01 Content on LEARN Syllabus All assignment instructions (see LEARN) 	<ol style="list-style-type: none"> DEADLINE: Complete “Values Survey” by 11:59 pm Jan. 11 DEADLINE: Complete “Introduction Survey” by 11:59 pm Jan. 11
2: Jan. 16 – Jan. 22	<ul style="list-style-type: none"> Research Methods 	<ul style="list-style-type: none"> Week 02 content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> DEADLINE: Sign up for three days to share your class notes by 11:59 pm Jan. 16 via the link in LEARN
Unit 02: Social Sexual Controversies Across the Lifespan			
3: Jan. 23 – Jan. 29	<ul style="list-style-type: none"> Assisted Reproductive Technologies Infancy 	<ul style="list-style-type: none"> Week 03 content on LEARN Readings via your Course Reserves 	<ul style="list-style-type: none"> DEADLINE: Presentation sign-up (one member per group) due Jan. 29 at 11:59 pm via Doodle and the Presentation Discussion Board TIP: Begin thinking about/drafting Part 1 (reflection paper) of your research paper. Reach out to your instructor with questions.
4: Jan. 30 – Feb. 5	<ul style="list-style-type: none"> Childhood Puberty 	<ul style="list-style-type: none"> Week 04 content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> TIP: Begin meeting with your group and review your media. Set a work plan up to stay on track. TIP: Begin thinking about/drafting Part 1 (reflection paper) of your individual paper. Reach out to your instructor with questions.
5: Feb. 6 – Feb. 12	<ul style="list-style-type: none"> Youth sexuality 	<ul style="list-style-type: none"> Week 05 content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> DEADLINE: Research Paper Part 1 (Reflection) due Feb. 12 at 11:59 pm.
6: Feb. 13 – Feb. 17	<ul style="list-style-type: none"> Orgasms Disabling Sexpectations 	<ul style="list-style-type: none"> Week 06 content on LEARN Readings via your Course Reserves 	
FEB. 18 – FEB. 26	READING WEEK!	<ul style="list-style-type: none"> NONE! 	HAVE FUN!
Week	Topics	Assigned Readings/Content	Notes/Action Items
7: Feb. 27 – Mar. 5	<ul style="list-style-type: none"> Film screening (class choice) 	<ul style="list-style-type: none"> Week 07 Content on LEARN Readings via your Course Reserves 	

	and talkback		
Unit 03: Special Topics / Sharing Perspectives			
8: Mar. 6 - Mar. 12	<ul style="list-style-type: none"> Midterm Special topic 	<ul style="list-style-type: none"> Week 8 Content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> DEADLINE: Midterm in class March 6 DEADLINE: Research Paper Part 2 (Annotated Bibliography) due Mar. 12 at 11:59 pm.
9: Mar. 13 – Mar. 19	<ul style="list-style-type: none"> Guest Speaker(s) 	<ul style="list-style-type: none"> Week 08 Content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> DEADLINE: Mar. 13 and Mar. 15 Guest Speaker Surveys due Mar. 19 at 11:59 pm.
10: Mar. 20 – Mar. 26	<ul style="list-style-type: none"> Guest Speaker Peer Presentations, Day 1 	<ul style="list-style-type: none"> Week 09 Content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> DEADLINE: Mar. 20 Guest Speaker Survey due Mar. 26 DEADLINE: Mar. 22 Peer Presentations Survey Reflection due Mar. 26 DEADLINE: Mar. 22 Presenters to submit their presentation and group evaluations to LEARN Dropbox by 9 a.m. on their presentation day
11: Mar. 27 – Apr. 2	<ul style="list-style-type: none"> Peer Presentations, Days 2 + 3 	<ul style="list-style-type: none"> Week 11 Content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> DEADLINE: Mar. 27 and Mar. 29 Peer Presentations Surveys due Apr. 2 at 11:59 pm. DEADLINE: Mar. 27 and Mar. 29 Presenters to submit their presentation and group evaluations to LEARN Dropbox by 9 a.m. on their presentation day DEADLINE: End of Term Sexual Values Survey (Apr. 1, 11:59 pm)
12: Apr. 3 – Apr. 9	<ul style="list-style-type: none"> Peer Presentations, Day 4 (if needed) OR Special Topic Reflections and wrap-up 	<ul style="list-style-type: none"> Week 12 Content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> DEADLINE: Apr. 3 Peer Presentations Survey Reflection due Apr. 9 at 11:59 pm. DEADLINE: Apr. 3 Presenters to submit their presentation and group evaluations to LEARN Dropbox by 9 a.m. on their presentation day DEADLINE: Class Participation self-evaluation due Apr. 5 at 11:59 pm.
EXAM PERIOD			DEADLINE: Research Paper Part 3 (Final Paper) due Apr. 13 at 11:59 pm in the LEARN Dropbox



POLICY ON LATE WORK, MISSED ASSIGNMENTS

There will be a grace period of 48 hours for all assignments submitted to the Dropbox. 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 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.

RECEIPT OF GRADES

With the exception of the final assignment, all grades will be posted 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.

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

OTHER IMPORTANT INFORMATION

Illness

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.

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](http://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](http://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](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Discipline.pdf) 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/upload_file/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/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).

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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

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