



ST. JEROME'S UNIVERSITY

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

SMF 310 Winter 2023

Sexual and relational ethics

Time: Tuesdays and Thursdays, 2:30 to 3:50 PM

Location: SJ2 2002

1. INSTRUCTOR INFORMATION

Instructor: Carl Rodrigue
Office: SJU Sweeney Hall 2219
Phone: 519-884-8111 x28226
Office drop-in hours: Tuesdays and Thursdays from 8:30 to 9:30 AM and from 1:00 to 2:00 PM,
or by appointment
Email: carl.rodrigue@uwaterloo.ca

2. COURSE DESCRIPTION

A study of social relationships and systems that support sexual identities and relationship structures which generate ethical issues related to attitudes, values, and behaviours at both the individual and group level. This course may address sexual and relationship ethics on local, national, and transnational scales focusing on how issues of ethics and morality have been socially constructed.

Prereq: SMF 101/206; SMF 204 or PSYCH 236; Level at least 2B

3. COURSE OBJECTIVES

This course provides an interdisciplinary overview of ethics and its applications to sexualities and relationships. Material in this course is drawn from disciplines such as philosophy, psychology, sociology, anthropology, and legal studies. Students will learn about basic ethical theories, concepts, issues, and skills. They will learn about the basic ethical values and principles related to sexualities and relationships, as well as how to use these concepts to critically analyze difficult life

situations and controversial social issues. Students will also learn to engage in and cultivate constructive discussions on ethical matters.

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

1. Use basic ethical theories, concepts, issues, and skills to understand and critically analyze ethical matters related to sexualities and relationships
2. Understand and critically analyze tensions between various ethical values and principles related to sexualities and relationships
3. Critically reflect on the application of these concepts in everyday or exceptional situations.
4. Cultivate constructive discussions on the application of these concepts in a small group of people.

4. REQUIRED TEXTS

This course will only be using readings that are **free** to you via the University of Waterloo Library. These readings are available on Course reserves. You can find a link to Course reserves on the library homepage or on LEARN.

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

5. COURSE SCHEDULE

Weeks, dates, and modules	Topics and tasks
MODULE #1 A general introduction to ethics	
Week 1 January 10th January 12th	Readings <ul style="list-style-type: none"> • None Topics <ul style="list-style-type: none"> • Introduction to the course • Defining ethics
Week 2	Readings <ul style="list-style-type: none"> • Matthews, G., (2019). Introduction to the book. In G. Matthews & C. Hendricks (Eds.), <i>Introduction to philosophy: Ethics</i> (pp. 1-3). Rebus Community.

<p>January 17th January 19th</p>	<ul style="list-style-type: none"> • Goldschmidt, L., Langa, M., Alexander, D., & Canham, H. (2021). A review of Kohlberg’s theory and its applicability in the South African context through the lens of early childhood development and violence. <i>Early Child Development and Care</i>, 191(7-8), 1066-1078. <p>Topics</p> <ul style="list-style-type: none"> • Ethical theories • Ethical development and reasoning
<p>Week 3</p> <p>January 24th January 26th</p>	<p>Readings</p> <ul style="list-style-type: none"> • Unknown author (n.d.) Ethical dilemma #2 – Would you tell her? <i>The Daily Mind</i>. https://thedailymind.com/ethical-dilemma-2-would-you-tell-her/ <p>Topics</p> <ul style="list-style-type: none"> • Ethical issues • Group coaching #1: Ethical dilemma
<p>MODULE #2</p> <p>General sexual and relational ethics</p>	
<p>Week 4</p> <p>January 31st February 2nd</p>	<p>Readings</p> <ul style="list-style-type: none"> • Dove, E. S., Kelly, S. E., Lucivero, F., Machirori, M., Dheensa, S., & Prainsack, B. (2017). Beyond individualism: Is there a place for relational autonomy in clinical practice and research?. <i>Clinical ethics</i>, 12(3), 150-165. • Andersson, C. (2022). Drawing the line at infidelity: Negotiating relationship morality in a Swedish context of consensual non-monogamy. <i>Journal of Social and Personal Relationships</i>. <p>Topics</p> <ul style="list-style-type: none"> • Unicity and difference • Sharing and dividing
<p>Week 5</p> <p>February 7th February 9th</p>	<p>Readings</p> <ul style="list-style-type: none"> • None <p>Topics</p> <ul style="list-style-type: none"> • Stability and change • Well-being and hardship • DEADLINE: CRITICAL SELF-REFLECTION
<p>Week 6</p> <p>February 14th February 16th</p>	<p>Readings</p> <ul style="list-style-type: none"> • None <p>Topics</p> <ul style="list-style-type: none"> • Group coaching #2: Critical literature review on an ethical concept • Group coaching #3: Application of an ethical concept

Reading week February 21st February 23rd	Reading week • No class • No class
MODULE #3 Specific sexual and relational ethics	
Week 7 February 28th March 2nd	Readings • Carmody, M. (2015). Why sexual ethics? In <i>Sex, ethics, and young people</i> (pp. 103-119). Palgrave Macmillan. • Weeks, J., Heaphy, B., & Donovan, C. (2001). Introduction. In <i>Same sex intimacies: Families of choice and other experiments</i> (pp. 1-8). Routledge. Topics • Sexuality and ethics • Love and ethics
Week 8 March 7th March 9th	Readings • None Topics • Friendship and ethics • Family and ethics • DEADLINE: GROUP PAPER
Week 9 March 14th March 16th	Readings • None Topics • Guest lecture by Julia Sheldon: A workshop on workshop • Group coaching #4: Workshop
MODULE #4 Case studies in sexual and relational ethics	
Week 10 March 21st March 23rd	Readings • Gerassi, L. (2015). A heated debate: Theoretical perspectives of sexual exploitation and sex work. <i>Journal of Sociology and Social Welfare</i> , 42(4), 79-100. • McCartan, K. F., & Richards, K. (2021). The integration of people convicted of a sexual offence into the community and their (risk) management. <i>Current Psychiatry Reports</i> , 23(8), 1-8. Topics • Economic exchange • Reintegration after offense
Week 11	Readings

	<ul style="list-style-type: none"> • Pillemer, J., & Rothbard, N. P. (2018). Friends without benefits: Understanding the dark sides of workplace friendship. <i>Academy of Management Review</i>, 43(4), 635-660. • Scharp, K. M., & Dorrance Hall, E. (2019). Reconsidering family closeness: A review and call for research on family distancing. <i>Journal of Family Communication</i>, 19(1), 1-14.
March 28th	<p>Topics</p> <ul style="list-style-type: none"> • Choice: Clashing private and public expectations OR Cutting off ties
March 30th	<ul style="list-style-type: none"> • Workshop day #1
Week 12	<p>Readings</p> <ul style="list-style-type: none"> • None <p>Topics</p>
April 4th	<ul style="list-style-type: none"> • Workshop day #2
April 6th	<ul style="list-style-type: none"> • Workshop day #3

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

6. COURSE REQUIREMENTS AND ASSESSMENT

6.1 Assessment schedule (in chronological order)

Assessments	Dates	Weighting
Individual papers – Short self-reflection (five out of seven)	Before midnight after a lecture	15%
Individual paper – Critical self-reflection on an ethical dilemma	February 9th	20%
Group paper – Critical literature review on an ethical concept	March 9th	35%
Workshops	March 30th, April 4th, or April 6th	
Discussing an ethical concept		25%
Participating to discussions		5%

6.2 Assessment description

Papers

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

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

Information on these guidelines is freely available online:

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

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

Individual papers – Short reflection papers

Individually, after selected lectures, you will be asked to write a short (less than a page, double-spaced) self-reflection paper on a particular question related to a topic discussed in class. You will have until midnight to submit your paper on LEARN. For each paper, an honest attempt at answering the question will give you three points. I will ask such a question in seven out of the 11 lectures. To have full points (15), you need to submit five papers.

Individual paper – Critical self-reflection on an ethical dilemma

Individually, using notions viewed in class, you will write a three- to-four-page personal essay in which you will critically reflect on an ethical dilemma you experienced in your own life regarding sexuality and relationships. Instructions and the correction sheet for this paper are provided on LEARN.

Group paper – Critical literature review on an ethical concept

In groups of three to four people, you will write a eight- to-ten-page critical literature review on an ethical concept (e.g., value, principle, virtue) related to sexualities and relationships (e.g., autonomy, justice). You will theoretically define the concept, contextualize it socially, culturally, and historically, and discuss advances and challenges related to its application in people's lives. Instructions and the correction sheet for this paper are provided on LEARN.

Workshops

Based on your group paper, you will construct a small workshop on the ethical concept you previously worked on. In this workshop, after a short theoretical introduction of your ethical concept, you will animate a group discussion on the application of this principle in real life. For example, you will discuss ethical skills and issues related to this principle, and you will ground your discussion by engaging with concrete life situations. Each workshop will last about 30 to 40 minutes. Instructions and the correction sheet for this paper are provided on LEARN.

Participation during workshops is also graded. To get full points, you will have to participate in discussions for every workshop.

7. RULES FOR GROUP WORK IN ASSIGNMENTS

When working on a group assignment, a [Group Assignment Checklist](#) must be completed and submitted with the assignment.

8. PROCEDURES CONCERNING ACCOMMODATIONS FOR MEDICAL REASONS

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 and the length of your incapacitation.

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. Many professors already are used to this system with the Access Ability office.

9. COVID-19 MANAGEMENT AND CONTINGENCY PLANS

9.1 Student COVID-19 cases

- Students should be instructed not to come to class or other in-person activities if they are experiencing COVID-19 symptoms or are required to self-isolate.
- In the event of absence due to influenza-like illness or required self-isolation, students shall submit an Illness Self-declaration. Students can find the Illness Self-declaration form in the Personal Information section of Quest. A doctor's note for accommodation is not required. Direct students to contact the COVID-19 Support and Advice line to report their illness.
- If students cannot attend classes due to self-isolation, accommodations will be arranged, such as the ability to attend classes online in a synchronous format.

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

- **Short-term and longer-term cancellation of in-person classes, whether for the particular course or University-wide:** Lectures will be held online in an asynchronous format and made available on LEARN. Supervision sessions will be held online in a synchronous format during usual class hours.
- **Cancellation of in-person tests:** Tests will be re-scheduled at 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.

10. ATTENDANCE POLICY

If you miss a class, you are responsible for obtaining notes and information from the missed lecture (e.g., from another student). Other than clarification or elaboration questions, I will not "re-teach" if you miss material.

Ideally, you should arrive a few minutes in advance to class. Arriving late disturbs everyone.

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

Any assignment submitted after the 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 assignment misses said date and time. Assignments will not be accepted after 10 days past the original due date (unless you have made arrangements with me directly). Any assignment submitted after this cut-off will receive a grade of zero (0).

If you need a rescheduling of course assessments for legitimate medical, religious, or compassionate reasons, it is your responsibility to inform me prior to the deadline or exam session. You must provide acceptable documentation to support such reasons (e.g., official letter from a physician or a therapist). Those who were ill who contact me after the deadline or exam session will generally not be granted a rescheduling unless the illness incapacitated them, i.e. making it impossible for the student to contact me prior to the deadline or exam session.

Telephone calls from a health care provider are not acceptable to warrant a missed examination. Paper documentation is required. A non UW-Health Services note must contain the same information that is available on the UW Health Services Illness Verification form. See the following link for instructions: <https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services>

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

12. CORRESPONDENCE

When emailing me, you should include “SMF 204” in the subject line along with indication regarding the email (e.g., “SMF 204 : Question on individual paper”). You should use your UWaterloo email address to do so, since hotmail accounts sometimes delay routing of the messages or simply do not deliver messages. You should begin an email with an appropriate salutation (e.g., “Hi!”) and end it with an appropriate closing (e.g., “Thank you!”). You should end the email with your given and last names, and student number.

Also, please note:

- I will usually respond to your email within 48 hours, excluding weekends. If you have not heard from me within 48 hours, please resend your email. Beware of last-minute requests: I cannot guarantee that I will be able to respond in time. Starting your assignments in advance is a good way to prevent such an issue.
- Before asking me about the course schedule, course content, and assessments, you should go through the syllabus.

- Do not email me to ask when the grades will be posted. All you need to know is that I endeavour to complete the grading as quickly as possible.

13. ELECTRONIC DEVICE POLICY

In the spirit of creating a respectful classroom environment conducive to learning, I ask that you restrict your laptop and smartphone use to classroom activities such as notetaking, accessing LEARN, etc. to avoid distracting the people around you. Please turn your phones to off or silent. In a shared learning environment, messaging, tweeting, googling, watching videos, emailing, etc. are distracting to other students and to myself. Your respectful consideration of others is very much appreciated.

14. GRADING SYSTEM

Assigned Letter Grades	Percentage Values	Average Calculation Values
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
D+	57-59	58
D	53-56	55
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

15. IMPORTANT DATES TO REMEMBER

Copied from the U Waterloo website: https://uwaterloo.ca/registrar/important-dates/list?academic_term=50&academic_year=266&audience=202&date=All&page=1

Title	Description	Date
Classes begin	Laurier may have a different schedule - visit their website for applicable start dates.	Sep 7, 2022
Reserves removed	Reserves on most classes will be removed on this date, opening remaining spaces to all students. See Schedule of Classes for spaces.	Sep 14, 2022
Add Period ends	Last day to add a class. See how to add or swap classes in Quest.	Sep 20, 2022
Last day to drop a class from the academic record	The Drop Period ends. Classes dropped prior to or on this day will be removed from the academic record. See how to drop a class in Quest.	Sep 27, 2022
Tuition and fee refund deadline - 100%	See Student Financial Services website.	Sep 27, 2022
Drop with WD begins	WD (Withdrew, no credit granted) grade assigned for class(es) dropped during this period.	Sep 28, 2022
Reading Week	All classes cancelled; offices closed on the weekends and the holiday Monday. Undergraduate students: view the Undergraduate Studies Academic Calendar for more details. Graduate students: view the Graduate Studies Academic Calendar for more details.	Oct 8, 2022 to Oct 16, 2022
Thanksgiving Day	All classes cancelled and offices closed.	Oct 10, 2022
University closure	All offices are closed for an employee Thank You Day.	Oct 11, 2022
Convocation - fall 2022	Visit the Convocation website for details.	Oct 21, 2022 to Oct 22, 2022
Tuition and fee refund deadline - 50%	See Student Financial Services website.	Oct 25, 2022
Drop with WD ends	Last day to drop a class and receive a WD (Withdrew, no credit granted) grade.	Nov 22, 2022
Drop with WF begins	WF (Withdrew/Failure, no credit granted, value 32) grade assigned	Nov 23, 2022

	for class(es) dropped during this period. Engineering students: Visit course load and withdrawal in the Undergraduate Calendar for specific regulations.	
Classes end	Laurier may have a different schedule - visit their website for applicable end dates.	Dec 6, 2022
Pre-examination study days		Dec 7, 2022 to Dec 8, 2022
Drop with WF ends	Last day to drop a class without a petition and receive a WF (Withdrew/Failure, no credit granted, value 32) grade.	Dec 8, 2022
Final examinations begin	First day of the final examination period.	Dec 9, 2022
Examinations on Sunday	Final examinations can be held on this day for the fall 2022 term.	Dec 11, 2022
Co-operative work term ends	Actual dates may vary depending on employer or student requirements.	Dec 23, 2022
Final examinations end	Last day of the final examination period.	Dec 23, 2022
University holiday closure	No classes and offices closed.	Dec 24, 2022 to Dec 31, 2022
Grades begin to appear in Quest	Registered students can view their unofficial term grades in Quest. Note: Not all grades will be available on this date.	Dec 24, 2022
Standing decisions and official grades are available in Quest	Registered students can view their official and complete term grades, along with academic standing, in Quest.	Jan 19, 2023

16. OTHER IMPORTANT INFORMATION

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

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](#). 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](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

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.

17. OTHER STATEMENTS

A. MENTAL HEALTH SERVICES

All of us need a support system. The SJU faculty and staff encourage students to seek out mental health support if they are needed.

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 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. Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 x213

Full details can be found online on the Faculty of Arts [website](#).

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

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

B. TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working 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.

C. CHOSEN/PREFERRED NAME

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](#).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

Important notes:

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

D. INTELLECTUAL PROPERTY

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

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

PowerPoint slides);

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

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

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

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